

# INSPECTION REPORT

**ST SWITHUN'S CE VA PRIMARY SCHOOL**

Retford

LEA area: Nottinghamshire

Unique reference number: 122789

Headteacher: Mrs Linda Cade

Reporting inspector: Mrs Barbara E Doughty  
22261

Dates of inspection: 31<sup>st</sup> March – 3<sup>rd</sup> April 2003

Inspection number: 248397

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Grove Street Retford Nottinghamshire
Postcode:	DN22 6LD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Tony Walker
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Barbara E Doughty Registered inspector 22261	English Information and communication technology Art and design Education inclusion Special educational needs English as an additional language	What sort of school it is and what it should do to improve further The school's results and pupils' achievements How well the pupils are taught
Ernie Marshall Lay inspector 14141		How well the school cares for its pupils How well the school works in partnership with parents
Beryl Rimmer Team inspector 20655	The Foundation Stage Curriculum Mathematics Design and technology Physical education	How well the school is led and managed
Kath Hurt Team inspector 24895	Science Geography	How good the curricular and other opportunities offered to the pupils are
Richard Eaton Team inspector 4430	History Music	Pupils' attitudes, values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

This is a smaller than average Church of England primary school with 199 pupils on roll, including 35 children attending the Nursery part-time. There are similar numbers of boys and girls. All but one of the pupils are from white British families and there are none with English as an additional language. Nearly 42 per cent are known to be eligible for free school meals, well above the national average. There is an above national average percentage of pupils with special needs, almost 26 per cent, most of whom have moderate learning difficulties. There are fewer than average pupils with statements of specific need, one per cent. The school draws pupils from an area of social and economic deprivation. The children's attainment on entry to Nursery is well below that typically found elsewhere for children of their age.

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

The school provides a sound education. Although fewer pupils than nationally attain the expected level by the time they leave the school, children do better than could reasonably be expected by the end of the Reception class from their attainment on entry to Nursery and as well as could be expected from the start of Year 1 to the end of Year 6. This is because of good teaching in the Nursery and Reception classes and sound teaching overall in the infants and juniors. Leadership and management are satisfactory because the senior managers are dealing with the weaknesses and driving up standards through keeping a check on the progress pupils make, identifying those who could do better with a push, and supporting weaker teaching with increasing success. The school gives satisfactory value for money.

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

- Children get off to a good start in the Nursery and Reception classes because of effective teaching.
- Lessons in the infants and juniors have good structure, are well prepared, and have good balance of teacher talk and pupil activity.
- Good pupil management, relationships, verbal praise and encouragement result in good behaviour and positive attitudes to learning.
- After-school clubs support and enhance pupils' learning very well because of the wide range and good number.
- There are very good procedures for tracking pupils' attainment and progress, which are driving up standards.

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

- Standards could be higher in English, mathematics, science and information and communication technology (ICT) if teachers built on pupils' previous learning more successfully, improved pupils' speaking skills more effectively, and encouraged pupils to present their work more neatly.
- Pupils do not always do well enough in Year 5 because of sometimes-ineffective teaching.
- Some of the work in physical education is unsuitable for primary age pupils.
- Pupils' annual progress reports do not meet statutory requirements.

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

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

The school has made satisfactory improvement since its last inspection in 1998. Most of the key issues have been dealt with and those that have not have been remedied in part. Standards in English, mathematics and science are rising in line with the national upward trend. Those in design and technology have improved from below the expected level to be in line with the expected level. Teaching guidelines have been implemented for all subjects and a marking policy has been introduced with some success. The analysis of results is much improved and subject leaders have been given more responsibility for bringing about improvements to their subjects. Assessment arrangements for the core subjects are now good. However, teachers still do not use the information well enough to inform teaching and learning. Pupils' speaking skills are still not good enough. Reports have altered in format, but are still inadequate because they do not inform parents how well their children are doing.

## 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
	2000	2001	2002	2002
English	E	E	E	C
Mathematics	E*	E	E	C
Science	E	E	E	C

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

Test results are well below average because not as many pupils as in most other schools attain the expected level in English, mathematics and science and very few attain above it. However, pupils do as well as those in schools with similar characteristics. The rise in standards over time has kept pace with the national upward trend. Pupils make satisfactory progress over time and achieve as well as can reasonably be expected from their attainment on entry to the Nursery. However, by the end of Years 2 and 6, most of the work they do is below the nationally expected level in English, mathematics, science and ICT. Pupils' speaking skills are particularly weak and because of this, pupils find it difficult to explain precisely what they are doing or have done. They read accurately but not with good enough understanding. In writing, most Year 6 pupils write for a variety of purposes, but struggle to sustain a good story line and to apply the spelling and grammar rules they have learnt in literacy lessons. Although by the time they leave the school, most pupils work confidently with numbers up to 1000, their mental recall of addition, subtraction, multiplication, and division facts is slow. In science, most pupils have a fair understanding of testing, but their recording of scientific experiments lacks accuracy. Skills in ICT are not as good as expected by the ages of seven and eleven because there is some catching up to do now that the computer suite is fully functional. The school struggles to teach the full physical education curriculum, partly because of unsatisfactory accommodation, and because of this standards are below the nationally expected level in gymnastics and dance. Speaking and writing skills affect standards in history, which are below the expected levels for seven and eleven year olds. Standards in all other subjects are broadly as expected nationally, mainly because of their more practical nature and less reliance on speaking and writing skills. The school sets unrealistically high targets in English and mathematics, which because of this are rarely met. By the end of the Reception class, children's attainment has increased from well below that typically found elsewhere at the start of Nursery, to below it. This is because children make good progress in the Foundation Stage. From Year 1, pupils progress at a satisfactory rate, but some ground is lost in Year 5 due to some weaknesses in teaching. This has been identified and is being dealt with by senior managers and staff from the local education authority and there are signs of improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy work and try hard to do well in lessons and tests.
Behaviour, in and out of classrooms	Good. Most pupils behave well most of the time. They sustain good concentration and show enthusiasm for their work.
Personal development and relationships	Also good. Pupils get on well together. They are polite and courteous to each other, staff and visitors.
Attendance	Unsatisfactory. It is below the national average.

Pupils help each other, for example on the computers, and influence school routines and procedures through their work on the school council. However, they do not always present their work neatly or with suitable care and precision. The continuous and constant absence of a few pupils has an adverse affect on the school's overall attendance rate.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.*

Teaching is satisfactory overall and pupils learn soundly over time. English and mathematics, and the basic skills of literacy and numeracy, are taught satisfactorily in the infants and juniors. This is because lessons are organised well and there is good balance between teacher talk and pupil activity. However, the teaching and learning of speaking skills are unsatisfactory. Too often the teachers do most of the talking and do not allow pupils time to offer further explanations, or encourage them to extend their one-word or short phrase answers to questions. Teachers throughout the school manage pupils well through establishing good relationships with them. This means that little time is lost bringing pupils back on task. Sometimes exciting activities, capture pupils' imagination and inspire them to work hard, learn well, and make good progress. Teaching is more effective in the Foundation Stage than anywhere else in the school because teachers, particularly in the Nursery, use what they know about children's previous learning to set work that builds on their existing skills, knowledge and understanding. This does not happen, however, in many of the infants and junior lessons, where standards could be higher if the more able pupils were given more challenging work more of the time, and the least able work that was more closely matched their learning needs and did not require so much help from the classroom assistants. The learning targets of pupils with special needs are not tight enough to give pupils something to achieve in the short term and they are not significantly different from the aims of most pupils, such as to apply spelling strategies and not to disrupt others. There is some unsatisfactory teaching and learning in Year 5, which senior managers are successfully dealing with. Muddled planning with imprecise learning aims leads to misdirected and confused teaching, without clarity of purpose, which in turn slows progress and learning. The teaching of gymnastics and dance is unsatisfactory. This is partly because of the limited accommodation, but also because the junior pupils in particular are asked to do inappropriate activities in an attempt to compensate for some of the missed opportunities caused by the limited hall accommodation.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the infants and juniors, good in Nursery and Reception. The range of activities outside lessons, such as clubs and the Sunday Family Walks, is over and above what is typically seen elsewhere. The school uses the local area well, for example for geographical studies.
Provision for pupils with special educational needs	Satisfactory. These pupils are supported well by the classroom assistants, who help them to do the work and ensure that they make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are taught right from wrong and given the opportunity to show initiative and take responsibility, for example through their work on the school council and as monitors around the school. They are encouraged to work together, such as on computers and in design and technology lessons.
How well the school cares for its pupils	Satisfactory overall. The school takes good care of pupils; the working environment is safe and child protection procedures are well established. The procedures for monitoring and promoting good behaviour are very effective.

There are insufficient planned opportunities to develop pupils' speaking skills, and ICT is not used to support other subjects because pupils' computer skills are not good enough. The provision for physical education is inadequate partly because of the unsuitable hall accommodation but also because junior pupils are asked to do inappropriate activities for their age, such as yoga and circuit training. Whilst most parents are happy with what the school does for their children, the school does not work well enough with them. Whilst teachers have a good idea about what pupils know and can do at any given time, those in the infants and juniors do not use the information well enough to adapt the work to suit the needs of different attaining pupils, or to tell parents how well their children are doing. There are no assessments in subjects other than English, mathematics, science and ICT.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The head teacher and subject leaders have a clear idea about what is and is not working in English, mathematics, science and ICT and have some good ideas about how to bring about further improvements.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school and how it operates. They influence improvement through their involvement in school and their work with subject co-ordinators.
The school's evaluation of its performance	Satisfactory. Senior managers have a clear idea of what is and is not working and where most and least support is needed.
The strategic use of resources	Priority improvements are supported appropriately through sound financial planning and the application of the principles of best value.

Governing body support for the school is good. The number of teachers and support staff is good and the quality and quantity of learning resources are adequate. Accommodation is unsatisfactory because there is insufficient space to teach the full physical education curriculum.

## 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 fact that their children like school and the work they get to do at home.</li> <li>• The quality of the teaching and the progress their children make.</li> <li>• The approachability of staff and the way the school helps their children to become mature and responsible.</li> <li>• The way the school is led and managed.</li> <li>• The interesting range of activities outside lessons.</li> <li>• The good behaviour of the pupils in school.</li> </ul>	<ul style="list-style-type: none"> <li>• The way the school works with them and, in particular, the information staff give them about how well their children are doing.</li> </ul>

Inspectors agree with all of the above views. Although most parents are happy with this school and have some very positive views about how well it cares for their children, the inspection team agree that parents are not kept well enough informed about the progress their children make, the standards they attain, or what they need to learn next.

## **PART B: COMMENTARY**

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

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

1. Standards are below nationally expected levels. This is because far fewer pupils than in most other schools attain the expected level or above in English, mathematics and science by the end of Years 2 and 6. Nevertheless, children make good progress from their attainment on entry to the Nursery class to the end of the Reception class, and sound progress overall from Years 1 to 6.
2. Standards are rising and are closer to the national picture by the end of Year 6 than they were at the time of the last inspection in 1998. This is because there is a general push to do better, helped by the school's very good, newly implemented tracking system that plots how well pupils do each year. This gives the head teacher and class teachers a very clear idea of where the most and least progress is made. They then use this information to set the highest level each pupil can realistically be expected to attain by the end of each year; this drives teachers and pupils on to try to do better than could reasonably be expected. Achievement from Years 1 to 6 is satisfactory, but it slows in Year 5 because the lesson planning for this class is not always clear enough to enable pupils to do as well as they could in each lesson or for lessons to build securely on each other from the beginning of the year to the end. This is being dealt with, however, by support from school and local authority staff that is starting to bring about improvements to teaching and learning in this year group, in English and mathematics in particular.
3. Foundation Stage children do well because of good teaching in the Nursery and Reception classes. By the time they leave the Reception class, most have progressed from attaining, at the start of Nursery, well below that which is typically attained nationally by three year olds elsewhere to below what is expected of children by the end of the Reception year in communication, language and literacy, mathematics, knowledge and understanding of the world and physical development. They attain the expected goals for their age in personal, social, emotional and creative development.
4. In the infants and juniors, standards in English are below the expected level. Nevertheless, pupils make sound progress overall in reading and writing, and their attainment at the end of Year 6 matches that at the start of Year 1. Pupils read with some accuracy but do not realise when they read a word incorrectly because they do not always concentrate on what they are reading. They have favourite authors, but struggle to explain why they prefer one to another. They extract information from non-fiction books, which they locate quickly enough in the library. However, they do not refer to parts of the text when talking about what it says. This is partly because pupils' speaking skills are weak and, due to this, pupils of all ages often struggle to explain precisely what they mean, both verbally and in their writing. Pupils cannot always find the most relevant words to express meaning in their stories and reports, which has a knock-on effect in other subjects too. For example, in geography, when Year 6 pupils talked about their work, they clearly understood the course of a river, but struggled to use the terms 'estuary' and 'meander' when talking about river features.
5. Speaking skills are not developed satisfactorily because pupils are not given enough time in lessons to organise their thoughts, formulate answers and explanations and talk about something at length. This affects their writing, which although developed soundly over time, is not of a satisfactory standard by the time the pupils leave the school at the end of Year 6. Again, this is partly because pupils' language skills are not good enough for them to find appropriate words to convey clear meaning. Year 6 pupils know, for example, that they need to make the writing interesting in order to hold the attention of the reader, to use cliff-hangers to add suspense and character descriptions to bring their stories alive. Their punctuation is satisfactory and they know when to use paragraphs, but they do have an extensive enough vocabulary to write effectively.

6. Standards in mathematics are similar. By the time they leave the school, most pupils use addition, subtraction, multiplication and division competently to solve number problems, such as when working out the number of visitors to a theme park. They accurately plot co-ordinates, measure perimeters, work out ratios and proportions and construct bar charts. Their conversions from pounds sterling to euros are correctly done. However, their mental recall of addition and multiplication facts is too slow and this hampers their progress in lessons and reduces the pace of mental mathematics sessions.
7. Pupils' scientific skills are developed satisfactorily over time, and pupils' below average attainment at the end of Year 6 mirrors that at the start of Year 1. However, although at times pupils seem to have adequate understanding of the different aspects of science, knowing for example, that, "Exercise affects pulse rate because you need more oxygen so you breathe more", they find it hard to remember scientific terms and explain what they know. For example, older pupils in Years 5 and 6 have a secure understanding of a 'fair test', but do not use scientific terms such as 'variable' or 'constant' when describing one. They are not independent enough in organising, carrying out and reporting on experiments and they tend to write up what they have done as stories rather than as scientific reports. This is exacerbated further when teachers give too much support to the more able pupils by giving them the same pre-printed sheets to collect and record data as their less able classmates, which does little to spur them on to a higher level.
8. Standards in ICT are below the expected level for pupils aged seven and eleven. This is because of the amount of catching up pupils have to do after a period of poor subject resources. The computer suite is newly set up and good use is made of it. However, up until recently pupils were limited to one or two computers in their classrooms and because of this their progress has been too slow, which in turn has had a detrimental impact on standards. Year 2 pupils, for example, cannot yet save, retrieve and print their work without adult guidance and Year 6 pupils have no experience in school using electronic mail or downloading images from the frequently-used digital cameras. They do not know how to scan text and pictures to get them onto the computer screen and struggle to edit writing on screen. They do not know shortcuts they can take to add speed to their editing, such as 'right-click' on the mouse to bring up a list of alternative spellings or use the arrow keys to move the cursor to the word they wish to delete, instead deleting all words until they reach the one they want to change.
9. Except for history and physical education, where they are below expected levels overall, standards in all other subjects are broadly as expected for pupils aged seven and eleven. This is mostly because subjects such as art and design and music are very practical in nature and do not rely as much as the others do on pupils being able to speak and write well. History standards, however, are affected greatly by the pupils' below average speaking and writing skills. This means that although they understand how to find things out, such as on the Internet or in books, they struggle to explain, for example, the differences between past societies and how things have altered over time. Whilst standards in swimming and games are in line with national expectations, those in dance and gymnastics are not. This is because pupils' experiences are too limited. The hall is inadequate for the effective teaching of gymnastics and creative dance. The ceiling is too low for the safe use of gymnastic equipment and the room is too small for the older pupils in particular to dance and move about creatively. However, the introduction into the curriculum of yoga and circuit training is inappropriate for primary aged pupils and does not compensate for the limited range of dance and gymnastics taught.
10. Although overall children achieve well in the Foundation Stage and satisfactorily from Years 1 to 6, and their attainment is similar to that of pupils in similar schools, there is scope for improvement in the match of work to ability, which is affecting how well pupils of different ability do. There is a high number of pupils with special needs, who, like their more able schoolmates, make sound progress overall. However, they could do much better if teachers had more regard to what they need to learn next and set them more suitably adapted work to help them to attain their individual learning targets. Similarly the few more able pupils are not always pushed on well enough, again because teachers do not use what

they know pupils can already do to set them more challenging work than their average and lower attaining classmates.

11. Over time, boys do not do as well as the girls, but the gap narrows towards the end of the school because of effective ways in which the school interests the boys in their work. For example, they have introduced a competitive element to their marking, which the boys in particular have risen well to. Teachers pay them equal attention and there is little difference in the way boys and girls perform in lessons. The very few pupils from different ethnic backgrounds do as well as all other pupils.

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

12. Pupils have good attitudes towards school because most of them enjoy coming, as they did at the time of the last inspection. Weekly circle times, when the pupils get together to share thoughts and opinions, often include celebrating the fact that school has reopened after a holiday. Pupils work well individually and in small groups. They are keen to answer questions and want to take part in all of the activities. Good relationships between pupils and between pupils and teachers are well established. Because pupils want to help and because there is an effective system of rewards and sanctions, the school is calm and orderly and pupils get on with one another well. However, pupils do not always present their work with suitable care and this spoils the overall effect and lessens the impact of their otherwise good effort and hard work.
13. Behaviour is good. There have been no exclusions for almost two years. Pupils behave well in lessons and this means that there are few disruptions and lessons move along swiftly with little time lost. This is mainly because pupils enjoy their work and get on with it enthusiastically. For example, in an art and design lesson, Year 6 pupils excitedly completed the making of their headdresses and then went on to check that they had followed their designs accurately. They showed off the finished product, parading around the classroom and posing proudly in front of the camera, and then enjoyed seeing their photographs displayed on the classroom wall. The 'Green Area' reserved for Year 6 pupils in the limited playground space means that these older pupils have good self-esteem because it makes them feel privileged and special. In addition, 'superstars for good behaviour' charts are displayed clearly outside every classroom, resulting in pupils taking pride in behaving well. In September each year the oldest pupils in the school spend time together at Robin Hood's Bay. This forms a useful bonding exercise, helping to cement friendships and working relationships, and has a good impact on pupils' attitudes and behaviour during the rest of the year.
14. Pupils of all ages take on responsibility well and enjoy their tasks. Year 6 pupils take it in turns to lead the daily assembly, for example, and there are many monitors and helpers throughout the school. There is a school council, which gives pupils the opportunity to influence changes to school routines and procedures. One teacher, with parents and other helpers, organises Sunday Family Walks in nearby Derbyshire. These help pupils to develop a sense of responsibility – to be there, to behave, and to take care through a day of outdoor activity with their parents, brothers and sisters.
15. Pupils' attendance is well below the national average for primary schools and is unsatisfactory. The main cause of absence is illness, including some frequent one-day absences by a small number of pupils. The most recent attendance figures for these pupils over the autumn term show that the school is making a concerted effort to improve the situation. There is some evidence of holidays being taken in term time but none to indicate truancy. Registration meets statutory requirements and the school day starts and finishes on time.

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

16. Teaching and learning are good in the Nursery and Reception classes and sound overall in Years 1 to 6. This difference is due to the way in which the Nursery and Reception teachers, Nursery nurses and

support assistants build children's skills, knowledge and understanding over time because of their effective use of what children already know, can do and understand. This regard to pupils' individual needs is not always there in the infants and juniors. Nor is the way in which Nursery and Reception class teachers promote pupils' speaking skills. Talk is valued in these youngest classes where children are given plenty of opportunities to talk to each other, explain their wants and desires and express their feelings. This means that by the time they start in Year 1, most children are confident and secure talkers. However, these skills are not built on well enough in Years 1 to 6, mainly because teachers make the mistake of asking pupils to explain something and then offer the explanation themselves. Although there are guidelines to support teaching in reading and writing, there are none to support the teaching of speaking skills and this means that in general, teachers do not know how best to do this.

17. In addition, adults in the Foundation Stage have a very good understanding about how young children learn through observation and exploration and because of this, give children lots of opportunities to look, touch, explore and use different materials.
18. Sometimes lively and vibrant teaching excites pupils and spurs them on to do well. For example, in an excellent Year 6 lesson, the teacher's own example of story writing enthused pupils to do well by showing them how to choose words effectively to capture the attention of the reader. Similarly, in a good Year 4 mathematics lesson, the teacher held the pupils' attention well when explaining the significance of recording information on a Venn diagram and in a Year 2 mathematics lesson, the teacher kept the pace of the lesson brisk and pupils' interested by using bananas to double numbers. Also in Year 2, pupils had to think of interesting words to describe chocolate, but they had the pleasure of tasting it first!
19. Throughout the infants and juniors, there is, however, a balance of things that work well and not well enough. Good lesson organisation means that there is an equal balance of teacher talk and pupil activity. This means that pupils concentrate well and do not lose interest. Lessons are prepared well and resources are ready to use, so little time is wasted giving out or finding materials and equipment. Teachers are clear about what they want pupils to learn and because they share this with the pupils, pupils understand what they are doing and know why they need to work hard. However, sometimes the learning objectives are read out to the pupils from the teachers' plans and are not always easy to understand. For example, in Year 1 literacy lesson a teacher explained, "You are going to become aware of character dialogue and use expression when reading and speaking aloud". This brought puzzled looks from the pupils and the question, "What does that mean?" This confusion meant that the teacher then had to then take time explaining it in more simplistic terms. This is not uncommon in other year groups. For example, in a Year 5 lesson, the teacher told pupils they were going to, "Use tables in non-chronological information texts to extract information and combine sentences in different ways whilst retaining information". This convoluted explanation of what in reality turned out to be a lesson on using effective words such as 'however' and 'because' to join two short phrases or sentences led to confused teaching and slowed learning.
20. Teachers throughout the school manage pupils' behaviour well. This is achieved through the establishing of effective relationships, which results in pupils liking the teachers and generally working hard to please them. Praise and encouraging comments from teachers and other adults make pupils try just that little bit harder and achieve more. However, progress is slowed because teachers do not take good enough account of what pupils know and do not know to teach them the next step. Too often teachers set all pupils the same task to do, taken from the subject teaching guidelines for their age group, with insufficient regard to challenging the more able with work from the higher level and the least able with work from a lower level. Pupils with special needs have individual learning targets to work towards. However, these are too broad to support teaching effectively. For example, it is difficult to see what these pupils need that is different from the other pupils because all pupils are expected to "Take time not to rush" and to "Use taught strategies for spelling". These targets are not broken down into small

steps, which pupils can aspire to achieve in the short term, such as over a few weeks, which means that they lack direction and the urge to do well.

21. Pupils do not have the necessary ICT skills to use to support their work in other subjects and because teachers do not teach the skills that are needed to achieve success, progress is slowed further. For example, in a Year 6 lesson, because the teacher did not first take a few minutes going over editing skills, pupils wasted time deleting work and retyping sentences unnecessarily just to alter one word at the beginning.
22. Some pupils do not do well enough in Year 5 and there is some underachievement, with some pupils making too little progress during the year in writing, reading and mathematics. This is mainly due to confused planning, and the school is dealing with it through appropriate and effective support. Training in teaching the National Strategies for Literacy and Numeracy is already bringing about some improvement and pupils are starting to do better in these subjects in particular.
23. The teaching of physical education is unsatisfactory and because of this pupils do not do well enough in gymnastics and dance by the time they leave the school. The subject teaching guidelines do not do enough to help teachers to know what to teach, and how and when to teach it, and the restricted accommodation means that neither can be taught as effectively as it should be.

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

24. The school provides a satisfactory range of learning experiences covering all the subjects it should. Curriculum planning has improved since the last inspection and in most subjects there is a range of interesting activities that are carefully structured to move pupils forward in each year group. The planning for physical education, however, is not as effective as it is in other subjects, and the limitations in the school hall severely restrict the range of activities provided for pupils. However, to try to compensate for this, the school has introduced into the physical education curriculum yoga and circuit training, which are inappropriate for primary pupils.
25. There is a rich and vibrant curriculum effectively planned for children in the Foundation Stage. This is firmly based on what children need to learn next so that they make good progress in both the Nursery and Reception classes. The school is developing its provision for ICT, but at present there are too few opportunities for pupils to develop their ICT skills further in subjects like science and geography. Where these are provided, pupils are often hampered by their limited skills. The school does not have a clear enough plan for developing pupils' speaking skills and this means that in subjects like writing, mathematics and science pupils are often hampered by their limited skills in describing and explaining. More planned activities are needed to boost these skills in each year group.
26. The provision for pupils with special educational needs is satisfactory. However, their targets are not always expressed as precisely as they might be in their individual education plans, and teachers do not always take sufficient account of them when planning class activities. Sometimes the recording tasks set for them, similar to those set for others, are too hard and not aimed at helping them work towards their targets. However, the teaching assistants who often work with these pupils in lessons provide good support. The extra discussion, prompting and encouragement they give usually help pupils complete their tasks and develop a sound grasp of the topics. The work for other pupils is not always matched carefully enough to help them take their next steps. For example, the more able pupils often have work at the same level as others when they are capable of more. This is evident in subjects like science where they do not become as independent as they might because teachers direct their investigations too closely. Some pupils in Year 5 lose time in mathematics when withdrawn for instrumental music tuition.

27. The school provides a very good range of activities outside lessons, adding richness and exciting experiences to many areas of the curriculum. Experiences like the Sunday walks in Derbyshire are over and above what schools normally provide. Activities such as football, basketball, netball and sailing provide a good boost for an otherwise limited physical education programme. The art club, visiting artists, poets and drama groups add much to pupils' experiences in the arts. There are regular visits to places like Gainsborough Old Hall, the art gallery and a residential visit to Robin Hood's Bay that strengthen pupils' knowledge and understanding in subjects like art, history and geography.
28. Some extra activities play a key part in forging the good links with the local community. Pupils have a better understanding of how their sandwiches are produced because they visit the supermarket to watch bread being baked and see the sandwiches being assembled at the sandwich shop. There is a strong Christian ethos in school led by the head teacher, with valuable and effective links with local churches. Church ministers visit on a regular basis, and there are frequent opportunities for pupils to worship and take part in musical productions in church, sharing the skills they have gained in singing and playing bell plates and recorders. A pastoral care worker gives invaluable support for pupils with emotional and behaviour difficulties. Pupils show care and concern for others by raising funds for leprosy relief and entertaining the local 'Memories Group for Alzheimer Sufferers'. There are equally effective liaison arrangements with the secondary school to which most of the pupils transfer at the end of Year 6. Pupils transfer smoothly because they have met specialist teachers in 'taster sessions' and teachers make sure they share information, particularly about pupils with special educational needs.
29. The very good provision for pupils' personal, social, moral and health education is a significant strength of the school and has improved considerably since the time of the last inspection. Its impact is clearly evident in the way pupils behave well, work effectively and show concern for others. The school has introduced a policy for this aspect fairly recently and it now has a high profile in the curriculum. There are regular sessions when pupils explore issues like the need for rules. In one such session, pupils in Year 2 were exploring the rules of friendship. There were good opportunities for pupils to share ideas with a partner that gave them confidence to talk to the whole class. The teacher's questions provided a further prompt so that they clearly understood what it means to be a friend. The school has achieved the 'National Healthy Schools Standard' and participation in the 'DARE' project is successfully raising pupils' awareness of the dangers of drug misuse.
30. There is very good provision for promoting pupils' moral development. The system of rewards for good behaviour, work and attitudes is effective. Pupils are clear about the 'Five Golden Rules' and are eager to have the rewards, like the 'Sunshine' awards for being kind and caring, and the lunchtime diplomas for being helpful. As a result, they work hard, behave well and work co-operatively and considerately with others. The success of the system is evident at all times of the day, both in and out of school, and is best seen in the decreasing number of incidents reported in the lunchtime behaviour books.
31. There are very good opportunities for pupils to take responsibility in the day-to-day running of the school and these enhance their social development. The school council is well established, and regularly reports back to pupils in assembly when pupils run a whole-school meeting. Pupils in each class decide what items they want to contribute in the 'good news' and 'bad news' reports. There is a strong emphasis on identifying good features and those that need improvement, with lots of praise and encouragement when things improve, including relationships between some pupils. Pupils willingly act as class monitors. A good example of this was seen in Year 3. Many hands went up when the teacher asked for help to tidy away the soil, paper and equipment following a science lesson. All the pupils in Year 6 take on responsibilities for tasks like selling biscuits at break times.
32. The provision for spiritual development is good. Science activities provide some effective opportunities for pupils to express their amazement at nature. Pupils in Year 6 were fascinated by the mould growing on bread and cheese and in Year 1 by the magnified cress plants; "Cool" and "Wicked" were typical reactions. Pupils listened intently when older pupils took on the roles of disciples being interviewed. This

meant that pupils appreciated how Jesus had transformed the lives of the disciples. In a Year 1 science lesson about growing cress, pupils gasped in amazement when the teacher magnified their plants on a computer screen, and when encouraged to listen to music one pupil was so moved he declared that the sounds made him think of, “The sun setting over the sea”. Visits to Southwell Minster enable pupils to experience a sense of atmosphere as they act as ‘time travellers’ learning about its history.

33. This also makes a good contribution to the school’s satisfactory provision for cultural development. There are some good opportunities for pupils to learn about people’s lives in countries like Kenya and Mexico in geography. Provision is improving, with more opportunities for pupils to experience the art and music from other cultures. Pupils are encouraged to explore their attitudes, to identify problem areas and to identify what needs to be done. For example, they have produced effective ‘Show Racism the Red Card’ posters. In discussions these pupils showed good attitudes and were emphatic that, “You should not judge people by the way they look, but when you know them”.

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

34. The school's procedures for child protection and safeguarding pupils' welfare are good. The school takes and acts appropriately on professional advice in risk assessment and the condition of the premises. Routine checks on fire safety equipment and portable electrical equipment are carried out in accordance with statutory requirements. Fire drills are held regularly and evacuation times checked to test effectiveness. First aid provision is good. Child protection arrangements, including security screening of Internet material, are properly implemented. The school draws effectively on a range of outside agencies to provide specialist support for pupils with special educational needs.
35. Procedures for monitoring and improving attendance are good. The school acknowledges there is a need to raise the below average attendance level and is working closely with the local authority educational welfare officer and the pastoral care worker to achieve this. The school secretary contacts parents on the first day of any un-notified absence. The educational welfare officer and pastoral care worker visit pupils and their parents at home in cases of persistent absence. The school has introduced a reward system for good attendance on weekly and half-termly basis. The 'tick-tock' scheme, where pupils' arrival time at school is noted, has been successfully initiated to improve punctuality. The school discourages parents from taking their children on holiday during term time.
36. The school has continued to implement the good procedures referred to in the last inspection for promoting pupils' behaviour and eliminating bullying and racism. The 'Five Golden Rules' are well known by pupils and are generally adhered to; any inappropriate behaviour results in 'lost' points. Classes and pupils retaining all of their points at the end of the week are rewarded at the following Monday's whole-school assembly. The mid-day supervisors assist by monitoring playground activity and recording any incidence of inappropriate behaviour. The supervisors meet periodically with the head teacher and discuss any problems arising. The combined efforts of the staff, mid-day supervisors and the pastoral care worker result in a very good and thorough approach to promoting and improving pupils' good behaviour.
37. The monitoring of pupils' academic performance and personal development is good overall. The Nursery staff methodically check on, record and discuss the progress made by each child in both its learning and its personal and social skills. Teachers in Years 1 to 6 have effective procedures to identify how well pupils are doing in English, mathematics, science and ICT, but no similar arrangements are in place for the other subjects taught. The information that is collected is not effectively used, however, to meet the needs of individual pupils or groups, such as the least and most able and those pupils with special educational needs. Whilst the provision for pupils with special needs is satisfactory overall, their individual learning targets are not specific enough to point the way to realistic and measurable progress.

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

38. Most parents are supportive of the school and feel comfortable about approaching staff with any questions or problems concerning their children's education. This is because their children like to come to school and the school expects each pupil to work hard and achieve his or her best. The school is friendly and caring but some parents are concerned about occasional incidents of bullying that they say take place. However, if any do occur, they are quickly resolved. The head teacher is usually in the playground at the beginning and end of the school day and is available to meet parents if required. There are a small number of parents who regularly help in the classrooms and most parents help their children with homework, adding to what the school has to offer.
39. The school's partnership with parents is secured further by a group of parents, one representing each class and two for the Nursery class, who have established good communication links between parents and the school management team. This was initially set up to identify and resolve any concerns parents may have, but is now becoming more of a forum for promoting parents' suggestions for improvement.

40. The parent-teacher association provides a valuable contribution to the school budget through regular fund-raising events. The association gives each class an annual sum of £100 to spend as it chooses. Other items supported are funds for the drugs misuse awareness programme, the purchase of foreign language dictionaries for Year 6 leavers and ICT equipment. The group enjoys a good level of support from parents attending events, but has some difficulty in attracting more parents to make a regular commitment to the school.
41. The effectiveness of the school's links with parents is, however, diminished by the lack of sufficient and clear information about the progress pupils make in all subjects. Pupils' annual reports do not give parents enough information, in any subject, about what their children have learned and are good at, and what they need to do to improve their attainment. This element was identified in the last report and although the school has attempted to improve the procedures, has not done so well enough to meet statutory requirements fully.
42. Other information parents receive from the school, through regular newsletters and the thrice-yearly parent-teacher meetings, for example, is satisfactory. The governing body's annual report to parents fully complies with requirements and the prospectus requires only minor amendment.

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

43. The leadership and management of the head teacher and key staff are sound overall. The school's aims and values, based on Christian principles, are clear and fully reflected in the work of the school. They are shared and understood by the deputy head teacher, the staff and the governing body. The head teacher leads by example, providing a good role model for staff and pupils, personifying the caring and supportive ethos that permeates the school. Her positive and enthusiastic leadership has been instrumental in promoting the good attitudes and behaviour of pupils and the good relationships throughout the school. This is exemplified by the school's successful progress towards its aim to gain a national award in 'Personal and Social Education and Citizenship'.
44. There is now a clear and shared determination to improve the below average standards. The school, through its improvement plan, has identified the right educational priorities in order to meet its targets, with an emphasis on raising pupils' attainment. The co-ordinators of the core subjects of English, mathematics and science have a clear understanding about standards in their subjects and what to do to improve them. Regular meetings with staff identify specific areas for improvement and plans are adapted accordingly.
45. The head teacher allocates responsibilities appropriately, making good use of staff expertise. Subject leaders make a valuable contribution to school management and lead effectively overall. They show expertise and enthusiasm, particularly in English, mathematics, science and ICT where their leadership is having a positive impact on pupils' progress and subject improvement. This is recognised and valued by the head teacher who welcomes and supports their suggestions. Her collegiate approach has resulted in good levels of communication; teamwork amongst staff is well established in the main. The deputy head teacher provides, at times, a valuable channel of communication between the teaching staff and the head teacher. She adequately fulfils her role as co-ordinator for pupils with special educational needs. However, there is no senior management team and the head teacher takes an increasingly heavy burden of responsibility. There is currently no teacher identified as having responsibility for the Foundation Stage of learning. Although this should be rectified to ensure effective co-ordination between the Nursery and Reception classes, the excellent teamwork compensates appropriately. Similarly, although the head teacher ensures resources are available to subject leaders, their responsibilities do not include management of a budget and this weakens their understanding of financial management.

46. The school has clearly defined systems for the monitoring and evaluating of its performance and because of this has a clear idea of what does and does not work and where and how to bring about improvement. Subject leaders of English, mathematics and science have carried out, along with the head teacher, extensive and thorough analysis of test and assessment data. They, and the ICT co-ordinator, have accurately identified strengths and weaknesses in teaching and learning and are beginning to take steps in order to make the work of the school more effective. For example, they are successfully bringing about improvements to the teaching and learning of, in particular, English and mathematics in Year 5.
47. The governing body fulfils its statutory duties well and has a good understanding of the strengths and weaknesses of the school, recognising the challenges it faces. The head teacher ably guides it in order for it to perform its valuable function as a critical friend to the school. Governors are interested and committed and work closely with subject leaders to keep themselves well informed by examining pupils' work and discussing policies. There is an effective committee structure and a willingness to ask questions and make an active contribution to decision making. Governors are beginning to analyse the effects of their decisions, such as the appointment of high levels of support assistants. There are established procedures for the appraisal of the work of the head teacher, in line with government guidelines, and governors have set performance targets. They have the knowledge and skill to carry out this role effectively. Target setting is well established but the unrealistic targets set in recent years for the number of pupils to attain at least the expected level in English and mathematics has meant the school has fallen short of its aims.
48. There is sound support for teachers new to the school with securely embedded induction procedures in place for newly qualified teachers. They feel well supported by colleagues, and opportunities for their professional development are good.
49. Educational priorities outlined in the school improvement plan are supported well through careful and prudent financial planning. The school is justly proud of the creation of its ICT suite. The management successfully reduced an overspend in the budget whilst keeping the needs of the pupils and teachers currently in school clearly in mind. The provision of additional classroom support for teachers was undertaken in order to improve behaviour and help raise standards. Governors are aware of the need to evaluate these investments and how they impact on standards. The school makes the best use of the grants available and targets the resources effectively. It understands and uses the principles of best value appropriately and ensures that overall the school gives sound value for money.
50. The school's systems for financial administration are secure. The secretary provides efficient support to both the management and teaching staff. Her role is clearly defined and the school makes competent use of its available technology.
51. There is a good match of teachers and support staff, who are well qualified and trained to meet the demands of the curriculum. The high number of teaching assistants makes a valued and significant contribution to pupils' learning. They have a clear idea of their roles and responsibilities through working closely with the class teachers and with the co-ordinator for pupils with special educational needs.
52. The old Victorian building has its limitations but provides mostly satisfactory accommodation for the majority of pupils and most subjects of the curriculum. For the numbers currently in the school, classrooms are generally light and airy and, with one exception, have sufficient space for pupils and teachers to move freely. Bright and colourful displays contribute effectively to the cheerful, stimulating classrooms and corridors that reflect richness in the curriculum. The displays show that pupils' efforts are valued, giving the pupils pride in their achievements. Reception areas in both the main school and the Nursery building are surprisingly warm and welcoming, given the rather stark outside entrances. However, the small, separate hall, used for acts of collective worship, dinners and physical education lessons, is unsatisfactory. With its very low ceiling and lack of storage space for furniture and

equipment, it is inadequate for its use for the teaching of gymnastics, other than aspects of floor work. It is unsafe for large apparatus work or energetic activity with large class sizes. It also restricts the imaginative and free use of space, particularly for older pupils, in dance activities. This leads to unsatisfactory standards in these aspects of physical education.

53. Since the last inspection, the school has added to its resources for design and technology, deemed at the time to be unsatisfactory. They are now satisfactory, contributing to improved standards. Resources are good in terms of quantity and quality in the Foundation Stage and satisfactory overall throughout other areas of the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should now:

- (1) Raise standards in English, mathematics, science and ICT by:
  - a) ensuring teachers make effective use of what they know pupils can already do to set more suitably adapted work to meet the needs of the different attaining pupils in the class;
  - b) providing pupils with more opportunities to talk about and explain what they are doing and have done;
  - c) consolidating and repeating ICT skills so that pupils can use them to help them with their work in other subjects;
  - d) encouraging pupils to present their work with suitable care and pride;
  - e) making sure that teachers explain clearly to pupils what they are going to learn by the end of the lesson so that no time is lost explaining complicated learning intentions;
  - f) making sure that the learning targets of those pupils with special needs are sharp enough to support teaching effectively.

Paragraphs 4-8, 10, 12, 16, 19-21, 25, 26, 37, 70, 73, 75, 76, 84, 87, 89, 90, 95, 108, 113, 118, 119
- (2) Improve the teaching and learning in Year 5 by helping with curriculum planning, providing appropriate in-service training, giving demonstration lessons and keeping track of how well pupils do in this year in order to set realistic targets for teachers and pupils to work towards.  
Paragraphs 2, 22, 68, 72, 81
- (3) Ensure that the full physical education curriculum is taught by providing teachers with subject guidelines so that they know what to teach and when to teach it, and ensuring that pupils only do what is appropriate for their age.  
Paragraphs 9, 23, 24, 52, 127, 130, 133
- (4) Make sure that parents are given enough information about the standards their children attain and the progress they make by ensuring that the pupils' annual progress reports meet statutory requirements by stating clearly what pupils know, can do and understand in each subject and giving clear guidance about what they can do to improve further.  
Paragraph 41

In addition to the above areas for improvement, the governing body should have regard to the following minor areas for improvement when writing their action plan:

1. Standards in history are below the expected level mainly because pupils' speaking and writing skills are not good enough to do justice to their historical knowledge and understanding (paragraphs 9, 110-111).
2. Teachers' comments in the pupils' writing books do not always tell pupils what they are doing well and what they can do to improve their work next time, and in science teachers do not remind pupils what they did not do well enough last time and what they need to improve next (paragraphs 77, 88).
3. Attendance is below the national average and the school should continue to seek ways to improve it (paragraph 15).
4. There are no arrangements in place for recording pupils' achievements in subjects other than English, mathematics, science and ICT and this means that teachers have to assume that pupils have learnt what they have been taught (paragraphs 37, 97, 103, 115, 126).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

47

Number of discussions with staff, governors, other adults and pupils

38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	18	18	4	0	0
Percentage	2	13	38	38	9	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

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	164
Number of full-time pupils known to be eligible for free school meals	0	68

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	51

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	85 (85)	90 (85)	90 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	18	17
Percentage of pupils at NC level 2 or above	School	85 (85)	90 (93)	85 (85)
	National	85 (85)	89 (89)	89 (89)

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

Because fewer than ten boys or girls took the tests in 2002, only the total figures are shown, in line with the governors reporting arrangements to parents.

### 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
	2002	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	9	8	13
	Total	15	14	22
Percentage of pupils at NC level 4 or above	School	54 (40)	50 (45)	79 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	6
	Girls	10	10	9
	Total	17	17	15
Percentage of pupils at NC level 4 or above	School	61 (30)	61 (40)	54 (40)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	163	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	20.3
Average class size	23

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

Total number of education support staff	8
Total aggregate hours worked per week	102

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	2
Total aggregate hours worked per week	37.5
Number of pupils per FTE adult	8

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/02
	£
Total income	520,263
Total expenditure	469,691
Expenditure per pupil	2,349
Balance brought forward from previous year	40,000
Balance carried forward to next year	50,571

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	107

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	33	7	3	1
My child is making good progress in school.	56	38	4	1	1
Behaviour in the school is good.	49	39	8	2	2
My child gets the right amount of work to do at home.	36	46	8	1	8
The teaching is good.	61	34	1	1	4
I am kept well informed about how my child is getting on.	36	41	21	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	33	1	2	1
The school expects my child to work hard and achieve his or her best.	60	39	1	0	0
The school works closely with parents.	42	37	16	3	2
The school is well led and managed.	51	31	8	5	5
The school is helping my child become mature and responsible.	46	46	2	1	6
The school provides an interesting range of activities outside lessons.	50	36	5	1	8

## **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**

55. There are 35 children in the Nursery, aged from three years, who attend either mornings or afternoons. They transfer to the Reception class at the beginning of the term before their fifth birthday. At the time of the inspection, there were 11 children in the Reception class, increasing to 20 after Easter. The two part-time teachers and Nursery nurse in the Nursery, and the Reception teacher, work effectively as a team. The requirements of the Foundation Stage curriculum are well met. The quality and range of learning opportunities provided are very good in the Nursery and good in the Reception class. The rich, varied and stimulating curriculum is well structured and organised, taking good account of all the areas of learning for children aged three to five. The Reception class has a good balance between teacher-directed activities and opportunities for children to participate and choose independently and prepares children well for their National Curriculum work in Year 1.
56. Teaching is at least good in all areas of learning and because of this children make good progress to reach standards by the end of the Foundation Stage that have improved from well below to below national expectations in communication, language and literacy, mathematics, knowledge and understanding of the world and physical development. They do very well to reach the expected goals in personal, social and emotional development and creative development because of very good teaching in the Nursery and good teaching in the Reception class in both of these areas of learning.

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

57. Teaching in this area of learning is very good in the Nursery and good in the Reception class. Consequently, children attain the early learning goals by the end of the Reception class. Children soon feel secure with the well-established routines and organisation in both classes. They have good opportunities to develop their independence and are happy and confident to select from an ever-changing variety of interesting and purposeful activities. In the Nursery, the stimulating activities promote high levels of interest and curiosity in the most able children. Some experiment with unusual materials, such as cornflour and water, with high levels of absorption and concentration. They sociably invite others to join their games and share in their explorations. Children show growing independence when they wash their hands without being asked. They know how to respond when music is played as a signal to gather on the carpeted steps. In the Reception class, children are usually well behaved and responsive but have a greater dependence upon adult help, often waiting for instructions or direction. They are learning to share equipment and take turns, although some still find this difficult and depend on adults to sort out occasional conflicts. With encouragement, children co-operate well with instructions to tidy up and take care of equipment. Relationships between parents, teaching assistants and children are good. There is a welcoming and informative entrance to the Nursery class and home visits before children start in the Nursery are an established and successful feature. All adults in the Nursery provide good role models. They listen to children's contributions and consistently value and enjoy their responses. Consequently, children grow in confidence and self-esteem, enjoy their learning and willingly participate in activities.

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

58. The majority of children do not usually reach the required learning goals in communication, language and literacy by the end of the Reception class. At the time of the last report, there was a lack of emphasis on the development on children's language and literacy skills. There has been a significant improvement and the provision and teaching is now good in both classes. There are very good examples in the Nursery where adults make the most of opportunities to engage children in conversation during activities and take time to listen to children's responses. They encourage children, including the least confident, to

talk by asking relevant questions to promote thinking and prompt a reply. Teaching in the Reception class builds appropriately on this good groundwork.

59. Adults promote children's speaking and listening skills particularly well in the Nursery. Children learn to listen attentively to clear instructions and well-chosen stories, songs and rhymes. In response to expert questioning, they readily communicate their thoughts and ideas to one another and adults during activities and negotiate roles during their play. Many are confident, initiating conversations and frequently using talk during role-play activities. They mimic adult behaviour and have long make-believe telephone conversations, making notes on a telephone pad as they speak. Adults make well-judged interventions, targeting individuals to develop specific skills based on pertinent observations and assessments. By the end of the Reception class, whilst most are confident speakers and listeners, they are still not articulate communicators because of their limited language.
60. Children are beginning to develop their reading and writing skills at a more rapid rate because of good teaching. They enjoy a five-minute daily 'sound' session where teaching makes very good use of puppets to introduce the letter of the week or introduce rhymes, such as 'star' and 'jar'. Classrooms are rich in the provision for language activities, with letter sounds, books, labels and notices prominently displayed. Nursery children are beginning to recognise initial sounds and recall activities such as 'licking lemons' with great delight. However, they are often confused between words and letters. By the end of the Reception class, some children can hear and continue a rhyming string and they frequently choose books to take home to share with their families. Children enjoy attempting to write their own name on a large whiteboard when they arrive with their parents and carers at the beginning of sessions in the Nursery. They have very good opportunities to write for a variety of different purposes. They draw, trace, 'write' letters, cards and messages and make shopping lists. Children make frequent use of the writing areas, practising and experimenting with a rich variety of pens and pencils. Teachers in both classes seize many opportunities to develop writing skills and encourage good pencil control and letter formation. During one outdoor session, for example, two Nursery children undertook a 'survey' using clipboards and made notes of what children liked to do best. All children write their names unaided, by the end of the Reception class, and some make recognisable attempts at simple three-letter words.

### **Mathematical development**

61. Teaching is good in the Nursery and sound in the Reception class. Sessions are purposeful, with lively and interesting introductions. Teachers involve children well with good use of resources and opportunities for practical activities. There are very good assessment procedures in the Nursery. During the Nursery activities, adults record pertinent observations about individuals and these are used most effectively to plan the next week's work. Teachers and the Nursery nurse know the children and their capabilities very well and match activities very closely to their needs. This ensures children make good progress throughout. These procedures are satisfactory in the Reception class, but are not as well established as they are in the Nursery.
62. The school has created a colourful, stimulating environment that is rich in numbers, to support children's knowledge of the order and formation of numerals. Children in the Nursery frequently count spontaneously during their play and enjoy matching shapes, sizes and colours. There is a wide range of ability. A small minority matches numbers to ten pegging clothes on a washing line. They accurately use mathematical vocabulary to say that five comes before six and after four. Most recognise shapes and colours in response to good questioning by adults, suggesting a triangle, for example, when asked what would be a good shape for a roof. Many struggle to count and match numbers one to five accurately to objects and most have difficulty recognising number symbols. By the end of the Reception class, they have increased their number vocabulary and understanding to a good extent as a result of enjoyable and purposeful activities. Children enjoy joining in with number rhymes and songs, such as 'One, two, buckle my shoe'. During construction activities, the most able children use comparative language, such as 'bigger', 'smaller' and 'longer'. They enjoy chanting numbers to 20 and well beyond and most recognise

and match numbers to ten. However, only a small minority begin to recognise numbers beyond 10 and understand the principles of addition. Most need the teachers' support to match numbers accurately to symbols and overall number recognition is below average. Their recording of number work is well below the expectations of this age group. Many children have difficulty in forming numbers correctly.

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

63. Teaching is good in both the Nursery and the Reception class. Children are guided by good teaching to consider shapes, size, colour and texture, linking their learning in different areas in a relevant and meaningful way. They do so through direct teaching and, in the Nursery through frequent well-judged questions and interactions, making the most of every opportunity for learning.
64. Nevertheless, by the end of the Reception class, the majority of children need encouragement to talk about themselves, their families and where they live. Teaching effectively provides worthwhile opportunities for children to carry out experiments. Carefully planned activities introduce children to changing materials, such as freezing and melting ice and dissolving sugar and jelly. Children use magnifying glasses to look closely at different leaves and further use their senses to investigate a variety of changing materials such as sand, water, dough, and wallpaper paste, in which they delight. Children build models and, in one exceptional example, puzzle over how to attach the wheels. Teaching uses good questioning to encourage thinking and problem solving, leading to good levels of learning well matched to above average ability. Teaching takes advantage of incidental happenings and calendar events to develop children's knowledge and understanding of the world. They learn about other cultures at the time of the Hindu festival of Diwali, for example, and the Chinese New Year. Nursery and Reception visit the nearby shops and the library and visitors such as the postman and a person from the hedgehog rescue centre come into school. They have benefited from visits from a mother with her baby. Children have suitable opportunities to work independently on computers and listen to sound, story and music tapes to develop skills in ICT. They operate controls to click and drag objects on the screen to reinforce mathematical understanding and vocabulary and create colourful patterns. Children in the Reception class compare rough and smooth objects, develop geographic skills by following a map as they go on a 'Bear Hunt' and visit a travel agent and find out about different forms of transport. They achieve close to the expected learning goals and are suitably prepared for the subjects of the National Curriculum.

### **Physical development**

65. Teaching in this area of learning is sound. There is a lack of frequent and regular access to large play equipment for Reception children. Although the timetable is carefully planned to compensate for this, it remains a relative weakness in provision.
66. By the time they reach the end of the Reception class, most children move confidently with appropriate levels of co-ordination and control, during their outdoor play and in lessons. They show awareness of space and others as they walk and run around obstacles. There are well-planned opportunities for children to climb under and over suitable climbing equipment and manoeuvre wheeled toys. Children in the Reception class throw beanbags and balls into hoops and buckets to develop ball skills and co-ordination during an outdoor session, making good use of the safety surface. Children show satisfactorily developed fine motor skills as they manipulate pencils, scissors, crayons and brushes, and thread laces.

### **Creative development**

67. Teaching is good in the Reception class and very good in the Nursery. Children have very good opportunities to explore colour, texture and shape using a wide range of media and materials. When they paint, mould, stick and draw, they show imagination and good levels of self-expression. Their paintings are full of confidence, individuality and vigour. Good teaching extends their learning well by

developing colour-mixing techniques at an early age. There are particularly good opportunities for children to express themselves through drama and role-play and adults involve themselves to good effect. The Nursery nurse, for example, speaks convincingly to 'Bob the Builder' on the telephone and searches under and around furniture and equipment for his lost friend, fostering imaginations well. Using a wide variety of good quality resources, such as dressing-up clothes and puppets, children re-enact familiar stories and situations in the home corners. They readily become involved in being doctors and patients in the 'Health Centre', involving adults in their imaginative scenarios. These activities are both spontaneous and planned for, making sure children make good progress. Children enjoy singing familiar songs and rhymes, experiment imaginatively with sounds and percussion instruments and join in actions and movements with enjoyment.

## ENGLISH

68. Standards are not as good as those expected nationally and achieved in most schools by the end of the infants and the juniors. Nevertheless, they are in line with those of similar schools and reflect pupils' below average attainment on entry to Year 1. This means that pupils make sound progress over time. However, some ground is lost in Year 5. This is evident in the work pupils do and was recently picked up by the school's tracking system. Consequently, raising standards in English and increasing the progress pupils make in Year 5 in particular is being dealt with as a major priority in the school improvement plan.
69. Subject leadership is good and because of the effective identification of where most and least progress is made teachers now share the responsibility to improve standards and it is no longer left to the Year 2 and Year 6 teachers to ensure pupils do well enough by the end of infants and juniors. The onus has been put on all teachers to drive up standards, and targets are set in reading and writing for teachers and pupils to strive for by the end of each year. They have a commitment to do this and the lesson observations by the head teacher and local authority advisers come up with some good ideas to help them by pointing out what they could do to improve pupils' learning in lessons. Consequently, things are improving and standards are rising.
70. Speaking and listening standards are below the expected level by the end of Years 2 and 6. Progress is unsatisfactory because not enough is done in Years 1 to 6 to improve and develop pupils' speaking skills and the teaching of this aspect of English is unsatisfactory. Consequently, even the oldest more mature pupils struggle to describe events and convey their opinions clearly. Pupils of all ages listen attentively to each other and their teachers, but do not use Standard English and grammar confidently. Whilst most Year 6 pupils enjoy talking about their work and get excited when asked what they have done in, for example, art and science, they cannot always find the words to say exactly what they mean. For example, when explaining how they achieved a three-dimensional effect in art, they struggled to find the words saying, "I can't really explain it ... do a circle ... then a line going down". Teachers often ask pupils relevant questions, usually to recap on what they did in a previous lesson, but most of these require only one-word or short phase answers. Teachers do most of the talking; although they ask pupils to explain processes they have used in, for example, making collages in Year 2, they go on to explain these for them, requiring very little of pupils. Older pupils have some opportunity to talk in formal situations such as when asked to tell their classmates about their stories but these are too few and pupils say that at these times they "don't really know what to say".
71. This has a detrimental affect on their writing, although teaching of this is generally satisfactory. Year 2 and Year 6 pupils' work has some of the characteristics required to attain the expected level for seven and eleven year olds, but this is following periods of good intensive teaching and the same quality and accuracy is not reflected in test situations. Nevertheless, Year 6 pupils have a good understanding of what they need to do to attain the expected level. They know, for example, that they need to plan the story first in their heads, and use interesting words and adverbs "to make the writing interesting to the reader". They explained how "putting in a cliff-hanger makes a story exciting" and "questions get the

reader interested”. However, this is the end of a long term’s work and some very good teaching in Year 6, where pupils have spent several weeks practising story beginnings, paragraphing and using interesting vocabulary. Each pupil has built up a story over time, most of which are as good as could reasonably be expected for pupils of this age and are in line with what is expected nationally. They used question and speech marks correctly and paragraphs to show different times and to split up events. They chose their words carefully and used interesting phrases like, “Don’t think so’, said Ryan quietly” and “Well I’ll go on it’, I said bravely”. However, when asked to plan and write a story in a short time, say 45 minutes, they do not do so well; their words are not as imaginative, the structure of their stories are not as good, and they mix tenses within sentences. Opening sentences are not as attention grabbing such as, “In the year 3003 robots have landed on a new planet called Bog. Today I am going to ...”

72. The teaching of writing is sound in all other year groups, although some of the skills built up through consolidation and repetition between Year 1 and Year 4 are lost in Year 5. In this year, teaching focuses well on story structure but although pupils start the year using imaginative language, this is not built on and slowly pupils lose this skill. For example, one pupil at the beginning of Year 5 used interesting beginnings to stories that made the reader want to read on, such as, “It was a dark and stormy night. I was laid in bed. Suddenly, crash! I rushed to the window ...” However, midway through the year, the same pupil wrote, “One day I was on my bike. When I got to the river my dad was waiting in a boat. I got off my bike and got into the boat.” Whilst the structure of the story was much better than it had been at the beginning of the year, this pupils’ writing had lost the vibrancy of his earlier work and this means that the Year 6 teacher has to, and does, work hard to regain it.
73. Pupils sometimes use computers to type out stories and poems, but their word processing skills are not good enough to make this useful to them. They do not have secure computer editing skills and this means that it takes too much time to change, for example, words in the middle of sentences. This is because pupils tend to delete and retype whole sentences rather than use the arrow keys or the ‘mouse’ to position the cursor on the word they wish to alter.
74. As in writing, standards in reading are not as good as those expected nationally by the end of Years 2 and 6 but, overall, pupils make satisfactory progress between Years 1 and 6 because of sound teaching. This is because most of the literacy lessons give appropriate focus to the teaching and learning of reading skills. Pupils and teachers talk about books in whole-class and small group work sessions. They discuss what the book is about and how the author describes the characters and develops the plot. Most Year 6 pupils have favourite authors, such as Roald Dahl and Dick King Smith, but their explanations of why these are favourites of theirs are simple such as, “Because you can read them forever and not get bored”. They know the difference between fiction and information books and successfully use the classification system to locate books in the library. They also find, read, and download information texts from the Internet, for example about fashion between 1958 and 2000. However, pupils often hesitate and wait for help when reading aloud. They misread words, but do not correct themselves because they do not realise their mistake, even though sometimes the sentence does not make sense. They are reluctant to offer opinions about books they have read and have difficulty explaining the story clearly. They do not make reference to the most significant features and do not refer to the text when talking about particular events or characters. Year 2 pupils are doing slightly better and most seem to be on course to just about attain the expected level by the end of the year. However, very few are working securely at this level or at the higher level. Like their older schoolmates in Year 6, however, their reading lacks accuracy, for example one misread ‘again’ as ‘angrily’. Like Year 6 pupils, they continue without correcting or realising their mistake, demonstrating limited understanding of what they are reading.
75. Teaching is satisfactory overall, with a balance of things that do and do not work. All teachers manage pupils’ behaviour well. They reward good behaviour and effectively implement the agreed sanctions when pupils start to show signs of inappropriate behaviour. Consequently, there are few disturbances or interruptions to lessons. Teachers are clear about what pupils are going to learn and explain to them

precisely what they are to do. This means that pupils usually start work briskly. Teachers generally organise and present lessons effectively and little time is lost. Most teachers have good regard to the national teaching guidelines and this means that literacy lessons are well structured, with a good balance between teacher talk and pupil activity and reading and writing. Some lively teaching was seen, which interested pupils and enthused them to work hard, such as in Year 2 when pupils had different chocolates to taste, smell and feel to help them to think of words to describe them; They came up with, for example, 'lumpy', 'crunchy', and 'melting'. The measuring of pupils' achievements is good and because of this teachers have a very clear picture about the level at which pupils are achieving. Whilst this information is used well to set targets for the end of the year, in lessons teachers do not make enough use of it to identify what pupils need to learn next and to set work for pupils of different abilities. The work is nearly always the same for all pupils, which means that the least able struggle to do the work without adult help and the few more able are not challenged to do better than the majority of their classmates. This was a weakness identified in the school's last inspection report that has not been dealt with successfully, along with the low demands teachers make on pupils to present their work neatly. Although pupils generally form letters correctly and the older ones have established a cursive handwriting style, careless spelling and scribbled out words, sentences and sometimes whole paragraphs, spoil the overall appearance of pupils' writing and shows little pride.

76. Sometimes the progress of pupils with special educational needs and those with statements of specific need is better than that of their classmates but this is only because they are supported well by teaching assistants, who help them to do the work. Their progress is often slowed unnecessarily, however, because the work is often not chosen to meet their needs, mainly because their personal learning targets are too vague. These are not broken down into small steps to be achieved over a short period of time and they offer little guidance to the adults helping these pupils. For example, the targets, "To work in larger group in literacy and not disturb" and "Use taught strategies for spelling" are not precise enough to give pupils something to work towards and are confusing for teachers and support assistants. It is unclear, for instance, what "not disturb" means and which particular spelling patterns these individual pupils are expected to be able to use.
77. The school's marking policy is not implemented effectively in some classes. Teachers' written comments in pupils' workbooks do not make it clear what pupils can do next time to improve their work and when they do, nothing happens and mistakes continue. Some of the work is given marks out of ten. Whilst the teachers make it very clear why pupils have failed to get any better than, say, eight points out of a possible ten, they do not make it clear what the pupils did well to get the eight points that they did get. This does little to inform pupils what they are successful at or to raise their self-esteem.

## **MATHEMATICS**

78. Standards in mathematics, whilst remaining persistently below the national average both by the end of Year 2 and Year 6, are steadily improving. This is because of efficient subject leadership, sound teaching overall and the increasingly effective implementation of the National Numeracy Strategy. All classrooms reflect the prominence of the subject through good quality displays. Through detailed analysis of pupils' work and results, the co-ordinator has accurately identified weaknesses in pupils' ability to solve problems and their knowledge of multiplication tables. Already, the increased emphasis on these aspects of the curriculum is having a positive effect on pupils' learning and pupils make sound progress over time. However, there are fluctuations in their levels of achievement from year to year directly linked to the quality of teaching but this is recognised by the school and being dealt with.
79. By the end of Year 2, standards are below the national average, reflecting those at the start of Year 1. In Years 1 and 2 pupils make sound progress overall, with some instances of good progress within lessons where there are examples of good teaching. Pupils have practice in a wide range of mechanical number tasks through work sheets and systematic, secure adherence to the National Numeracy Strategy. They count in hundreds, add numbers to 20 accurately, add, subtract, and count in fives and

tens, and recognise patterns in numbers. Pupils identify missing numbers from a sequence, know odd and even numbers and regularly use the number language of comparison. In line with the identified targets for improvement in the school improvement plan, pupils are beginning to use addition and subtraction to solve problems. They add a string of numbers, such as 7, 5 and 3, and 3, 19 and 4 and are expected to give a written explanation of the process they used. Whilst answers are often reasonably accurate, pupils do not add numbers to 10 quickly, or round numbers up or down to make their calculations quicker. They are beginning to learn some strategies and write about “putting the largest number in my head”. This was done well in a very good Year 1 lesson, where pupils knew that 15 “is one ten and five ones” and were encouraged to “lock it in their heads” to help them solve problems with coins. Pupils made good use of ICT in a very good Year 2 lesson. They worked co-operatively in pairs to make block graphs, entering data they had collected about their favourite drinks. Pupils were excited when they learnt how to change horizontal graphs to vertical graphs and saw that the information stayed the same.

80. By the end of Year 6, the majority of pupils have had many opportunities to carry out the four basic operations of addition, subtraction, multiplication and division. Pupils achieve well in this final year, where teaching is good and pupils’ calculations show reasonable and increasing levels of accuracy. The presentation and organisation of work in their books improve significantly throughout the term. They show how they have worked something out as they start to use strategies for solving numerical problems and explain how they have arrived at solutions. The few more able pupils attempt increasingly complex calculations. Pupils plot co-ordinates, measure perimeters, work out ratios and proportions and construct bar charts to communicate collected data. They have a good understanding of ‘square’ and ‘prime’ numbers. Pupils use their knowledge of multiplication and division to work out the number of visitors to a theme park, for example. They convert pounds to euros and enjoy the challenge of working on real-life, practical situations. They make appropriate use of ICT. Using computers and calculators, the less able pupils successfully predicted and checked their estimates, but only with skilful help from a teaching assistant. The majority do not recall number facts readily during mental work and have a lower than usual knowledge of multiplication tables for this age group. With guidance, pupils identify patterns and sequences in larger numbers, using their understanding of multiplication to find missing digits. The more able pupils find obscure patterns when suitably challenged.
81. Pupils make sound progress in Years 3 and 4. For example, Year 3 pupils round up numbers to the nearest 10 and count rapidly in twos, fives and tens. They struggle, however, to understand basic fraction work but patient and calm teaching reinforces and consolidates pupils’ understanding through varied and interesting use of resources. There is a slowing down of progress in Year 5, however, largely due to the slow pace of teaching and, at times an insufficient match of the task to pupils’ levels of ability.
82. Pupils with special educational needs respond appropriately to the good levels of support they receive and make sound progress. In Year 6, for example, pupils worked hard to decide whether to multiply or divide when they tried to calculate the profit on boxes of items.
83. Teaching is sound overall. There were elements of very good teaching in some lessons in Years 1 and 2. There are also aspects of good teaching in some of the classes for older pupils and very few elements of unsatisfactory teaching. Lessons are generally well structured, with interesting and effective introductions that secure pupils’ attention effectively and let them know the purpose of the lesson. Teachers have established good relationships and their high expectations of behaviour mean pupils are willing to involve themselves in activities. Teachers in all lessons successfully generate an enthusiasm and enjoyment for mathematics through a confident and lively approach, good use of resources and a variety of different activities. Pupils particularly enjoy being involved in practical activities, such as dividing a cake into fractions in Year 3 and using skipping ropes to learn about Venn diagrams in Year 4. In the best lessons, teachers used questioning effectively and gave pupils time to think and respond. They exploited incorrect answers to make teaching points and assessed how well

pupils understood. In the best lessons, planning takes good account of different rates of learning and therefore pupils make good progress.

84. However, too often, tasks are not sufficiently matched to pupils' different levels of ability or understanding. Not all teachers use the information gained from assessments to adapt the activities to build effectively upon pupils' previous learning. They move on to the next stage too soon, taking insufficient account of different groups of pupils. Much of the teaching is based on whole-class lessons and pupils of lower ability depend upon the expertise of classroom assistants to make progress in their learning. In a Year 5 lesson, for example, opportunities were missed to explore how pupils found patterns in numbers in order to share alternative methods and thought processes. The use of whiteboards is an effective way of including all of the pupils and keeping a visual check on their accuracy and understanding. However, there is too much dependence on their use and not enough useful recording in workbooks to check on pupils' learning over time.
85. There is scope for further development of the work in other subjects to enhance pupils' mathematical skills and to ensure that the drive for higher standards in numeracy is shared across the wider curriculum.

## SCIENCE

86. Standards in science are below average in Year 2 and well below average in Year 6. Since the last inspection, standards have risen steadily year on year, but the pupils who are now in Year 6 had lower attainments in science when they were in the infants. Although their achievements are satisfactory overall, and pupils make sound progress, particularly in their knowledge and understanding of science, they often find it hard to remember scientific terms and explain what they know. They are not independent enough in organising, running and reporting their own experimental work.
87. Since the last inspection, pupils' skills in writing reports of their science investigations have improved. Although some teachers still use a high number of worksheets, there are now plenty of opportunities for pupils to write their own reports. The introduction of a whole-school approach to structuring written reports means that pupils now record their predictions, methods and conclusions clearly. They do not always take enough pride in presenting their work, however, so that their handwriting is sometimes untidy, with careless spelling errors. When writing without this structure they sometimes 'write a story' that does not focus enough on the science in their activities. A good example of this was when pupils in Year 2 had interesting first hand experiences of habitats when they visited a local field study centre. However, their reports mainly focused on such aspects as playing a game or having lunch, with little mention of what they had learned.
88. There are good assessment procedures in science. Teachers usually mark pupils' written work carefully, with comments that clearly show pupils what they have to improve. "What about the habitats?" was one such example. Improvements are slower than they might be because when the next written task is set, teachers do not always make their expectations clear enough with reminders about what pupils need to concentrate on improving.
89. Pupils enjoy their science work and behave well in lessons because teachers provide practical activities that pupils find exciting. They observe carefully and measure more precisely in the older classes because science topics are taught through an experimental approach. For example, Year 4 pupils' eyes shone when they thought about how their salt and sugar solutions might taste. "The sugar has turned into water and you can't see it" was one observation. Here, and in most lessons, the teacher used questions effectively to encourage pupils to explain their ideas and talk about what they notice. In this lesson "If you think it has disappeared, why can you still taste it?" helped pupils realise that they had made a 'solution'. Sometimes, though, teachers accept pupils' first answers and add further explanations themselves. More could be done to encourage pupils to explain more precisely, using scientific language when they speak. "It looks like Coke" and, "You can see through it", were

descriptions of liquids in Year 5 where pupils were unable to identify words like 'transparent'. Descriptions of decaying foods were very basic in a lesson in Year 6 where "Its got somat on it" was a description of mouldy cheese. They find it hard to explain clearly and precisely in both Year 5 and Year 6 classes. These pupils rarely use words like 'constant' and 'variable', though they have a sound understanding of why a test needs to be fair. However, there are signs that younger pupils scientific vocabulary is improving; constant repetition and encouragement to use words like 'permeable' were good features of a lesson in Year 3. However, more could be done to ensure that pupils consistently establish and use a scientific way of speaking, so that their explanations are of better quality.

90. The teaching of science is satisfactory overall throughout the school. Although teachers plan similar activities for all pupils, the teaching assistants support the less able and those with special educational needs particularly well. They supervise their groups effectively providing extra explanations and questions that help pupils concentrate and understand the new experiences they have. In Year 5 the best description of a "bubbling" liquid came from one child with special educational needs following a successful discussion with a teaching assistant. However, progress could be better if teachers took more account of what pupils can and cannot do as starting points for their lesson planning. Recording tasks are sometimes too time-consuming for the less able pupils, leaving little time for the actual science activity. This was a feature of the unsatisfactory teaching seen Year 5 where a confusing lesson plan meant that pupils spent too long writing up a science experiment before they did it which many found hard. More able pupils mark time on the same activities as others, when they should be moving on. This is particularly evident in developing pupils' investigative skills. Teachers usually direct such activities too closely so that older pupils in Year 5 and 6 do not become as independent in deciding what methods, equipment and data recording methods to use.
91. Teachers manage pupils well because lessons are well structured and resources are to hand. In a good lesson in Year 1, pupils explored how well cress seeds grow on different materials. They found it hard to relate the damp soil and cotton wool to the growth of the seeds. They were amazed when the science co-ordinator magnified the plants, vividly displaying them on a computer screen. This helped them make the link, and strengthened their understanding considerably. However, teachers make only limited use of ICT to support teaching and learning in science.
92. The recently appointed co-ordinator provides sound leadership and has already, through her monitoring and discussions with a science adviser, identified ways of improving teaching. She has a clear view of what needs to be done in the future to bring about improvements and raise standards further.

## **ART AND DESIGN**

93. Standards in art and design are broadly as expected nationally by the ages of seven and eleven and are the same as at the time of the last inspection, mainly because of sound teaching. Pupils' work is displayed well by staff and shows how they appreciate the achievements of the pupils. This makes pupils proud of what they do and generates good attitudes towards the subject. For example, Year 2 pupils talked excitedly about the work they had done in the style of O'Keefe, Matisse and William Morris, which was displayed very effectively in a corner of their classroom. "I saw you looking at it," said one pupil proudly; "That's mine," said another with a wide grin on her face. With equal pride, Year 6 pupils talked about their Picasso and Monet-style pictures, explaining their Picasso pictures with comments like, "That's hard to do. He paints them like the person is feeling" and their work in the style of Monet, "He makes it feel like a blurred effect, like his lily pond painting".
94. Teachers help by making the work interesting through their use of different working materials, such as clay, pastels, fabric and paint. For example, pupils in Year 2 made attractive collages using natural materials such as leaves and twigs, and in Year 6 they made pastel pictures of feathers, pebbles and shells. In a Year 6 lesson, pupils enthusiastically used their designs to make headdresses, which they paraded proudly. They had had suitable opportunities to generate ideas by collecting information and

carrying out research before they created their designs. They studied period costumes and used their imaginations well when they designed the headdresses. Incorporating a variety of techniques, such as folding, cutting, gluing and sticking, they joined a variety of card, fabric and collage materials, attaching ears, horns, feathers or veils according to their chosen design.

95. Following a visit to the local shops, pupils in Year 5 carried out research into the packaging of a variety of goods and designed their own containers. There were good links with mathematics when they measured carefully, learnt how to make 'nets' and constructed their own containers. Pupils used these as 'wish boxes' and expressed a diversity of hopes for the future, including in one instance, world peace, and in another, success in a forthcoming football match. They drew and labelled their designs and worked with an appropriate variety of materials to cut, score, glue, staple, assemble and join to produce adequate finished products. However, pupils of all ages often struggle to describe precisely what they mean, both orally and in their writing. This is exacerbated further because too often teachers ask pupils to talk about what they are doing or have done, but do not give pupils time to organise their thoughts, construct an answer and respond to the question. They are too impatient and too often give the explanations themselves. For example, in Year 2, the teacher asked the pupils, who were coming to the end of a topic, to describe what they had done so far. Pupils offered single words or short phrases in response to the teacher's questions about how they had looked at different flowers. Their answers, "Through magnifying glasses" and, "At the detail" were explained more fully by the teacher who went on to elaborate on their comments rather than ask pupils to do so. Similarly, Year 6 pupils' evaluations of how well they had done the work brought comments like, "I was pleased with my end result because it came out pretty well and my other collages and drawings were all right" and "I was pleased with my calendar". However, further explanations were not forthcoming and pupils did not say precisely what had and had not worked on improving and why they would change how they did things next time.
96. The work of Year 6 shows that pupils' skills are built satisfactorily over the years. This is reflected in their very effective paintings of the landscape of Robin Hood's Bay, inspired by their residential visit there. These show movement and emotion through colour and shape and have an air of tranquillity about them. Their excellent copies of Picasso's 'Weeping Woman' show good observation and control skills and their pencil drawings of 'Dad', complete with chin stubble, show a good awareness to detail! Pupils draw face portraits with a good awareness of proportion because they have been taught that eyes come half way down from the top of the head to the chin, but their drawings of the human body are not so well proportioned. For example, legs are squashed into a small space because they have not left enough room at the bottom of the page. Teachers make little use of ICT to support teaching and learning in art and design.
97. Satisfactory standards are achieved because the school has taken note of what the last inspection report said about the detrimental impact not having a teaching programme was having on standards. In response to this, the subject leader has worked hard to encourage colleagues to repeat, reinforce and consolidate pupils' art and design skills each year in order that learning is secure. Teachers now use the national teaching guidelines appropriately to ensure that the work builds pupils' skills, knowledge and understanding systematically over time. However, there are no records kept of how well pupils do in art and design and this means that teachers have to assume, sometimes incorrectly which slows progress, that pupils have acquired the skills they were taught in previous years at least to a satisfactory standard.
98. The subject leader has a clear idea of how things are mainly through seeing pupils' work and she has some good ideas about how to improve things. However, her improvement plan concentrates on how her role as co-ordinator is to be developed rather than on how standards are to be improved. She has not seen any lessons since 1999, but in the meantime has asked staff to identify what they would like help with and this gives her some idea of where her support is most needed.

## **DESIGN AND TECHNOLOGY**

99. By the time they leave the school at the end of Year 6, pupils reach standards in line with national expectations. The evident systematic teaching of skills and the opportunities to design and make things for a particular purpose show that the quality of teaching is sound overall and pupils, including those with special educational needs, achieve satisfactorily over time.
100. Although no lessons were seen during the inspection, from talking with pupils, looking at planning and photographs of work done, by the end of Year 6, most pupils set down their ideas successfully in designs and take account of the users' needs, likes and dislikes. They work with a variety of tools and equipment to cut, shape and fix different materials together.
101. Particularly good standards of attainment are achieved in Years 3 and 4 where there is some good teaching. There are very good examples of individually designed money containers in Year 3. Pupils have had good opportunities to examine a variety of purses and their fastenings, practise different sewing techniques and imaginatively create their own purses with good attention to both function and quality of finish. Year 4 pupils researched books for very young children and made their own moving storybooks. They worked effectively in groups to write a story, design the pictures and practise a variety of techniques, such as making hinges, levers and sliding tabs, to produce finished books of a high quality. They successfully created wagging tails, flapping wings and moving eyes, showing great enjoyment and levels of commitment. They went on to share these with the Reception class children, thus completing a very satisfying and rewarding topic, with good links to literacy. Photographic evidence shows an interesting and imaginative variety of designs in the same year group, incorporating electricity and linked with work in science. Pupils created models of lighthouses, ambulances and volcanoes to a good standard. The teachers in both classes pose good questions in their marking to promote further thinking about what worked well and what could be improved, leading to good progress in the evaluation process.
102. Pupils achieve satisfactorily in Years 1 and 2 and reach standards in line with those expected by the age of seven. Pupils in Year 1 use scissors, glue, needles and thread to cut, stick, and sew components together to make glove puppets based on storybooks. They struggle with sewing but make good progress. By the end of Year 2, pupils plan and make simple models with a basic mechanism for moving wheels. They need adult guidance to build their vehicles. Teaching provides good opportunities for pupils to experiment with small and large wheels and axles before they construct their own models. Year 2 pupils also designed and made ponchos in connection with work in geography about Mexico.
103. Since the last inspection, there has been good improvement. There is a greater emphasis on the elements of design and evaluation and these are now well-established parts of the process in all year groups. However, there is little evidence of the regular use of ICT in the design process and there is scope for improvement in this area. Resources are much improved with a suitable range and quantity of small tools in addition to construction kits, a vice and a good range of materials. They are well organised and accessible to teachers. The co-ordinator has expertise and enthusiasm and provides good leadership. She supports staff appropriately, developing confidence in the subject. However, there is still no system for assessing pupils' strengths and weaknesses in the subject. This is an area for development. A portfolio of examples of work and ideas provides guidelines for teachers but gives little evidence of what pupils are able to do and what they need to learn next. Consequently, teachers have to assume, sometimes incorrectly, that pupils have learnt what they have been taught from the teaching guidelines.

## **GEOGRAPHY**

104. Standards in geography are as expected by the end of Year 2 and Year 6, as they were at the time of the last inspection. Because of timetabling arrangements, only one lesson was seen during the inspection. Teachers' planning and the evidence from pupils' workbooks show that planning has improved since the last inspection and pupils achieve satisfactorily as they move from class to class.

105. Geography activities are carefully structured and interesting so that pupils talk enthusiastically about their work. Pupils develop a sound understanding of local geographical features because teachers use the local area as a basis for activities. The youngest pupils in Year 1 draw simple maps noting the traffic lights, houses and other features on a route from home to school. They make sensible observations about features they like and dislike, like pleasant garden areas and busy roads. In Year 2, pupils use this information well when comparing Retford with the Isle of Struay. Pupils' knowledge of the local road network and its impact becomes sharper in Year 3 when they undertake a traffic survey on Arlington Way. Pupils in Year 6 draw detailed maps of the rivers Maun and Meden showing the local villages in the area as part of a topic on rivers.
106. A range of visits boosts pupils' geography skills considerably. Examples are the Sunday walks to places like Castleton and the residential visit to Robin Hood's Bay that successfully broaden pupils' horizons and knowledge of different places beyond Retford. For instance, pupils in Year 6 showed a good understanding of coastal features, like the effect of erosion on the soft rocks at Robin Hood's Bay and the way caves are formed, because they had seen them. This knowledge was to put to good use when they created attractive pictures in art and design.
107. The teaching is satisfactory. A well-planned topic gave pupils in Year 2 a good awareness of places further away and valuable insights into people's lives in Mexico. They produced an effective Venn diagram showing the similarities and differences in the schools in Tocuaro and Retford. Pupils in Year 5 worked hard and showed interest and enthusiasm when discussing whether people should pay for water or have it freely. Although the discussion sometimes lost direction, pupils showed a good awareness of water as a precious resource and its scarcity in countries like Africa, because they had discussed both viewpoints thoroughly. They researched using the Internet for information about Manchester. This gave them a good knowledge base, so that they appreciated environmental issues, like the introduction of a tram system to ease traffic congestion. However, there are too few opportunities for pupils throughout the school to word process their reports or produce a variety of graphs and tables using computers.
108. More could be done to further improve pupils' mapping skills by identifying the essential experiences and skills to be taught in each year group. Some repetition occurs, as when pupils colour in the different climate regions on a world map in Years 3 and 5. This aspect is not taught as systematically as other aspects of geography, and pupils' progress is slower than it might be in some classes. A similar development is needed to develop pupils' vocabulary of geographical terms. Pupils in Year 6 found it hard to explain the features of a river because they could not remember words like 'estuary', 'meander' and 'source' to help them describe them.
109. The leadership and management of geography are satisfactory. Pupils enjoy geography because the two co-ordinators ensure that the subject has its due emphasis, with interesting experiences planned for each year group. The monitoring of teaching and standards could be more rigorous in picking up and addressing weak spots sooner.

## **HISTORY**

110. By the ages of seven and eleven, standards are below the expected level, although pupils' grasp of historical study skills is in line with the national expectations, as it was at the time of the last inspection. Pupils make sound progress from Year 1 to Year 6. However, pupils struggle to set down their ideas easily or write fluently about what they know and understand. This has a bigger impact for older pupils because the subject guidance makes more demands on writing skills. In addition, because pupils do not present their work neatly it looks less attractive than it could. There is little colour in the books and illustrations are small although sometimes well drawn. Pupils' work in Year 5 showed particularly well the contrast between knowledge learned and remembered, and researched ideas.

111. Year 2 pupils remember Florence Nightingale as “the Lady with the Lamp”. They know that she nursed wounded soldiers. They could not, however, deduce from that that this made her position unusual, as in those days nurses were men, or that it was the reason for her parents’ opposition to her becoming a nurse. Some Year 4 pupils have used English well in their writing of Maximus’ Diary and understand the difference between invaders and settlers. A group of Year 5 pupils wrote well in their own words about ‘fashion’ for their studies on Britain since 1958. Overall, however, as at the time of the last inspection, pupils do not write well about history or imaginatively within a historical context. Although Year 6 pupils worked hard on their booklets about Britain since the 1950s and showed them with some pride, they could not easily explain what they had done and learned. They do, however, have a sound grasp of the idea of change over time and the improving lot of poor people since Victorian times.
112. Pupils enjoy history. Year 6 pupils talked with some enthusiasm about what they had done, although Year 2 pupils were more obviously enthusiastic. Older pupils’ work shows a readiness to ask questions and the Year 6 booklets showed considerable research effort by many pupils. Groups of pupils had clearly worked well together to make these. However, across the junior classes particularly, this keenness sometimes shows in hasty work where there are many crossings out. Pupils rarely use ICT skills to word process their work, which would help to set a higher standard of presentation. There is also only limited evidence that pupils have used CD-ROMs or the Internet to gain information and ideas.
113. Teaching across the school is satisfactory overall, with some indications of good teaching. Teachers challenge older pupils well, leading them to think about how we learn about history. The Year 2 workbooks show a good choice of open-ended topics. This means that all pupils, including those with special educational needs, can profit from the work. The work on ‘My special memory’ provided good opportunities for pupils to think about things in their own past as a prelude to learning about chronology. Teachers mark books regularly, taking considerable time over it but do not insist on good presentation. Comments about presentation are rarely followed up so that pupils do not make consistent effort over time to improve the appearance and clarity of their work. Similarly there is little to indicate that comments about the work are understood by pupils. In one junior class, for example, good ideas for research are praised and challenging questions asked, but in several pieces of work limited research is actually done and the questions are not answered. Expectations, especially of the more able pupils, could be higher.
114. Work follows the National Curriculum. There are some good examples of real history work, for example the writing in Anglo-Saxon letters on clay in Year 4. From this pupils could understand how slow and difficult it was compared to modern writing techniques. Pupils in the junior classes have good opportunities to write in history – in Year 6 letters from a poor Victorian factory girl for example. Teachers have perceived the opportunity to use history well as a vehicle for developing pupils’ writing, but they need to use it more rigorously in order to promote writing in history more effectively.
115. The two history co-ordinators have some good ideas for the development of the subject. A high priority, rightly, is the development of a system for the assessment of pupils’ work and its use in planning future activities. There is currently no formal assessment of pupils’ understanding and co-ordinators do not monitor the teaching of history or pupils’ work.
116. The school still uses well, as it did at the time of the last inspection, local resources such as the local museum and Museum of Lincolnshire Life. This gives pupils access to primary sources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

117. Standards in ICT are not high enough by the end of the infants or juniors. This reflects a decline since the last inspection but requirements have changed between now and then and it is much more difficult to attain at least the expected level in ICT. Effective subject leadership has meant that the school responded appropriately to the last report by, for example, purchasing control and modelling equipment

but pupils' progress has been slowed over the years due to the lack of enough suitable equipment, particularly computers.

118. The computer suite has only recently opened and until now pupils have had to make do with one or two computers in their classrooms. This has limited their access to machines and means that many pupils, particularly those who do not have computers at home, have not got the skills that they should have for their age and are now catching up on missed work. It also means that they do not have the necessary knowledge and understanding to use ICT in different situations or in other subjects. For example, in a Year 6 lesson, pupils were answering questions about what they would use a spreadsheet program for. They had a good idea of how they might use it in future work, such as banking, but struggled to make alterations to words or correct spellings without deleting complete sentences and could not use short-cut commands to change font size or to switch off the underline function. This meant that pupils wasted several minutes editing their replies to the teacher's probing questions, which should have taken only seconds. Similarly pupils have not used computers much to help with art work or music, although they have used them for research purposes. In history, for example, Year 6 pupils found out and downloaded information about food and clothes between 1958 and 2000.
119. Sound teaching has been maintained over the last five years. This is because effective use is made of the national teaching guidelines to build pupils' skills over time. Teachers use subject vocabulary well, which means that pupils talk about their work with reasonable clarity. For example, Year 2 pupils explained how they programmed a floor robot to move in certain directions and how they operated tape recorders to play back story tapes. However, there is a lot of catching up to be done. Limited experiences mean that these pupils cannot yet retrieve, save and print their work and have had little opportunity to use word processing programs. Likewise in Year 6, pupils have not used electronic mail yet or downloaded images from the digital cameras. They have not used scanners to transfer text and graphics and have not measured physical data, such as temperature, using computers. They have some idea of how ICT is used outside school, such as in libraries and closed circuit television recording on the streets, and have made multimedia presentation combining sound, text and graphics.
120. The computer suite is used well and pupils enjoy their computer work in particular. Most of the teachers make effective use of the large teaching computer screen to show computer processes step by step. For example in a Year 2 lesson the teacher used the screen to teach pupils how to log onto the Internet and then use hyperlinks to move between websites. Her demonstrations, which pupils followed on their own machines, meant that pupils knew what to do and, although they need lots of consolidation and repetition, they understood what they were doing and how doing it could save time. Likewise in a mathematics lesson, pupils entered, under the guidance of the teacher, information about favourite drinks onto the computer in order to construct bar graphs.
121. Things are improving and standards are rising, mainly because of the determination of the subject leader and the governor responsible for overseeing ICT. Together, they have a clear idea about what needs doing to bring about improvements and are making moves to enable this to happen, and ensure that it does. The subject leader has observed lessons, looked at plans and pupils' work and talked to pupils to ascertain how secure their learning is and what gaps there are. She has worked out an action plan for improvement and has implemented satisfactory assessment procedures, including ways in which teachers should record pupils' achievements, giving consistency across the school. However, all of these improvements need to become embedded in practice throughout the school and to impact on standards overall.

## **MUSIC**

122. Only two class lessons and an instrumental lesson were seen. Judgements are based on these, on singing in assemblies, on scrutiny of work of those older pupils producing written work in music, and on

discussions with pupils and teachers. Photographs of school productions show colourful and lively looking musical events involving many pupils. All junior pupils learn to play the recorder.

123. Standards in music are at the nationally expected level for pupils at the ages of seven and eleven and pupils make satisfactory progress over time. This is the same as at the time of the last inspection. Pupils have a good grasp of traditional staff notation, especially to interpret rhythm. Older pupils write 'musical preference diaries', which show that teachers use music as a vehicle for practising writing skills, much needed by many pupils. However, the work is not marked and an opportunity, so well created, is not fully exploited to extend pupils' writing skills and their understanding of music. Overall, the standard of pupils' appreciation of music is average but there are some lovely ideas such as when one pupil wrote that the music made him think of "The sun setting over the sea".
124. Pupils do not sing well. In assemblies the younger pupils sing with obvious enthusiasm but do not always sing safely in pitch. Older pupils do not join in so readily and there is little weight of singing from them. A group of Year 2 pupils sang enthusiastically and reasonably tunefully to demonstrate songs they know. Classrooms and, especially, the hall are very poor acoustically however and do not help vocal sound. The children's voices bloom in the large Methodist chapel where the school holds concerts and shows. These events, like all the music in the school, are open to all pupils including those with special educational needs.
125. Year 5 pupils showed real music skills in writing and reading their rhythms. They kept a steady pulse and clapped the rhythms they wrote safely and quite fluently. They worked carefully to present them well. Pupils co-operated with each other well to produce extended sequences, almost all of which were logical. Pupils behaved well and were obviously interested in the lesson. Year 2 pupils were enthusiastic in their lesson too. Indeed there were cheers when the teacher announced it! They listened well to the music played and understood quickly how to put in their part to show loud and soft sounds. They wanted to please; relationships between pupils and between pupils and their teachers were good. The violinists also showed enthusiasm and prepared for their lesson very quickly. They have reached a satisfactory level for their age and time of learning. In discussion, Year 6 pupils recalled with obvious pleasure that they had played and discussed music recordings brought from home. They also clearly enjoy the concerts and productions – especially now that they get the leading parts as the oldest pupils! They know about pentatonic scales and how they work but were unable to give examples of songs they sing.
126. Teaching is sound overall. The curriculum is good, pupils having some good musical experiences and gaining real musical skills. The co-ordinator writes the medium-term planning for all classes, which at least partly accounts for this. It also means that she knows what should be happening through school in music. It helps those class teachers with limited musical skills themselves. She is not able to observe lessons, however, and there is currently no system for assessing pupils' achievement in music. This makes it more difficult to plan work that best suits pupils' level of skill and understanding. There is little use made of ICT to support teaching and learning in music.

## **PHYSICAL EDUCATION**

127. Standards are below the expected level overall by the ages of seven and eleven because the provision for physical education is unsatisfactory. There is an inappropriate programme of work in physical education, particularly for junior pupils, leading to an imbalance in curriculum provision. This is because the school has very recently introduced new subject guidelines including a programme of circuit training, aerobics, yoga and orienteering. They preclude opportunities for pupils to achieve the necessary breadth of study in gymnastics and dance. This means that, whilst pupils are good at some aspects of physical education, such as games and swimming, they lack basic skills in dance and gymnastics and they do not reach the expected standards by the time they reach the end of Years 2 and 6.

128. Teaching and learning in swimming are good. The school has made swimming a priority and pupils attain high standards in this. All pupils attend swimming lessons, including the Reception children, and almost all pupils learn to swim at least 25 metres by the time they leave the school by the age of eleven. They achieve various awards as they learn new skills and the more able pupils are challenged to gain further skills in diving techniques. They participate in external galas where they compete with enjoyment against other schools.
129. Teaching and learning in games are satisfactory. Weather permitting, pupils participate in running, throwing and jumping skills during athletics activities in the summer and in games of football, hockey, rounders and netball. They have good knowledge of the effect of exercise upon their bodies. This is because lessons begin with well-planned warm-up activities and teachers stress their importance and value. Pupils respond well to sometimes-good teaching, and make improvements during lessons both indoors and out. The school's records show that infant pupils gain appropriate ball skills of throwing and catching. In a well-structured Year 5 games lesson, pupils thoroughly enjoyed improving their skipping skills and both boys and girls tried hard and made very good progress. This is because there were ample opportunities for pupils to practise, develop and refine their skills. Pupils skipped forwards, backwards, on one leg and two, and some achieved success for the first time, with huge delight and pride. Teaching makes good use of praise and encouragement and gives very good support and challenge to pupils of all levels of ability. Consequently, pupils attain satisfactory standards in games.
130. The teaching of gymnastics and dance is unsatisfactory which affects learning over time and the standards pupils achieve by the age of seven and eleven, which are below the expected level for pupils of these ages. In gymnastics in Years 3 and 4, for example, during a variety of quick exercises, pupils showed little sense of control or awareness of their bodies and there was a lack of precision or quality of movement. Whilst the lesson provided a period of sustained activity its structure denied pupils the opportunity to evaluate or improve their performance. Similarly, in aerobics and yoga, Year 6 pupils followed the teacher's, at times expert lead, with varying degrees of success. Many pupils lacked the necessary control and co-ordination to carry out these specific activities. They repeated exercises half-heartedly with little effort, interest or energy. Girls showed greater aptitude and interest than boys who showed some lack of co-ordination. The planned programme is too restrictive. It takes too little account of pupils' attainment or progress and provides too few opportunities for development. Teaching, in these lessons, although encouraging, has little impact on pupils' progress and is therefore unsatisfactory.
131. Activities organised out of school hours by the subject leader and many of the school's staff are impressive. The provision, for example, of football, dance and 'High Five', a version of netball, makes a considerable contribution to the physical education programme. There is a good variety of outdoor pursuits, in addition.
132. There is a lack of assessment arrangements in the subject. Records are kept of swimming awards and good progress is evident. Evaluation takes place but is mainly concerned with curriculum organisation and lacks rigour or attention to attainment and progress.
133. There are a number of teachers with subject expertise in games and dance. They are frustrated in their efforts by the narrow scope of the newly introduced subject guidelines currently put in place by the subject co-ordinator. Careful consideration needs to be given to the suitability of this programme for primary pupils. A review of the policy was being undertaken during the last inspection and it is necessary to firmly establish a suitable programme to both fulfil the requirements of the National Curriculum and take careful account of the undoubted limitations of the school's accommodation.

