

# INSPECTION REPORT

William Law C of E (Aided) Primary School  
Werrington

LEA area: Peterborough

Unique Reference Number: 110858

Headteacher: Mr P Williams

Reporting Inspector: Mr B Tyrer  
23101

Dates of inspection: 4<sup>th</sup>-7<sup>th</sup> October 1999

Under OFSTED contract number: 707031

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Twelvetree Avenue Werrington Peterborough PE4 5DT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Mowbray
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr B Tyrer RGI	Art Music	Attainment & Progress Teaching Leadership & management
Mrs B Finlay- Stafford Lay Inspector		Attitudes, behaviour & personal development Attendance Support, guidance & pupils' welfare Partnership with parents & the community
Mr D L Pink	Special educational needs Design & technology Information technology Physical education	Pupils' spiritual, moral, social & cultural development
Mr M Sadler	Equal opportunities Science History	The curriculum & assessment
Mrs A Newman	Under 5s English	Staffing, accommodation & learning resources
Mr R Bristow	Mathematics Geography	The efficiency of the school

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## MAIN FINDINGS

### What the school does well

- The leadership and management of the school are excellent
- Provision for support, guidance and pupil welfare is excellent
- The partnership with parents and the community is excellent
- The behaviour of pupils is excellent
- The school's ethos is excellent
- The school's commitment to music is excellent

### Where the school has weaknesses

- Attainment needs to be improved for higher attaining pupils in writing
- The provision for information technology is unsatisfactory in Key Stage 2
- Adherence to the school's marking policy is unsatisfactory
- Skills in investigation and experimentation in science are not sufficiently well developed

**These weaknesses are far outweighed by the many strengths of the school, and will form the basis of the governors' action plan which will be sent to all parents or guardians of the pupils at the school**

### How the school has improved since the last inspection

Good progress has been made since the last inspection in 1996. The issue of curriculum continuity and progression has been addressed successfully. The role of subject co-ordinators has been reviewed and effective systems set up for monitoring all levels of planning and for sampling pupils' work. Research by pupils has been promoted by increasing the scope and range of resources and making them more accessible, including resources for information technology. Work to develop mathematics has been, and continues to be, successful. Plans to identify the more able pupil are in train but effective provision for them is not yet in place. These improvements have put the school in a very strong position to develop at a very good rate.



## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	C	C	<i>well above average</i>	A
Mathematics	C	C	<i>above average</i>	B
Science	B	B	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

However, inspection showed that attainment at the end of Key Stage 2 of the current cohort is in line with national averages in science and that it is above in English and mathematics. Attainment at the end of Key Stage 1 in information and communication technology is in line with national expectations but is below at the end of Key Stage 2. Religious education is the subject of a separate report.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/a	Good	Good
Information technology	N/a	-	-
Religious education	-	-	-
Other subjects	Good	Good	Good

No direct teaching of information technology was observed. Religious education is the subject of a separate report. The teaching of the under fives is good. Not enough teaching was seen of geography to comment on teaching. This is also the case for design and technology at Key Stage 1. The quality of teaching in the school is good and makes a strong contribution to the standards achieved by the school. It was satisfactory or better in all but one lesson. Teaching was satisfactory in 32 per cent of lessons, good in 53 per cent, very good in 12 per cent and excellent in one per cent. Percentages of teaching were similar in both key stages. Examples of very good teaching were seen in each phase.

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

## Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils is excellent – not only in lessons but throughout the school and this enables good progress to be made
Attendance	The attendance is very good – the small amount of absence is due to illness and parents taking children on holiday
Ethos*	The ethos of the school is excellent – there is a sense of unity and purpose in which equal opportunities are promoted for everybody
Leadership and management	Excellent overall – the governing body, headteacher and senior management team work very well together to give the school a clear sense of direction
Curriculum	The curriculum is satisfactory and would be good except that pupils' skills and knowledge are not systematically built upon in information technology in Key Stage 2
Pupils with special educational needs	Pupils with special needs make good progress against their individual education plans and they are well supported
Spiritual, moral, social & cultural development	Provision for spiritual development is very good. It is very good for moral development, excellent for social development and good for cultural development. Music makes a strong contribution in all these aspects
Staffing, resources and accommodation	Very good – there are plans to improve the quality of the classroom provision by replacing the demountable classrooms – facilities for music are very good
Value for money	Good

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• That the school encourages parents to play an active part in the life of the school</li> <li>• That the school is very approachable</li> <li>• That children are encouraged to become involved in a wide range of activities</li> <li>• The standards and influence that the school generates</li> <li>• Its music and its Christian ethos</li> </ul>	<ul style="list-style-type: none"> <li>• A small number were not happy about homework provision, particularly at the upper end of Key Stage 2</li> <li>• Some parents felt that they could be better briefed about the work their children were going to do</li> </ul>

Twenty per cent of parents answered the questionnaire – the school has a working party looking at the question of homework. During the inspection homework was seen to have been sensibly used by teachers who provided relevant work that arose out of what the pupils were doing and which would help them with the next stages.

## KEY ISSUES FOR ACTION

- A The governing body and senior management team of the school should address the issue of low attainment at the higher levels in both key stages in writing by:
1. devising a policy that identifies and makes provision for the more able pupil;
  2. providing some texts within the literacy hour and elsewhere that contain language and vocabulary of a more challenging nature and thus equip pupils to function at the higher level;
  3. supplementing and supporting the work done in school through the provision of homework that includes targeted work for the higher attaining pupil.  
(paragraph references: 12,68,105 and 111)
- B The school should raise levels of attainment and rates of progress in information technology in Key Stage 2 by:
1. devising a scheme of work that enables teachers to plan lessons that promote the smooth, continuous acquisition of pupils' skills and knowledge;
  2. resolving as quickly as possible the difficulties with the company responsible for the installation of the network.  
(paragraph references: 16, 132, 134 and 137)
- C The school should develop the teaching of science in order to raise levels of attainment in the experimental and investigative aspects. (paragraph references: 14, 126, 129 and 130)
- D In order to improve consistency in marking and raise standards the school should raise awareness of its policy and monitor its application. (paragraph references: 36, and 109)

### **The following points are not key issues but the governing body should also consider addressing**

1. the deployment of classroom assistants in Key Stage 1 and their support of mathematics and literacy;
2. the withdrawal of some pupils from literacy on a regular basis for music lessons and particularly with reference to the first key issue.

## **INTRODUCTION**

### **Characteristics of the school**

- 1 The school is situated in the Werrington ward of Peterborough. It has Aided status and with 541 pupils is much bigger than the national average. There are 277 boys and 264 girls on roll. At present the school has 105 pupils on its register for pupils with special educational needs. This figure is broadly in line with national averages. Four pupils have statements of special needs. All pupils follow the National Curriculum.
- 2 The percentage of pupils known to be eligible for free school meals is 10 per cent. This is lower than average. Less than one per cent of pupils come from homes where English is not the first language.
- 3 The attainment of children entering the reception class is broadly in line with what might be expected nationally and is close to the average for Peterborough. Children are admitted into the reception class in the year in which they are five and attend part time for the first half term.
- 4 The school is popular and is oversubscribed. The school roll has been at about the same level for the last five years.
- 5 The school aims to “ –help each individual develop those qualities of mind, body, spirit and imagination, that will enable them to live a fulfilling life”. The objectives that the school identifies are well matched to the pursuit of these aims.
- 6 The school’s main priorities are to strengthen links between literacy and other areas of the curriculum; to develop writing and to continue to support the development of numeracy; to develop resources and the curriculum for information and communication technology; to review science and to continue with the programme of upgrading the building through the building of new classrooms.
- 7 The school has an ambitious set of targets for future levels of attainment planned for 2002 and these projections are based on reliable data.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	43	37	80

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	37	38	42
	Girls	34	35	35
	Total	71	73	77
Percentage at NC Level 2 or above	School	89(88)	91(91)	96(85)
	National	82(80)	83(81)	86(84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	38	42	40
	Girls	35	36	36
	Total	73	78	76
Percentage at NC Level 2 or above	School	91(87)	98(87)	95(81)
	National	82(81)	86(85)	87(86)

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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1999	43	32	75

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	30	31	39
	Girls	28	23	26
	Total	58	54	65
Percentage at NC Level 4 or above	School	77(81)	72(70)	87(75)
	National	70(65)	69(59)	75(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	24	28	31
	Girls	24	24	26
	Total	48	52	57
Percentage at NC Level 4 or above	School	64(81)	69(75)	76(79)
	National	68(65)	69(65)	75(72)

## Attendance

Percentage of half days (sessions)

missed

through absence for the latest complete reporting year:

			%
Authorised	School		4
	National comparative data		5.6
Unauthorised	School		0
	National comparative data		0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during

the previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	99
Less than satisfactory	1

<sup>2</sup>

Percentages in parentheses refer to the year before the latest reporting year

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

- 8 Children enter the reception class with a wide range of social and early learning skills though overall their attainment is about average. By the time they reach statutory school age, they meet the desirable learning outcomes in language and literacy, creative, knowledge and understanding of the world and physical aspects of the curriculum. They exceed the desirable learning outcomes in personal and social development and mathematics.
  
- 9 Reception children make good progress in their personal and social development. They take turns and show that they are able to play collaboratively. In physical education they are able to dress and undress themselves. In language and literacy, progress is satisfactory. Children are able to construct simple sentences and also to respond in sentences when questioned. They know that print carries meaning and are able to sequence pictures and get clues from them. The most able can discuss the outline of the story they have been reading. Progress is good in mathematics and pupils are able to sort and count accurately often beyond ten. In their knowledge and understanding of the world, children make satisfactory progress. They explore the world through role play and are adept at using computers and telephones. They are beginning to learn about the passage of time and the structure of families. Satisfactory progress in creative development means that pupils are able to paint self-portraits using a mirror and they can select materials to make a collage portrait. Role play is imaginative and they have acquired the skills to fold materials and join them with glue. Progress in physical development is satisfactory and pupils are able to control implements like pencils and play equipment as well as the mouse when they use a computer.
  
- 10 The attainment of pupils in Key Stage 1 in 1999, in reading was above the national average at the expected level ( Level 2 and above ) and was also above the national average at the higher level ( Level 3 ). In comparison with similar schools this performance was above the average at the ordinary level and was in line at the higher level. Attainment in writing for the same pupils was above the national average at the ordinary level but was below the national average at the higher level. Attainment in writing was the same when a comparison was made with similar schools. The attainment of pupils in mathematics at the end of Key Stage 1 was well above the national average at both levels and was also well above the average at both levels when compared with similar schools. Teacher assessment for science showed that attainment was above the national average at the ordinary level but was well below at the higher level. This was also the position when compared with similar schools.
  
- 11 School results at Key Stage 1 have declined slightly against the national picture over the three years from 1996 to 1998 in all subjects although writing rose slightly in 1997. Over the last three years the school's average scores are higher than the national average. The figures reflect the varying ability of the different cohorts for the last three years.

- 12 The attainment of pupils at the end of Key Stage 2 tests in 1999 in English was in line with the national average at the expected level (Level 4 and above) and was below the national average at the higher level (Level 5). In comparison with a group of similar schools, attainment was in line with the average at the ordinary level and below at the higher level. Attainment in mathematics was in line with the national average at the ordinary level and was above average at the higher level. In comparison with similar schools this performance was in line at the ordinary level and above at the higher level. Attainment in science was above the national average at the ordinary and higher levels and this was also the case when a comparison is made with similar schools
- 13 Attainment over the last three years at the end of Key Stage 2 has been above the national average in those three subjects and has mirrored national trends.
- 14 Inspection evidence shows that at this early stage of the school year, attainment in Key Stage 1 is in line with national expectations in all aspects of English, mathematics, science and information technology. At Key Stage 2, attainment is above national expectations in English and mathematics. It is in line in science but with a weakness in the experimental and investigative aspects and is below in information technology.
- 15 At the end of Key Stage 1, pupils listen attentively to their teacher and to each other. They demonstrate a wider vocabulary which they use effectively in writing simple sentences demarcated by a capital letter and a full stop and in which spelling of familiar words is generally accurate. They self-correct and use picture clues when reading. In mathematics they explore place value and patterns of addition and subtraction to twenty. They can use analogue and digital clocks and handle fractions in halves and quarters. At the end of Key Stage 1 they investigate through the senses the contents of a closed box and they read by use of touch and they make recordings of their findings. In information technology they continue the good work of the Early Years and record and plot data and make imaginative pictures. They use the CD ROMs to sort shapes and word process simple sentences. They are able to save and print their work.
- 16 At the end of Key Stage 2 pupils have good library skills. They are becoming aware of different genres in literature and can discuss characterisation and plot. They are able to extract complex similes from poetry and are able to produce their own. However, higher attaining pupils are not achieving standards in writing at the higher level. In mathematics they understand decimals to two places, use percentages and devise graphs using negative numbers. In science, although this aspect is not well developed, pupils show that they are able to produce innovative experiments of their own. They are aware of the features of electrical circuits and the health and safety issues associated with it. Attainment in information and communication technology is below national expectations and progress is unsatisfactory. Pupils can edit text, changing aspects of the presentation such as font size and type and can use the CD-ROM to source information for their topics. Keyboard skills are not taught in a structured way and the development of other skills is planned in insufficient detail to promote progress.
- 17 Attainment is affected by the changing school roll which can affect up to twenty per cent of pupils across Key Stage 2. The introduction of literacy and numeracy initiatives have seen rapid improvement in rates of progress but there has not yet been enough time for these to have been translated into similar gains in attainment.
- 18 There is satisfactory evidence to show that standards in literacy and numeracy are supported effectively by and support other areas of the curriculum.
- 19 Progress across Key Stage 1 is satisfactory in design and technology, physical education and geography and is good in history, music and art.



- 20 Progress across Key Stage 2 is satisfactory in design and technology, physical education and geography and is good in art, music and history.
- 21 Pupils of varying attainment and those with special needs make similar rates of progress. Pupils with special educational needs make good progress towards the targets in their individual education plans and there is no discernible difference between rates of progress for boys and girls.

### **Attitudes, behaviour and personal development**

- 22 The high standard of behaviour and attitudes to work that were reported in the last inspection have been maintained. Pupils' behaviour is excellent and almost every parent who responded to the questionnaire thought that the school was successful in achieving high standards of good behaviour.
- 23 The personal and social development of children under five is good. They are generally well behaved and polite; they are aware of the simple and appropriate class rules and generally obey them. Good social skills are developing; pupils can take turns and are beginning to help others who are experiencing difficulties in their tasks. They generally obey instructions, are learning to choose appropriate resources and show growing confidence in their role-play activities, where they demonstrate good collaborative attitudes.
- 24 At Key Stages 1 and 2, pupils' attitudes to their work are very good and they respond very well to the opportunities that the school provides to widen their curriculum. They listen carefully and respond very well to the input of teachers and classroom helpers. They also show, in assembly, for example, that they are interested in what their fellow pupils are saying or doing. In the older years, they show that they have very good skills of partnership and that they can collaborate most effectively meeting challenging objectives as was seen in a literacy lesson where they had to draw out and try to understand the similes used by the poet Ted Hughes.
- 25 The excellent behaviour that was seen throughout the school, in classrooms, the playground, assembly, the dining hall and elsewhere as they progressed from point to point is a reflection of the expectations that the school has of them and for them. This is particularly fostered by the staff. The school is an attractive environment and pupils treat it with great respect. They also have high regard for the resources and equipment placed at their disposal, including many expensive musical instruments. The open nature of the site has led to graffiti being daubed on the outside of parts of the building but there is no suggestion that this is the work of the pupils at the school. The excellent condition of the inside of the building is the true yardstick of the high regard the pupils have for their school. Break times and lunch times are calm and some older pupils have the responsibility of playing with the youngest. There have been no exclusions either temporary or permanent.
- 26 Relationships within the school are very good. Pupils work and play harmoniously and relate well to all the staff and helpers that they come into contact with. Through the school council, their allocated tasks, and in the charities they support, pupils show that they are aware and caring. One small but telling example of this was seen as a class filed down a corridor. A pupil who had stopped to look at a display was drawn back gently and without objection into line by another as she passed.
- 27 Pupils' personal development is very good. The school provides an excellent opportunity through the school council to develop the ideas of citizenship. The elected council members, apart from representing the interests of their class also have the responsibility for training other Year 6 pupils in the many tasks that are made available. This might be playing with younger pupils at

lunchtime, holding up boards to announce the next class in for lunch or for operating the overhead projector and CD player in assembly. The effects of having developed a sense of responsibility are to be seen in the confident way in which the pupils initiate and engage adults in conversation.

- 28 Pupils with special educational needs display the same values and qualities as their mainstream counterparts.
- 29 Overall the attitudes, behaviour and personal development of the pupils form a very strong feature of the school and this contributes greatly to its effective learning environment.

### **Attendance**

- 30 Attendance is very good. It is above the national average and has improved since the last inspection. Absence is due to genuine illness and despite the school's pleas to the contrary, parents exercising their rights to take their children on holiday in term time. Punctuality is not a problem and pupils are in school on time to make a prompt start with registration and then their lessons. Registration is carried out efficiently and all registers are kept correctly. Parents and children overwhelmingly say that they like coming to school.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

- 31 The previous inspection report indicated good standards in teaching and the evidence from the current inspection suggests that this standard has been maintained.
- 32 The quality of teaching in the school is good and makes a strong contribution to the standards achieved by the school. It was satisfactory or better in all but one lesson. Teaching was satisfactory in 32 per cent of lessons, good in 53 per cent, very good in 12 per cent and excellent in one per cent. Percentages of teaching were similar in both key stages. Examples of very good teaching were seen in each phase.
- 33 Standards of teaching for the under-fives are good. They are never less than satisfactory and they are often good or very good. Relationships between teachers and pupils are cordial and there is a warm and secure atmosphere to which children respond positively. In the best examples of teaching seen, teachers were calm and patient, gave clear explanations at a brisk pace and had appropriately high expectations of what they wanted children to learn and how they wanted them to behave. Children are challenged with well planned tasks designed to develop skills in all the areas of learning and teachers share their time equally with all groups in the class. Tasks are shrewdly adapted to match pupils' ability levels and good use is made of classroom assistants whose work is an integral part of the planned lesson. Teachers often include classroom assistants in curriculum meetings. Resources are imaginatively used to stimulate interest and reinforce learning.

- 34 Teacher' knowledge and understanding of what they are required to teach is good in both key stages. In some instances, where specialist training and knowledge obtains such as in music, this level is raised significantly. They are well equipped to teach the subjects of the National Curriculum – teaching of religious education was not observed as this is the subject of a separate, concurrent, inspection. Specialist expertise is notably strong in the teaching of music. Teachers are good at asking pupils questions that cause them to think about what they are doing and thus, through their evaluation, improve it. Teachers demonstrate high expectations in many ways – through the quality of planning, the sense of purpose they bring to their lessons, the pace, and demands of levels of behaviour and performance that are realistically high. All these qualities are combined and focussed much more sharply in the very best lessons.
- 35 Planning is good and the systems set up for its undertaking support teachers well and enable them to plan efficiently. It is clear with appropriate objectives set and also shows that account is taken of the varying needs of class members including those with special needs. A strong feature of the planning is the inclusion of classroom assistants in the process and good targeting of them as a resource.
- 36 The use of assessment is effective. It is evaluative and constructive and illustrates, through the willingness pupils display to take advice on board, that very good relationships exist between teachers and pupils. Assessment sometimes allows teachers to suggest homework tasks that will help in the next session. The records that teachers keep on the attainment of individual pupils are of good quality. The marking of pupils' work in exercise and topic books, makes a contribution to the teachers' assessment of pupil progress, but is not sufficiently consistent. On occasions marking reflects the school's marking policy, and teachers make written judgements about pupils' success in meeting the lesson objectives, but on other occasions the marking is limited to the placing of ticks.
- 37 Management of pupils is good. Pupils clearly understand what is expected, and teachers maintain good discipline without any suggestion of oppressiveness. They also use a system of rewards effectively. Classes are generally large and teachers maximise their efforts by selecting from a good range of strategies including location of the lesson and use of assistants and parents. The setting of pupils works well as is the case in mathematics lessons. Another strong example of this lies in the way teachers expect and encourage pupils to operate technical equipment for them in lessons, such as overhead projectors and CD players.
- 38 The use of time and resources is also good. Lessons begin promptly and continue at a good pace so that pupils have a sense of purpose and an understanding of what has to be done and for when. Homework was seen to be set in a way that was relevant to pupils' current study. Notwithstanding the fact that homework is clearly the most contentious issue raised by parents, the majority who responded by attending the meeting for parents and who filled in the questionnaire, were satisfied with the homework that the school was providing. The school does provide homework for its pupils, throughout both key stages and this is making a satisfactory contribution to raising standards. Home reading records are maintained throughout the school, pupils routinely learn spellings and tables at home from Year 2 onwards, and some areas of the topic work can be pursued at home on a voluntary basis. Some parents have said that they would like more clarity about the setting of homework, and the school is currently addressing the issue, through the activities of a working party.

## **The curriculum and assessment**

- 39 The curriculum that is provided meets the requirements of the National Curriculum, and also provides appropriately for the teaching of sex education, religious education and personal, social and health education.
- 40 Children who are under 5 are provided with experiences that are in line with the national programme for the teaching of Desirable Learning Outcomes. Teachers' planning is detailed and thoughtful; it ensures that the recommended desirable learning outcomes are fully delivered through appropriate themes that have relevance for younger children. Planning identifies the need to adapt tasks to suit pupils of all abilities and assessment procedures ensure that outcomes inform the planning of future work so that each child's needs are met. Assessment outcomes are carefully recorded; children are challenged with the requirement to complete unaided pieces of work every month so that teachers can measure progression. Lesson aims are always made clear and the co-ordinator observes and monitors lessons throughout the department. Portfolios of moderated, annotated work have been compiled and these are used to ensure that staff are able to level assessed work accurately and consistently.
- 41 In almost all respects, the overall detailed provision for Key Stages 1 and 2 is broad and balanced, with time allocations for subjects being, substantially, in line with the original national recommendations. The total teaching time, for both key stages, also meets the time recommended nationally. In information technology, while the curriculum does meet the requirements of the National Curriculum, it is not yet sufficiently balanced to ensure effective learning opportunities. The whole curriculum is effective in the promotion of pupils' intellectual, physical, and personal development, and as a result pupils are prepared well for transfer to Key Stage 3.
- 42 The school is generally careful to ensure equality of opportunity for all pupils, whatever their gender, age, ethnicity, or prior attainment, through the provision of appropriate teaching methods and materials. During the inspection, it was seen that the high standards often achieved in the study of music, which involve the withdrawal of pupils from other lessons, are sometimes achieved at the expense of the attainment of those individual pupils in areas such as writing. This also presents teachers with the difficulty of ensuring that upon their return the pupil is made aware of what has gone on. The school should be aware of this, particularly in light of the need to develop writing at the higher levels.
- 43 The school curriculum is planned effectively to ensure that, in almost all respects, there is satisfactory continuity and progression of learning. A great deal of time has been taken by the teachers to plan pupils' work in detail to ensure that learning experiences build on those lessons that have gone before. Long term planning, is often based on two year cycles. These dovetail with the carefully arranged class structure, that arranges for the classes to have a mixture of two age groups in each of the Lower, Middle and Upper Schools. These two year cycles are used for the teaching of all subjects, except mathematics. In mathematics, pupils are set, by prior attainment, from Year 1 onwards.

- 44 Some subjects are taught singly, and these include mathematics, English, physical education, music, religious education as well as personal, social and health education. Other subjects are often taught together as topic based studies, although these studies may have a heavy single subject emphasis, as is seen in the teaching of science in the Upper School. Where topics are used, the school has ensured subject coverage as a result of careful content analysis by the teachers and co-ordinators. There is effective liaison between the school and neighbouring secondary schools, which extends to curricular discussion, as well as to the usual transfer and discussion of personal and social needs of the Year 6 pupils who are about to move to Key Stage 3. This is mirrored by equally effective liaison between the school and neighbouring nurseries and playgroups, before the arrival of children in the reception class.
- 45 Pupils with special educational needs are usually taught within the class with specific work set by the teacher and often supported by classroom assistants. Pupils with statements receive some teaching from support teachers, although none was seen during the inspection. Individual educational plans for special needs pupils mostly contain specific, achievable targets.
- 46 In the 1996 inspection report, a concern was expressed about the school's provision for continuity and progression, and about the roles of co-ordinators in curriculum planning, monitoring and organisation. This was made a key issue for the school to address in its action plan. Since then all of the staff have been involved in extensive curriculum development work, and that work has clearly been successful. The curriculum is now well organised, in almost all respects except for information technology, and the detailed assessment of pupils' progress, outlined below, ensures that pupils' progress is monitored. The key issue has, therefore, been addressed well.
- 47 There is very good provision for extra-curricular activities, outside normal lessons, and these include a broad spectrum of very successful music clubs, choirs and bands, which enable pupils to show their skills in a number of concerts and musical evenings. In addition, there is a wide range of sporting activities and teams available to pupils, throughout the year. There are also opportunities for pupils to involve themselves in French, cycling, chess, mathematics, Christianity, and the school newspaper, among other clubs. Well over half of the pupils make use of these offered opportunities. The school is, nonetheless, still keen to increase levels of involvement, particularly in some of the sporting activities.
- 48 Assessment provision is also an area that the school has successfully addressed since the last inspection. As a result, the assessment procedures are now good in most areas of the curriculum, with an appropriate emphasis on recording and analysing progress in English, mathematics and science.
- 49 A range of well-documented records is kept and these, for example, cover baseline assessments of reception children when they come to school, voluntary and compulsory national test scores and teacher assessments, reading tests for pupils from Year 2 onwards, and weekly spelling and tables tests. In addition, each department has a growing portfolio of moderated and levelled work in English and mathematics. Teachers keep careful notes to chronicle the personal and social development of each child in their class, reports are good and record assessments of pupils' success in the foundation subjects as well as wider judgements in the core subjects. Pupils routinely assess their own progress and set themselves development targets. Records of achievement files provide a broad collection of examples of work, in a range of subjects, to show the long-term progress made by pupils.

- 50 Good use is made of records for a range of sensible purposes. The setting of pupils for mathematics is informed by the results of successive national tests, including the voluntary ones. These tests are also used to assess the expected progress of pupils, and to target their attainment and progress appropriately. An analysis of tests results revealed some discrepancies between teacher assessments and test scores, and this led to an appropriate change in emphasis in the teacher assessments.

### **Pupils' spiritual, moral, social and cultural development**

- 51 The very good provision made for the spiritual, moral, social and cultural development of its pupils is a strength of the school.
- 52 The school has a very strong Christian ethos, which contributes to the very good provision for spiritual development. The headteacher has a clear vision for promoting this and it is shared and communicated by both staff and pupils. There are opportunities during assemblies in both Key Stage 1 and 2 for pupils to reflect on, for example : the pupil's christening gown worn by three generations of the same family, the sunflower head from which the seeds are shared amongst all the pupils, the horse chestnut unpacked to reveal the conker that has never been seen before, the expressions of poetry with their amusing asides. All this contributes to a sense of wonder and joy about the world. This communication continues through artwork in which pupils are encouraged to reflect upon "God's Creation" and in the marvel of sound in science, but also in the trust and confidence to be expected from other people. In some classes, pupils are encouraged to select a prayer to read to the class at the end of the day. During lunch periods older pupils make appropriate use of "The Garden of Reflection".
- 53 The provision for developing a sense of right and wrong is excellent. Pupils have a very strong sense of right and wrong in their dealing with other adults and pupils. They discuss and agree a code of conduct, and they devise rules for the conduct of each class. Pupils are encouraged to judge and evaluate the work of others as in physical education. They discuss and judge achievements of others, as in selecting "the pupil of the week", and pupils are confident about giving and receiving these criticisms. They welcome and are friendly towards visitors and are supportive of each other.
- 54 The provision for encouraging the development of social skills is very good. The relationships between staff and pupils and between pupils are positive and mutually supportive. There are many opportunities - in information technology, in physical education, in music - for pupils to work co-operatively. Pupils from an early age are made aware of each other by relating to the "feeling tree", where they discuss feelings about themselves and others. There are "achievement trees" in classrooms and these are just one of the ways, alongside table points and recognition of individual achievement, in which pupils' work is celebrated. Pupils are given many opportunities to exercise responsibility. Younger pupils help others in paired reading, pupils manage the taped music in assembly, older pupils help younger ones during the lunch period and pupils are elected to the school council. A residential trip is organised for pupils in Year 4 at a nearby water sports centre. They organise collections of food for Kosovo and money to support other charities. The feeling that the school is part of a community is very strong and this is pursued through links with the church and with parents. Pupils with special educational needs are fully integrated into the school.

- 55 The provision for cultural development is good. Music is a strong feature of the school. In assemblies, pupils are encouraged to have an awareness of different forms of music and they enjoy singing. Pupils play music for others in the dining hall during the lunch periods and concerts are given several times during the year. Artwork reflects the achievements of modern European and American artists and pupils respond well to these, some pupils compile collections of "Our favourite works of art". A Ukrainian folk song and dance group recently visited the school, and this helped the pupils to feel part of the wider world. However, as indicated in the previous report, there remains a need to extend the opportunities through displays, art, music, or literature, for pupils to gain experience of Britain as a multi-cultural society.

### **Support, guidance and pupils' welfare**

- 56 The school provides excellent support and guidance for its pupils and this is in keeping with its holistic approach to the education of children. There is a high quality environment within which rich opportunities are offered. This environment is also orderly, calm, safe, secure and welcoming. Pupils' work is valued and when displayed, this is done with great care.
- 57 Very good procedures for monitoring academic progress and pupils' personal development are used effectively to raise standards. There are also very good procedures in place for monitoring behaviour and the issues concerned with bullying and racism. The code of behaviour is explicit and pupils know what is expected of them. The school effectively promotes and advances the idea of harmonious relationships and other important values such as persistence, through its imaginative and interesting assemblies. Care is taken, through the special needs policy to provide all the support that both pupils and parent are entitled to. Procedures for identifying and monitoring pupils with special educational needs are very good. The special needs co-ordinator maintains close and effective links with local support agencies.
- 58 The pastoral care of the pupils is the first line responsibility of their teachers and it is they who are first react and offer assistance. A trained counsellor who is gifted at listening is able to resolve some confidential or problematic issues that arise. The approach to personal and social education is very good and this promotes pupils' health, safety and well being. Allied to the concept of well being, the school provides a wide range of extra curricular activities, music being the most notable. An excellent French club was observed in action during the inspection. The garden of reflection exists for moments of calm and reflection and many pupils enjoy and appreciate having their fellow pupils play their instruments for them at lunch-time.
- 59 The headteacher is the designated teacher for child protection purposes and there are excellent procedures associated with that. An "alert file" exists in which pupils who are a cause for concern can be entered with a view their progress being monitored. A very good transition process is operated in cooperation with local high schools. This enables the school to follow the progress of pupils in Year 7.
- 60 The acquisition of Investor in People status has meant that the school has looked carefully at the staff training and development. This in turn, has had a good effect on the support and guidance that the school now offers its pupils.

## **Partnership with parents and the community**

- 61 This is a school that has an excellent partnership with parents and the community. Parents are encouraged to participate fully in their children's education and to play an active part as helpers in the school. They are to be seen in many classrooms where their skills are valued by the teachers. They also assist when volunteers are called for on trips and visits. The school seizes the earliest opportunity to establish the partnership with the home in the shape of visits made by reception staff in each child's first term.
- 62 The quality of information provided for parents is excellent. The school prospectus is attractively presented and contains up to date information like the most recent national test results. The school holds termly meetings for parents but operates an open door policy so that parents have easy access to the headteacher or the staff. There are also many other opportunities either through the functions arranged by the parents' association or the school for parents to attend. Pupils' annual reports are of good quality and clearly show attainment and progress. Parents who responded to the questionnaire and who were present at the meeting for parents expressed overwhelming satisfaction with the school in the areas where issues of partnership were under discussion.
- 63 The parent association, including members of the governing body, work closely together to provide a good range of interesting and entertaining fund-raising events and these are always very well supported by parents and children. The funds raised by the association are used to make major impacts on the life of the school such as in the provision of the garden of reflection and in support of the purchase of musical instruments and in the funding of the new music room.
- 64 The school is very effective in identifying and monitoring pupils with special educational needs. The special needs co-ordinator maintains close links with local support agencies. Parents are kept fully informed of progress and are invited to attend review sessions.
- 65 The school has established good links with the local secondary schools and provides opportunities for pre-transfer visits. Having taken care to ensure a smooth transfer the school then follows up with visits to establish the progress their former pupils are making.
- 66 School teams compete in matches against local schools and the choir and orchestra play a big part in the community with their recitals and concerts. A proportion of monies raised from such ventures are then directed to charitable good causes both at home and abroad.
- 67 The school has excellent links with support agencies and other services and, understandably given their church foundation, with the clergy. There are links with commerce and with visiting groups such as The Northern Sinfonia. Links also exist with teacher training – a member of staff is currently on a part-time secondment to a Cambridge college and local schools and colleges are encouraged to send students for work experience activities.



## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

- 68 The leadership and management of this large school are excellent. The key issues from the previous inspection have all been very successfully addressed with the exception of devising strategies for targeting the more able pupils and raising their levels of attainment. Work has begun on this last item but as yet remains incomplete. The school has made good improvement since the last inspection and its capacity to continue to improve is very good.
- 69 The governing body is informed by its committees and the heads of each committee form a review group which meets termly with the intention of monitoring the progress of the school development plan. The governing body is also represented within the forum of governing bodies established by the Local Education Authority. The governing body has been particularly involved in the negotiations for the planning for, and subsequent building of, the new music room. They have now become similarly involved in raising the funding for four new classrooms to replace the demountables that are in the school grounds. Their commitment to providing the very best environment for the pupils has been and is being translated into most effective action.
- 70 The governing body is also careful to be aware the whole range of issues and so, for example, undertakes two one day exercises in school where they focus on aspects of the school's curricular provision. They have a partnership with the senior management of the school and are effectively involved in producing the plans that all see as the vehicle by which standards are to be raised. They have a clear understanding of the purpose and direction of the school and of their priorities. The governors have a comprehensive policy for special needs and have a strategic view of that provision. There are specific governors, with oversight of special needs, who are informed and supportive to parents and the school.
- 71 The headteacher provides excellent leadership. He has a personal vision and deep conviction about what education should offer the pupils and their parents. He has successfully put organisation and administration into place in such a way that the school is in a strong position to continue to improve. This is a very large school with an excellent ethos. Staff applying for posts at the school, are made aware at the outset of the school's philosophy and aims. The staff know what their responsibilities are and they know that they will be supported and encouraged, both through regular scheduled meetings with the headteacher and in their day to day conversations with him and members of the management team. The system of curriculum and team leaders effectively ensures that teaching is monitored and that the outcomes of that planning are also monitored. The headteacher also monitors teaching and planning. In order to prevent the structure from becoming rigid and compartmentalised there are also working parties from across all phases and with differing curricular interests who are called together to work on specific school issues such as homework.
- 72 The school's aims are the driving engine from which all else derives. These aims are shared and understood by all. The unity of purpose that they bring enables the school to have its excellent ethos within which excellent behaviour, support and guidance for pupils, and partnership with parents and the community are some of its most notable features. There is a commitment to a rich and rewarding experience for the pupils. Staff match their high expectations of their pupils with high levels of commitment and professionalism on their own part.

### **Staffing, accommodation and learning resources**

- 73 The number, qualifications and experience of teachers are well matched to the demands of the curriculum. The well qualified special educational needs co-ordinator is ably supported by staff who have all received appropriate training and make a high quality contribution to the school's teaching and learning provision. Support staff are included in all consultations and decisions taken by the school and are usefully deployed by being given whole school responsibilities for areas such as audio-visual aids. The school's administration runs smoothly and the caretaker maintains a very good standard of order and cleanliness to provide a welcoming and attractive learning environment.
- 74 Detailed job descriptions are in place to define responsibilities; these are reviewed annually when very well directed targets are set to encourage professional development of staff and to promote whole school aims, such as the further development of the personal, social and health education curriculum. These performance targets are all carefully monitored and evaluated to ensure that the established success criteria are met.
- 75 The school's accommodation is conveniently arranged and very effectively used to deliver an appropriate range of teaching strategies. The last inspection report identified the need to make greater use of the library in order to provide increasing opportunities for pupils to develop research skills; this has been partly addressed by the building of a new room for instrumental music. The library, especially for Years 3 and 4, is developing as a research area. However, its resources are not yet as accessible as the research area for the upper school which is very successfully used by pupils who can access a range of materials.
- 76 There are, currently, some difficulties in accommodation due to the tightness of storage space in the school. The school building is very well maintained internally and externally; some security measures have been installed and there are further measures under discussion. The school's site is effectively used for teaching and learning; display of pupils' work around the school is very good and is appropriately seen as being an important element in valuing each pupil's contribution to the life of the school.
- 77 Learning resources are adequate for the school's provision and range of pupils; however, the performance of hardware to deliver the school's ICT curriculum is unsatisfactory and major efforts are currently being made to rectify this situation. A large amount of funding has been invested in developing the Literacy strategy over the past year; this has had positive effects on the standards achieved in English at the end of both key stages and the shrewd purchasing decisions of the two co-ordinators have meant that pupils have access to a wide variety of works of fiction and non-fiction, including an attractive range of books from several reading schemes.
- 78 All learning resources are accessible to pupils, being stored both centrally and in classrooms. Expensive items of equipment are securely stored when not in use. Voluntary activities and fund-raising events have helped to boost the school's learning resources. Visits by pupils to places of local and regional interest and importance enable pupils to extend their learning and help the school to enhance its curricular provision.

## **The efficiency of the school**

- 79 The headteacher and the governing body undertake very good financial planning and there is an effective management system. The governing body sets the annual budget in partnership with the staff and headteacher, and the finance committee reviews expenditure regularly. The governor's annual report to parents gives appropriate details of budget expenditure. Specific funds for pupils with special educational needs, and staff development, are used efficiently. Funds provided by special grants; income from the shared use of the accommodation with the church and donations from the Parent Teacher Association are used effectively to improve the quality of education.
- 80 Facilities for music have been significantly improved and almost one third of the pupils are involved in instrumental work. £25,000 has been targeted as the school's share for replacing mobile classrooms with an extension linked to the main building. Although this will reduce the estimated carry forward figure significantly the school has carefully projected the impact on the budget for subsequent years. Strategies evaluating the effect of expenditure on standards are under constant review. The implementation of the Literacy and Numeracy Hours has been evaluated. The introduction of a new mathematics scheme in Years 1 and 2, together with the introduction of elements of the numeracy strategy twelve month early has resulted in an increase in the number of pupils attaining Level 2 and above at Key Stage 1.
- 81 The headteacher and governors have a clear overview of the direction of the school and the school development plan is both prioritised and clearly linked to expenditure. Since the last report the school development plan has become a most effective working document with all expenditure monitored and evaluated at least termly. Curriculum leaders are budget holders and evaluate their action plans. Expenditure and curriculum initiatives are reviewed on a termly basis and there are appointed governors responsible for literacy, numeracy, child protection and special needs. On curriculum days, governors acting as 'critical friends' visit the school to monitor and evaluate on an agreed focus such as the implementation of the Literacy Hour.
- 82 A committed teaching staff is used effectively. Staff work together as a team, building and sharing their individual strengths. Co-ordinators and curriculum teams have defined responsibilities and job descriptions are examined annually. Special learning assistants give good support to pupils with special educational needs. Teachers ensure that support staff and voluntary helpers understand what is expected of them as part of each lesson. Generally, non-teaching staff are well used. However, the demands of the Literacy and Numeracy Hours conflict on their time and presently they are less effective in supporting the group activities in the numeracy hour in Years 1 and 2. Subject co-ordinators conduct an audit of their curriculum areas and are involved in discussing priorities for inclusion in the school development plan. They are allocated a budget, which they then manage and account for. In literacy and numeracy, co-ordinators have opportunities to monitor and evaluate standards in their subjects and plans are in place to share teaching strategies to improve standards.
- 83 Accommodation is used effectively with many extra-curricular activities enhancing the quality of the curriculum. Generally, resources are used efficiently with the exception of information technology at Key Stage 2. During the inspection, new resources were not available due to technical problems. The lack of software available, including CD-ROM, significantly limited the progress of pupils in Key Stage 2, particularly in promoting research skills.

- 84 The school has very good financial controls. A few minor recommendations in the latest local authority audit have been acted upon. The school administrator has detailed procedures and is a member of the finance committee which meets at least twice a term to discuss expenditure. The governing body is well informed. The headteacher controls day-to-day spending most efficiently, and, supported by the administration staff, ensures that administration is managed very well.
- 85 In the light of its income and characteristics; the educational standards that are being steadily improved; the excellent behaviour and positive attitudes of the pupils; the high level of good teaching; and the good quality of education provided, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 86 Children enter the reception year with a wide range of pre-school experience and a wide range of social and early learning skills though overall their attainment is in line with what might be expected nationally. By the time they reach five the attainment of most children is in line with expectations in language and literacy, knowledge and understanding of the world, creative and physical development. In mathematics and in their personal and social development their achievement is above what might be expected.
- 87 Areas for learning for the under-fives are appropriately based on the recommended desirable learning outcomes.

#### Personal and social education

- 88 Progress in the children's personal and social development is good overall in the three Reception classes where some children present challenging behaviour and initially, have variable levels of concentration. Pupils are well behaved and polite; they are aware of the simple and appropriate list of class rules and generally obey them. Good social skills are developing; pupils can take turns and are beginning to help others who are experiencing difficulties in their tasks. They generally obey instructions, are learning to choose appropriate resources and show growing confidence in their role play activities, where they demonstrate good collaborative attitudes.

#### Language and literacy

- 89 Satisfactory progress is made in the area of language and literacy, especially in speaking and listening and the development of reading skills. Children's work shows good development of writing skills by the higher attaining children who form letters clearly and have sound pencil control.
- 90 Progress in the recognition of initial letter sounds is satisfactory and children can relate them accurately to pictures and objects. Most can also construct simple sentences correctly. Recall skills are secure; pupils can recite and sing a number of nursery rhymes and show awareness that the rhyme is made up of words which have particular significance.
- 91 Satisfactory progress is made when children learn how to handle books and recognise and read simple words. The most proficient readers in Reception read confidently and can discuss the outlines of the story, beginning to use phonic and pictorial clues to help their reading strategies.

Average and lower attaining pupils make slower progress and read more hesitantly. They are less sure of how to use reading strategies to tackle new words.

- 92 Sound progress is made in word recognition and the ability to scan the text from left to right. Some higher attaining pupils are beginning to make predictions by using pictorial clues and there is sound progress overall in children's ability to talk about their story books. Oral responses show that there is a growing grasp of letter sounds and many are making satisfactory progress in applying their learning to suggest a range of words beginning with the same initial letter.

#### Mathematics

- 93 Progress in the mathematical area of learning is good. Children make good progress in sorting and in counting accurately. They make good progress in applying their number skills and use their counting skills well to consolidate other areas of learning such as in dealing with number sequences in fairy stories. Good progress is made in their understanding of the concept of largest and smallest. Teachers develop addition skills well through mathematical games and puzzles and enable lower attaining pupils to become confident in adding in ones by using cubes. Number work is addressed well, though not all children have sufficient pencil control to write numbers accurately. They make good progress in consolidating their understanding of the principles of addition and subtraction and in recording their findings appropriately.

#### Knowledge and understanding of the world

- 94 Children make satisfactory progress in their knowledge and understanding of the world around them. In their play areas they use telephones appropriately and are becoming confident users of appropriate software programs on the computer. Many show a growing awareness of the passage of time. They develop an understanding of the concept of generations when discussing their families. Some interesting work on the five senses, showed that pupils are able to list items accurately and most were able to label their diagrams appropriately. Sound progress is made in consolidating pupils' sequencing skills; they understand what is meant by beginning, middle and end.

#### Physical development

- 95 In the area of physical development, children make satisfactory progress in their use and manipulation of tools and play equipment. Children have a sound awareness of space and can use their body movements to demonstrate rhythm. Sound progress is made in using construction activities to underpin understanding in other areas of learning. Most pupils make satisfactory progress in the development of fine motor skills. Letter shapes are reinforced by practice in using sand and playdough which pupils use with varying facility. They have well developed skills of cutting, folding, joining and building and are able to make simple models and faces, using appropriate materials to represent the various features of the task and learning how to manipulate glue and paste to complete the task.

## Creative development

- 96 Children make satisfactory progress in their creative development. Their illustrative work is imaginative and many have a well tuned sense of colour, space and texture. They take care to ensure that their illustrations are relevant and appropriate to the written sentence or story linked to it. Role play activities are imaginative and pupils gain in confidence and inventiveness as their social skills develop and they work amicably together. Pupils have a good sense of rhythm and enjoy taking part in singing activities in assemblies and elsewhere. Good progress was observed by pupils retelling rhymes and stories through drawing and collage work.
- 97 Standards of teaching for the under-fives are good. They are always at least satisfactory and they are often good or very good. Relationships between teachers and pupils are cordial and there is a warm and secure atmosphere to which children respond positively. In the best examples of teaching seen, teachers were calm and patient, gave clear explanations at a brisk pace and had appropriately high expectations. Children are challenged with well planned tasks designed to develop skills in all the areas of learning and teachers share their time equally with all groups in the class. Teachers' planning is detailed and thoughtful; it ensures that the recommended desirable learning outcomes are fully delivered through appropriate themes that have relevance for younger children. Planning identifies the need to adapt tasks to suit pupils of all abilities and assessment procedures ensure that outcomes inform the planning of future work so that each child's needs are met. Assessment outcomes are carefully recorded; children are challenged with the requirement to complete unaided pieces of work every month so that teachers can measure progression. Lesson aims are always made clear and the team leader observes and monitors lessons throughout the department. Portfolios of moderated, annotated work have been compiled and these are used to ensure that staff are able to level assessed work accurately and consistently.
- 98 Tasks are shrewdly adapted to match pupils' ability levels. Good use is made of classroom assistants whose work is an integral part of the planned lesson and who are included in curriculum meetings. Resources are imaginatively used to stimulate interest and reinforce learning.

## ENGLISH, MATHEMATICS AND SCIENCE

### English

- 99 National tests at the end of Key Stage 1 in 1999 showed that reading was above the national average at the expected level (Level 2 and above) and that it was also above at the higher level (Level 3). In comparison with similar schools it was above at the ordinary level and in line at the higher level. Attainment in writing was above the national average at the expected level and was below at the national average at the higher level. In comparison with similar schools attainment at the ordinary level was above average but was below average at the higher level. Standards in reading and writing had not kept pace with improvements in national standards over the three years from 1996 to 1998.
- 100 National tests at the end of Key Stage 2 in 1999 showed that attainment in English was in line with the national average at the expected level (Level 4 and above) and was below at the higher level (Level 5). This performance was in line with similar schools at the expected level and was below at the higher level. Standards in English at Key Stage 2 are always above and rising over the national picture from 1996 to 1998.

- 101 Inspection shows that at Key Stage 1 attainment is in line with national expectations and that at Key Stage 2 it is above. A weakness at the higher levels in both key stages in writing is noted. Pupils make good progress in both key stages and this is in part due to the positive influence that The National Literacy Strategy has had. The effect on attainment is yet to catch up with rates of progress.
- 102 Pupils' attainment in speaking and listening is above national expectations at the end of both key stages. Progress is good in both key stages. Pupils have frequent opportunities to practice and develop their speaking and listening skills in lessons across the curriculum and in lessons in personal, social and health education. In Reception and Key Stage 1, children speak audibly and their vocabulary is developing well, with accurate use of verbs and adjectives. They apply their knowledge to offer simple explanations and to discuss stories; proficient readers make a good beginning at discussing the characters in their story books. In Key Stage 2, pupils make imaginative and informed contributions to class discussions and ask interesting questions when their curiosity is aroused by the subject matter. Comprehension skills are sound; pupils' responses to questioning are often relevant and perceptive and their participation in role play activities demonstrates a sound development of empathy and confidence in sharing their views and feelings with others. Listening skills are good in both key stages; pupils listen carefully to each other and to adults and they respond appropriately. By the end of Key Stage 2, pupils are increasingly adept at adapting their speaking skills to suit different situations, formal and informal; they are increasingly ready to take into account the views of others.
- 103 Pupils' attainment in reading is in line with national expectations in Key Stage 1 and above national expectations in Key Stage 2. They make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Some pupils are very well read and articulate individuals who are developing a keen enthusiasm for reading matter of all kinds. They are acquiring very valuable daily reading habits through which they open themselves up to a wide range of classical and modern literature and poetry which, in turn, informs and enhances their writing skills. In Key Stage 2, average and above average attaining pupils show growing proficiency in discussing characterisation and the pattern of plot; they use inference and deduction with greater confidence. With the development of a wide range of reading strategies, an increasing number of pupils, especially at Key Stage 2, are becoming independent readers. However, there are signs towards the top end of Key Stage 2 that a significant number of average and lower attaining pupils are failing to develop independent and regular reading habits. There is a good development of library skills in both key stages. Pupils understand how books are accessed in a library and most are able to explain accurately the uses of indexes and glossaries. However, dictionaries are not always to hand in all lessons to allow pupils to improve and extend their vocabulary skills. There is a growing awareness, especially in Key Stage 2, of the different genres of writing and pupils are clear about the differences between works of fiction and non-fiction. One promising feature is the enjoyment of poetry by many pupils across the school.
- 104 The attainment of pupils in writing at the end of both key stages is in line with national expectations. At the end of Key Stage 1, pupils are able to structure and punctuate sentences accurately, including the appropriate use of commas. They use capital letters for proper nouns. Children in the reception year can copy words and those in Year 1 show a confident grasp of letter shapes. At the end of the key stage, pupils spell familiar words accurately and with growing confidence and their handwriting is beginning to be joined.

- 105 At Key Stage 2, pupils are usually able to choose an appropriate style of writing to suit a particular purpose and understand how to present, for example, instructional writing or discursive writing. Their basic grammatical structure is usually accurate and some pupils of above average ability produce imaginative and colourful written work in which they use apt words chosen for the effect and variety. However, there is some overall insecurity in the skills required to plan and organise material for a piece of extended writing and the experience of drafting and re-drafting of work is not yet sufficiently addressed. Comprehension skills are at their best when pupils are challenged with tasks requiring an expression of ideas and opinions as well as factual responses. Also when there is positive emphasis on encouraging writing through cross-curricular approaches with subjects like history or science to enable pupils to choose appropriate styles of writing and presentation. Written work is usually neatly presented and most pupils have a joined fluent script. Punctuation skills include the use of quotation marks and paragraphs.
- 106 Progress in English is good, overall. The focus on the provision of work appropriately adapted to match a pupil's ability level means that all have opportunities to experience success and build confidence. Significant progress in developing speaking and listening skills is evident when pupils are enthused about the topic they are discussing. Progress in reading is greatest when pupils are exposed to a wide range of reading material and are given regular reading sessions and practice in reading aloud. Writing shows progress as pupils learn how to organise their thoughts and material to produce logically argued and presented work.
- 107 Suitably adapted work for pupils with special educational needs is well-focused on areas of difficulty through the school's assessment and identification procedures. Teachers and support staff know the pupils well and their special needs are well defined and targeted so that they work productively to arrive at the outcomes identified in teachers' plans.
- 108 Response to the school's provision in English is positive and keen. Pupils are prepared to concentrate and persevere to overcome difficulties, especially when work is well matched to their abilities, is appropriately challenging and has clear objectives. Relationships between pupils and teachers are positive and mutually respectful; pupils collaborate well together and increasingly support each other's learning as they grow older.
- 109 Teaching in English is good overall and in some lessons it is very good. Most lessons are well planned, thoughtful and delivered at a brisk and purposeful pace. Pupils are made aware of lesson objectives and in most lessons the use of a range of teaching strategies and activities sustains their concentration and involvement in the lesson. Most teachers challenge pupils rigorously with shrewd use of questioning, backed up by good subject knowledge. Pupils are encouraged to evaluate their own performance in order to consolidate and secure learning. Samples of pupils' work inspected show that marking is done regularly, but not all teachers give enough guidance and information to help pupils improve upon their performance and raise their standards of achievement.
- 110 Resources in English are plentiful and of very good quality. The co-ordinators have given careful thought to the purchase of appropriate material to teach the literacy scheme and provided a wide range of interesting and colourful printed literature representing the major genres of written English, giving a good balance between fiction and non-fiction. As in other areas of the curriculum, the school's technical difficulties with its IT resources means that this key skill is underdeveloped in English at present.



111 Detailed guidelines and plans support teachers in their teaching. The team meetings introduced after the last inspection have proved to be effective in highlighting areas of difficulty and opportunities for further training and development of the English curriculum. They have been particularly useful during the period of planning for the introduction of the Literacy Strategy and all its objectives are fully in place. However, the English co-ordinators do not yet have the opportunity to observe teaching in the classroom. The need for a clearer system of pupil self-evaluation and target setting has been identified in order to raise pupil awareness and, thus, standards of attainment. Initiatives along these lines have been trialled in Key Stage 1 through discussion of success criteria with pupils; similar procedures in Key Stage 2 have not yet been put in place. Portfolios of moderated annotated work have been compiled and all teachers play a part in moderation discussions to determine accurate identification of National Curriculum levels. The co-ordinators have clearly identified all the areas which require further development and refinement in the teaching of English.

## **Mathematics**

112 National tests at the end of Key Stage 1 in 1999 showed that the attainment of pupils at the expected level (Level 2 and above) was well above the national average and was also well above at the higher level ( Level 3 ). This performance was also well above the group of similar schools at both levels. The attainment of pupils in national tests in 1999 at the end of Key Stage 2 showed that attainment at the ordinary level (Level 4 and above) was in line with the national average and that it was above at the higher level (Level 5). This attainment was in line with that of similar schools at both levels.

113 Taking the three years 1996 to 1998, performance by the end of both key stages is above the national average.

114 Inspection evidence indicates an improvement in test results at Key Stage 1 and a significant movement of pupils leaving the school during the course of Key Stage 2. No difference was evident in the performance of boys and girls.

115 The school's decision to adopt elements of the numeracy strategy 12 months early has been effective in developing strategies for teaching the skills of mathematics. This is evident where the school has concentrated on sharpening mental skills by encouraging pupils to learn number facts and tables by heart, and by focusing on developing mathematical language. Pupils are becoming more confident in applying their knowledge and understanding when solving problems. Numeracy is used well in science to record weather information; measuring, scales and map work in geography, notation in music and time lines in history.

116 The overall attainment of pupils is in line with national expectations at Key Stage 1 and is above at Key Stage 2, which is an improvement since the last inspection. There is breadth and balance across the attainment targets with particular strengths evident in number, and space, shapes and measure. Pupils are encouraged to explain what they are doing and also to develop strategies to solve problems.

- 117 At Key Stage 1, most pupils explore place value and patterns of addition and subtraction to 20. Higher attainers successfully recall number facts to 20 and have an understanding of number to 100. There is a secure understanding of the names and properties of geometric shapes. By the end of the key stage most pupils have a grasp of time both on analogue and digital clocks, and an understanding of simple fractions. They produce graphs to record information, such as eye colour, and ways of travelling to school with higher attainers being able to explain the information represented. Most pupils, including pupils with special educational needs, use mathematical terms such as total, more than and less than, correctly.
- 118 At Key Stage 2, pupils are introduced to a suitable range of mathematical procedures, including measuring, estimating and using calculators to check their answers. Most pupils know appropriate multiplication tables and consolidate understanding by checking patterns in number charts. By the end of the key stage most pupils can explain their reasoning, and are developing a variety of strategies to solve problems. Speaking and listening skills are promoted when pupils are encouraged to discuss their work. Most pupils understand place value to 1000, and add, subtract and multiply by two digits with higher attainers dividing by two digits. By the end of the key stage most pupils understand decimals to two places, have a sound grasp of area, volume and capacity, estimate and measure accurately and construct angles. Apart from exploring logo, there was little evidence during the inspection of computers being used to support or develop knowledge and understanding in mathematical investigations.
- 119 Pupils make satisfactory progress at the end of Key Stage 1, and good progress by the end of Key Stage 2 where there are more significant gains in knowledge and understanding. Pupils are grouped according to mathematical ability within each year group and then work is planned for grouping within each class. These arrangements help pupils to make steady and consistent progress and move their work forward at a sharper pace, particularly in the higher ability sets where pupils are suitably challenged. Where support is available, pupils with special educational needs make good progress. Simple work with fractions in Years 1 and 2 is developed until by Years 5 and 6, pupils understand the equivalence of fractions to at least two places of decimals, and are using percentages including pie charts. The recording of data as pictograms and block graphs by the end of Key Stage 1 is developed into line graphs in Years 5 and 6 for the recording of temperatures including an understanding of negative numbers. Reflective symmetry is extended until pupils explore patterns of positive and negative numbers when recording rotational symmetry in all four quadrants.
- 120 Pupils' attitudes are positive. They enjoy their lessons and are eager to participate in class discussions. All pupils, including pupils with special educational needs, concentrate well for extended periods. They apply themselves well responding to the challenges provided. Relationships are very good and pupils collaborate in their investigations. Pupils are greatly encouraged by the examples set by their teachers; have a high self esteem; and value the contributions of others. From the earliest ages, pupils work independently when teachers are busy elsewhere.

- 121 Teaching ranges from satisfactory to very good and overall the quality is good. The high level of good teaching is having a significant effect on the standards being achieved. Where teaching is good, planning is detailed in order to provide equal opportunities for pupils in parallel classes to receive similar experiences. Lessons have clear learning objectives that match the needs of all pupils, including those with special educational needs. Challenging questions assess what pupils know and understand, particularly in mental introductions and at the end of each lesson. Teachers have high expectations and plan well for independent learning. Their subject knowledge is good and this enables teachers to encourage the development of strategies to solve problems. Where teaching is very good in Key Stage 2, targets are shared with pupils who are then challenged to be actively involved in each lesson; there is a very good pace to the lesson; marking gives guidance for improvement; and teachers provide good role models for their pupils by giving mathematics a high profile. The school's assessment procedures rely mainly on information gained from end of year tests including national tests at the ages of 7 and 11 and optional tests in Years 3, 4, and 5. These results are then analysed to plan for improvement. Teachers keep accurate records and day-to-day assessment is used well to target weaknesses.
- 122 The introduction of the Numeracy Strategy has been well managed by the co-ordinator. The school lays much emphasis on staff development and this has been effective in the high level of awareness of the numeracy strategy evident during the inspection, not only by teaching, but also non-teaching staff and governors. Time allowed for the audit of resources and staff training has been used effectively. The curriculum group monitors developments and evaluates the success of the action plan for mathematics. Opportunities are planned to share expertise in teaching and observing lessons. A good range of resources is accessible whether stored centrally or within classrooms with games available for pupils to use and apply their mathematical skills. Parents are involved in the schools programme for mathematics with an initial meeting to discuss the numeracy project, and in homework which at its best is planned to respond to different needs. The school is finalising a revised policy that will be consistent for all pupils.
- 123 Since the last inspection, the teaching of mathematics has improved with clear guidance for continuity and progression. Planning is very good with clear teaching and learning objectives providing targets for improvement. Pupils are developing strategies for solving problems and generally the presentation of their work is good.

## Science

- 124 The 1996 inspection report said that improvements should be made in the co-ordinator's role, to ensure monitoring of the effectiveness of the science teaching. Since then, as in other subjects, improvements have been made in the area of continuity and progression, and, as part of this, some subject monitoring has taken place to useful effect.
- 125 Teacher assessment at the end of Key Stage 1 in 1999 showed that the attainment of pupils at the ordinary level (Level 2 and above) was above the national average but was well below the national average at the higher level (Level 3). In comparison with similar schools the attainment of pupils was above at the ordinary level and well below at the higher level. Trends over the three years from 1996 to 1998 mirrored those seen nationally. The attainment of pupils in national tests at the end of Key Stage 2 was above the national average at the ordinary level (level 4 and above) and was above the national average at the higher level (level 5). It was above the average at both levels for similar schools.
- 126 The inspection finds that attainment overall at the end of both key stages is broadly in line with the national expectations, with strengths in the three attainment targets that relate to subject

knowledge, and some relative weakness in the area of experimental and investigative science. Across both key stages, pupils receive some opportunities to develop the scientific skills of observation, experiment design, hypothesis measurement, evaluation and conclusion. However, these opportunities are often isolated ones, and are insufficiently planned to ensure that pupils develop a firm and confident grasp of the continuity of the whole scientific process. The school is aware of the importance of this issue and intends to make the integration of pupils' scientific understandings and practices a priority in future in-service training.

- 127 Progress, in science, is generally good across both key stages. Key Stage 1 pupils are keen to use their sense of touch to explore 'mystery objects' hidden in a box, and then enjoy trying to explain what they have found to the other pupils, who remain unsighted, and have to guess what it is. This early observational work, to encourage understanding of a part of the scientific process, is extended when the pupils make their names using a range of dried seeds stuck to card, and again invite other pupils to read those names with their eyes closed. In Years 3 and 4 pupils learn about the human skeleton, draw and label ball and socket joints, and use the library to find out about the role of muscles. In Years 5 and 6, pupils discuss the main features of electric circuits, talk about the dangers inherent in mains and high voltage electricity, and go on to make posters designed to encourage the safe use of electricity.
- 128 The pupils enjoy working in science, handle materials safely, listen well to classroom discussion and are generally keen to learn about the subject. They are particularly keen when they are allowed and encouraged to take part in genuine experimental and investigative work, as was seen when older pupils were asked to design experiments, using buzzers and sound meters, to test the relative sound insulation qualities of a range of different materials. This followed on from an earlier session led by the teacher, when sound was seen to flow differently through water, sand, plastic, wood and cardboard, to the genuine astonishment of all of the pupils.
- 129 Overall, the teaching of science at both key stages is good, particularly when the lesson is directed to teaching of subject knowledge. Planning for continuity and progression is therefore good with the exception of experimental and investigative science, and the teachers have clear objectives and make effective use of the good range of scientific equipment and published materials found in the school.
- 130 Teachers are generally less secure in the teaching of experimental science, although many are keen to extend their strengths in this area, through in-service training.
- 131 Science is planned to a framework provided nationally and is supplemented by some commercial materials. The subject is currently an area targeted for attention in the School Development Plan, and the new co-ordinator is keen to see the development of experimental science within the next year. Good records are kept of pupil progress in the subject, and assessment is sensibly related to learning objectives. Resources are good, they are appropriately stored and easily accessible.

## **OTHER SUBJECTS OR COURSES**

### **Information and communication technology**

- 132 Pupils' attainment is below national expectations. It is in line with expectations at the end of Key Stage 1, but below at the end of Key Stage 2. Although the planned curriculum provides broad coverage of information technology, the installation of new hardware raises technical and teaching issues, which are affecting the attainment of pupils. Attainment is particularly affected in Key Stage 2 because of the need to develop more complex skills and applications.
- 133 Pupils make unsatisfactory progress overall. At Key Stage 1, pupils make satisfactory progress. They build upon their good experiences in the early years and by the end of Key Stage 1 they create imaginative pictures through control of the mouse. They record and plot data, and use CD-ROM to sort shapes and prepare number sets in mathematics. They word process simple sentences, in which they amend and delete text satisfactorily. They save and print their work with help. Effective use is also made of talking books to enhance their reading skills. A record of their coverage of skills is kept in such a way that pupils see the progress they make.
- 134 At Key Stage 2, progress is unsatisfactory. In Year 6, pupils enter and amend text in a word processor, changing the size of the font and the script. They can embolden text, centre and align and word-process effectively using outline written notes to recount stories for a younger audience. They also search and scan effectively for textual and graphical information from sources including CD-ROM to enhance their history projects. In Year 3 pupils can enter text on to the screen using the basic keyboard and shift key for capital letters but are unaware of other keyboard functions. In Year 4 pupils follow instructions to produce two-dimensional shapes using "turtle graphics". Pupils with special educational needs use programmes effectively to build their number skills and to aid word recognition.
- 135 Pupils have good attitudes towards their work. They enjoy computer work and concentrate well when working on them. They develop skills of independent learning and collaborate effectively in pairs and larger groups. Their peers frequently support pupils when in difficulty. They are responsive to the demands made by their teachers and are willing to attempt significantly more difficult tasks.
- 136 No direct whole class teaching was observed during the inspection, although pupils were seen practising their skills. Evidence was gained during the inspection from teachers' plans and records, also from a scrutiny of pupils' work. In Key Stage 1 teachers are well versed in the software and so are able to support pupils in their use on the old and some newly introduced hardware and software. In Key Stage 2 teachers' knowledge and confidence have improved since the previous inspection, and most are aware of the basic possibilities of the software in use on the older computers.

- 137 Planning has also improved and is currently sufficient to ensure coverage is integrated across subjects. However, elements of these plans are inconsistent, and do not allow for pupils to make enough progress in their learning. There is little planned challenge for those pupils who have acquired greater understanding and a higher level of skills. The acquisition of, for example, keyboard skills is not sufficiently structured in short steps, to allow pupils to make the most effective progress. Pupils access computers according to a class rota and a record of pupils' coverage is kept which does give them some indication of skill's coverage. However, some pupils do not get sufficient time to practise. This is particularly unsatisfactory when there is a long gap between the lead lesson and pupils allotted time on the rota. The insufficient planning for specific skill development across Key Stage 2 hinders the progress that pupils make in their learning.
- 138 The co-ordination of information technology is satisfactory overall. Whilst the co-ordinator has an effective strategic overview of the role information technology will play in the school the problems with the new network - both technical and teaching - are affecting the attainment of pupils. Pupils' progress is restricted because the Internet cannot be accessed and CD-ROM cannot be used on the network. The school has made some successful innovations - such as an intensive research skills course for Year 5/6 pupils led by a trained teaching assistant and the creation of a computer suite also for Year 6 - that contribute to improving pupils' learning in specific areas. Also, satisfactory use is made of the limited older resources. However, the failure to operate effectively, and plan teaching for, the new hardware and software is affecting pupils' attainment and progress adversely, especially at Key Stage 2 and this is a key issue.

## **Art**

- 139 The previous inspection report found that pupils' achievement was in line with the national expectation. The present position is that pupils in Key Stage 1 continue to achieve at a level expected for their age and that pupils at the end of Key Stage 2 are exceeding such expectations for pupils of their age.
- 140 The progress, including that of pupils with special educational needs, is good. One lesson was observed in each key stage and from those lessons and from the scrutiny of work it is clear that pupils in both key stages are making good progress. Progress in the use of sketch books, which are used as a diary throughout the key stage, is very good. These books form a valuable long term diary and pupils use them particularly well. Year 1 pupils made good progress as they produce collages in their own image with the use of mirrors. Pupils in Year 2 are able to show good skill in using and blending pastels to complete a half missing photo – portrait. Year 5 and Year 6 pupils make good progress in adapting the style of contemporary artists to produce innovative portraits of their own. These studies are well planned out first in their sketch books.
- 141 Pupil's attitudes to art are always good. They treat materials sensibly and, as they both enjoy and take pride in their work, are to be found working hard at their task. They are pleased to discuss their work and show that they value the collection of ideas and experiences that they have built up in their books, over time.
- 142 In the two lessons that were observed the teaching was good and this contributed to the progress that the pupils were making. Good provision was made in terms of resources and a parent helper was observed to be making good interventions as work progressed. Teachers' knowledge and enthusiasm also contributed to the disciplined atmosphere of work that was found in both lessons. Good use was made of time and pupils were called upon to evaluate their own work as a way of encouraging yet higher performance.

- 143 Art makes a good contribution to the provision for pupils' spiritual, moral, social and cultural development and is seen to be linked effectively to other areas of the curriculum such as history. The coordinator has produced a good scheme of work which is scheduled in the school development plan for updating next year and is in the process of collecting exemplar material. The subject is well resourced. The school has a kiln and the many examples of glazed pottery to be found in the school attest to its good use. Resources are effectively distributed and accessible.

## **Design and Technology**

- 144 The progress of pupils in design and technology is satisfactory at both key stages. The attainment of pupils at the end of both key stages is in line with what might be expected for their ages. In Key Stage 1, pupils investigate the requirements of different groups of people for an open play area. After this investigation they model the play spaces using wood and card and paint, they then evaluate the appropriateness of their designs. In Key Stage 2 work is often related to wider topic work. In Year 3, pupils design and make mechanisms using gears and pulleys using a visit to a local farm centre. In Year 5, pupils make models of Tudor houses related to their history project and in Year 6, pupils design and make moving toys. However, there are some projects which stand independently. Year 4 pupils design, make and evaluate a cube that is later to be used as a basic building block in a construction, during which they are regularly reminded about safe use of tools.
- 145 Pupils respond well to the demands of their teachers and are usually quiet and attentive. They concentrate and are careful when using tools such as hacksaws. Their work is well presented and precise.
- 146 Only two lessons were seen during the inspection. In those lessons the teaching was satisfactory. Teachers' planning is satisfactory, including as it does, a clear identification of objectives. Their subject knowledge allows them to teach with confidence. Good attention is paid to aspects of safety and teachers effectively use the good work of pupils for demonstration and evaluation purposes. Good use is made of classroom assistants and parent helpers who are well briefed in the tasks of the pupils that they are supporting.
- 147 The co-ordinator has recently taken over the role and has not yet evaluated the scheme of work. The time allocation is appropriate for the effective teaching of the subject and there is effective co-ordination between staff in each area of the school and so across the key stages. There is effective support for pupils with special educational needs by parent helpers, who work closely with the teachers. Resources are adequate, well maintained and easily accessible

## **Geography**

- 148 Standards are at least as expected for pupils of these ages and have been maintained since the previous inspection. All pupils, including those with special educational needs make at least sound progress, with some good progress evident by the end of Key Stage 2.
- 149 As a result of the school's decision to slim down the provision for non-core subjects, the planning for the teaching of the geography has been modified effectively to provide appropriate breadth and balance of the requirements of the National Curriculum with a strong emphasis on the acquisition of skills. There is an emphasis on using first hand investigation through fieldwork through a two-year cycle to avoid unnecessary repetition.

- 150 Years 1 and 2 pupils make good use of the immediate locality before exploring Werrington in Years 3 and 4. The development of map work is good. Younger pupils use and record simple directions to find their way around school. This is extended in Key Stage 2 with pupils identifying features on maps, using keys confidently and eventually assessing four and six figure co-ordinates accurately. Residential experience enables pupils to consolidate these skills. Pupils use their knowledge and understanding to appreciate how human and physical features give localities their character, and have a good awareness of the need for care of the environment. Through studying other countries such as India and Pakistan pupils gain a greater understanding of how features influence human activities including the weather. Pupils in Year 5 and 6 consider and express views on environmental change, whether as a result of human interference or natural disasters. They build on skills introduced in Year 3 and 4 pupils where pupils discuss the weather and river development preparing for later more specific studies of the Rivers Severn and Nene.
- 151 The co-ordinator has clear vision for the subject and has produced detailed guidelines to enable colleagues to use time effectively. Lessons have clear learning objectives which include encouraging pupils to express opinions about their studies. Numeracy is developed through the use of scales, co-ordinates, directions and weather recording. At present, information technology is underused to enhance learning. Although there is some good work in logo, the lack of software including CD-ROM hinders personal study skills.

## **History**

- 152 It was only possible to observe a limited number of lessons in history, and judgements were reached following a scrutiny of other evidence. There were no issues of concern in the previous inspection report.
- 153 Levels of attainment are what might be expected for the age of the pupils in both key stages. There are a number of good features in the subject provision that have a positive effect on the quality of pupils' experiences. These include such events as the visit to school by 'Roman soldiers', when pupils dressed up as Romans and cooked Roman food. Another rich experience occurred when pupils and teachers all dressed up as Victorians and spent the day simulating Victorian life at the Stibbington Study Centre.
- 154 Pupils make good progress across both of the key stages. At Key Stage 1, pupils develop a good sense of their place in the passage of time during work to establish their own timelines. The youngest Key Stage 2 pupils are very interested in the lives of Roman citizens during their studies of the Roman invasion of Britain. They find out about Roman roads, and why they were usually so straight, as well as about Roman gods and religions. Older Key Stage 2 pupils study the lives of prominent Victorians, find out about the far reaching influence of the British Empire at that time, and look into the major developments in transport that occurred during Victoria's reign.



- 155 The teaching of history is good and has a number of strengths, including the effective use of technology and artefacts to bring the subject to life. A well chosen television programme about the work of archaeologists studying and preserving the Mary Rose, led to older pupils writing well organised newspaper reports about the excavations, that showed a good grasp of the contribution made by archaeology to the study of history. Pupils in another Year 6 class researched the lives of prominent Tudor people and reported their findings to the rest of the class. In that lesson, good use was made of a computer programme to allow pupils' written texts to be read aloud by the computer, albeit in a somewhat disembodied voice. Younger pupils worked appropriately on areas of more immediate relevance to their lives, as when they made timelines to record the events, that had marked out their own lives, between birth and the age of six or seven.
- 156 Pupils are generally interested in the study of history, and become fascinated by the remarkable and sometimes gruesome things that marked out times gone by. As a result of their interest, they make generally good progress, across both key stages.
- 157 The school has built up a very useful collection of artefacts, and these objects are carefully stored and catalogued for all of the school to use. The curriculum is currently being revised, broadly in line with the suggestions of a nationally provided advice document, and this work will represent a further improvement in the history provision when it is completed. Assessment is largely confined to notes kept by individual teachers, supplemented by material prepared for inclusion in annual reports which are sound in quality. The co-ordinator is keen to see the subject progress, and has a sound grasp of standards in the subject.

## **Music**

- 158 Music was portrayed, in the last inspection report, as being one of the schools' strengths and this continues to remain the case. The attainment of pupils is, in many cases, far higher than would be expected for pupils of their age. Approximately one third of all pupils have instrumental tuition, whether as part of a recorder group or as individuals. There is an opportunity for pupils to play in an orchestra of about thirty. The major instruments of the orchestra are all represented with the exception of bass, bassoon and viola. The school has a choir to which there is open access and several recorder groups. There are also two further bands – one for brass and one for woodwind. The progress that pupils make in class music lessons is generally satisfactory. Their progress overall is good. They have a wide experience of performing and do so in many different ways. The rate of progress in class lessons is linked to the levels of expertise of the teacher and varies from satisfactory to very good. Pupils in a Year 1 / 2 class made good progress in learning about beating in time with music and in responding through body movement to the rhythm of a Caribbean song. Pupils in a Year 5 / 6 class made very good progress in an excellent lesson where they learned and utilised the names and values of international notes. In all cases, pupils with special needs make progress that reflects that of the rest of the class.
- 159 Music is very much a thread that weaves through the life of the school, for example pupils practice examination pieces in the dining hall at lunchtime with their accompanist, and pupils' attitudes reflect the importance attached to the subject. They care for instruments properly and respond very well to all staff, teaching and visiting, who have a hand in their tuition. The fact that they take their music seriously does not prevent them from enjoying it as can be seen when they sing or listen to "the composer of the week" in assembly. Pupils demonstrate, when they sing, that they have good voice control and a good singing range. They use these skills effectively in enhancing the corporate act of worship and in class lessons.

- 160 The quality of teaching that was observed in six class lessons was satisfactory and varied from satisfactory to excellent. Non- specialist teachers satisfactorily used a scheme of work that ably supported them. Better teaching was seen where teachers had more confidence in the scheme and so were more relaxed and more demanding. The best lesson combined the skills of an excellent teacher and musician. Pupils were moved on at a really demanding pace but were always able to do what was required. Performance was evaluated and improved on and pupils were given the opportunity to demonstrate and evaluate. The lesson developed a whole range of skills which were seamlessly linked together.
- 161 The coordinator has only recently been appointed to the post and is maintaining and enhancing the school's musical status. The curriculum is enriched through performances at many outside venues. Visitors to the school such as the Northern Sinfonia also make valuable contributions both to individuals, groups and the school as a whole. Music makes a major contribution to the school's provision for spiritual moral and social development. The resourcing for the subject is excellent.

### **Physical education**

- 162 The levels of attainment for pupils at the end of each key stage are in line with what might be expected for pupils of their age. By the end of Key Stage 1 they are able to balance using different parts of their bodies. They are able to develop a simple routine at floor level requiring them to balance in different ways. By the end of Key Stage 2 they are able to produce different bridging shapes showing increasing control and are able to analyse and evaluate the performances of others.
- 163 The progress of pupils in physical education is satisfactory at the end of both key stages. In Key Stage 1 they demonstrate careful control of movements and in Key Stage 2 they create and develop sequences of movements, which they can repeat and display. By the end of the key stage they are developing an understanding of the implications of exercise on the body. They gain increasing skill and confidence in the control of balls.
- 164 Pupils' attitudes to physical education are good. They work well in pairs and larger groups and respond well to the demands of their teachers. When required to move apparatus they do so carefully and are generally aware of the necessity for safe procedures.
- 165 Teaching overall is good. Teachers have good subject knowledge and are usually confident about what is to be achieved. The development of pupils' skills is planned for and teachers constantly encourage the pupils to evaluate the performance of others. In a small minority of lessons, teachers are less confident about certain areas of their work such as the use of apparatus and in the use of pupils for demonstration purposes, with the result that rates of progress are restricted.
- 166 The co-ordination of the subject is good. Teachers are well briefed and supported by good planning. The equipment is adequately stored. Outside of school time, clubs are run for football, netball, short-tennis and, in the summer, cricket and athletics. The school competes with other schools in football and netball. Pupils in Year 5/6 undertake swimming instruction and almost all meet the end of key stage requirement to swim 25 metres as well as gaining other certificates for distance and survival swimming. Resources are adequate and suitably accessible.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- 167 The inspection was carried out over a four day period from 4<sup>th</sup> – 7<sup>th</sup> October 1999. The inspection took the equivalent of 24 inspection days. Prior to that, school documentation had been scrutinised and pre-inspection reports containing commentaries and issues were circulated
- 168 The inspection team comprised a lead inspector, four team inspectors and a lay inspector.
- 169 A questionnaire was used to survey parents' views and the results were analysed.
- 170 A meeting was held for parents and their views sought on a range of aspects of the school's performance.
- 171 During the inspection the team of inspectors saw 76 lessons or parts of lessons. Pupils were observed in lessons and throughout the school.
- 172 57 hours of teaching was observed.
- 173 Pupils' work was scrutinised across the age and ability range and across parallel classes. The work of pupils with special needs was also scrutinised.
- 174 Pupils were heard reading across all classes and across the ability range.
- 175 Teachers were interviewed and discussions were held with pupils.
- 176 Members of the governing body, visitors to the school, parents and non-teaching staff were interviewed.
- 177 Registrations and assemblies were observed.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	541	4	105	54

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

19.9

Number of pupils per qualified teacher:

27.2

#### Education support staff (YR – Y6)

Total number of education support staff:

14

Total aggregate hours worked each week:

297

### Financial data

Financial year:

1998/99

£

Total Income	750576
Total Expenditure	733091
Expenditure per pupil	1358
Balance brought forward from previous year	22278
Balance carried forward to next year	39763

## PARENTAL SURVEY

Number of questionnaires sent out:	500
Number of questionnaires returned:	109

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	52	2	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47	50	1	2	1
The school handles complaints from parents well	22	48	25	2	1
The school gives me a clear understanding of what is taught	24	56	10	8	1
The school keeps me well informed about my child(ren)'s progress	35	56	7	1	1
The school enables my child(ren) to achieve a good standard of work	33	57	7	1	0
The school encourages children to get involved in more than just their daily lessons	49	47	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	51	9	11	0
The school's values and attitudes have a positive effect on my child(ren)	50	45	5	0	0
The school achieves high standards of good behaviour	51	43	4	2	0
My child(ren) like(s) school	52	41	6	1	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%  
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.