

# INSPECTION REPORT

**ST LUKE'S C of E PRIMARY SCHOOL**

GLOSSOP

LEA area: DERBYSHIRE

Unique reference number: 112817

Headteacher: Mrs J. Campbell

Reporting inspector: Mrs J. Tracey  
20270

Dates of inspection: 25-28 February, 2002

Inspection number: 243081

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 -11 years
Gender of pupils:	Mixed
School address:	Spire Hollin Glossop Derbyshire
Postcode:	SK13 7BS
Telephone number:	01457 852602
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J. Godfrey
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20270	Mrs J. Tracey	Registered inspector	Science Information and communication technology Geography History	Information about the school The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13762	Mr N. Shelley	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?
30935	Mrs K.McArthur	Team inspector	English Art Design and technology Music Special educational needs English as an additional language Equal opportunities	
29504	Mrs S. Herring	Team inspector	Mathematics Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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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 pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Luke's School is a mixed primary school with 175 pupils of ages 4 -11 on roll. It is smaller than most primary schools. Pupils are taught in single age classes. The school does not have a nursery but there is independent nursery provision on site. The school draws predominantly from Glossop; pupils come from a broad range of backgrounds. The percentage of pupils eligible for free school meals is below average. The proportion of pupils on the register of special educational need is average. Most of these pupils have moderate learning difficulties; some have emotional and behavioural problems. The school also provides for a number of pupils with severe learning difficulties and disabilities through its 'Enhanced Resource' status. These pupils come from Glossop and outlying districts. The proportion of pupils with formal statements of need is well above average. Overall, attainment on entry is average. A small minority of pupils of European origin has English as an additional language. Almost all pupils are of white ethnic origin. Falling rolls in the school have led to significant changes in staffing in the last few years.

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

St Luke's School provides a sound education for its pupils in a supportive and caring environment. It is an improving school that is emerging from an unsettled period. The recently appointed headteacher provides good leadership that, with the support of staff and governors, is leading the school forward. Standards of work are average by the time pupils leave the school. Teaching is satisfactory. Overall, pupils achieve satisfactorily from their starting points. The school provided satisfactory value for money.

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

- Provision in the Reception class is good and children achieve well.
- Provision for pupils with special educational needs or who have English as an additional language is good.
- The headteacher provides strong leadership.
- The curriculum is broad and is enriched by a good range of extra-curricular activities.
- Pupils are well cared for in a supportive community. Relationships between staff and pupils are very good.

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

- Standards of work in Years 3 to 6, particularly of some middle ability pupils and the most able.
- The role of subject co-ordinators, who are not yet sufficiently involved in monitoring teaching, learning and pupils' progress.
- The assessment system, so that pupils who are not working to full potential are quickly identified and challenged to do better.
- Strategic planning for the future, and the evaluation of the school's success in meeting short and long term goals.

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

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

Overall improvement since the previous inspection in 1997 is unsatisfactory. However, improvement in the current year is good. It is making inroads into areas of weakness identified by the headteacher and governing body in September 2001. Since then, the provision for information and communication technology (ICT) has improved and standards are rising. Disciplinary policies have improved, resulting in pupils having greater consideration for each other and more pride in the school. The curriculum is better balanced and provides well for pupils of all ages and abilities. The assessment system, although not yet fully developed, has already enabled underachievement in English and mathematics in Years 5 and 6 to be identified and supported through additional classes. The quality of teaching has improved since the previous inspection but the school needs to aim for greater stability in staffing. The school has not yet been wholly successful in tackling issues raised in the previous inspection - improving standards reached by more able pupils, developing the role of subject co-ordinators, and monitoring the quality of teaching.

### **STANDARDS**

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

Performance in:	compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	D	C	C
Mathematics	B	B	E	E
Science	C	D	D	E

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Children make good progress in the Reception class. By the time they start Year 1, attainment in the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development is above average. Attainment in personal, social and emotional development is well above average. Physical development is at the expected levels for children aged five.

A number of pupils with severe learning difficulties join the school through its Enhanced Resource (ER) status. Their attainment, which is below that of other pupils, is included in the following standards of work and national test results.

Overall, standards of work are average in Year 2. They are above average in English and mathematics. Pupils of lower ability and those with special educational needs achieve well. Others achieve satisfactorily but some have the potential to reach higher standards. Results in national tests taken at the end of Year 2 in 2001 were average in reading, writing and mathematics. Above average proportions of pupils exceeded the level expected for their age in reading and writing.

Standards of work are average in the current Year 6. Overall, achievement is satisfactory but some middle and higher -attaining pupils could do better. Pupils in this class have been affected by turbulence in staffing and other aspects of the school's provision in previous years. Progress this year is good and is making up for deficiencies in earlier years. Pupils' results in national tests taken at the end of Year 6 in 2001 were also affected by the school's difficulties. Attainment was average in English, below average in science and well below average in mathematics. The results were not truly representative of pupils' capabilities because of the significant proportion of ER pupils and others with special educational needs. The school met its targets for English and mathematics but these were not high enough taking into account pupils' prior attainment. Targets for the current year have been modified upwards and are suitably realistic and challenging. Over time, the trend in the school's average point score is broadly similar to that found nationally. There is little difference between the attainment of boys and girls.

Test results in Years 2 and 6 fluctuate from year to year depending on the number of ER pupils in the cohorts.

The school is now in a position to raise standards further, particularly in mathematics and science. Systems are being put in place, and already producing results, to target those pupils capable of exceeding standards normally expected for their age. Speaking and listening skills, and reading, are above average throughout the school. Writing and numerical skills are average and are the focus of new initiatives this year. Standards in ICT are improving but attainment is below average throughout the school. This is because of lack of practice due to a shortage of computers rather than the pupils' basic knowledge and level of understanding.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic learners. Higher-attaining pupils need to develop greater independence in their learning.
Behaviour, in and out of classrooms	Behaviour in and out of lessons is almost always good. The vast majority of pupils have respect for the school's disciplinary code. The number of exclusions is low.
Personal development and relationships	Good. Pupils interact very well with other pupils and adults. Pupils show initiative and respond well when given specific responsibilities. Older pupils

	particularly enjoy helping and supporting younger ones at lunchtimes.
Attendance	Attendance is above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

Overall, the quality of teaching and pupils' learning is satisfactory. It is good in the Reception class and Years 2, 5 and 6 where pupils have been taught by the same teachers since September. The continuity of teaching has led to good progress because pupils know clearly what is expected of them. The consistency of teachers' practices gives pupils confidence and a sense of security. In other classes, where there have been changes in staffing, pupils take time to adjust to different teachers' expectations and the pace of work is slower. Significant changes in staffing over recent years have hindered progress for most pupils in Years 3 to 6 at some stage in their schooling. Teaching in the additional targeted groups for English and mathematics in Years 5 and 6 is good. It is raising standards.

Teaching is satisfactory overall in English and mathematics and all other subjects in Years 1 and 2 (Key Stage 1) and Years 3 to 6 (Key Stage 2). Strategies for promoting pupils' numerical and reasoning skills are satisfactory but mental sessions at the beginning of some lessons lack pace. Staff confidently teach the full range of literacy skills. Scrutiny of pupils' work indicates that the teaching of mathematics has not always been rigorous enough to engage the most able pupils in challenging work matched to their potential. Good teaching is characterised by fast moving lessons that challenge all pupils to stretch their ability to its limit. Questions are skilfully worded and pupils' answers are used to develop the lesson further. The quality of teaching and learning in satisfactory lessons could be raised to that of the best by increasing the pace at which pupils work. Sometimes too much time is spent waiting for all pupils to complete the work before the whole class moves on.

Pupils with special educational needs are well taught. They acquire and remember sufficient knowledge at a basic level to make subsequent practical activities meaningful and productive. Teachers have good, relevant expertise which is well used to develop these pupils' independence so that they do not become over-reliant on support staff.

Good use is being made of ICT in subjects such as English, science, history and geography.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and provides a well-rounded education for all pupils. It is enriched by a good range of interesting extra-curricular activities.
Provision for pupils with special educational needs	Good. Most pupils progress well towards their individual targets. Pupils with severe disabilities are well integrated into mainstream schooling.
Provision for pupils with English as an additional language	The school provides well for pupils for whom English is not the first language. The few pupils involved make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral development is good, and for social development is very good. Spiritual and cultural development are satisfactorily provided for. The school is aware of the need to plan more opportunities to prepare pupils for life in a culturally diverse society.
How well the school cares for	The school cares for its pupils well. Their needs are at the heart of priorities in the school's planning. The assessment system is new this year. It is beginning

its pupils	to be used effectively to eradicate identified weaknesses in pupils' learning. It needs to be used consistently throughout the school so that pupils know what to do to improve their work.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher has brought about significant improvements since her appointment in September 2001. She is well supported by colleagues who share her commitment to making pupils' educational experience worthwhile and exciting.
How well the governors fulfil their responsibilities	The governing body has satisfactorily put new systems in place for the effective running of the school. It acknowledges that there is still much to be done, including the monitoring of progress towards priorities in the development plan. Governors have clearly identified the school's strengths and weaknesses, and the reasons for them. For instance, targets for English and mathematics in 2001 were unrealistic because they were not based on systematic records of pupils' work.
The school's evaluation of its performance	The school is now analysing its performance satisfactorily and using the information gained to target perceived areas of weakness for improvement.
The strategic use of resources	The budget and specific grants available to the school have been spent to pupils' benefit, but not with sufficient regard for strategic planning for the future. The most significant effect has been on staffing, leading to discontinuity of teaching, mainly in Years 3 to 6, which has affected pupils' progress. The school is increasingly applying the principles of best value to its financial management and consultative procedures.

## 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 numerous improvements since the appointment of the new headteacher.</li> <li>• Children like school.</li> <li>• Parents feel comfortable about approaching the school if they have concerns.</li> <li>• Standards of behaviour.</li> <li>• Pupils' academic and personal progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The school could work more closely with parents.</li> <li>• Information about pupils' progress.</li> <li>• The range of extra-curricular activities.</li> </ul>

Inspectors agree with the positive views expressed by parents. Homework was found to be set regularly according to a set schedule. However, there have been inconsistencies, now remedied, particularly in Year 4. The school is increasingly working closely with parents in a co-operative and consultative manner. Inspectors agree with parents that annual school reports do not make clear how well pupils are achieving with respect to expectations for their age, except in Years 2 and 6. However, three opportunities are offered each year for formal consultation about pupils' progress. The range of extra-curricular activities is considered to be good.

## **PART B: COMMENTARY**

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

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

1. Overall, attainment on entry to the Reception class is average. Children's personal and social skills are above average; other skills are average because not all children have experience of nursery education. The two entries to the Reception class, in September and January, result in a wide range of abilities in the group in the second part of the year. Teaching is such that children's learning is well managed so that all make good progress from their starting point in each area of learning. Children achieve well. Attainment is above average at the start of Year 1.

2. Overall, standards of work are average at the end of Years 2 and 6. In Year 2, they are above average in English and mathematics, just below average in ICT and average in other subjects. In Year 6, they are average in all subjects, except ICT where they are close to average. These standards take into account that in almost all year groups there are pupils with severe learning difficulties. These pupils join the school through its 'Enhanced Resource' status. They benefit considerably from integration into mainstream schooling. Other pupils gain too from learning to understand how disabilities can be overcome to the mutual benefit of all. Although the achievement of mainstream pupils is satisfactory overall, not enough achieve at levels higher than expected for their age. This is because the school has not implemented systematic procedures to monitor pupils' progress and target those not achieving their full potential. This was quickly identified by the new management in September 2001. Action has already been taken and progress is good in classes that have had the same teacher since the beginning of the school year. In classes where there has been a succession of teachers this year, progress is satisfactory. Boys and girls achieve similarly throughout the school.

3. In 2001, pupils' results in national tests taken at the end of Year 2, based on average points scores, were average in reading, writing and mathematics. Above average proportions of pupils exceeded the level expected for their age in reading and writing and in teacher assessments for science. The results include all those with learning difficulties and special educational needs. Compared with similar schools on the basis of eligibility for free school meals (but not with Enhanced Resource status as at St Luke's), results were below average in reading and writing and average in mathematics. Results fluctuate from year to year depending on the number of ER (Enhanced Resource) pupils in each cohort.

4. Pupils' results in national tests taken at the end of Year 6 in 2001 were average in English, below average in science and well below average in mathematics. They cannot be compared directly with the class's results when they were in Year 2 because a number of higher-attaining pupils moved from the school during its unsettled period. Compared with similar schools results were average in English and well below average in mathematics and science. As with results in Year 2, the results include those of ER pupils. The school met its targets in English and mathematics but these were too low taking into account pupils' prior attainment. The new governing body has modified targets for the current year on the basis of records and tests taken during the course of this year. The new targets are suitably realistic and challenging. Variation in results year-on-year accurately reflects the differences in the ability ranges of the cohorts. Overall, the trend in the school's average point score in National Curriculum tests is broadly in line with the national trend.

5. Pupils' results in national tests were better in Year 2 than in Year 6 at the time of the previous inspection. They still are. The underlying reason for this is the inconsistency in the teaching provision in Years 3 to 6 and the lack of systems to ensure that pupils progressively build up their skills, particularly in mathematics and science. Some middle and higher-attaining pupils have not been challenged enough

in the last few years. The situation has changed this year. Rigorous teaching, supplemented by additional classes in English and mathematics for small groups of pupils, is moving pupils on.

6. Pupils with special educational needs and the ER pupils achieve well. Other pupils of lower ability also achieve well. These pupils are well supported by experienced staff who identify their needs accurately and set appropriate targets for learning. Pupils are assisted to build up knowledge in small steps. They understand and retain much of it because they are given plenty of opportunities to practise its application. Two pupils in the school speak English as a second language. They are making very good progress in all subjects through the help of school staff and extra support from the local education authority language service.

### **Standards in English, mathematics and science**

7. Pupils' speaking and listening skills are above average throughout the school. They express themselves clearly when talking to teachers and other pupils, listening well to different ideas and opinions. By the time they are eleven they confidently express their preferences and use a good range of vocabulary. Pupils with special educational needs, including those on the ER register, join in with whole class discussions and other pupils are patient in listening to them. This builds up their self-confidence. Reading is above average in Years 2 and 6. Pupils enjoy reading. Teachers provide good opportunities for pupils to read aloud so that from an early stage they appreciate that expression and intonation add interest for the listener. In Year 2, the most able pupils can draw on text to recount the main points of a story and predict its ending. Pupils know the difference between fiction and non-fiction books and they know how to use the latter to find information for themselves. By Year 6, pupils read well. They skim and scan text quickly to support their work in other studies. Standards of writing are average in Year 6. Writing has been identified as a priority for further development. Most pupils are developing a neat, legible style of writing. Spelling lets some pupils down, especially those of lower ability. The curriculum satisfactorily covers the teaching of punctuation, comprehension and different forms of writing but opportunities for extended and creative writing have been limited in Years 3 and 4. Pupils use literacy skills well in other subjects. A particularly good example is the ICT processed school newsletter produced by each class in turn.

8. The erratic provision for mathematics in the last few years has resulted in mixed results in national tests. Rapid improvement in implementing the National Numeracy Strategy this year is beginning to bring about a noticeable improvement in standards, especially in Years 3 to 6. Standards in number and shape, space and measure are good overall in Year 2, but the ability to apply these skills and handle data is less well developed. In the older year groups, not enough opportunities have been provided for pupils to explain how they have worked answers out to help their understanding. More attention still needs to be given to developing pupils' mental and oral skills in lessons. Sound opportunities are provided for pupils to develop mathematical skills in other areas of the curriculum. Typical examples are the construction of graphs in science and shape formations in art.

9. At the time of the previous inspection, pupils lacked practice in developing investigative skills in science. The school has focused on promoting these skills and they are now satisfactory. Recent improvements in whole-school management systems are raising standards and pupils are gaining a balanced range of knowledge in life processes and living things, materials and physical processes. Scrutiny of pupils' books shows improving standards of detailed and accurate recording of experimental work since the beginning of the year.

10. Standards of attainment and achievement are similar to those at the time of the previous inspection. The report in 1997 indicated that more able pupils were not doing as well in sufficient numbers as might be expected. The school has not yet made satisfactory improvement with respect to this. It has sustained the good achievement of the least able pupils.

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

11. Pupils' attitudes, values, personal development and attendance are good. Standards have been maintained since the previous inspection. Parents are pleased with the standards of behaviour and pupils' personal development.

12. Pupils say that they like almost all of their lessons and enjoy their experiences in school. They are right to appreciate their teachers and the support that they receive. Many take part in the various activities that are arranged for them. Their attitudes towards learning are good although some could be encouraged to be more independent in their approach to the work. Most pupils try hard and do their best.

13. Behaviour in and out of lessons is almost always good. A few pupils occasionally misbehave in a minority of lessons that lack challenge or where activities do not fully engage them. Pupils' conduct is orderly and they are polite to adults. Those pupils who have particular difficulties in exercising self-control mostly behave well because of the very good support that they receive. The number of exclusions is low.

14. Relationships between pupils are very good and, consequently, incidents of bullying are few. Pupils get on well together in work and play. For instance, in a science lesson in Year 2, pupils used their initiative and acted very responsibly. They gathered their own materials for an experiment and formed into groups. Without direction from the teacher, a group member took the initiative to lead and allocated equipment and jobs to his peers who accepted his delegation happily. As they left the classroom, a pupil, on her own initiative, advised another how to carry a metre length ruler in a safe manner.

15. Pupils with special educational needs have good attitudes to school and enjoy their lessons. They integrate well into mixed ability classes because of good direction and support from adults and other pupils.

16. Pupils make good progress with their personal development. They learn to have respect for the feelings and views of others, for example when they sit down together for discussion in personal, social and health education lessons. They satisfactorily learn to appreciate the plight of others in the course of hearing about and supporting charitable causes. They develop awareness of the effect of their actions on others when, for example, teachers counsel them about their attitudes and behaviour. They take on responsibility well. Some are librarians and others are monitors. During wet lunch times, older pupils lead activities for younger pupils and do so in a very sensible and enjoyable way. Pupils in Years 4, 5 and 6 use their ICT skills to produce a school newspaper that is informative and well presented.

17. Attendance is above the average for primary schools. Some absence is due to parents arranging to take family holidays during a school term. Pupils arrive punctually for the start of school.

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

18. Overall, the quality of teaching and pupils' learning is satisfactory. There has been a significant improvement in teaching since the previous inspection when 13 per cent of lessons were unsatisfactory. This is due to changes in staffing, some very recent, better planning and a sharper focus on the use of daily assessment in lessons to influence planning for the next. No unsatisfactory teaching was seen during the inspection. Forty two per cent of the lessons observed were good; 17 per cent were very good. One lesson in Year 4 was outstanding

19. Teaching and learning are good in the Reception class. They are satisfactory overall in all other subjects in Years 1 and 2 and Years 3 to 6. Teaching is good in Years 2, 5 and 6. This is because these classes have been taught by the same teachers since the beginning of the school year. Other classes have had a succession of teachers, some temporary. Discontinuity in teaching has slowed the pace of learning, and in Year 1 has caused pupils to take longer to settle into a disciplined routine. At the time of the inspection the staffing situation was stable and no further changes are planned for the remainder of the year. Pupils in Years 5 and 6 are learning at a good pace. They are benefiting from joint planning across the two classes, particularly in ICT. Pupils in Year 6 have some gaps in their learning from the previous year, for example in mathematics and science. Planning takes account of this by incorporating elements of earlier work in the build up to the standard required for Year 6. Records show that pupils in Year 6 have made good progress this year. Some pupils' predicted targets for the end of the year have already been modified upwards. Additional tuition in English and mathematics for targeted groups of pupils in Years 5 and 6 is raising their self-confidence and ability to work independently.

20. A strong feature of the good teaching in the Reception class is the high expectation of all children. Management is firm but kindly and children know exactly where they stand. They rise to the challenge and many develop above average levels of independence for their age.

21. The quality of the teaching in English, mathematics and science is sound. Pupils' learning overall is satisfactory rather than good because there have been insufficient opportunities for the subject co-ordinators to track that skills are developed at a pace compatible with individual pupils' ability. Some middle and higher-attaining pupils have not been sufficiently challenged in earlier years. The breadth of their knowledge is adequate but it has lacked the depth to raise standards to higher levels. They have the potential to do better given the opportunities for greater independence in their learning.

22. All teachers make use of ICT in lessons. Pupils are gaining the confidence to transfer skills across the range of subjects. Wherever resources allow, teachers encourage pupils to make use of programs to reinforce the teaching points of the lesson. For example, a spelling program is used in Years 5 and 6. In Year 4, pupils satisfactorily inserted their own questions into a science program to help them classify minibeasts.

23. Pupils with special educational needs, including ER pupils, are well taught. Teachers liaise with the co-ordinator and Education Care Officers to identify and set appropriate targets. Lesson plans are carefully planned to ensure that the work is well matched to the specific needs of individual pupils, and also provides suitable challenge for them. These pupils often work in mixed ability groups in lessons such as design technology and music. This develops their independence so that they do not become too reliant on support staff. Several teachers have additional qualifications in teaching pupils with special educational needs. Their expertise is well used.

24. Good teaching occurs when the content is well planned and interesting so that it fires pupils' imagination and makes them eager to learn. Lessons then move at a fast pace and all pupils are challenged to work at levels that stretch their ability to its limit. Written work is well presented and regularly marked so that pupils know what to do to improve. An excellent example of practice that could usefully be shared was a geography lesson in Year 4. The teacher gradually built up the level of challenge moving from 2 figure to 4 figure reference points on maps. The pace was maintained at exactly the right level to sustain interest and to encourage pupils to want to learn more. They were reluctant to stop work at the end of the lesson. Where lessons are satisfactory rather than good, too much time is lost waiting for some pupils to answer questions or complete the work before the whole class moves on. The structure of activities in these lessons needs to be reviewed to increase the pace of learning and allow time for reflection of what has been achieved. Variations in the format and

quality of teaching are indicative of the lack of whole-school monitoring of teaching and learning in recent years.

25. Some parents expressed concerns about homework. Inspectors found that homework was normally set regularly and marked to a timetable known to parents. On occasion, it was found to have been inconsistent, especially in Year 4, but the situation has now been rectified.

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

26. The school has a sound curriculum including good provision for the Foundation Stage. There has been good improvement in ICT since the previous inspection with all aspects of the subject now planned for and taught. The curriculum is broad and balanced and the interesting and varied range of activities promotes good attitudes to school. The wide range of extra-curricular activities brings an added dimension to pupils' learning. Pupils with special educational needs and those designated through the Enhanced Resource status are fully included in all activities and in the life of the school as a community.

27. Whilst due emphasis is placed on the teaching of English, mathematics and science, a good aspect of the school is the variety of learning opportunities provided across the full range of subjects and the additional activities on offer to pupils. Almost 30 pupils take advantage of peripatetic music lessons, improving their individual skills and also enriching the musical life of the school. Lessons are generally interesting, and the school has worked hard to develop links between subjects. For example, in Year 3, the geography topic on India was linked to smelling and tasting spices. Rangoli patterns were created in art and design and literacy groups were named after different Indian cities which pupils were asked to research. There are effective strategies for teaching literacy and numeracy, and ICT is used well to support learning in other subjects, for example older pupils research the work of Clarice Cliff on the internet before creating their own designs in a similar style.

28. After a period in which there was little curriculum development, the school now has useful schemes of work in all subjects based on national guidelines. The role of the subject co-ordinators is being extended, especially with regard to planning for the progressive development of skills in each area. The school has appointed key stage co-ordinators this year to promote and check the effectiveness of planning across the key stages. It is too early to judge their impact. Planning is satisfactory overall but tasks are not always clearly identified for pupils of different ability. This sometimes leads to insufficient challenge for more able pupils. The school meets all statutory requirements including the requirements for daily collective worship.

29. The curriculum provided for children in the Foundation Stage is good. Planning is above average in standard and ensures that children have interesting and varied activities, which relate closely to the nationally recommended Early Learning Goals. Each activity has a clear purpose and every opportunity is taken to enhance children's learning.

30. The school makes satisfactory provision for pupils' personal, social and health education in specific lessons as well as through the strong ethos of the school, which emphasises respect for oneself as well as others. A weakness is that the policy for sex education needs updating and there is no policy for drug awareness.

31. The school aims to be fully inclusive and for the most part pupils with special educational needs and ER pupils are taught, with support, in their own classes. Teachers take account of pupils' individual education plans when planning lessons. Pupils have access to the full curriculum and are fully integrated into the life of the school.

32. There is good provision for extra-curricular opportunities, which include a range of sports, music, dance, craft activities and a Christian Club. This is more extensive than is usually found in a school of this size. An exceptional feature is the club run for Enhanced Resource pupils, to encourage sharing and language development through co-operative activities. The curriculum is enriched through visits to places of interest, including a residential visit for older pupils, placing emphasis on personal and social skills. The school arranges focus weeks during which visitors contribute to topics which enhance learning in topics related to the curriculum.

33. There are satisfactory links with partner institutions and good links with the various pre-school groups attended by children. Links with the high school are currently dormant. Satisfactory contributions from the community include visits from the fire brigade and contributions to assemblies from the local vicar.

34. The provision for pupils' personal development is good overall.

35. Provision for developing pupils' spiritual awareness is satisfactory. There are good links with the church but opportunities for pupils to gain self-knowledge through quiet reflection are limited. This was an area identified for development in the previous inspection. Good emphasis is placed on listening to pupils and valuing their contributions. For example, the 'buddy bench' in the playground was introduced at the suggestion of pupils to satisfy a need they had identified. There are good opportunities for pupils to explore their own values, for instance in the Year 5 lesson in which pupils discussed their ideas of friendship. They also consider the difficulties of Sikhs upholding their religious way of life in this country, for example by wearing a turban or carrying the knife. Opportunities to explore the values and beliefs of people from different cultural backgrounds are limited and need to be further developed.

36. Provision for pupils' moral development is good. The school has a clear moral code based on pupils behaving responsibly, which is promoted consistently through all aspects of school life. Positive behaviour is rewarded. There are good opportunities for pupils to discuss the implications of topical events, such as September 11<sup>th</sup>, and older pupils are encouraged to bring forward their own ideas for discussion. Moral issues are also raised in assembly. For example, pupils were invited to consider the real meaning of parental love through acting out the story of the wisdom of Solomon's judgement. Pupils were encouraged to apply this to their own lives by thinking carefully before making a decision. Good emphasis is placed on equality of opportunity, for example through the total inclusion of all pupils with special educational needs, including ER pupils, in all aspects of school life. Pupils are encouraged to think about the needs of others by raising funds to support the local Women's Refuge and also the Macmillan Nurses.

37. There is very good provision for pupils' social development through the very strong emphasis placed on developing independence and responsibility. This is an improvement since the previous inspection and reflects the high priority placed on this area by the new headteacher. Older pupils take a leading role through being librarians, by publishing a school newspaper and by running activity clubs for younger pupils. They also help to supervise Reception children as they come in after lunch. There are very good opportunities for pupils to work together in class, in the residential activity week, and also in team sports. Older pupils work together to contribute to the wider community by helping the local rangers to clean out the river. Teachers provide good role models as they listen to pupils with interest and courtesy. There is a strong sense of community within the school, fostered principally by the caring attitude of the headteacher which permeates through all members of the school community.

38. Provision for pupils' cultural development is satisfactory. Good use is made of lessons such as art to raise awareness of pupils' own culture, for example in the designs of Clarice Cliff and the sculptures of Henry Moore. Awareness of other cultures is also raised by listening to a range of music, for

example Ladysmith Black Mambazo, in assembly and in music lessons. In religious education lessons, pupils learn about different faiths and also about celebrations such as Easter, Divali and Chinese New Year. Resources such as dolls, jigsaws and books project positive images of people from a wide range of ethnic backgrounds. The school is aware, however, of the need to plan more opportunities to prepare pupils for life in a culturally diverse society, for example, by including more specific teaching about racial harmony in schemes of work.

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

39. The school makes satisfactory provision for pupils' welfare, health and safety. Some parents express concern that there is not a perimeter fence to ensure pupils' security and prevent vandalism, which does occur on occasion. Procedures for child protection are satisfactory. The procedures to monitor and support attendance, behaviour and personal development are good. Those for assessing pupils' progress in academic work are satisfactory but in need of further improvement.

40. The quality of pastoral care is good and pupils feel safe and valued. The school succeeds in providing pupils with equality of opportunity and accomplishing the full integration of all pupils.

41. The school effectively promotes attendance and punctuality. Attendance is closely monitored and the school successfully secures the co-operation of parents in providing reasons for absence. Despite discouraging parents from arranging family holidays during a school term, some continue to do so.

42. Effective strategies are in place to promote and support good behaviour. Teachers manage behaviour well overall and consistently apply the discipline policy. The school ensures that pupils know the standards expected of them. When misbehaviour occurs, teachers discuss it with pupils and help them to understand why it is unacceptable and how to improve.

43. Relationships between adults and pupils are such that pupils readily report any alleged bullying or incidents. Evidence of this was seen during the inspection when a pupil sensibly approached two teachers because she felt she had been unkindly treated. The teachers listened sympathetically and unobtrusively followed up the matter with the other pupils involved. Parents and older pupils confirm that the few instances of bullying and misbehaviour are dealt with promptly and effectively. Those pupils with special educational needs who have particular difficulties in exercising self-control are very well supported by Education Care Officers.

44. Pupils make good progress with their personal development. They are taught decision-making skills and how to work in groups. Good opportunities are provided for pupils to use their initiative and take on responsibilities, for example when Year 6 work with younger pupils at breaks and lunchtime.

45. The school provides good support and care for pupils with special educational needs, both within the mainstream of education and through its Enhanced Resource status. Pupils' statements and reviews are regularly updated and parents are well involved in the process. The school receives good support from outside agencies, including the Educational Psychologist, the Behavioural Support Service, Speech Therapy, the nurse and the Primary Support Team. Education Care Officers provide good support for ER pupils in class. By working alongside them in lessons they enable these pupils to tackle the same topics as other pupils and to feel truly integrated into the school.

46. The assessment of pupils' work is satisfactory overall. New procedures were introduced this year and are being used effectively in English and mathematics. They have not been extended to the same extent in science and ICT. Assessment is not yet used well enough to inform long term planning of the curriculum and promote the progressive development of skills year-on-year. The day-to-day assessment of pupils' work satisfactorily influences short term planning; for example, teachers

annotate daily lesson plans and take account of how well pupils learn in order to plan the next lesson. Optional National Curriculum tests are used to gauge the progress of older pupils and identify those who are not achieving as well as expected. In Years 5 and 6, these pupils have been targeted for additional support in English and mathematics. Improvement in their work has already been noticed. Pupils' strengths, weaknesses and effort are well described to parents in annual school reports but not with sufficient clarity to identify when pupils are underachieving. Overall, the new assessment procedures have not been applied long enough to have a positive effect on standards.

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

47. Parents are becoming increasingly more confident in the school and are pleased with the quality of education and support that it provides. The partnership between parents and the school is good. Parents say that after the previous inspection they became dissatisfied with the school but that, since the present headteacher's appointment, confidence has been restored.

48. Parents express positive views about the school and are very supportive. They are particularly pleased with the improvements that have taken place this year. They say that the atmosphere of the school is friendly and welcoming; pupils are well supported and standards of behaviour have improved.

49. Parents are well informed about the life and work of the school. The Governors' Gazette is a particularly good innovation for passing on information. Pupils also contribute well to the flow of information. They take turns, by year group, to publish their own newsletter which they prepare using ICT. An annual calendar of events is issued and updated from time to time. There are three annual opportunities for parents to formally consult teachers about pupils' progress and they are well attended. Parents are welcome to contact the school in the meantime. Annual school reports are good for pupils in the Foundation Stage. In other year groups, the reports provide helpful information about what pupils understand, know and can do, their personal development and targets for improvement. They do not clearly state how well pupils are achieving in relation to their age or national standards other than in Years 2 and 6. This reflects the concern expressed by a few parents about the quality of information on their children's progress.

50. Parents help in school by listening to readers and also contribute to some lessons, for example science and food technology. Some have taken time off work to offer their services. All meetings and events arranged by the school are well by attended parents, including celebration assemblies. Parents co-operate well with strategies to support their own children, particularly with the periodic reviews for pupils with special educational needs. The Parents' Association is very active. It arranges many social events and raises large sums to support the school financially.

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

51. The school has passed through an unsettled period since the previous inspection. It was without an active headteacher last year and numerous staffing changes affected pupils' attainment and progress. A new headteacher was appointed in September 2001. She quickly identified aspects of the school's work needing urgent attention and, together with the staff and governing body, set about putting new systems in place. Good leadership and management have already led to significant improvement in pupils' attitudes and progress. Teachers are hard working and there is a good team spirit amongst them. They and the governors share a common vision for the school and are committed to raising standards and providing a learning environment in which all pupils thrive. The school has a warm feel about it that reflects its caring ethos.

52. Issues at the time of the previous inspection in 1997 centred on

- fully implementing the National Curriculum in ICT,
- providing clear educational direction by focusing more closely on pupils' attainment and progress,
- directing the school development plan towards raising standards, especially of the more able pupils,
- strengthening the role of curriculum co-ordinators by allowing them to develop the subject for which they were responsible.

53. None of these was dealt with satisfactorily up to 2001. Consequently, teachers were frustrated. Whilst each worked independently for the benefit of pupils in their class, there was no collective overview to check pupils' progress over time and identify those not reaching their full potential. Some parents withdrew pupils from the school. Falling rolls led to difficulties with staffing which resulted in discontinuity of learning in some classes.

54. The majority of governors are new this year. The governing body has completely restructured its systems of operation. Every aspect of the school's work is being reviewed to a strict timetable. By working closely with the headteacher and staff, governors are familiarising themselves with the school's immediate strengths and weaknesses. Action has been taken to influence the latter, for example by providing additional classes for groups of pupils in Year 5 and 6 who need more intense tuition to raise literacy and numeracy skills to higher levels. Pupils are responding well, as demonstrated by their greater confidence in explaining what they are doing and tackling more complex work. Governors are now fulfilling most of their responsibilities. They acknowledge that there is still much work to be done, particularly in developing a strategic improvement plan and monitoring progress towards its priorities. Governors are benefiting from training and they usefully share with each other information brought back from courses. The governing body is keeping parents informed through the 'Governors Gazette', an innovative newspaper which regularly updates parents about school matters.

55. Since taking up appointment the headteacher has gained the respect and confidence of pupils, parents and staff. This was expressed throughout the inspection, and in additional comments on the parents' questionnaires. The school roll is beginning to rise. During the inspection, a number of parents of prospective pupils visited the school. The headteacher has a visible presence throughout the school during the day and she is very responsive to concerns as they arise.

56. The current one-year emergency development plan is linked to a three-year development plan. It is appropriately designed to provide structured systems on which to base strategic planning for the future. The school is fully aware that modification will be needed later this year when the effect of this year's actions are evaluated. The plan is proving to be effective in assisting the headteacher, staff and governors to prioritise areas for attention, such as providing for stability in staffing. Paramount is recognition of the need to ensure better continuity of learning so that all pupils reach their optimum potential. Development of the role of subject co-ordinators is crucial to this aspiration. They are keen to take responsibility for their areas and to exercise control over them. Up to this year, they have not had the opportunity to monitor teaching and learning within their subject, or to track pupils' progress for underachievement or target setting. Consequently, they have had no direct involvement in analysing results or knowing to what extent individual pupils have met expectations. The headteacher has begun to systematically analyse results and relate them to prior attainment. This had not been done rigorously in the past and explains why the targets set for English and mathematics at the end of Year 6 were too low. Challenging targets have now been set matched to pupils' potential.

57. Fluctuations in the number of pupils attending the school through its Enhanced Resource status have led to significant variation in the school's income since the previous inspection. Added to this has been a reduction in income due to falling rolls. The management of finances during this period did not sufficiently take forward planning into account and the budget was in deficit for two years. The local education authority's audit expressed concern about this situation. The new governing body tackled the

budgetary position as a matter of urgency. Cuts in spending were introduced and the budget is scheduled to be in balance this year. This is not without impact. Little money has been available for additional resources to aid teaching but the local education authority has provided extra support in the form of advice to mitigate the effect of previous years' difficulties. Teachers are doing their best to minimise the effect of the cutbacks but the situation will not be sustainable if extended over too long a period. Most of the school's funding is satisfactorily used for its specified purpose. There are exceptions however, for example, not enough from one particular fund, the Standards Fund, is allocated for teachers' professional development. The current governing body identified this error in the previous year's planning. Financial control and planning are now tight and strictly linked to targets in the development plan. There is evidence that the school is satisfactorily applying the principles of best value in its decision-making, for example, in the deployment of teaching and non-teaching staff to support the learning of pupils across the whole ability range.

58. There is a clear commitment to inclusion and equal opportunities for all members of the school community. Pupils of different abilities are satisfactorily catered for within the curriculum, although more attention needs to be directed to ensuring that the most able are suitably challenged at all times. The school satisfactorily endeavours to promote an understanding of cultural diversity. However, since there is a very small representation of pupils from ethnic minorities, the school should consider including more specific teaching about racial harmony into its schemes of work

59. The school is committed to raising standards in English and mathematics through use of the National Literacy and Numeracy Strategies. The former is securely in place and practised throughout the school. The latter was not used consistently in all classes until this year. This was a contributory factor to the difference between pupils' national test results in English and mathematics in Year 6 in 2001.

60. The provision for pupils with special educational needs, both within mainstream classes and through the school's Enhanced Resource status, is well managed. It clearly underpins the success these pupils achieve.

61. Staffing has been a problem for the school. Falling school rolls have necessitated reductions in staffing. This, together with staff absence for various reasons, has resulted in frequent changes in teachers for many pupils. Years 1, 3 and 4 have experienced changes within the present year. The first two of these are currently taught by temporary staff. The school is managing the difficulties with staffing well, minimising the impact on pupils' learning as much as is possible. The provision of additional support for pupils with special educational needs is good. The support is well deployed, according to pupils' needs, and makes a significant contribution to their progress and attainment. The assistants keep good ongoing records of progress every lesson which classteachers then use to inform planing for the next session. The system works well.

62. Overall, accommodation and learning resources are satisfactory. There are two exceptions. Children in the Reception class do not have enough access to large wheeled toys to promote their physical development, and there are too few computers for pupils to gain sufficient practice in the use of ICT skills.

63. Taking into account the school's recent difficulties, the improving standards and attitudes, the school's ethos and climate for learning, the school gives satisfactory value for money. The school now has good capacity for further improvement.

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

64. In order to consolidate and further develop recent improvements, the governors, headteacher and staff should:

(1) Raise standards, particularly of middle ability and more able pupils by;

- using assessment data to identify those pupils who are not working to their full potential,
- informing pupils what they need to do to improve and monitoring progress towards given targets,
- encouraging more independence in their learning.

*(Paragraphs 2, 5, 10, 12, 21, 56, 86, 122 )*

(2) Strengthen the role of the subject co-ordinators so that;

- they have a better overview of their subject and are more responsible for the progressive development of skills within it,
- they are fully involved in the monitoring of teaching, learning and pupils' progress.

*(Paragraphs 28, 56, 90, 96, 102, 116, 126 )*

(3) Develop assessment procedures so that pupils' progress can be monitored on a regular basis across all areas of the curriculum.

*(Paragraphs 46, 82, 90, 96, 102, 124 )*

(4) Improve the governance of the school by;

- clarifying financial procedures with the local education authority,
- monitoring and evaluating the school's success in working towards priorities set out in a clear strategic plan for the future, incorporating short and long term goals.

*(Paragraphs 54, 56, 57 )*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	40

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	15	14	0	0	0
Percentage	2.8	16.7	41.6	38.9	0	0	0

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

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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	175
Number of full-time pupils known to be eligible for free school meals	6
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	36
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	12

### *Attendance*

#### **Authorised absence**

	%
School data	4.5
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	15	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	9	9	8
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	92 (100)	92(96)	92(96)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	9	9	9
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	92(100)	96(96)	96(100)
	National	85(84)	89(88)	89(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	20	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	11	17
	Girls	12	8	12
	Total	28	19	29
Percentage of pupils at NC level 4 or above	School	82(67)	56(80)	85(83)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	16
	Girls	12	7	12
	Total	26	20	28
Percentage of pupils at NC level 4 or above	School	76(70)	59(80)	82(83)
	National	72(70)	74(72)	82(79)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	174
Any other minority ethnic group	1

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

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20.75
Average class size	23.7

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

Total number of education support staff	10
Total aggregate hours worked per week	180

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	1
Other minority ethnic groups		

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

### ***Financial information***

Financial year	2000/2001
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	£
Total income	451775
Total expenditure	462038
Expenditure per pupil	2471
Balance brought forward from previous year	-6159
Balance carried forward to next year	-16422

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

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	166
Number of questionnaires returned	48

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58.3	39.6	0	2.1	0
My child is making good progress in school.	41.7	45.8	8.3	0	4.2
Behaviour in the school is good.	29.2	60.3	6.3	0	4.2
My child gets the right amount of work to do at home.	31.3	29.1	25.0	14.6	0
The teaching is good.	35.4	43.7	10.4	6.3	4.2
I am kept well informed about how my child is getting on.	25.0	52.1	12.5	10.4	0
I would feel comfortable about approaching the school with questions or a problem.	60.4	35.4	4.2	0	0
The school expects my child to work hard and achieve his or her best.	56.2	25.0	12.5	0	6.3
The school works closely with parents.	31.2	43.7	20.9	4.2	0
The school is well led and managed.	37.4	50.0	4.2	2.1	6.3
The school is helping my child become mature and responsible.	39.5	54.2	2.1	2.1	2.1
The school provides an interesting range of activities outside lessons.	27.1	43.7	14.6	6.3	8.3

## **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**

65. The school makes good provision for children in the Foundation Stage. There has been good improvement since the previous inspection in maintaining high standards and successfully adopting the nationally recommended Early Learning Goals. Children are admitted to the Reception class either in the September or January of the school year in which they have their fifth birthday. Currently there are 19 children in the Reception year, 12 of whom started in September and 7 in January, depending on their birthday. Whilst there is some nursery provision on site, this is independent of the school. The pre-school experience of children entering Reception takes place in a variety of settings from playgroups to educational nurseries. The varied pre-school experience is reflected in the assessments made by the school. These show that, on entry, the majority of children have skills which are broadly in line with those expected for their age, with a small proportion either exceeding or falling below the expected level. In the Reception class, children are taught by one qualified teacher but without additional support. Parents and children are invited into school in the previous summer term, establishing good links with parents from the start.

66. Teaching is consistently good in Reception, with examples of some very good teaching, enabling all pupils to achieve well. A strong feature of the teaching is the good class management with high expectations of the children and the encouragement of advanced levels of independence, for example in getting out their own books at the start of a literacy session. This promotes very good attitudes to learning from an early age. The teacher has a good understanding of the needs of young children enabling her to plan a good range of interesting and practical activities. Her choice of the dinosaur topic has captured the interest and enthusiasm of the children. She harnesses this well in her planning for literacy and numeracy, for example in sharing a book about the brontosaurus and discussing whether the creature was in front, behind or next to the tree. The systematic teaching and clear explanations, together with daily counting and reading practice, enable all children to make good progress in acquiring the basic skills. There are good procedures to assess how well children are learning and these are used effectively to plan for the educational needs of individual children. This good level of individual support has also enabled one child learning English as an additional language, to make very good progress.

67. As the only teacher in the Foundation Stage, the co-ordinator has worked well to adopt the new curriculum, taking into account the Early Learning Goals. She has a clear understanding of what is required and her vision is a major factor in the good provision made by the school.

68. From a level of attainment which is broadly average at the start of Reception, the consistently good teaching enables almost all children to achieve or exceed the nationally recommended Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Attainment in these areas is above average overall. The high priority placed on personal, social and emotional development leads to children attaining standards that are well above the expected level. Attainment in physical development is at the expected level by the time children start in Year 1.

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

69. Teaching is very good in this area, which is promoted through all aspects of school life. Children achieve very well. A high emphasis is placed on developing children's personal responsibility from an early age, for example in keeping their feet dry by not wading through puddles. Children also enjoy the responsibility of collecting the register and returning it to the office. They respond well to the model of good manners provided by the teacher and reply politely as the register is called. Children show an enthusiasm for learning as they bring items from home to share with the class. They develop

confidence through regular opportunities to express their views and take a leading role. For example, they describe their object to the class who listen attentively and wait their turn. In a music lesson a child is invited to conduct the instrumental session. Children are developing an understanding of their own culture through the celebration of Christmas, and a respect for other cultures as they learn about Chinese New Year. Good opportunities are provided for children to discuss feelings. For example, when the teacher asked the children to imagine how the cat in the picture might feel, one child replied that he would be scared because the creature he could see was very big. Children develop independent learning skills as they look in the 'Dinosaur Museum' to try and identify their model by matching it to a picture in the book. They work well in groups as they co-operate to make a model of dinosaur island.

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

70. Teaching is good overall, successfully incorporating appropriate elements of the National Literacy Strategy and enabling all children to achieve well. The teacher provides very good opportunities for children to develop their speaking and listening skills through regular class discussions and through working together in groups. Reading is developed well each morning as the class read the day and the weather together. The teacher introduces simple sentences to include key words such as 'it' and 'was' and takes every opportunity for incidental teaching points, for example when one child indicated that the word must be 'month' and not 'weather' as it started with 'm'. In telling stories, the teacher modulates her voice to sustain children's interest, and vocabulary is extended well as children offer ideas as to why it is a memorable day in the story. Children quickly develop a love of books as they take a book home to share with parents. This early emphasis on reading and the planned programme for teaching phonic skills enables children to achieve well and to attain a good standard. Activities are planned with imagination to provide children with varied reasons for writing, such as describing a visit to the shops, composing a class poem together or in explaining how they had built a snowman. The language used by some children is quite advanced, for example one child's story included, 'Elmer got into his elephant car, it was a slow road to the beach'. Regular practice of writing patterns and of forming letters correctly helps children to develop legible handwriting from an early age.

### **Mathematical development**

71. Teaching is good overall, successfully incorporating appropriate elements of the National Numeracy Strategy and enabling children to make better than average progress. Every opportunity is taken to develop mathematical skills and language such as asking children what they are doing when counting, with one child answering that the numbers were getting bigger. Most children can count to 20 and beyond. In a discussion on their topic, higher-attaining children worked out that the dinosaur picture must be covering number eighteen on the number line. Good questioning enables the teacher to quickly assess children's level of understanding, such as when counting in tens she asks them to count from different starting points. Problem-solving is promoted well as children investigate how many squares there are on Elmer's back and check by counting their picture. Depending on their writing skills, they record their findings in a sentence or by filling in the missing square. Most children can extend a repeating pattern and higher-attaining children design their own. Most can name the common two-dimensional and three-dimensional shapes and satisfactorily develop their measuring skills by making a short or tall rocket.

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

72. Teaching is good overall enabling children to achieve well. Topics are chosen well to capture children's interest and imagination. They learn about their environment from close observation as they take an autumn walk around the school. They learn about the winter weather as they make their own snowmen books and paint pictures of themselves wearing warm, winter clothes. Children also investigate which material is most waterproof. They understand about healthy eating through the school project and learn about safety when they receive a visit from the firemen. There are good opportunities for children to examine different materials as they make models using cardboard boxes and glue and make a teddy with moving joints using card and split pins. They have good opportunities

to learn through play as they experience sand and water and use a good range of construction toys. Through regular practice on the computer they are developing good mouse control and can match the bones to the dinosaur and draw patterns and pictures. They gain an understanding of different cultures as they listen to the story of Rama and Sita and also make lanterns for Chinese New Year.

### **Physical development**

73. Teaching is sound and children make satisfactory progress overall. They achieve well in developing manipulative skills through good emphasis on holding pencils and scissors correctly and through using a good range of construction toys and jigsaws. They develop a good awareness of the space around them as they successfully negotiate their way around the wealth of activities in a comparatively small classroom. They learn how to balance and climb in the regular sessions in the large hall. However, the lack of large outdoor equipment such as wheeled toys, and the absence of additional adult support, restricts regular opportunities to promote physical development through outdoor activities.

### **Creative development.**

74. Teaching is good overall, and the wide range of creative activities enables children to do well. The teaching of music is particularly good. Good use of language is promoted when the teacher gives out instruments and familiarises children with the correct names. Her very good management of the children enables her to introduce interesting voices for loud and soft sounds whilst keeping control. She gives children good strategies to help them clap a rhythm. They experience a good range of materials as they paint, and also use pastels and crayons. They enjoy exploring the feel of clay as they work together to make an ancient island. They have regular opportunities to develop their imagination through stories, though the use of drama and imaginative play is less well developed.

## **ENGLISH**

75. Currently, standards of work in English are above average in Year 2 and average in Year 6. Overall, achievement is satisfactory. The apparent difference in standards between Years 2 and 6 is partly due to the fact that as an 'Enhanced Resource' school there is an above average proportion of pupils with profound learning difficulties. They find the work progressively more difficult as they progress through school. They achieve well because of the good provision for them but their ultimate standard of attainment is well below the nationally expected standard for their age. The school has recently passed through an unsettled period which has affected staffing and the continuity of pupils' learning. The effect of this is particularly evident in Years 5 and 6 where teachers are now having to make up work that should have been completed in earlier years.

76. In 2001, pupils' results in national tests in reading and writing taken at the end of Year 2, based on average points, were average when compared with all schools. They were below average when compared with similar schools. However, the proportion of pupils who exceeded the level expected for their age was above the national average in both reading and writing. The trend in the school's results in comparison with schools nationally has been erratic over the past 3 years due to a combination of factors, including staff changes. Boys and girls achieve similarly. For most pupils, achievement over time is satisfactory; for the lower-attaining pupils it is good. Pupils in the present Year 2 class are working above the nationally expected levels for both reading and writing. Throughout the school, pupils with special educational needs, including the Enhanced Resource (ER) pupils, make good progress because they are very well supported. The only pupil in Years 1 to 6 who speaks English as an additional language is making very good progress.

77. In 2001, pupils' results in national tests taken at the end of Year 6 were average when compared with all and similar schools. The proportion of pupils attaining levels higher than expected for their age was above average. Overall, pupils did not achieve quite as well as might have been expected from the

results they achieved at the end of Year 2. There is no significant difference between the performance of boys and girls. Over time, the school's results have followed the nationally improving trend. The results of ER pupils are included in the school's figures, which makes overall results appear lower than they might otherwise be. Overall, standards of work in the current Year 6 are average and achievement is satisfactory. However, the school acknowledges that some pupils in both the middle and higher ability ranges could reach higher levels. Pupils who are thought not to be fulfilling their potential are receiving targeted support in reading comprehension and writing to improve standards. The extra groups have only been in operation for a short time but there is already a noticeable improvement in pupils' confidence and motivation to do better. Challenging, but achievable, targets have been set for Year 6 and progress to date suggests that pupils are on course to meet them.

78. Pupils in every class demonstrate good speaking and listening skills. They are taught to express themselves clearly when reporting to the class about different learning activities, to take turns in discussions, and to listen well to each others' ideas and opinions. Teachers demonstrate by example and listen carefully to their pupils, aiming to give them the confidence to participate fully in the lesson. In a good literacy lesson, Year 2 pupils confidently give reasons for liking a poem "because I like the alliteration" or "I like the sound of the 'ing' words". Year 3 pupils use clear pronunciation, observe punctuation cues when they rehearse and perform poems, and offer sensible critical feedback to each other. In a very good design and technology lesson, pupils in Year 5 sampled different breads and confidently expressed their preferences. By the age of eleven, the majority of pupils use well constructed sentences and a good range of vocabulary, demonstrating standards of speaking and listening above those normally expected for their age.

79. The school aims to enable pupils to become successful readers, capable of using a range of strategies and skills. Teachers promote reading during whole class and group reading activities in the literacy hour, quiet independent reading times and through books taken home to be shared with parents. Some parents volunteer to come every week to listen to readers. Well chosen texts in the literacy lessons, and a good selection of both fiction and non-fiction books available in the libraries, including books from different cultures, add to pupils' enjoyment of reading. Pupils of all abilities clearly demonstrate a love of reading and books because they have been enthused by the teaching. By the time they are seven, pupils have been taught to use several strategies when they meet a new word. Although lower ability pupils in Years 1 and 2 know how to sound out simple three letter words, and 'break up' a longer word into syllables, they are not yet able to do this well, or draw on other methods to approach an unknown word. For example, text and print cues were not used well when one pupil met the word 'WOW!' and read it as 'woah'. More able pupils in Years 1 and 2, however, can draw on the text to make sensible predictions, recount the main points of a story accurately, and understand the functions of the 'blurb' and 'glossary'. These pupils are beginning to read with fluency and good expression. Standards in reading are above average for pupils aged seven.

80. Although most pupils in Year 3 can draw information from the text, lower ability pupils are less able to infer meaning, which hinders their progress. They read hesitantly, and may misread the first letter in a word, which limits their comprehension. Higher and middle ability pupils read with good expression, using punctuation cues well. One higher achieving pupil in Year 4 demonstrated good strategies when he met 'vegetation' and 'parapet', carefully sounding out the syllables and blending them into the correct words. Some pupils are not able to extend their reading skills because they are not given books appropriate to their reading ability. By Year 5, most pupils have made good progress, read accurately and discuss books eagerly. They know the elements of a book, preferring longer books 'with chapters' and recognise a range of genres, including science fiction and biography. More able pupils select and record books independently. Some lower ability pupils still need support to blend letters and syllables successfully. One ER pupil carefully broke up the word 'Rap-un-zel' and was delighted when he recognised the word. By the age of eleven, most pupils are fully independent readers, and can self-correct any errors. One pupil knew that he would read the synopsis to help choose a book. Pupils make mature choices of reading material, including 'King Solomon's Mine' by

Rider Haggard, and the class reader, 'I am David' by Ann Holm. They may choose to read recipe books, fantasy, information books and magazines. Reading skills support pupils' work across the curriculum. They skim and scan texts for information and undertake research in the library or on the internet. Reading standards are above average in Year 6.

81. The two libraries in the school are stocked with a good range of quality fiction and non-fiction books. Younger pupils have easy access to the larger area, which also houses the reading books and a 'book box' for younger pupils. Fiction books are colour coded to help the pupils select an appropriate level, and non-fiction is colour coded by subject. Books in the library area for older pupils are catalogued by the Dewey system. This room is very small, and is also used as a group withdrawal room, restricting individual access for private study or research. Parents volunteer to oversee the libraries, and older pupils act as monitors.

82. Careful analysis of pupils' performance has identified writing as a priority for development as part of the recent drive to raise the quality of teaching and learning. An action plan was produced and extra resources and support were provided in lessons. Combined with improved monitoring of progress, standards are beginning to improve. At the end of each school year, assessment information is used to help set targets for each pupil for the next year. These may be reviewed and modified during the year but this does not yet happen in all classes. Ensuring the consistent use of assessment information for target setting and monitoring pupils' progress is an area for improvement.

83. By the age of seven, most pupils can write in a neat legible style, and higher-attaining pupils begin to join the letters well. Most pupils can write more than a full page when completing a story for a writing assessment. Stories are imaginatively written, and hold the readers' attention well. Middle and higher ability pupils introduce capital letters and full stops correctly, sometimes use exclamation marks, and join phrases with different conjunctions. Pupils regularly practise spellings, such as 'ow', 'ou'. Most pupils spell monosyllabic words correctly, and mis-spelt words are usually phonetically close, for example 'wearer' spelt as 'werer'. Pupils write satisfactorily for different purposes, including instructions, and know how to use dictionaries. Standards are above average in Year 2.

84. Pupils aged eleven have regular spelling practice, but lower ability pupils still make common errors, such as 'their' for 'there' or 'lorrys' instead of 'lorries'. Pupils often practise spellings using a self-checking computer program. They cover a range of written work, and can write in different styles, including report writing, play scripts, grammar and comprehension work. Higher achieving pupils in Year 4 can express themselves freely but opportunities for extended or free writing have been rather limited in this class. By the time pupils are eleven, the standard of writing is similar to that expected nationally for pupils of that age.

85. Pupils use literacy skills well in all subjects. They use speaking and listening skills to report back at the end of lessons. In geography, Year 2 pupils hold group discussions, and Year 4 pupils write full sentences when answering questions about a map of Styal village. During an ICT lesson, pupils in Year 2 showed good understanding of contents and index, fiction and non-fiction categories on a CD-Rom. Each class uses the computer well to produce a newsletter. Year 5 pupils satisfactorily suggest a range of adjectives, including 'grainy' and 'nutty' to describe the taste and texture of bread during a design and technology lesson. Reading texts written by authors such as Adele Geras help to promote pupils' social awareness and moral response.

86. Teaching and learning are satisfactory overall, with stronger teaching in Years 2, 5 and 6. No unsatisfactory teaching was seen. At the previous inspection, teaching ranged from very good to unsatisfactory. Since then, significant changes in staff, including senior management, have had a strong impact on the quality of teaching and standards achieved. The National Literacy Strategy has been implemented well, and staff confidently teach the full range of literacy skills. Lesson planning is improving. In the better lessons, teachers make clear plans that build well on pupils' knowledge and

skills, conduct lively plenary sessions, and make good use of all resources. A particular strength is the way all staff support pupils with special educational needs, enabling them to be fully included. Occasionally, lessons are not well paced, or written exercises are too repetitive. Marking of pupils' work is not consistent. The most useful is when pupils are shown how to improve their work, but this does not happen in all classes. Year 6 pupils have individual targets that they know and are frequently prompted to keep in mind. This practice could be developed further to enable pupils to become more involved in their own learning. Pupils could also be encouraged to become more independent in their learning. Some depend too much on their teachers.

87. The two co-ordinators have only recently assumed responsibility for the subject. Prior to this, the role of subject co-ordinators had not been developed. The quality of teaching and learning was not monitored and there had been little opportunity for professional development. The policy and scheme of work now needs to be updated. The co-ordinators have a clear understanding of how the subject needs to be improved and developed, and their leadership is beginning to give a clear sense of direction. Management of the subject is satisfactory. Standards are beginning to rise, and improvement since the previous inspection is now satisfactory.

## **MATHEMATICS**

88. Inspection findings show that standards of work are average in Year 6. This is an improvement on pupils' results in national tests taken in 2001 when attainment was well below average. The improvement is due to the good quality of teaching in Years 5 and 6, and additional well-targeted tuition for middle ability pupils to help them achieve the expected level for their age. Standards of work are above average in Year 2. The proportion of pupils working at the expected level for their age is above average, though fewer pupils than would be expected are currently working at the higher level. This indicates an overall improvement on national tests results in 2001 which were average. The improvement is due mainly to the good support for middle and lower-attaining pupils which is helping them to reach the expected level for seven year olds. After a long period of instability, standards of work are now improving. Standards in number and shape, space and measure are good overall, but the ability to apply these skills and to handle data is less well developed.

89. Whilst overall improvement since the previous inspection is satisfactory, it masks a very erratic picture. Improvement has been unsatisfactory until this school year, when there has been rapid improvement. Management is now satisfactory. Until the appointment of the new headteacher, who has also taken on the responsibility of managing the subject, co-ordination was poor. The National Numeracy Strategy was not uniformly adopted and planning was variable. All teachers are now planning lessons according to the strategy using a common, simplified format. However, this does not yet include specific detail about the different tasks needed to provide for the needs of different groups of pupils. This leads to a lack of challenge for more able pupils in some classes, particularly in Years 1 to 3. Until this year, assessment procedures had been weak and mechanisms for tracking the progress of individual pupils were lax. There has been good improvement of late and assessment procedures have been used well to identify those pupils who were working just below the expected level in Years 5 and 6. An additional teacher has been employed for a fixed period to give a boost to the skills of these pupils. Whilst this project is less than half way through, the strong teaching and well-targeted lessons indicate that the school is on course to achieve the realistic but challenging targets set for the current year.

90. Whilst rapid improvement has been made this year in implementing the National Numeracy Strategy, the mental and oral sessions at the beginning of some lessons lack pace and challenge for the more able pupils. There are not enough opportunities for pupils to explain how they have worked things out to help their understanding. Similarly, the plenary sessions at the end of the lesson are in the early stages of development and do not yet provide pupils with sufficient opportunities to discuss whether they have achieved the objectives of the lesson. The school is aware of the need to develop its

assessment procedures further and also to monitor teaching and learning in lessons. The headteacher has already sought advice to this end and a programme of lesson observations is planned. There are sound opportunities for pupils to develop their skills in other areas of the curriculum, for example in constructing graphs in science and designing shape patterns in art. Satisfactory use is made of computers to aid learning, for example in practising number skills and in working with spreadsheets. In some lessons, pupils use literacy skills well to give a written explanation of their calculations.

91. Achievement is satisfactory overall in Years 1 and 2. Through good support from the classteacher and additional classroom support when available, lower attaining pupils, including those with special educational needs, achieve well. Lack of challenge for some higher-attaining pupils means that they do not achieve as well as they can. Achievement is satisfactory overall in Years 3 to 6. The good level of support for lower-attaining pupils continues to help them to achieve well. Until recently the achievement of pupils of average and just above average ability was less marked. However, the targeting of additional support in Years 5 and 6 is helping these pupils to achieve well in lessons, indicating a more positive outlook for the future. Scrutiny of pupils' work shows that progress in Year 4 has been unsatisfactory this year, with insufficient work being completed. The class now has new teachers and lesson observations in the week of the inspection showed a more positive picture and satisfactory learning.

92. By the age of seven, most pupils are developing a sound understanding of place value including hundreds, tens and units. They have a reasonable understanding of multiplication tables for 2, 5 and 10, with higher-attaining pupils also multiplying by 3, 4 and 6. However, their mental recall of these multiplication and division facts is not secure. Lower-attaining pupils are comfortable in using numbers to 10 and can operate with numbers beyond this when supported by practical apparatus such as counters and diagrams. Most pupils also have a sound understanding of odd and even numbers. However, there are limited opportunities for pupils to explain their thinking or to develop their skills in solving problems. In Year 2, most pupils can use a range of measures, including centimetres, and can tell the time using the analogue clock. Higher-attaining pupils can match analogue time to the digital equivalent. Almost all pupils can name the common two-dimensional and three-dimensional shapes and can describe their properties. They can draw a bar chart and read information about their favourite meals, but opportunities to display information in graphical form are limited.

93. By the age of eleven, most pupils have a good understanding of numbers beyond a thousand with some understanding of decimals to hundredths. They can multiply or divide by a single digit and are developing an understanding of the effect of multiplying or dividing by 10 or 100. They are confident when using the grid method for long multiplication but there is no evidence of the use of traditional methods for long multiplication. Higher-attaining pupils have a sound understanding of percentages and can relate these to fractions of a whole amount. There are some opportunities for pupils to develop their skills in explaining their working, though the school recognises that planned activities for pupils to apply their skills are limited. Similarly, little work was seen on patterns to develop an understanding of number. Lower-attaining pupils are developing a reasonable understanding of number operations using hundreds, tens and units. By Year 6, most pupils have a good understanding of how to use a formula to find the areas of rectangles and compound shapes. The majority know how to find the volume of a cuboid. They show a good understanding of rotational symmetry with regular shapes and can measure and draw different types of angles with reasonable accuracy. More able pupils can construct a triangle and show a good understanding, as a result of thorough investigation, when writing, 'I cannot draw a triangle with an angle bigger than 180 degrees'. In science, pupils satisfactorily draw line graphs and use a bar graph to show where bacteria grow best. There is only limited evidence of work on data handling, for example no work was seen on probability or on frequency diagrams.

94. Teaching and learning are satisfactory overall. They are good in Years 5 and 6, including the well-targeted teaching in the additional sessions. In the best lessons instructions are clear so that pupils understand what is expected and start their work straight away. Ongoing assessment of pupils'

understanding is generally good and is used to help individual pupils in lessons and to plan the next day's work. This was seen in Year 4 when the teacher realised that one group had not understood the method used for division. She brought them back together for additional explanations. Teaching of the basic skills is satisfactory, for example pupils in Year 3 are given good strategies for breaking down numbers to help with addition of tens and units. Good support was given to lower-attaining pupils through demonstrating the splitting of tens and units by using practical apparatus. In the best lessons, activities are planned well to provide appropriate challenge for all pupils, for example in Year 6, higher-attaining pupils were challenged to find the surface area of a cuboid whilst others followed a method to find the area of compound two-dimensional shapes. In other lessons, however, all pupils start at the same point with more able pupils working through unnecessary tasks before reaching questions at the appropriate level. A general area of weakness is the lack of pace in the initial mental and oral session to challenge pupils to answer quickly and so improve their arithmetical skills. Management of pupils is generally good, setting a good atmosphere for pupils to learn. However, in Year 1, where pupils have had an unsettled year, behaviour is challenging, and despite the best efforts of the temporary teacher, pupils find it difficult to concentrate. This affects their learning. Where classroom support is available it is used well to enhance the learning of lower-attaining pupils and those with special educational needs, including ER pupils. Some lessons are too long, occasionally lasting well over an hour, and this affects pupils' level of concentration towards the end of the session.

## SCIENCE

95. Standards of work are average at the end of Years 2 and 6. The great majority of pupils reach the standard expected for their age. Overall, pupils achieve satisfactorily. These judgements incorporate the attainment of the pupils with special educational needs who are integrated into the school through its Enhanced Resource status. These pupils, and others of lower ability, achieve well because of the good additional support they receive in lessons from Education Care Officers and classroom assistants. Pupils of middle and higher ability achieve satisfactorily but some have the potential to do better. Boys and girls achieve similarly. Assessment procedures are not sufficiently well developed to enable the school to track pupils' progress and target those who could be reaching higher standards.

96. In 2001, teacher assessments of pupils' work at the end of Year 2 indicated that attainment was above average for that expected at the age of seven. Pupils' work in investigative science and learning about life and living processes was assessed as average compared to their knowledge and understanding of physical processes, which were above average. Pupils' results in national tests taken at the end of Year 6 were below average, as in the previous year. These results reflect inadequate coverage of the science curriculum in earlier years. Detailed records of assessment for Year 6 show that whilst good progress was made that year it was not sufficient to make up the lost ground. The school is aware of the inconsistencies in the teaching of science which were exacerbated by changes in staffing, lack of whole school assessment procedures and of provision for the subject co-ordinator's role to be properly fulfilled. A significant improvement since the previous inspection is in the approach to science through experimental and investigative work. Pupils clearly enjoy the practical work and are satisfactorily learning how to test out predictions and arrive at conclusions based on the evidence of their results.

97. Scrutiny of pupils' work in Years 1 and 2 indicates good coverage of the programmes of study in the National Curriculum. Pupils are successfully learning to record results of experimental work in diagrams, tables and simple graphs. By Year 2, the most able pupils are writing reasoned answers in sentences. Pupils are satisfactorily developing an understanding of life processes. For example, they make reasonable attempts at recording the differences between plants and animals and draw diagrams showing the cyclic nature of germination, growth and seeding of a plant. Pupils make realistic predictions about what will happen if a car moves on slopes of different height. The current Year 2

has benefited from consistent teaching over two years and it shows in the progressive development of their scientific skills.

98. Pupils' attainment in Years 3 to 6 has been affected by the unsettled situation in the school in the last few years. All year groups have experienced discontinuity in teaching at some stage, resulting in gaps in their knowledge and lack of practice in building up scientific skills. Pupils in Years 3 and 4 have been taught by a number of teachers this year; very recently, the situation in Year 4 has been stabilised with the return to school of permanent teachers. Years 5 and 6 are benefiting from consistently good teaching this year. Teachers' planning is building on previous work with a focus on ensuring that pupils cover the full range of the curriculum by the time they are eleven. In Year 6, the emphasis is on the breadth of work, occasionally at the expense of its depth. To the school's credit, there has been no compromise on the experimental approach. This is good because pupils are learning to think independently and have confidence in themselves. Scrutiny of pupils' work in these two year groups showed good evidence of detailed and accurate work that was well recorded. For example, in Year 5, pupils linked knowledge of nutrients with healthy living. They subsequently investigated pulse rates and satisfactorily plotted line graphs of the results.

99. Pupils with special educational needs are well catered for within lessons. Those with the severest difficulties work well with classroom assistants on related tasks. Pupils are patiently encouraged to talk through the work and are successful in understanding and recording their findings at a level appropriate to their ability. The boost to their confidence is clearly evident, for example when a pupil in Year 6 explained to the class that the smaller of the two parachutes she had made fell to the ground more quickly. Other pupils listened attentively to what was said and followed up by concluding that this was due to differences in air resistance. The school's mission of inclusion for pupils of all abilities was exemplified in this situation. It is similar to that found in other classes.

100. Overall, teaching and learning are satisfactory. They are good in Years 2, 5 and 6 where classes have been taught by the same teachers since September. No unsatisfactory teaching was seen during the inspection. In Years 1 and 3, temporary teachers have been unfamiliar with the school's systems and pupils' previous level of work. Consequently, although progress is satisfactory, it is not as fast as it could be. Where teaching is good, lessons move at a fast pace and teachers skilfully use open-ended questions to draw on pupils' general knowledge and to develop the lesson. Alongside this, marking is thorough and informs pupils what they need to do to improve their work. Comments are not always followed up however, for example, when there is still a blank space after 'Why is this work not complete?' The main difference between satisfactory and good teaching lies in the pace of lessons, particularly in providing opportunities for the most able pupils to move quickly to work of a more challenging nature. The good practices already in place in some classes need to be shared. A typical example is the Year 4 class in which the highest-attaining pupils correctly sorted pictures of minibeasts under specified heading, and added their own headings for those they could not place. Other pupils worked more slowly, satisfactorily placing some of the pictures under the correct headings.

101. Pupils have good attitudes to science. They are successfully learning to work collaboratively in group activities because they know teachers expect them to have tried to work answers out for themselves before seeking help or reassurance. The focus on developing pupils' research and analytical skills is paying dividends in that pupils are gaining in confidence. The use of ICT skills to transfer and utilise knowledge from different aspects of science is particularly good in Years 5 and 6. In the group work seen during the inspection, pupils used a sensor to record changes in heat, light and sound. They could explain the variation in the graphs obtained and the most able could say exactly what they would need to do to modify them.

102. The management of science is satisfactory in so far as the subject co-ordinator's role has been allowed to develop. Until this year, the areas that have improved have been a direct result of changes

brought about by the co-ordinator and individual teachers, rather than the school as a whole. Overall, the average standards at the time of the previous inspection have been maintained, but, as then, the highest -attaining pupils could do better. Improvement is satisfactory but there is good capacity for more through:

- the monitoring of teaching and learning ( to ensure that skills are developed progressively at the appropriate level for pupils' ages),
- the tracking of individual pupils' progress through more rigorous assessment procedures ( to ensure that pupils are reaching their full potential).

## **ART AND DESIGN**

103. Standards are securely in line with those expected for pupils aged seven and eleven, and some pupils attain higher standards. Pupils' achievement in art is satisfactory. These findings are similar to those of the previous inspection. Pupils with special educational needs make good progress and are fully included in all art and design activities. There were no art lessons on the school timetable during the current inspection, so no direct teaching of art and design was observed. Displays of work and pupils' sketch books were carefully scrutinised. They indicate that teaching and learning are at least satisfactory. The evidence shows a broad coverage of all areas, and good cross-curricular links with other subjects. Skills are taught before pupils develop their own ideas. Pupils have opportunities to develop their skills by exploring different visual and tactile media. The school has a pottery kiln, but no clay work was seen, even though Year 6 had studied a famous potter, Clarice Cliff.

104. When studying Eric Carle's famous 'Hungry Caterpillar' story, Year 1 make a bright collage using a mixture of coloured papers and materials well to achieve a three-dimensional effect. Their paintings of houses in the school locality show good observational skills, but the results are sometimes marred by poorly executed brush strokes. Pupils' observational skills are used well to draw detailed line drawings of candlesticks, and figure portraits of themselves. Year 2 pupils create their own 'still life' arrangements of natural objects, including sheep skulls, horns and shells. They blend pastels colours well to increase the depth of colour and shadow. The teaching then challenges pupils to develop their skills by creating representations of these objects using different textures. They add to the natural effect by careful use of mixed media and by limiting the colour palette. Pupils in this age group are introduced to an art program on the computer. They satisfactorily create linear black and white designs, then evaluate them in comparison with their pencil designs.

105. Pupils in Year 3 practise pencil techniques in their art sketch books. They make good use of shading, lines and dots to create patterns, and produce Rangoli hand patterns when studying the Hindu religion. They use colourful foil and tissue paper to make designs representing those seen in pictures of Hindu festivals. Pupils study the work of great artists and craftsmen, and older pupils use the internet to research information about Henry Moore and Clarice Cliff. Year 5 pupils identify the rounded shapes and respond with drawings and three-dimensional models showing the strong, heavy curves typical of Moore's sculptures. In contrast to this, they draw small, carefully detailed observations of plants. Pupils in Year 6 sketch ceramics by Clarice Cliff, closely observing the main characteristics, and develop their own boldly coloured designs in her style. Their well-written evaluations of Cliff's work show that they particularly like the simple shapes and bright colours. Their observational skills are somewhat limited when they attempt to draw cups and saucers, and they find it difficult to reproduce the shapes accurately.

106. Management of the subject is satisfactory. There is still much work to be done in revising the policy for art, monitoring teaching and learning, and in developing a portfolio of pupils' work. There is good capacity for further development. Improvement since the previous inspection is satisfactory.

## **DESIGN AND TECHNOLOGY**

107. All pupils attain average standards in design and technology, with some reaching standards that are above average. Pupils' achievement is satisfactory. At the time of the previous inspection, standards were good for seven year old pupils, and satisfactory for pupils aged eleven. In spite of various staff changes, teaching has given the pupils regular practical experience to develop their ideas, find information, work with a range of materials and tools, design and produce a product and review their work. Improvement since the previous inspection is satisfactory. Pupils with special educational needs make good progress because lessons are fully inclusive, and they are able to work in mixed ability groups, giving them good opportunities to become more independent in their learning.

108. Two design and technology lessons were observed during the current inspection. One was satisfactory, the other very good. There was a plentiful amount of work on display that was closely scrutinised. Overall, teaching and learning are satisfactory. Teachers have confidence in their ability to teach all aspects of the scheme of work. As pupils move through the school, they study a variety of topics, including structures, vehicles, food technology, musical instruments and slippers. Teachers follow a common approach to the design and making process, which ensures pupils' learning is continuous. Pupils are taught to handle tools safely. They practise different techniques and try out materials before starting the final product. Pupils in Year 1 satisfactorily experiment with different ways of joining materials before making hinged doors on their model houses. In Year 2, pupils use play equipment to build model cars before making a chassis with wood and card, developing their skills of joining and assembling different materials. They can explain the function of the various parts, know the difference between fixed or free axles, and discuss each others' results. When they make vegetable soup, they can write full accounts of the process in their design books, using appropriate vocabulary such as 'boiled' and 'chopped'. However, they do not complete the process with an evaluation of their results. Parents often help in these practical lessons.

109. Older pupils complete the design process by evaluating their products fully. Year 3 pupils test the strength of different commercial carrier bags, then use their findings to design and make their own products, evaluating the suitability of the bags for different uses. In a very good food technology lesson, Year 5 pupils prepared ideas for designing their own bread by tasting seven different commercially produced loaves. Pupils used their literacy skills well to describe the tastes and textures of the breads. In a particularly successful design project, Year 6 pupils designed and made themselves a pair of slippers. They studied commercial products first, and the teacher challenged them to incorporate recycled materials where possible. They initially made a paper mock-up, and their work shows a good range of joining solutions and different skills, including stitching. Critical evaluations of the finished slippers showed good understanding of the need for accuracy and care to ensure a quality finished product. Some slippers were made using the sole from some old trainers, another pair was made from a padded cushion, and one pupil produced a pair of slipper 'boots' from tiger fur fabric, complete with a tail.

110. All pupils enjoy their lessons and work co-operatively, helping and supporting each other. A commercial scheme of work is in use, which the co-ordinator plans to broaden with additional resources, data packs and materials to enable pupils to carry out a wider range of focused practical tasks, and provide more ideas for staff. Management of design and technology is good. The co-ordinator has good subject knowledge, has identified the need to up-date the policy, and is well qualified to provide training for staff.

## **GEOGRAPHY**

111. Geography is taught alternatively with history throughout the year. It was only possible to observe a small amount of teaching during the inspection. Judgements are based on this and scrutiny of pupils' work, displays about the school and discussions with pupils and teachers.

112. Standards of work are average in Years 2 and 6, as they were at the time of the previous inspection. Overall, pupils of all abilities, including those with special educational needs, achieve satisfactorily. However, they could do better if the sequencing of work focused more sharply on the progressive building up of skills year-on-year. The school recognises this and the subject co-ordinator's involvement in the planning and monitoring is already beginning to have a positive effect on the whole-school approach to the teaching of the subject.

113. Pupils experience a good range of activities in the first two years. By Year 2, they are asking questions about their own locality and satisfactorily comparing it with different places, such as a small island. They follow simple instructions and know that maps can be used for different purposes depending on the information required. Pupils are beginning to be aware of the world and the placement of the United Kingdom within it. A good variety of activities involves pupils in independent and group work. As a result, they satisfactorily learn to express themselves orally and in simple written and diagrammatic work.

114. In Years 3 to 6, progress this year has been variable because of staffing changes in some classes. Where there has been continuity of teaching, pupils have made good progress. In Year 6, pupils are well informed for their age about weather and climatic regions. They successfully compare and contrast different regions of the world and make thoughtful comments about likely differences in styles of living. Pupils are satisfactorily learning to anticipate consequences of natural events and conditions that can influence people's lives both at home and worldwide. In Years 5 and 6, pupils satisfactorily use the internet to research information for themselves. This method of learning could usefully be extended further.

115. Evidence from the inspection indicates that, overall, teaching and learning are satisfactory. For the greater part of the current year, teachers have planned geography lessons independently rather than with a view to their place in a wider scheme. The situation has now changed and planning is subscribing to an overview that incorporates the ongoing development of geographical skills such as analytical analysis of information and mapping. The features of an outstanding lesson on the use of 4-figure grid references to look at features of settlements could usefully be transferred to other lessons. The degree of challenge was such that pupils of all abilities were stimulated to build up their knowledge step by step. Ultimately, many pupils in Year 4 were successfully using 4 figure reference points on maps. The momentum of the lesson sustained interest and enthusiasm to the end to the extent that pupils did not want to stop work.

116. Management of the subject is satisfactory but there is scope to raise standards through the monitoring of teaching and pupils' progress. At present, the assessment of individual pupils' work is not rigorous enough to ensure that all pupils reach their full potential. Some middle ability and more able pupils could reach higher standards. Improvement since the previous inspection is satisfactory.

## **HISTORY**

117. Due to the arrangement of the timetable it was not possible to see whole lessons of history during the inspection. Evidence from the inspection, including scrutiny of work and displays, indicates that standards of work are average in Years 2 and 6. Pupils achieve satisfactorily because the teaching is sound and captures their imagination. Achievement could be further improved through the provision of more opportunities for pupils to analyse source material for themselves. Information technology skills are beginning to be used well for this purpose but the limited number of computers available for individual use is restrictive.

118. In Years 1 and 2, pupils satisfactorily learn how to sequence events to show the passage of time. They talk about the relationship between the present day and the period they are studying. In Year 1, pupils made realistic attempts at drawing artefacts from the Victorian period and were keen to volunteer to talk to the whole class about their work. They were articulate and fluent and used a good vocabulary in relation to that which could reasonably be expected for their age. 'Enhanced Resource' pupils and others with special educational needs worked well and made equally valuable contributions to the oral activity at the end of the lesson, for instance when explaining about the use of lamps to 'light up the dark'. By Year 2, pupils are incorporating their own general knowledge into the learning. The focus on the development of observational skills becomes more marked, such as when pupils looked at pictures of different castles and noted the features that made them safe and strong.

119. The acquisition of historical skills continues to progress in Year 3 to 6 but discontinuity in teaching has affected the quality and quantity of pupils' knowledge. Whilst they have a good understanding of the topics covered they are not as appreciative of the chronology and how events and circumstances influence each other over periods in time. Where progress is good, for example in Years 5 and 6, pupils are encouraged to write succinctly and independently. Illustrative work shows thoughtful attention to detail that is also evident in the factual content of the accompanying writing. Lower ability pupils write less but the content of the work shows they are amassing knowledge and satisfactorily using it to make judgements. Higher-attaining pupils sometimes incorporate their own opinions.

120. Teaching and learning are satisfactory overall. In most classes pupils' work is marked well with recognition of effort and a qualitative judgement on its standard. A simple but standardised form of assessment is now being used to track pupils' progress but this needs to be developed to ensure that all pupils meet up with an appropriate degree of challenge to match their ability. At present, this is not always so. Some teachers are obviously transmitting their own enthusiasm for the subject because many pupils express their liking for the history. They remember what they have been taught in this and previous years and talk profusely about visits they have made. The visit to The Air Raid Shelter Museum was one that particularly captured their imagination and encouraged them to seek out more information from their own families.

121. The management of the subject and improvement since the previous inspection are satisfactory. Provision for the subject is improving because the co-ordinator is now being given the opportunity and responsibility for its development and progression. There is much to be done but plenty of enthusiasm and capacity for further improvement, particularly through the sharing of the good practices already in use in some classes.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. Pupils' attainment at the start of Year 1 is below average. Provision for ICT was unsatisfactory at the time of the previous inspection. It has improved significantly since then, but only in the last year. Standards of work are just below those expected for pupils' ages at the end of Years 2 and 6. Boys and girls achieve similarly. The improvement in provision is reflected in pupils' improving performance and confidence. Pupils are now achieving well in Years 2, 5 and 6 considering their prior attainment. In other classes, pupils achieve satisfactorily. The school's assessment procedures do not provide temporary teachers with sufficient information on which to base their teaching. Overall, teaching and learning are satisfactory and lead to satisfactory achievement from pupils' starting points at the beginning of the year. All classes now have a computer in the classroom but this is not enough to provide sufficient opportunities for pupils to consolidate and reinforce their understanding. Pupils' performance is assessed and recorded, but not strictly against criteria in the National Curriculum.

123. Scrutiny of work in Year 2 shows that the majority of pupils are confident to access the computer independently. They can use the keyboard and know how to save and print their work. Pupils are aware that the computer provides a means of communicating and altering text. They can produce a simple set of instructions to move a programmable toy; many can accurately predict the movement related to more complex instructions. The majority of pupils know the basic facts about computers but they do not have enough opportunities to practise and consolidate their understanding. Pupils in Years 1, 3 and 4 have not yet made sufficient progress this year because of changes in staffing. The picture is different in Years 5 and 6. Here teachers work together as a team. Joint planning provides a very clear focus for the work which satisfactorily covers all the strands of the National Curriculum. In some aspects, for example the monitoring of changes in physical conditions, the work is of a higher standard than seen in many schools. Pupils are expected to complete the task set for the week. Printed records of their efforts show that pupils can evaluate information in data bases. For example, they detect errors arising from incompatible information about people's ages compared with dates of birth. Pupils regularly use websites on the internet to seek out information. In mathematics, they work out problems based on a real life situation outlined on a specially designed commercial website. As in Years 1 and 2, pupils' progress is limited by lack of practice because of the low level of resources.

124. Pupils say they enjoy working on the computers. They are confident that their skills are improving and older pupils now make good use of word-processing skills to draft and re-draft their written work. Until this year they had very little systematic experience of ICT. The current scheme of work is well structured and is being used methodically. A simple form of assessment is being used to record pupils' attainment but it needs to be developed further so that untapped potential can be identified and challenged. Pupils with special educational needs achieve similarly to other pupils in their class. They would benefit for greater access to computers to consolidate their learning in all subjects.

125. Teaching and learning have improved considerably since the previous inspection when practices did not meet the requirements of the National Curriculum. Most teachers are more confident in their own expertise and all are engaged in ongoing training. The system of providing a direct teaching session at the beginning of the work, followed by group activities throughout the week, works well. Pupils know what they are expected to achieve in this time. Teachers take advantage of other opportunities to use ICT, for example to find information in history, geography and science. In English, it is used well to improve spelling. Programs are set to test pupils' at their own individual level.

126. There has been good improvement since the previous inspection. Most of this has occurred in the current year. Management of the subject is satisfactory, but, as with other subjects, the co-ordinator has not yet been given the opportunity to properly monitor teaching, learning and pupils' progress. Plans are in hand to do this. There is good capacity for further development.

## **MUSIC**

127. Overall, standards of work are average and pupils' achievement is satisfactory. This is similar to the findings of the previous inspection. Pupils enjoy all their musical activities, sing with pleasure and behave well during lessons. The music curriculum is broad, and pupils have good opportunities to compose, perform, experience singing in a large group and appreciate music. Outside lessons, some pupils choose to give up their spare time to participate in extra activities such as choir, orchestra and recorder lessons. Some instrumental tuition is available, covering keyboard, wind and stringed instruments. Pupils often bring their own instruments from home to use during class music lessons. Pupils with special educational needs are fully included and make good progress. Teaching and learning are satisfactory overall. Some good and very good lessons were observed, taught by the skilled co-ordinator. There has been satisfactory improvement since the previous inspection.

128. In Year 2, pupils enjoy learning about pitch by playing a simple game using hand signals to indicate higher and lower notes. They use tuned percussion instruments to compose an accompaniment to nursery rhymes, and confidently sing together whilst they practise. They discuss and refine their ideas well. Although they participated well in this lesson, not all pupils fully understood the term 'pitch' because the meaning was not reinforced. Each group gave a competent performance of their composition at the end of the lesson, and pupils listened to each performance appreciatively.

129. Older pupils in Years 5 and 6 have progressed sufficiently to compose a simple tune with a melody, rhythm and chords. They build well on previous knowledge. In a very good lesson, Year 5 pupils composed in small groups using a variety of tuned and untuned instruments. A few pupils needed more guidance because they played the instruments rather harshly whilst practising. The final performances showed that most groups can play the instruments well and know how to vary the sound. By this stage pupils can identify and sing three part songs, and the choir can sing in four parts. All pupils sing confidently and clearly because they are taught to improve their vocal projection through good posture, clear diction and by breathing well. The music co-ordinator provides a good role model for singing, using her voice as a valuable teaching tool. This was clearly demonstrated in a good Year 6 lesson when pupils' singing became more tuneful as they were taught good techniques to vary the volume and pitch of their voices.

130. Pupils listen to and discuss a range of music from different cultures and historical periods during lessons and in assembly time. Music contributes well to the pupils' personal, spiritual and social development because there are opportunities to join different clubs, learn an instrument, experience a range of musical styles and become more independent learners as they develop co-operative group work and performances.

131. Leadership of the subject is good. Up to this year there had been no opportunity for the co-ordinator to monitor teaching and learning. In order to redress this, the co-ordinator takes the music lessons for the older classes, modelling good teaching and helping staff to develop their confidence and subject knowledge. There is a simple system of assessing and recording pupils' progress, which will be developed and refined further when a whole-school scheme of work is produced. At present, a commercially produced scheme is used to plan lessons for younger pupils, alongside the school's own scheme with older pupils. Resources are adequate, and there are sufficient instruments for whole class lessons.

## **PHYSICAL EDUCATION**

132. Standards of work are broadly average in Years 2 and 6. However, a strong feature for older pupils is the success they have achieved in a variety of competitive team sports. Also, all pupils can swim by the time they leave school. This reflects a similar picture to that identified in the previous report. Work observed in the inspection was limited to gymnastics and dance but scrutiny of planning indicates that there is satisfactory coverage of all aspects of the physical education curriculum.

133. Achievement is satisfactory overall, and pupils have good opportunities to enhance their learning through a good range of extra-curricular activities such as football, dance and gymnastics. Pupils with special educational needs are fully included in all lessons, enabling them to achieve well. All pupils from Year 3 to Year 6, whatever their ability, participate in the Annual Sports Day, and mixed teams co-operate well together to score points in a variety of activities.

134. Currently, the co-ordinator is off school due to illness. Teachers are satisfactorily using nationally recommended guidelines to guide their planning but there is no overview of the subject to provide for the systematic and progressive teaching of skills.

135. By the age of seven, pupils are moving with considerable agility along the apparatus and can take their weight on different parts of the body with control. They can repeat a series of linked movements in order to improve their performance. Good emphasis on this aspect helps pupils understand the need to exercise safely.

136. At the age of eleven, pupils have a good understanding of the need to warm up before vigorous exercise. They display good control when balancing on different parts of the body and can sequence up to three balances together. They evaluate their own and each other's work sensibly and use this to make improvements in their own performance. Higher-attaining pupils show considerable precision when combining rolling and balancing movements to move along the floor. In dance, they make good suggestions for showing emotions such as anger, including gritting teeth and clenching fists. They co-operate well when working in pairs and after discussion they can modify their work to make improvements. Pupils play a good range of team games including netball, football, cricket and tag rugby.

137. Teaching and learning are satisfactory overall. One good dance lesson was observed in Year 5. All lessons start with a suitable warm up activity before vigorous exercise and generally end with a period of cooling down. This reinforces good practice with the pupils. Good use is made of demonstration to help pupils to improve their performance and there are good opportunities for pupils to evaluate their own and each other's work. Teachers make good ongoing assessments of pupils' progress and amend their lesson plan if needed. This was evident in the dance lesson when pupils successfully linked two poses and were asked to extend this to three, improving their learning. Discipline is generally firm but unobtrusive, and this helps to keep pupils focused on the activity. However, in the gymnastics lesson in Year 1 the level of noise was not conducive to learning. Routines for getting out apparatus and for changing groups are not yet established, and pupils find it very difficult to stay quiet and concentrate on what they are doing. This reduces the effectiveness of the interesting activities on offer. Pupils benefit from the time and commitment that many teaching and support staff give to both extra-curricular activities and to organising matches against other schools. Pupils also benefit from the expertise of a parent who runs a gymnastics club.

138. Improvement since the previous inspection is satisfactory.

## **RELIGIOUS EDUCATION**

139. Religious education is to be inspected separately by the diocese.