

## INSPECTION REPORT

The Park Lane Primary School,  
Whittlesey

LEA area : Cambridgeshire

Unique Reference Number : 110889

Headteacher : Mr J. Stillwell

Reporting inspector : Mr. G. D. Timms  
21038

Dates of inspection : 6<sup>th</sup> – 9<sup>th</sup> December 1999

Under OFSTED contract number: 707032

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

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### **INFORMATION ABOUT THE SCHOOL**

Type of school :	Infant and Junior
Type of control :	Foundation
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Park Lane, Whittlesey, Peterborough, PE7 1JB
Telephone number :	01733 203433
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mr M. Wilding
Date of previous inspection :	3rd - 7th July 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Geof Timms, RgI	French Art Physical education	Attainment and progress Teaching Leadership and management
Michael Freeman, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Equal opportunities
Debbie Kerr	Science Religious education	Special educational needs Spiritual, moral, social and cultural development
Judith Howell	English Design and technology	Curriculum and assessment
Ann Hogbin	Under fives Information Technology History Geography	
Brian Fletcher	Mathematics Music	The efficiency of the school

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The Park Lane Primary School,  
December 1999

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## MAIN FINDINGS

### INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	435 + 58 part time Nursery children [Above average for primary schools]
Pupils with English as an additional language:	0.7% [below average]
Pupils entitled to free school meals:	13.2% [broadly average]
Pupils on register of special educational needs:	58 [below average]
Average class size:	29

The attainment on entry of the majority of the pupils is broadly in line with that expected nationally. Although the school has a broadly average number of pupils registered as having special educational needs, it does have an above average number of pupils with statutory statements of special need.

#### What the school does well

The teaching of literacy is resulting in clear improvements in standards.

- Pupils' behaviour and attitudes to learning are very good and relationships are very good.
- The provision for pupils with special educational needs is good and it enables the pupils to make good progress. The support provided by general and learning support assistants is often very good.
- The provision for pupils' spiritual, social and moral development is good.
- The quality of teaching is at least satisfactory in all lessons. In 63 per cent of lessons it is good and in 22 per cent of lessons the teaching is very good.
- The information provided for parents is very good
- The financial control is very good and the school administration is very good
- The nursery provision is good.
- The extra-curricular provision for pupils is very good.

#### Where the school has weaknesses

The pupils who are under five in the Reception classes do not have enough opportunities for first-hand experiences, such as structured play, or to make choices about their activities.

- I. Although planned for future inclusion, the full information technology curriculum is not taught.
- II. The school development plan does not contain detailed enough action plans and the Governing Body need to be more involved in its production and monitoring.
- III. Subject co-ordinators, especially in the foundation subjects, do not have a high enough profile in the planning, budgeting and monitoring of progress.
- IV. The school does not have an effective, up-to-date school library.

**The strengths of the school clearly outweigh its weaknesses. The Governing Body's action plans will explain to parents how the above weaknesses are to be addressed.**

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

The school has made a satisfactory level of improvement since the previous inspection. The role of subject co-ordinators has been partially improved, for example by the rolling programme for prioritising subject development. However, their role in spreading good practice and monitoring progress is under-developed. The usefulness of the school development plan is still to be improved. The library building has been lost, but books have been audited and old ones removed. The Key Stage 1 building is now used appropriately. The management of the provision for pupils with special educational needs is much improved and is now good. The monitoring of the deployment and work of the support staff has improved. The two statutory issues raised at the time of the last inspection have both been addressed. The act of worship now meets requirements and information

about attendance and charging are correctly included in the school prospectus.

### Standards in subjects

The 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
			<i>w</i> <i>el</i> <i>l</i> <i>a</i> <i>b</i> <i>o</i> <i>v</i> <i>e</i> <i>a</i> <i>v</i> <i>e</i> <i>r</i> <i>a</i> <i>g</i> <i>e</i>
			<i>A</i> <i>above</i> <i>average</i>
			<i>B</i> <i>average</i>
			<i>C</i> <i>below</i> <i>average</i>
			<i>D</i>
			<i>w</i> <i>el</i> <i>l</i> <i>b</i> <i>el</i> <i>o</i> <i>w</i> <i>a</i> <i>v</i> <i>e</i> <i>r</i> <i>a</i> <i>g</i>

English	B	B
Mathematics	B	C
Science	C	C

e
E

The table refers to pupils who have now left the school. It shows that when compared to pupils of the same age nationally, standards are above average in English and mathematics, and in line with the average in science. When compared to those in schools with pupils from similar backgrounds, standards in English are still above average, while for mathematics and science standards are broadly average. Standards in 1999 were much improved on those in 1998, largely due to there being a smaller number of pupils with special educational needs. Over the past four years standards have been inconsistent with a number of sharp rises and falls. In information technology standards are below expectations by the end of Key Stage 2, as the full curriculum is not yet taught. In religious education, although progress is unsatisfactory overall due to the lack of challenge for some pupils where the subject is planned as a two-year cycle, attainment is broadly in line with that expected. The prior attainment of the pupils in the present Years 2 and 6 indicate that they are unlikely to do as well in this year's tests, especially in English. The findings of the inspection are that attainment is satisfactory in English, mathematics, science, information technology and religious education at the end of Key Stage 1. By the end of Key Stage 2 standards are satisfactory in English and religious education and good in mathematics and science. They are unsatisfactory in information technology, due to the lack of full coverage of the programme of study.

### Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching is at least satisfactory in all lessons. In 63 per cent of lessons it is good and in 22 per cent of lessons the teaching is very good. The teaching of the under fives is good in 60 per cent of lessons. It is very good in 20 per cent. At Key Stage 1, the teaching is good or better in 52 per cent of lessons and is very good in 7 per cent. At Key Stage 2, the teaching is good or better in 70 per cent of lessons and very good or excellent in 30 per cent. The quality of the teaching in physical education is a major strength. It is all at least satisfactory and in half of lessons it is very good or excellent. The consistently good teaching throughout the school has a significant impact on the pupils' progress. The school has improved the quality of teaching since the last inspection, and national initiatives, such as the daily lessons in literacy and numeracy, have been successfully introduced.

*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 very good.
Attendance	The level of attendance is broadly in line with the national average.
Ethos*	Pupils' attitudes to work are very good. Relationships are very good and the school is committed to raising standards.
Leadership and management	The Headteacher and the senior management team provide a clear educational direction for the work of the school. However, the development planning is unsatisfactory and the Governing Body are not involved enough in monitoring the work of the school.
Curriculum	The overall curriculum is satisfactorily broad and balanced. However, the areas of learning for the under fives, and aspects of the information technology curriculum are not fully in place.
Pupils with special educational needs	The provision is good and they make good progress. The provision of learning support assistants who work with pupils with statements is very good.
Spiritual, moral, social & cultural development	The provision for spiritual, moral and social development is good. It is satisfactory for cultural development.
Staffing, resources and accommodation	The resources and accommodation are good. There are an appropriate number of qualified teaching staff and good provision of support staff.
Value for money	The school gives sound value for money.

\* *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>• The children like going to school.               <ul style="list-style-type: none"> <li>• The school teaches positive attitudes and values.</li> <li>• They find the school staff approachable.</li> </ul> </li> <li>• Standards of work are good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided is inconsistent between different classes.</li> <li>• The reports are not personal enough and contain too much jargon.</li> </ul>

Twenty parents attended a meeting with the inspectors and 126 returned questionnaires. The inspection findings agree with most of the parents' positive comments. Standards are satisfactory, and are improving, but they are not yet consistently good. The provision of homework has improved. The reports are individualised, contain personal comments and set targets for future development. They do contain some educational jargon which can make them difficult to understand for some parents.



## KEY ISSUES FOR ACTION

**Key Issue 1:** The Governing Body, Headteacher and staff should develop the provision for children under five by:

- V. developing a carefully structured curriculum for the Reception classes, based on the good practice outlined in the DFEE document “Early Learning Goals”, and provide appropriate training for the staff ;
- VI. developing a policy document outlining what is to be taught, how it is to be taught and how progress is to be recognised and recorded;
- VII. give responsibility to a member of staff for the management of the children under five across the Nursery and Reception classes to ensure that the work and outcomes are continually evaluated and improved.

(Discussed in paragraphs 24, 42, 61 and 62)

**Key Issue 2:** The Governing Body, Headteacher and staff should improve the information technology curriculum by:

- VIII. ensuring enough time is provided to teach the full curriculum;
- IX. improve the curriculum planning to include all strands of the subject;
- X. continue to develop the staff expertise in the subject.

(Discussed in paragraphs 22 and 96-103)

**Key Issue 3:** The Governing Body and Headteacher should continue to develop the management of the school by:

- XI. improving the school development plan to include clearer action planning with costings and success criteria;
- XII. developing the role of subject co-ordinators further, to include a review of the present delegation of responsibilities and formalising the system of ‘support’ co-ordinators;
- XIII. developing the role of the Governing Body to include:
  - more involvement in the school development planning process,
  - more opportunities to monitor and evaluate the work of the school.

(Discussed in paragraphs 43, 44, 45, 46)

**Key Issue 4:** The Governing Body and Headteacher should install a modern school library, increase the number and range of books and integrate the library into the curriculum.

(Discussed in paragraphs 52,78)

In addition to the above issues, the following areas should be considered for inclusion in the action plan:

Provide more opportunities for investigative work in science; (Discussed in paragraphs 91, 95)

Improving progress in religious education at Key Stage 2; (Discussed in paragraphs 104-108)

## INTRODUCTION

## **Characteristics of the school**

1. The Park Lane Primary School is situated in Whittlesey in Cambridgeshire. Although the school is situated in an area of mostly private housing, pupils come from a wider catchment area of both private and council housing. The school was built in 1969 and, during its time of Grant Maintained status, opened an extension in 1994. At the time of the inspection there were 438 full time pupils on roll and 58 part time pupils in the nursery. This is well above average for primary schools nationally.
2. The school provides for a range of learning and physical difficulties, such as autism and physical impairment, and fifty-eight pupils are recognised as having special educational needs. Fifty eight pupils (13.2%) are entitled to free school meals. This is broadly in line with the national average. In addition, there are ten pupils with statements of special educational need, which is above average. Only a small number of pupils come from ethnic minority backgrounds.
3. Children start in the Nursery for a maximum of five mornings or five afternoons in the September of the school year in which they celebrate their fourth birthday. Children start in the Reception classes in the September of the school year in which they are five. Parents may opt for part-time or delayed entry until the start of the term in which their child celebrates his/her fifth birthday. Their attainment on entry is broadly in line with that expected for children of their age. At the age of eleven most transfer to the local secondary school.
4. The school has a mission statement which states the intention "To unlock potential". It aims to do this by preparing pupils for secondary schooling through encouraging the development of lively, enquiring minds, encouraging pupils to apply themselves, developing academic skills in language and number, and by developing tolerance and understanding of others.
5. The school's most recent priorities are the successful introduction and monitoring of the National Literacy and National Numeracy Projects, a review of its assessment procedures and the preparation for a fundamental review of its personal, social and health education policies.
6. The school has set targets for its Key Stage 2 pupils to achieve in the 2000 national tests. These were set in 1998 and aimed to get 50 per cent of pupils to Level 4 or better in English, 56 per cent in mathematics and 50 per cent in science. The school has reviewed these recently, after assessing progress so far, and the targets have been increased to 59 per cent Level 4 or better in English, 63 per cent in mathematics and 75 per cent in science.

## **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	24	31	55

National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	17	23
	Girls	30	31	31
	Total	46	48	54
Percentage at NC Level 2 or above	School	84	87	98
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	23	24
	Girls	31	31	31
	Total	50	54	55
Percentage at NC Level 2 or above	School	91	98	100
	National	82	86	87

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	22%
Satisfactory or better	100%
Less than satisfactory	0%

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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	20	21	41

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	16	17
	Girls	18	15	17
	Total	32	31	34
Percentage at NC Level 4 or above	School	78	76	83
	National	70	68	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	14	8
	Girls	14	15	10
	Total	22	29	18
Percentage at NC Level 4 or above	School	54	71	44
	National	68	69	75

## Attendance

Percentage of half days (sessions)  
missed through absence for the  
latest complete reporting year

		%
Authorised Absence	School	4.3%
	National comparative data	5.7%
Unauthorised Absence	School	0.13%
	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

## PART A: ASPECTS OF THE SCHOOL

### EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### Attainment and progress

1. By the end of Key Stage 1, the results of the 1999 national tests show that the majority of the pupils achieve standards in reading and writing which are broadly in line with the national average. In mathematics, pupils' standards are above average. This represents a slight improvement over the past four years in reading and writing, and a good improvement in mathematics.
2. By the end of Key Stage 2, the results of the 1999 national tests show that the majority of the pupils achieve above average standards in English and mathematics. In science, pupils' standards are broadly in line with the national average. When compared with pupils from similar schools, standards are above average in English and broadly in line with the average in mathematics and science. The trend in standards over time at the end of Key Stage 2 has been inconsistent with a dip in 1998 followed by a steep rise in 1999. This has been largely due, especially in 1998, to the higher number of pupils with special educational needs in the year group.
3. The findings of the inspection are that attainment is satisfactory in English, mathematics, science, information technology and religious education at the end of Key Stage 1. By the end of Key Stage 2 standards are satisfactory in English and religious education and good in mathematics and science. They are unsatisfactory in information technology, because the programme of study is not fully covered. The school's current targets have been made more challenging recently. The aim now is to get 59 per cent of pupils to the expected level or better in English, 63 per cent in mathematics and 75 per cent in science, by the year 2000. These targets have been based on the previous attainment of the group of pupils, and also reviewed in the light of the progress they are making.
4. The attainment of pupils on entry to the school is broadly in line with that expected nationally. The recently opened nursery is giving most children a good start to their schooling. Personal and social development meets the nationally expected outcome by the time children are five, although opportunities for them to make choices and become independent learners are less well-developed. In the other areas of learning children make good progress and by the age of five reach levels appropriate for their age, which is confirmed by the baseline assessment.
5. In English, the findings of this inspection are that overall, current levels of attainment, at the end of Key Stage 1 and Key Stage 2, including those for literacy, are at the level expected nationally. There are however, some variations in standards across the attainment targets. Higher-attaining pupils at Key Stage 2 are sufficiently challenged and attain well. Pupils' listening skills are good and their speaking skills are sound. By the end of Key Stage 1, pupils are able to converse at levels appropriate for their age and generally speak confidently. At Key Stage 2, the majority of pupils talk confidently about a range of subjects and offer opinions willingly. Current standards of reading at the end of Key Stage 1 are broadly in line with the national average. Most pupils read with increasing accuracy and understanding. They develop a variety of early reading strategies to tackle unfamiliar words, including building words using letter sounds. Progress in reading is sound through Key Stage 2 and by the time the pupils are in Year 6, most can read accurately and fluently and tackle a range of texts with understanding. Standards of attainment in writing at the end of Key Stage 1 are broadly in line with national expectations. At Key Stage 2, pupils make good progress in writing and a good proportion

achieve well. They write for a wide range of functions and in many styles. Spelling, handwriting and presentational skills are generally sound and pupils are used to drafting their work. Good use is made of the computer to develop word processing skills.

6. In mathematics, the inspection findings indicate that the sharp rise in the proportion of pupils attaining the national standard in 1999 is unlikely to be sustained, given the present standards evident in Year 6. By the end of Key Stage 1, pupils' attainment is in line with the national average, and similar to the attainment level noted at the last inspection. At Key Stage 2, the inspection findings support the 1999 test results. By the end of the key stage, attainment is above the national average and better than the level noted at the last inspection. Most pupils have a secure grasp of place value and the four operations of number, and they understand factors and multiples. Most pupils know the multiplication tables and apply them well in problem solving.
7. In science, evidence from the inspection confirms the picture gained from national assessments that standards are improving throughout the school. They are average at the end of Key Stage 1, although fewer pupils reach the higher levels of attainment than that expected nationally. Standards are good at Key Stage 2. Results are broadly average when compared with the results of pupils in similar schools. In information technology, the overall level of attainment by the end of Key Stage 2 is below national expectations. Pupils' attainment in the controlling, monitoring and modelling elements of the national curriculum's programme of study are well below national expectations. However, the majority of pupils have a good understanding of modern communication technology. Their standard in this area is well above average. By the end of Year 6 standards in religious education are broadly in line with those identified by the Locally Agreed Syllabus. There are shortcomings, however, where teachers' planning for the subject is based on a two year programme of work which does not develop skills and understanding systematically from year to year.
8. During the inspection no significant difference was observed in the performance of boys and girls, or of pupils with more than one language, in either key stage. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Teachers are aware of their particular learning difficulties and try to ensure that work is planned to enable these pupils to work towards their targets. In literacy and numeracy, these pupils often work in ability groups or are supported in the classroom by general learning assistants. On other occasions, pupils with a statement of special educational need work individually with a learning support assistant. Others on the register of special need are withdrawn to work with the special needs co-ordinator. The support provided enables good progress to be made.
9. The overall progress made by pupils throughout the school is good. This is particularly so at Key Stage 2 and in most lessons for the under fives. Progress in English is satisfactory at Key Stage 1 and good at Key Stage 2. In mathematics, pupils make good progress at both key stages. In Year 6, they make very good progress and are well prepared for secondary school. The needs of high-attaining pupils in mathematics, particularly in Key Stage 2, are identified but the work set sometimes lacks the necessary challenge and limits their progress. In science, pupils make good progress in acquiring scientific knowledge across the full curriculum although the attention given to some aspects of science is better than others. The study of life and living things is a particular strength. In information technology, progress in Key Stage 1 is satisfactory, but, in Key Stage 2, it is unsatisfactory overall, due to the lack of provision of part of the National Curriculum programme of study. Pupils make little progress in the controlling, measuring and modelling elements of the curriculum to increase their attainment beyond that reached by the end of Key Stage 1. Some skills taught are not remembered as they are insufficiently practised. In religious education, pupils make sound progress in developing

an understanding of some of the major world faiths, including Christianity, in line with the requirements of the agreed syllabus.

10. In the other foundation subjects, good progress is made at Key Stage 1 in history, art, music and physical education. Progress in geography and design and technology is satisfactory. At Key Stage 2, progress is good in history, art, music, physical education and French. In design and technology and geography, progress is satisfactory.
11. Progress in literacy skills is generally good. In speaking and listening, the pupils have appropriate opportunities for speaking to an audience, reporting back and engaging in small group discussions in class. Mathematical skills are used satisfactorily in other areas of the curriculum. For example, in history, pupils use a time line to chronicle events while in science, they read a thermometer and plot scatter graphs to illustrate the relative lengths of day and night.

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

12. Pupils' attitudes to learning are very good. They show interest in their lessons and an eagerness to learn. Pupils work hard, concentrate well, persevere and take pride in their work. They are trustworthy and respond well to any opportunities given to work independently. Pupils with special educational needs are equally positive in their responses to lessons because work is generally well matched to their needs and abilities.
13. Behaviour is very good. Pupils co-operate with each other, respecting the school's buildings, grounds and equipment. They move around the school in a safe and orderly manner. They display respect and courtesy to adults and to each other. There is no evidence of bullying taking place. Any occasional outbreaks of boisterous behaviour by pupils in the playgrounds are well managed by both teaching and non-teaching staff. There have been no exclusions from the school for some years.
14. Relationships in the school are very good. Pupils display respect for each others' values, beliefs and feelings. They care for each other. For example, older pupils look after younger ones. Personal development is satisfactory and there a few pupils are able to take responsibility and display initiative. However, this is in need of greater development, particularly among older pupils.

### **Attendance**

15. Attendance is satisfactory. Registration is efficient. Registers are completed promptly and in accordance with statutory requirements. They are stored safely and monitored regularly. Most pupils arrive at school punctually. Lessons start and finish promptly and little time is wasted around the school.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

16. The quality of teaching is at least satisfactory in all lessons. In 63 per cent of lessons it is good and in 22 per cent of lessons the teaching is very good. The teaching of the under fives is good in 60 per cent of lessons. It is very good in 20 per cent. At Key Stage 1, the teaching is good or

better in 52 per cent of lessons and is very good in 7 per cent. At Key Stage 2, the teaching is good or better in 70 per cent of lessons and very good or excellent in 30 per cent.

17. These figures clearly show how strong teaching is throughout the school and represent a good improvement since the previous inspection. This is due to the hard work of teachers and senior management over the past three years. In particular, there is a better match of work to pupils' abilities, teachers' questioning skills have improved. Support staff are deployed more appropriately, although there are times when they are used for very low level tasks such as sharpening pencils. The teachers' management of the pupils is very good. The objectives for lessons are now much clearer and provide a focus for the successful delivery of the curriculum. The provision of homework has also improved. Pupils are set a variety of tasks in different subjects. Assignments are set with increasing frequency for older pupils and homework books are provided for parents to write in. Some parents expressed concern about the amount of homework provided being inconsistent between classes. The judgement of the inspection is that the provision of homework has improved. It is now set in line with the school's policy and marked appropriately, thus giving homework more status.
18. Good use is made of teacher expertise by, for example, swapping classes for certain subjects. Swimming is taught by a teacher who is a nationally qualified coach. Expectations of behaviour and attainment are high throughout the school. The discipline kept by teachers is largely good, and they demonstrate an ability to deal successfully with the minority of pupils who have learning or behavioural difficulties. The support given to pupils with special educational needs by learning support staff is good. Teachers make good use of this support to enable children to access the full curriculum, particularly in physical education, literacy and numeracy lessons. In some lessons, tasks are modified while in others pupils take a full part in the lesson assisted by the support staff. Class teachers set the targets on pupils' individual action plans and review them regularly with parents and the special educational needs co-ordinator. The specialist support given to pupils with statements of special need is very good and contributes significantly to their progress.
19. Teachers have worked very hard to introduce the national literacy strategy successfully. This is having a positive effect on standards. The numeracy strategy is in the process of being introduced and is also beginning to have a noticeable effect on standards. The lesson planning is based on appropriate schemes of work or the national literacy and numeracy strategies. The teaching in the Nursery is well organised and planned, and the activities provided are appropriate for the teacher's objectives. In Reception, teaching is often very good with activities usually well-linked to children's abilities. Throughout the provision for the under fives, there are good relationships between children and staff. This aids their successful learning. Teachers' planning now needs to take more account of the full curriculum for children who are under five in preparation for the introduction of the new 'Foundation Stage' next September. In particular, more opportunities for independent learning and structured play need to be provided.
20. At Key Stage 1, good teaching appropriately recaps previously covered work at the start of lessons. Teachers often have a very quiet manner with the pupils and give good clear instructions. There is a lot of direct, whole class teaching of specific skills, such as phonics or mental arithmetic. On a number of occasions, such as in religious education, there is not enough challenge for the high attaining pupils. At Key Stage 2, lessons are largely well planned and organised. Again, teachers have created very good relationships with the pupils and they keep up a good pace during effective question and answer sessions. For example, in one French lesson in Year 5 the available time was well used to introduce new vocabulary and revise a variety of greetings and responses. Resources are imaginatively used, as in a literacy lesson in Year 4 when the teacher used newspapers as the text, including a local one featuring a girl in



the class. Where lessons were less successful pace was slow and the use of time was less effective. Particularly in information technology, not enough time is given for individual pupils to use the computers.

21. Throughout the school, there are not enough opportunities for pupils to take responsibility for their learning and to show more independence and initiative. For example, in some science lessons the investigations are not open-ended enough and the teachers have very fixed ideas of the responses they require. The timetables for different classes leave too much time for literacy and numeracy lessons, and at times these are extended to fill the available time rather than being strictly paced within a timescale which keeps the pace of pupils' learning at a high level. Marking of pupils' work varies between teachers from basic ticks and comments to very useful written comments which enable pupils to understand how well they are doing and what they need to do to improve. Good records are kept by teachers and the day-to-day assessments made are used in planning.

### **The curriculum and assessment**

22. The curriculum provided by the school is satisfactory. Overall, it is suitably broad and includes all subjects of the National Curriculum and religious education. In addition, French is taught in Years 5 and 6. However, in Key Stage 2, information technology does not conform fully to the statutory requirements of the National Curriculum, as the full curriculum is not taught. There is an imbalance in the percentage of time allocated to different subjects. For example, above average amounts of time are allocated to English, mainly because of the focus on improving standards in literacy, but also due to teachers making lessons fill the time between breaks, rather than following the strict timing of the literacy or numeracy strategies. The time given to subjects such as history, geography, music and religious education is low. Apart from in religious education, this does not affect the pupils' progress.
23. Literacy and numeracy are taught daily and, in most lessons, the time is well used. There is no formal policy for personal, social and health education at present. A member of staff who has attended the relevant training is devising a suitable scheme that will also include the dangers of drug misuse. Sex education is taught formally to Year 6 pupils. The curriculum overall, promotes the pupils' intellectual, physical and personal development and provides a sound preparation for the next stage of their education. The school provides equality of access and opportunity for all pupils to learn and make progress. Planning procedures provide for consistency in teachers' plans, and for equal opportunities across parallel classes. Boys and girls are given equal opportunities to take part in extra-curricular activities, including sporting activities.
24. The curriculum provided for children under five in the nursery is satisfactory and well organised within the six nationally agreed areas of learning. However, in the reception classes, the planning is largely based on National Curriculum subjects and this is less suitable for the younger children. It is not sufficiently broad, especially in parts of the personal and social area of learning. In Reception, provision for indoor and outdoor play is insufficient.
25. Provision for pupils with special educational needs is good. The curriculum is modified for the pupils appropriately. Care is taken to ensure that pupils withdrawn from the classroom for small group support do not miss important work.
26. Overall, the planning of the school's curriculum is satisfactory. All subjects have policies and schemes, some of which are supplemented by national guidelines. The quality of long-term planning is satisfactory. In general, the curriculum is appropriately organised and delivered through subjects. However, the two-year rolling programme in history, geography, religious

education and design and technology in Key Stage 2, does not cater sufficiently for the progressive development of pupils' skills. This issue for the foundation subjects was raised at the last inspection.

27. The curriculum is enhanced by a variety of visitors to the school and visits to places of interest. Visits to places such as the Science Museum, Grafham Water and Hunstanton enhance pupils' historical, geographical and scientific understanding. The residential trips to France and Wales for pupils in Years 5 and 6, and day trips to Lincoln for pupils in Year 4, also make an important contribution to the personal and social development of these pupils. Provision for extra-curricular activities, is very good and includes country dancing, ocarina, recorders, choir, guitar, 'crime-busters', cycling proficiency and a film club. The range of sporting activities is wide and includes, netball, football, cricket and rounders. Throughout the year a large percentage of the pupils in the school attend these activities which take place both after school and at lunchtimes.
28. Overall, there are good procedures for assessing and recording pupils' attainment and progress in both key stages, even though they are somewhat fragmented. In the Nursery, the assessment procedures are satisfactory, but, in Reception, there is little evidence of the assessment of children's progress against the recommended areas of learning or an indication of when children are ready for learning at Key Stage 1. Although the school's policy for assessment, record keeping and reporting is currently under review, the procedures that continue to be used are appropriate. Baseline assessments are completed shortly after the children enter the Reception classes and are used effectively to identify children with specific needs. Throughout the school, the assessment arrangements for English and mathematics are detailed. From Year 1 onward, pupils are involved in making assessments of their own progress in reading and spelling. In lessons, the learning objectives shared with pupils are linked closely to the national literacy strategy and the national numeracy strategy. In science, end of unit tests are used well to provide information for teachers. Assessment arrangements for information technology and the foundation subjects are largely checklists against the nationally recommended guidelines. In art, there is an exemplar portfolio of best work and in physical education there are some good examples of pupils' self-evaluation.
29. In Key Stage 2, standardised tests in English, mathematics, science and reading are administered annually and documented evidence is kept of each pupils' test scores. This also includes a record of pupils' attainment in the end of Key Stage 1 national tests. All teachers give a level of attainment for each pupil in English, mathematics and science at the end of every term. At present, there is no up-to-date collection of pupils' work to illustrate the different national curriculum levels. At the end of each academic year, pupils are set individual targets to meet. These are reviewed annually.
30. Satisfactory use is made of assessment information to plan future work for pupils. However, the lack of a whole school marking policy, does not ensure consistency between teachers. The results of annual standardised tests are analysed carefully and used to inform end of year teacher assessments of levels. Reading test scores are used to measure pupils' progress from year to year. The school does not analyse the assessment data collected in terms of gender, ethnic groups and month of birth in order to compare the school's performance. Pupils' written end of year reports are sound and, generally, contain specific comments about their attainment and progress in all areas of the curriculum. They include targets for future development and a personal comment is added by the head teacher. In the previous inspection report, it was suggested that the school review its practices to ensure that there was no unnecessary duplication of records kept. This is now under way and the school is in the process of a full review of all aspects of assessment policy and practice.

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

31. The school's provision for pupils' spiritual, moral, social and cultural development is good and some improvements have been noted since the last report.
32. The provision for spiritual development is good. This has improved since the last inspection. The high quality of the Christmas displays around the school during the inspection week, for example the snowflake display, contributes to the pupils' sense of wonderment and delight in the season. An appreciation of the natural world is fostered in some lessons such as science and English. Year 6 poems on light, inspired by the observation of a flickering candle, were sensitively written and attractively displayed. The school provides opportunities for pupils to gain insights into their own and others' beliefs and values within daily collective worship and the religious education lessons. However, assembly times are very short. They are held at the end of the day and because of the time constraints, the pace of the assembly is brisk. Teachers use these occasions to tell meaningful stories, for example with a moral, or from another faith or culture. There is very little time left at the end of the assembly for pupils to reflect on what they have heard or to discuss it afterwards.
33. The provision for moral development is good. Pupils' good conduct is the result of a shared sense of responsibility and clear expectations, reflecting the high standards that the Headteacher sets. These are supported fully by all the staff who provide very good role models for pupils. Pupils understand the school rules and the consequences of breaking them. Strategies for managing pupils' behaviour are applied consistently by teachers and support staff, and these reinforce pupils' understanding of right and wrong.
34. The provision for social development is good. There is a strong sense of community within the school. Pupils and staff care for each other, and support each other well. Pupils also show respect for the school buildings and resources. Teachers plan opportunities for pupils to work collaboratively in lessons. During the inspection, examples of effective co-operation were seen in all subjects, but, particularly, in science and information technology. Older pupils are given responsibility around the school, for moving equipment for example, and helping in younger classes during wet playtimes. At Key Stage 1, there are fewer opportunities for pupils to show initiative in the classroom. In some classes the school day and the content of the lessons is so tightly managed by the teacher that pupils take few decisions for themselves. This was a weakness noted in the last inspection which the school has taken no steps to address. Residential visits for the older pupils make a positive contribution to their social development..
35. Provision for cultural development is satisfactory. The school offers a good range of opportunities for pupils to learn about their own culture through visits to places of interest such as libraries and museums. The school has invited in well known authors, musicians and theatre groups. Opportunities for pupils to learn about other faiths are presented within the religious education programme. In some classes these are studied in detail and supported with visits, for example, to a local Sikh Gurdwara. However, the school does not monitor carefully what is being taught in religious education. Pupils in some classes are not taught enough about the major world faiths and not enough is done to prepare pupils for life in a culturally diverse society.

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

36. The support and guidance available for pupils is satisfactory. Individual class teachers have the main responsibility for providing appropriate pastoral care, counselling and support. Pupils with special educational needs are well supported. They are identified early and their progress is carefully monitored. The school liaises closely with outside agencies and uses their specialist

expertise when appropriate. The monitoring of all pupils' academic and personal development is satisfactory. The good relationships between pupils and staff provide a sound basis for monitoring personal development.

37. The safety and welfare of pupils in school is accorded high priority and first aid and fire precautions are of a good standard. The school meets statutory requirements regarding sex education which is delivered as part of the science curriculum. The personal, social and health education policy is currently being developed. The school nurse provides useful input into the sex education and health education curriculum. Induction of new pupils into the school is well organised and the use of external support agencies is satisfactory. The school's procedures for promoting and monitoring good behaviour and good attendance are clear and effective and pupils are happy and cared for by the school. Child Protection procedures are satisfactory.

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

38. The links established with parents are good and productive. Some parents provide valued help in school on a regular basis and there is a well supported and active association of parents, teachers and friends of the school, which raises welcome funds. Communications with parents are very good. The helpful monthly newsletters, school prospectus and annual report of the Governing Body are clear and well written. The school has satisfactorily addressed the need in the previous inspection report for the prospectus to contain the full range of information for parents required by statute. Annual reports on pupils' progress are satisfactory and informative. The two parents' evenings held each year are well attended and parents find them helpful. The recently introduced home-school contracts are appropriate.
39. Parents of pupils with special educational needs are involved at the earliest stages of identification and support. They are consulted appropriately over individual education plans, annual reviews and kept informed about their children's progress. All staff are helpful and accessible to parents. The homework provision is effective and most parents are happy to help children with their homework. They are given very clear and useful advance information on forthcoming curricular topics.
40. Links with the local secondary school are good. There is well established liaison and effective transfer procedures which enable pupils to make a successful start to their secondary schooling. Links with local playgroups are satisfactory. Partnership with the local community, particularly the parish church, is satisfactory. However, links with local industry and commerce which could enhance the school's curriculum, operate on an ad hoc basis and not in any planned, structured way. Appropriate use is made of local external agencies and resources such as the local museum and community police.

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

### **Leadership and management**

41. The leadership and management of the school are satisfactory. There is a clear educational direction for the school and the Headteacher and senior staff are correctly focussed on raising standards. The Headteacher demonstrates a sound, 'hands-on' leadership style and he has a high profile around the school and with parents. Relationships with staff and with pupils are good. The management of the changes of status to and from being a grant maintained school has been well handled. The Headteacher knows his pupils well, as is shown by his written comments on every pupils' report and his involvement with pupils with special educational needs.

42. The school does not have a Deputy Headteacher, after an attempt to appoint one failed recently. The senior management team is made up of the two key stage co-ordinators plus the Headteacher. In most areas of the school's work this is effective. The team has a variety of expertise and experience which benefits the school. However, the under fives have no direct representation on the management team, and the school has been linking the under fives in reception into Key Stage 1 rather than as an extension of the nursery provision. This will need to be addressed before the introduction of the new 'Foundation Stage' next September. The management team, along with all other staff, have clear job descriptions.
43. The Governing Body is very supportive of the work of the school, but needs to be more rigorous in its monitoring and questioning role. The structure of meetings, and the work of the committees, is effective. A number of changes to Governing Body membership this term have left some of their responsibilities without a named person in charge. For example, there is no governor responsible for either literacy or numeracy at present. The governors produce the annual report to parents. However, they do not visit the school in a systematic or regular enough way to enable them to accurately discuss the school's strengths and weaknesses. They are not involved in the school development planning process early enough. Teachers who are subject co-ordinators are invited to curriculum committee meetings when their subject is being reviewed. The governors fulfil their statutory duties, and the minor failings evident at the time of the previous inspection have been corrected. The action plan from the previous inspection has been partly implemented, although the role of subject co-ordinators has yet to be fully developed and the school development plan is still not a detailed enough document.
44. Staff work effectively as a team. Planning is partly in year group teams and partly in key stage teams. The monitoring and evaluation of teaching and learning has improved since the previous inspection. A good system for the detailed review of subject policies is in place which ensures that staff are not trying to implement too many changes at one time. However, for some staff, especially in the foundation subjects, their role as co-ordinators is still under-developed when it comes to monitoring the teaching and learning in their subjects. In addition, a good system for sharing responsibilities between a lead co-ordinator and another, often less experienced member of staff, is informally in place. This needs to be made clearer and more openly agreed in the school so that roles can be clarified. The Headteacher takes on a very heavy workload and needs to delegate more responsibilities to co-ordinators and his financial secretary. The recent introduction of the national literacy and numeracy strategies has correctly been the focus of the school's energies. This is already having a beneficial effect on much of the teaching and learning in English and mathematics.
45. The monitoring work carried out by the Headteacher, although often informal, has led to discussions with staff on an individual and whole staff basis. More analysis of test results is now undertaken, making good use of information and communications technology. The school is tracking the progress made by pupils to help set appropriately challenging targets based on pupils' previous attainment. The targets set for future test results are challenging.

46. The school development plan is mainly produced by the Headteacher through discussions with staff, although governors do have an opportunity to discuss it and monitor its progress at their meetings. The governors are not involved in the early stages of its production. The plan contains an appropriate list of priorities which recognise the direction the school needs to take. However, it does not contain detailed action plans, which are fully costed or have clear criteria to enable the plans success to be evaluated. Subject co-ordinators are not involved enough in planning the resourcing of developments in their areas.
47. The school takes its responsibilities for pupils with special educational needs seriously. The co-ordinator is well-trained and carries out her management role conscientiously. The policy for special educational needs has recently been reviewed and updated but is currently still in draft form. The new governor with responsibility for special educational needs is enthusiastic about her role. The school liaises closely with outside agencies and fully meets the statutory requirements for annual reviews of statements. The weaknesses in the management of special educational needs identified at the time of the last inspection have all been addressed.
48. The school has an appropriate and well-understood mission statement which underpins the work of the school. Although there is no written policy, equal opportunities pervades the work of the school. The governors have a set of aims and objectives to show how the mission statement is to be achieved and these are largely met. The hard work of the Headteacher and staff, their relationships with the pupils and the children's attitudes towards school, ensure that there is a positive ethos pervading the school's work.

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

49. There is a sufficient number of suitably qualified and experienced teaching and support staff to cover the curriculum well and all staff are deployed effectively. All staff in the school are well qualified to support pupils with special educational needs. Teachers are fully aware of their responsibilities and ensure that support staff are well-briefed in lessons. The teachers of children who are under five need some further training to prepare for the introduction of the proposed early learning goals to be introduced next September.
50. The induction, appraisal and professional development of staff is satisfactory and the newly qualified teacher is well supported and mentored. Teachers are appraised formally every two years and this system works well. Staff development is well-funded and is linked to the school development plan effectively. Priorities are identified from individual staff appraisals. There is no staff handbook which would make clear to all staff, including temporary and new teachers, school routines and important policies. The administrative staff are efficient. The hard work of the school caretaker, cleaning and catering staff is reflected in the clean, well-maintained buildings and grounds and the high standard of school meals provided.
51. The school's accommodation is good and allows the curriculum to be delivered effectively. It is well looked after, both internally and externally, with good decor and spacious, well equipped grounds. There is no space set aside to hold a library. The health and safety committee of the Governing Body monitors and controls accommodation matters effectively. Access for pupils with special educational needs is good and well planned. Provision for outdoor play for the under fives in Reception is unsatisfactory.
52. The provision of resources for learning is good in areas of the school such as, for example, in physical education and in the Nursery, but resources for religious education are unsatisfactory. The range and quality of resources are good and they are stored well and used appropriately. There are useful project loans every term from the local schools' library service. The school library, however, effectively does not exist and thus full integration of the library into the

curriculum has not happened. This means that the important skills attached to its use cannot be developed fully. Since then the old books have been cleared, but the building housing the library has been lost and no replacement has yet been found. There is some use of the local public library by pupils, but this is no substitute for a well stocked, well run school library. There is considerable use of information and communication technology, such as CD-Rom and the internet, throughout the school, and this is effective in supporting the curriculum.

### **The efficiency of the school**

53. The school was grant maintained for seven years during which time it developed a sound system of financial control. It is now a 'Foundation' school within the local education authority, and the Headteacher and Governing Body are working together to devise effective financial planning systems appropriate to the changed status. Spending is regularly checked by the Headteacher who administers the budget effectively. The governors' finance committee meets, when it is considered appropriate, to review expenditure and assess future needs. The financial secretary assists the Headteacher in providing the governors with detailed statements of the school's account.
54. The school currently has an underspend of more than ten per cent of the school's basic budget. This figure is in excess of that which is normally found. However, the governors and Headteacher anticipated that the school's change in status would involve a loss of income and increased difficulties in managing the school budget in the best interests of the pupils. The school therefore plans to reduce its expenditure gradually over time, thereby protecting the school's curriculum and staffing complement. This is a prudent policy. Cost effective criteria are in place to ensure that the school spends its money wisely and that wastage is kept to a minimum. Any savings are diverted into the educational needs of the pupils which, on the whole, have been very well served. For example, the school has significantly increased the number of learning support assistants who work with pupils who have special educational needs. The funds set aside for these pupils are used effectively to support their full access to the curriculum.
55. The brief school development plan sensibly and clearly reflects the school's educational priorities. However, the plan is not directly linked to the school budget and individual items are not costed or assigned success criteria. This lessens the effectiveness of the plan and reduces accountability. The governors are not sufficiently involved in the financial planning process, nor in monitoring and evaluating the standards that pupils achieve. This is a similar finding to that of the last inspection. Spending plans are only set for one year. Long term financial planning commensurate with the school's changed status has yet to be achieved.
56. The school has a code of practice for financial management which gives clear guidance for all financial operations. Day-to-day financial control is very good. The school secretary is meticulous in checking delivery notes and invoices and in maintaining records of all expenditure on computer. The recent audit commended the school for the efficient and economic management of the accounts. The school fund account is managed by the secretary and is audited separately.
57. As was reported at the last inspection, the school is fortunate in the quantity and quality of its accommodation. It is used efficiently and effectively. However, library provision has deteriorated since the last inspection, although the Headteacher and governors intend to rectify this position in the immediate future. Effectively, there is no school library and this detracts from the quality of learning and from the overall efficiency of the school.
58. The management of learning resources is generally good and subject co-ordinators effectively manage their own budgets to support learning, although there are no subject development plans which would allow resources to be more effectively targeted. Computer provision is satisfactory and the school has access to the internet. However, some classroom computers are

under-used.

59. The day to day administration of the school is very effective. It is flexible, responsive and unobtrusive. It enables teachers to teach and pupils to learn. Financial control is good. Financial planning is satisfactory. Costs for each pupil are broadly in line with the national average. Taking into account all these factors, the pupils' attainment on entry and the overall standards pupils attain, the school provides sound value for money.



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

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

60. Attainment on entry to both the Nursery and Reception is broadly average. However, children now starting the Reception year have a noticeably higher standard than in previous years because of the good provision in the recently-opened, purpose built Nursery. Both parents and teachers recognise and value this. Children start school part-time in the Nursery when they are three, and move to full-time schooling the following September, divided by age into two Reception classes. In addition, a few children who have been attending other nurseries join the Reception classes. At the time of the inspection, the majority of the children in the Reception classes was under five. The caring nature of the provision ensures that children settle happily into the school. Parents are well informed through pre-school visits, school brochures and curriculum information sheets. An open-door policy operates which allows for both formal and informal discussions between parents and staff.
61. The management of the provision for children who are under five is unsatisfactory because it does not recognise Reception and the Nursery as one key stage. Consequently the Nursery and Reception years operate as two separate entities rather than forming a coherent department. There is no clear educational direction for the age group as a whole, although improved support, monitoring, evaluation and development planning is planned in preparation for the introduction of the 'Early Learning Goals' next September. Whilst the overall curriculum includes a good range of first hand experiences, a clearly defined progressive scheme of work, based on the nationally outlined curriculum for the under fives is not in place. Therefore, children's progress cannot be assessed in comparison to the suggested goals for achievement, prior to their National Curriculum studies at statutory school age. Classroom organisation, timetabling and methods for teaching four year olds in Reception are very different from the Nursery. There are insufficient planned structured and purposeful play opportunities for children to experiment freely but constructively. In Reception, all pupils have swimming lessons towards the end of the year.
62. Teaching is good for children under five. No unsatisfactory teaching was seen and there was one very good mathematics lesson in Reception. Reception teachers plan well together, and they fully brief their assistants as to their roles in lessons. They recognise the need for first-hand activity and set specific objectives in lessons for children to achieve and assess whether they have been met. They make good use of assessment information passed up from Nursery which together with data from baseline assessments helps them plan for literacy and numeracy development. However, planning is not directed towards achieving the wide range of goals outlined in the desirable outcomes, nor assessment of whether these have been reached. The Nursery has a good planning and assessment structure, which fully includes all adults who work there. Consequently, each one has an over view of the curriculum, and recognises the purpose and potential for each activity. All adults contribute well to recording the levels of attainment against the nationally accepted desirable outcomes for children's learning, which enables them to plan further activities to move children forward. Parents are very pleased with Nursery provision and comment about how much children learn in their first year.
63. In the Nursery, activities are well planned to develop children's ability to ask questions and have open and enquiring minds. Children constantly ask questions to further their knowledge and they discuss their learning with each other and the adults in the room. In Reception, teachers have similar good relationships and high expectations of good behaviour and progress. However, they provide a more formal environment and more teacher-directed activities. Consequently, pupils are better at answering questions than posing them and make less satisfactory progress in becoming enquiring, independent learners or decision-makers as they

have fewer opportunities to engage in structured and purposeful play.

### **Personal and Social development**

64. Personal and social development meets the nationally expected outcome by the time children are five, although opportunities for them to make choices and become independent learners are less well-developed. Children make good progress over the two-year period. They settle quickly into the routine of the Nursery where their personal and social development is accorded a high priority, which has a positive impact on their learning and in creating a purposeful, happy atmosphere. Children quickly become independent and within a few weeks all put on their own coats for outside play and hang them up again afterwards. They start to make sensible independent choices of which activity to engage in, when not being specifically directed. They take turns and adhere to the class rules such as the number of children allowed to use the computer or classroom shop, although some need reminding. They develop happy and constructive relationships with each other and the adults they work with and have a positive attitude to school. Reception children build soundly on their previous development and by five they join in whole school assemblies and playtimes with confidence. They change quickly for their physical education lessons, enabling the maximum use of the allocated hall time. Children respond well to the high expectations of good behaviour and concentrate for suitable periods to make the most of the activities provided for them. They carry out instructions carefully and conscientiously.

### **Language and Literacy.**

65. Children make good progress in lessons and by the age of five reach levels appropriate for their age, which is confirmed by the baseline assessment. They make good progress in literacy as Reception teachers have devised a wide range of activities for the daily literacy lesson to increase children's interest, knowledge and understanding. Children respond well to stories, and the higher attainers can say whether they prefer The Hungry Caterpillar or Goldilocks. Most children display a satisfactory knowledge of rhyming and are beginning to associate sounds with written letters. A few can build their sounds to make simple words. All children enjoy taking home books to share with adults and most children can recognise a few words. The teaching of reading is well structured, from sharing, looking and discussing books in Nursery to the more formal learning of words and regular phonic practice in Reception. Pupils' speech is satisfactory, but insufficient emphasis is put on developing this area specifically. For example when looking at books, many children find it difficult to describe in phrases or sentences with any detail what the pictures are about. Pupils have limited opportunities for purposeful role-play to develop a wider vocabulary and self-expression. There is good progress in writing from the meaningful scribbles representing telephone messages and shopping lists in the home corner in Nursery to writing their own name unaided and notices for the class notice board in Reception. Children start to learn how to write sounds down, and can write their names and other important words without help. By five, the higher-attainers have exceeded the goals set in the desirable outcomes and confidently write short sentences to describe their science experiments. Most children have good pencil control and form their letters well.

### **Mathematics**

66. Children make good progress in lessons and by the age of five reach levels appropriate for their age, which is reflected in the baseline assessment. Mathematics is well taught. Each activity has a specific learning objective and teachers assess each day whether children have mastered the idea or need further practice. There was no evidence of the computer being used for mathematics. In some areas, such as counting and number recognition, many exceed these levels. In one lesson in Reception, very good progress was made because there were a generous

number of adult helpers working with small groups on well-designed activities suitable for their prior attainment. Most children recognise the shape of written numbers up to ten, count accurately, and understand specific mathematical vocabulary. They make satisfactory progress through playing number games, such as fishing ducks from a pond containing real water, a good teaching method to underpin the concept of subtraction. They know several number songs and buy items from the class shop using real coins and giving change from 10p. Good progress is made in early counting experiences, dot to dot puzzles and pattern making in the Nursery.

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

67. Good progress is made in this area and children have suitable attainment for their age by five. Nursery children enjoy using the computer and know that when they press a letter key the corresponding character from the Letterland alphabet appears on the monitor. By the time they are five, children confidently click and drag with the mouse to complete a lion's face. With help, they programme a sequence of instructions to a robotics toy to make it move across the room. They make very good gains in knowledge and understanding in Reception, as there is dedicated information technology teaching each week as well as time set aside to practice skills. Children make good progress in early scientific ideas. Reception know they have five senses and explain you can hear aeroplanes with your ears and smell lemons with your nose. Nursery pupils know balloons are filled with air, and that they are propelled round the room very fast by the air trying to escape, having watched their teacher blowing one up and letting go of it. Early ideas of Christianity are well-formed through listening to Bible stories and taking part in the Christmas nativity play. Children know there are other faiths and festivals which are celebrated such as Diwali and Hanukkah. They understand the difference between past and present and historical stories such as Guy Fawkes.

### **Physical development**

68. Attainment when children reach five is broadly typical for their age. Progress in physical development is satisfactory. Reception children make satisfactory progress within the school scheme of work for physical education in games, gymnastics and dance. Pupils change their clothes quickly and independently and enjoy working on the large apparatus in the hall. They are beginning to develop techniques to throw and catch balls accurately. However, whilst four year old Reception children have access to the playground at break times and for scheduled physical education lessons, and take their turn with other classes on the trim trail, they do not have comparable outside facilities or resources with four year olds in the Nursery. This gives them limited opportunities and freedom to experiment with their bodies and develop muscle control and fitness appropriate for their age. Reception children have a five-week swimming session with their class. Nursery children have a good range of large and small equipment and balancing and climbing apparatus, which they use with increasing skill. They also develop increasing hand control through cutting and making activities and through fixing jigsaws and manipulating construction toys.

### **Creative development.**

69. Children make satisfactory, but narrow progress in this area and by the age of five have attainment appropriate for their age. In Reception there was little evidence of an element of free choice or self-expression. Because lessons are timetabled as for Key Stage 1, there is insufficient emphasis on giving time for children to explore colour, texture and shape, or to develop an increasing imagination through music, dance and stories in imaginative play, or providing resources for children to express and communicate their feelings. There is no sand or water in the reception classes for experimenting. When role-play is available, it is often over-

directed. Children use a wide range of different materials and know the different effects they make. Paint, crayons, glitter and glue are used for making Christmas pictures and children use paint to make hand and leaf prints. Pupils start to build their musical appreciation and performance skills by singing songs such as traditional Christmas carols and taking part in the nativity production for parents. In the Nursery, children make good progress in creative development, as there is a good focus on developing their imagination and communication skills to express their ideas and feelings in creative ways.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

70. Analysis of the end of Key Stage 1 national tests for 1999 shows that standards in both reading and writing were close to the national average. Compared with schools from a similar background, pupils' performance in the reading and writing tests are broadly average. When the end of Key Stage 1 test results for 1999 are compared with those reached at the time of the previous inspection, they show rising standards. At the end of Key Stage 2, in the 1999 national tests, the percentage of eleven year old pupils achieving the expected level or better was above the national average. When the school's results are compared with those of similar schools, it shows standards are above average in English. When the end of Key Stage 2 test results for 1998 are compared with those reached by the school at the time of the previous inspection, they show falling standards. However, in 1999, there was a significant rise in standards in English. This improvement reflects the close analysis of appropriate data, the emphasis placed by the school on raising the standards of attainment of all pupils and the pupils being well prepared for the tests. The combined data for the past three years show no significant differences between boys and girls.
71. The findings of this inspection are that overall, current levels of attainment, at the end of Key Stage 1 and Key Stage 2, including those for literacy, are at the level expected nationally. There are however, some variations in standards across the attainment targets. Pupils with special educational needs make at least satisfactory and often good progress. The support provided to them by the well-trained learning support assistants is effective. Higher-attaining pupils at Key Stage 2 are sufficiently challenged and attain well.
72. Throughout the school, the pupils' listening skills are good and their speaking skills are sound. Activities across the curriculum are used successfully to develop pupils' speaking skills and extend their vocabulary. By the end of Key Stage 1, pupils are able to converse at levels appropriate for their age and generally speak confidently. They listen carefully to teachers' instructions and respond readily when questioned. However, many lack the breadth of vocabulary they need to express their ideas in any depth. At Key Stage 2, the majority of pupils talk confidently about a range of subjects and offer opinions willingly. They take an active part in discussion and make increasing use of their speaking skills to communicate their ideas within the classroom to groups of pupils and to the whole class. For the majority of pupils, progress is good and their speaking and listening skills make a significant contribution to their good progress across the curriculum.
73. Current standards of reading at the end of Key Stage 1 are broadly in line with the national average. Most pupils read with increasing accuracy and understanding. They develop a variety of early reading strategies to tackle unfamiliar words, including building words using letter sounds. By the age of seven, most understand what they read, can describe what happened in a story and can predict what might happen next. Terms such as 'title', 'author' and 'illustrator', are understood and most pupils can talk about their favourite authors. Although, the higher-

attaining pupils can use the contents and index page to find information they do not have an understanding of how to locate non-fiction books in a library. Progress in reading is sound through Key Stage 2 and by the time pupils are in Year 6, most can read accurately and fluently and tackle a range of texts with understanding. Their knowledge and understanding of poetry is well developed. For instance, pupils in Year 5, evaluate the impact of concrete poems with that of conventional poems. In Year 6, they analyse and identify the powerful language, when reading the poem 'The Highwayman'. Although most pupils are able to name their favourite authors, such as Roald Dahl and Enid Blyton, they are not always able to identify any features of style. Their ability to skim text to see if the book is relevant to their needs is not yet fully developed. Those pupils who, in the past, belonged to the library club, show an understanding of how to locate information from the library, but in general, insufficient attention is given to developing pupils' library skills. The majority of parents help their children to make progress by reading with them at home and the school's 'Home / School Reading Partnership' enables parents and teachers to work together effectively to raise standards.

74. Standards of attainment in writing at the end of Key Stage 1 are broadly in line with national expectations. Most pupils convey meaning in different forms, including simple stories, lists and reports. Many write independently and have an understanding of sentence structure appropriate for their age. They have a sound understanding of the basic skills, but in general, their writing lacks the use of exciting vocabulary. Most pupils, including those with special educational needs, learn to spell monosyllabic words correctly. The quality of handwriting is variable. At best, pupils achieve a neat cursive style. However, this style is not always transferred to their day-to-day work and at the end of Key Stage 1, a significant proportion of pupils still write using a print script. At Key Stage 2, pupils make good progress in writing and a good proportion achieve well. They write for a wide range of functions and in many styles. Younger pupils write letters, invitations, advertisements and instructions. They use words well to create images, such as 'twinkling candle, pearl light, stripes of colour, rainbow fire' when writing poems about light. They write simple play scripts and interpret newspaper reports to rewrite them as a television film. Pupils in Year 5 present a point of view in writing, in the form of a letter, as for instance when writing in character as a Spartan soldier. In Year 6, they develop the skills of biographical and autobiographical writing by writing in role as a famous person. They use the style and conventions of journalism by writing a report of a football match and a critical review of the film 'Babe'. Their poetry writing shows vocabulary which is well chosen for specific effect. For instance, pupils write phrases, such as, 'the sea was a soft blanket waving over the pebbles' and 'the wind was a shouting monster'. Appropriate layout and punctuation for direct speech and paragraphing is generally present in the higher attaining pupils' work. Spelling, handwriting and presentational skills are generally sound and pupils are used to drafting their work. Good use is made of the computer to develop word processing skills.
75. Progress in the acquisition of literacy skills is generally good. Within the literacy hour, they learn to appreciate a range of texts and read a good quantity of books. Their work is enhanced by literacy having a high profile in many areas across the curriculum. Pupils with special educational needs receive well planned support from both teaching and learning support assistants and make good progress in relation to their previous levels of attainment.
76. Throughout the school, pupils' attitudes to their work in English are good. They are involved in lessons and eager to contribute their ideas. They settle quickly to the tasks set for them and work with sustained concentration throughout the lesson. Pupils work well both independently and co-operatively. They listen with pleasure to stories read to them and take a number of books home on a regular basis. The relationships between pupils are very good and their good behaviour contributes to a good working atmosphere. Their willingness to learn has a positive effect on the standards they attain.

77. The quality of teaching at Key Stage 1 is satisfactory overall. It is good at Key Stage 2, with examples of some very good teaching. In both key stages, teachers demonstrate good understanding and subject knowledge, together with realistic expectations. All teachers use effective questioning and, when coupled with clear explanations, this enables pupils to understand what is required of them and extends their learning. They are closely following the requirements of the national literacy strategy but also allow a separate time for creative writing. They work very closely in year teams and plan well. The needs of pupils of differing abilities are met appropriately through the group activities set. In the best lessons, expectations are very high and there is an enthusiasm and enjoyment for the subject that is effectively communicated to the pupils, particularly for poetry. Reading skills are generally taught carefully and thoroughly. All pupils are heard to read on a regular basis, either within the group reading time, or as individuals, and teachers keep a careful track of their progress. The reading record books are used effectively to link communication between home and school. For the higher-attaining pupils at Key Stage 2, there is a good range of stimulating tasks to improve the style of their writing.
78. The policy for the subject is detailed and has been amended to reflect the requirements of the literacy strategy. Assessment and recording in the subject are good and the use of information from recorded assessments is effective. Pupils are assessed against set learning objectives during the literacy hour work and teachers indicate in their marking whether the learning objective has been achieved. Teachers keep detailed records of the pupils' progress and achievements in reading and spelling and set targets for them to meet. From an early age, pupils are involved in their own assessment by colouring in a box when they are able to read and spell words in their log. Periodic assessments are made of their writing and individual work is levelled according to the National Curriculum attainment targets. Teachers use these assessments to predict the levels pupils are likely to achieve by the end of each year. Moderation of written work within year groups to establish consistency in the judgement of pupils' attainment has taken place to support these judgements. Annual tests in reading and the use of standard assessment tests are used effectively to monitor the progress of individual pupils. The subject is well led by a committed co-ordinator who has good knowledge of the subject. She has observed all teachers in their lessons, provided feedback on her findings and has audited standards. The school library is poor, inadequately stocked, and unsuitable for pupils who wish to use it for research purposes. This unsatisfactory provision does not provide teachers with the opportunity to teach specific library skills. The curricular provision is enriched through reading events and visitors to the school, such as authors, a poet and a newspaper reporter.

## **Mathematics**

79. The National Curriculum test results for seven year olds at the end of Key Stage 1 in 1999 showed that 98 per cent of pupils attained at least the national target of Level 2, and of these, 29 per cent attained the higher Level 3 standard. The proportion of pupils who attained Level 2 and the proportion of pupils who attained the higher standard were both above the national average. This means that when compared with all schools, results were above the national average and well above average when compared with similar schools. The trend of test results over the previous three years has remained steady and close to the national average. The inspection findings indicate that the sharp rise in the proportion of pupils attaining the national standard in 1999 is unlikely to be sustained. By the end of Key Stage 1, pupils' attainment is in line with the national average, and similar to the attainment level noted at the last inspection.
80. The National Curriculum test results for eleven year olds at the end of Key Stage 2 in 1999, showed that 74 per cent of pupils attained at least the national target of Level 4 and, of these,

42 per cent attained the higher Level 5 standard. The proportion of pupils who attained the national target of Level 4 was above the national average and the proportion who attained the higher Level 5 standard was well above. Pupils' performance was above average when compared with all schools and average when compared with similar schools. The test results have varied markedly over the previous three years but on average are broadly in line with those expected nationally. The inspection findings support the 1999 test results. By the end of Key Stage 2, attainment is above the national average and better than the level noted at the last inspection. No significant difference was observed in the performance of boys and girls in either key stage.

81. By the end of Key Stage 1, most pupils know addition and subtraction facts to 20 and use them to solve simple problems in number. They apply their knowledge to counting money, such as, for example, when checking the change from 20 pence. They understand place value in two figure numbers and demonstrate this in mental arithmetic sessions. They know simple fractions and correctly shade areas of shapes. Pupils develop the vocabulary of mathematics and, for example, correctly use odd, even, more and less than. This enhances their understanding and helps them to explain what they are doing. They know about regular shapes and their properties, correctly counting faces and edges. They identify pattern in shape and number and confidently predict what will happen next. Pupils collect information, such as food preferences or birth dates, and record it in block graphs, manually or on the computer. In one class, pupils sort the different colours of Rudolph's nose by using a Venn diagram and illustrate what they find using a graph. Pupils estimate distance and measure accurately, using metric units or non standard units like the handspan. By the end of the key stage most pupils can tell the time on analogue or digital watches.
82. By the end of Key Stage 2, most pupils have a secure grasp of place value and the four operations of number, and they understand factors and multiples. They estimate and round up numbers. Most pupils know the multiplication tables and apply them well in problem solving. Pupils measure accurately and are confident in their use of metric units. They place the decimal point correctly. Pupils understand the rules of probability and games of chance. For example, they correctly predict outcomes when tossing two coins simultaneously. Pupils draw the net of common three-dimensional shapes, such as the cube and they know how to fix points using co-ordinates. They identify lines of symmetry using a mirror and sketch the mirror image. Pupils collect data about favourite football teams or family pets and illustrate it on a block graph. They know how to find an average from data which they have collected. They are able to answer questions, such as whether all tall people have big feet. Pupils learn to think about mathematics and how to apply what they know to solving everyday problems.
83. Pupils make good progress at both key stages. In Year 6, they make very good progress and are well prepared for secondary school. Pupils' progress is enhanced at both key stages through daily practice in mental calculation and the revision and application of number facts. Pupils are encouraged to explain their thinking and, in so doing, confirm their learning. Pupils with special educational needs receive good support and work to agreed targets. Classes are divided into learning groups and work set is matched to need. The needs of high-attaining pupils, particularly in Key Stage 2, are identified but the work set sometimes lacks the necessary challenge and limits their progress.
84. Numeracy skills are used satisfactorily in other areas of the curriculum. For example, in history, pupils use a time-line to chronicle events. In science, they read a thermometer and plot scatter graphs to illustrate the relative lengths of day and night. In design and technology, pupils use rulers and compasses to help design a model Greek temple and, in music, they demonstrate their number skills when beating time. The snowflake mobiles in the West wing are superbly done and link mathematics with art and design.
85. Pupils respond well to mathematics, and their attitudes are very positive. They enjoy the lessons and are keen to make progress. Pupils are excited by mental arithmetic and are eager

to answer questions. Older pupils enjoy the challenge of a mathematical investigation. All pupils work well together and share information. They are pleased when they get things right.

86. Teaching is good overall and better than at the last inspection. There is no unsatisfactory teaching. In Key Stage 1, half of the teaching is good; the remainder is satisfactory. In Key Stage 2, four-fifths of the teaching is good or very good. Lessons are well-planned and structured, although some plans do not give sufficient detail about how the lesson objectives are to be achieved for different ability groups. The best teaching is clear and sequential. Teachers ask the right questions and emphasise the key points. The lessons move at a good pace and the teaching is brisk. Teachers listen well to the pupils and provide full answers to questions. They intervene appropriately to check pupils' understanding. Teachers are firm but friendly, and relationships are based on mutual respect. A good start has been made in implementing the numeracy hour but the approach to mental arithmetic is not consistent and is sometimes not rigorous enough. Teachers have a clear understanding of what their pupils know, understand and can do and use this information to plan lessons. Pupils are tested regularly. Targets are set and progress towards their achievement is monitored. Teachers make good use of resources to support learning, although computers are not used consistently.
87. The mathematics curriculum is broad and balanced and meets the statutory requirements. There is now a good match between teacher assessment and test results. Long term planning for mathematics is sound. Accommodation is good. It is bright, clean and used efficiently. There are good displays of pupils' work which enhance learning and improve motivation. The very commendable 1999 test results indicate significant improvement in the teaching and the learning of mathematics since the last inspection.

## Science

1. The results of the 1999 national assessments for 11 year olds in science put the school's results above the national average. This represents a significant improvement on the previous year when the results were well below average. It is also an improvement on the trend over the past three years which has seen the school's results in science drop whilst results nationally have improved.
2. Evidence from the inspection confirms the picture gained from national assessments that standards are improving throughout the school. They are average at the end of Key Stage 1, although fewer pupils reach the higher level of attainment for their age than could be expected nationally. They are good at Key Stage 2. Results are broadly average when compared with the results of pupils in similar schools.
3. Pupils make good progress in acquiring scientific knowledge although the attention given to some aspects of science is better than others. The study of life and living things is a particular strength. A scrutiny of work demonstrated that, in Key Stage 1, pupils are making good use of the school environment to study and classify insects and other small creatures that can be found locally. Older pupils learn to study plants and animals in more detail. In Year 3, pupils studying teeth had carried out experiments to show that teeth decay when exposed to high levels of sugar. They could identify the different kinds of teeth in their own mouths and describe their functions. Year 5 pupils studying the life cycle of a flowering plant are confident to use the technical terms for the various organs and describe the process of pollination. Year 6 pupils had studied the local environment in detail. They used pond and woodland keys for identification purposes and have studied food chains in some depth.
4. Progress in science is sound for pupils in Key Stage 1 and good in Key Stage 2. The introduction of the new scheme of work for science has had a significant impact on progress in



both key stages and is ensuring that due attention is now given to the development of scientific skills. Even so, there are some fluctuations in progress from year to year. For example, in Key Stage 1, progress is better in Year 1 than in Year 2. In Year 2, there is a heavy dependence on teacher-produced worksheets to guide pupils' recording. These worksheets are of good quality but because they are so structured, pupils have little choice about how they explain their thinking or record results. This provides good support for pupils with writing difficulties but limits the challenge for the more able pupils.

5. Progress is good in Year 3 where a scrutiny of pupils' books indicated that a good deal of work had been covered to an appropriate standard. Pupils regularly predict the outcomes of their experiments and draw sensible and thoughtful conclusions at the end. They are less dependent on worksheets so have more opportunity to attempt their own explanations of their discoveries. Pupils make slower progress in Year 4. Whilst they are covering the curriculum planned for them, the pace of lessons is slower and pupils' work indicates there has been less emphasis on the development of scientific skills this year. Pupils can describe how they carried out an experiment and record their findings neatly but their written explanations are often simplistic. Pupils in Years 5 and 6 make consistently good progress. In these classes there is a good emphasis on the development of scientific skills in all aspects of science. Pupils can carry out fair tests, record their findings systematically and explain their results clearly. Work is planned to provide challenge for the full range of ability within the class.
6. In all classes, pupils with special educational needs are well supported and make good progress. Worksheets are often adapted to help them. Pupils generally have very positive attitudes to science. They work well collaboratively when given the opportunity and take turns sensibly when sharing equipment. In the best lessons, where pupils have the opportunity to use their initiative and take their enquiries further, they contribute ideas, negotiate how they will work within the group and show high levels of independence.
7. The quality of teaching is good with some very good features. Teachers' planning is securely based on the science scheme of work. Lessons are well organised and resources are accessible. Teachers present lessons in an interesting way and some good examples of role play were observed to reinforce learning. For example, in a very good lesson on the life cycle of flowering plants in Year 5, the teacher had made flash cards for the various elements of the pollination process and involved the pupils in acting out the cycle to demonstrate the process to the class. In a Year 1 lesson on electricity pupils played a "current" game to demonstrate how the current passing around a circuit caused the bulb to light up. By sitting in a circle and squeezing hands, they learnt that the circuit had to be complete for the bulb to light.
8. There were some minor weaknesses noted in teaching. There is not enough use of information technology, especially for handling scientific data. The quality of teachers' marking is variable. Some exemplary marking was noted in Year 5 where marking is used as a tool to raise standards and set individual targets. In other classes, the marking does little to challenge pupils' thinking or direct them towards the next stage of learning. In general, teachers do not give pupils enough opportunity to contribute their own ideas or make suggestions as to how an experiment could be carried out. In a Year 2 lesson on electricity, for example, the exact number of components required for the experiment were given out to the pupils so there was little opportunity for them to think about what they might need and try out some of the possibilities for themselves. The inspection confirms that most of the weaknesses identified in the last report have now been addressed although the monitoring role of the co-ordinator is still under developed.

## **OTHER SUBJECTS OR COURSES**

## Information technology

9. The overall level of attainment by the end of Key Stage 2 is below national expectations. Pupils' attainment in the controlling, monitoring and modelling elements of the national curriculum's programme of study are well below national expectations, reflecting the schools' policy decision about its curriculum taken after advice received from the local education authority. The majority of pupils have a good understanding of modern communication technology. Their standard in this area is well above average and they use electronic equipment and software well to organise and analyse ideas and information. They confidently use the local authority e-mail system to talk to other schools, access web sites and use a variety of CD-Rom's to download information. Pupils are currently using their word processing skills to create a web site about Ancient Greek History for other schools to access and within the month propose to twin with a school in Greece to extend their historical and geographical knowledge via e-mail. Pupils use a specially designed program to input collected data to form different types of graphs to support learning in science, geography and mathematics.
10. Attainment at the end of Key Stage 1 meets national expectations. Pupils write their news on screen and make the greetings for Christmas cards, using the space bar, shift and delete keys effectively. They know their work can be saved, retrieved and printed and a few can do this themselves. With help, they produce different sorts of graphs having input data such as which month their birthdays fall in. They control programmable robots by pressing keys in a sequence, and use screen models to investigate options. For example, they design a town, choosing where to put the different buildings. However, pupils who have access to a home computer are often further advanced in knowledge and skills than those who have access only at school, although there is little opportunity for them to work at a higher level.
11. Although planned for future inclusion, the full National Curriculum programme of study is not taught and progress in Key Stage 2 is unsatisfactory overall. Pupils make little progress in the controlling, measuring and modelling elements of the curriculum to increase their attainment beyond that attained in Key Stage 1. Some skills that are taught are not remembered as they are insufficiently practised. For example, pupils use logo to direct a picture of a turtle around the screen in Year 3, but are unable to demonstrate how to do this a year later. However, pupils make very good progress in the communication and information handling strands of the programme of study. They increase the complexity of data put into and extricated from graphs, which supports learning well in other areas, especially mathematics and science. For example, Year 3 make a three-dimensional bar graph about different eye colours. Year 5 input data such as plotting rainfall for several months. Pupils make very good progress in using the different tools available in windows applications. Year 3 select different borders to enhance their text and Year 4 make adverts for a racing bicycle using different size and colour fonts and merging text with graphics. Year 6 pupils produce different text formats, scan in graphics, changing their size and colour to produce presentations of poems such as The Highwayman or articles for their web site. They use internet tools to access people and places and use information from these sites as well as that stored on CD-Rom's to enlarge their knowledge of different curriculum areas.
12. Progress in Key Stage 1 is satisfactory. The greatest progress is made in word processing skills and data handling, which is the school's present emphasis. About half Year 1 pupils write their names with a capital letter unaided, whilst others need support to do so. Year 2 pupils use the keyboard with greater confidence and also use the mouse to drag pictures across the screen to where they want them to be with some accuracy. They use this skill effectively to put the flames on candles for their Christmas card covers. Year 1 pupils, with adult help, make computer-generated block graphs about sets of toys, by entering the information onto a table on screen. Year 2 extend their knowledge by working in small groups to collect and input data,

printing and then comparing the differences between the graphs. Many pupils in this year's Reception class, some of whom are not yet 5, already have attainment levels in control and keyboard skills similar to those in the present Year 2, reflecting the availability of new resources and good teaching. Attainment and progress are less good, overall, than at the time of the previous inspection. It was noted then that there were insufficient opportunities for control technology and this is still the case.

13. Pupils have very good attitudes to Information Technology. Pupils' positive attitudes result from producing a piece of work to show to others, such as their Christmas cards in Key Stage 1. Key Stage 2 pupils have very good attitudes and are keen to discuss and their work. They enjoy experimenting with new formats and learning new skills which are seen as a necessary tool to produce interesting effects and very relevant to contemporary life. Year 6 rush into their classroom early each day to find out whether there are answers to their e-mails, and are full of enthusiasm for creating their web site. Pupils collaborate well, often producing work in pairs and small groups and those with greater knowledge willingly share their expertise with other pupils. This has a good impact on their social development. All pupils respect the equipment and treat it carefully.
14. Teaching is unsatisfactory overall, but is satisfactory within the confines of the current curriculum, as the co-ordinator has ensured all teachers have the necessary knowledge and skills to deliver the present scheme of work. Where teachers are confident, competent and enthusiastic about information technology and see it both as a subject in its own right and an adjunct to other curriculum areas, teaching is of the highest calibre. Very good progress is made in these classes as teachers ensure pupils have as much use of the computers as possible, for instance in the co-ordinator's own class. However, in the majority of classes throughout the school pupils use the computer infrequently, and many computers, whilst switched on, are unused for much of the time. Many teachers do not provide sufficient direct teaching. For example, Key Stage 1 teaching relies predominately on general assistants and parents taking individuals or small groups of pupils from other lessons to carry out a computer activity. Although pupils often make good progress at these times because of the individual attention, their turns come around infrequently and consequently pupils have insufficient practice and do not always retain what they have learnt. The majority of teachers have insufficient knowledge of what their pupils know and can do unaided, although they keep a record of which activity pupils have undertaken. Therefore, teachers have insufficient information to plan future activities to move pupils forward, or reinforce where necessary.
15. The curriculum currently offered is unsatisfactory and does not meet statutory requirements, as it does not provide for the national curriculum elements of controlling, measuring and modelling. This directly contributes to the unsatisfactory progress and attainment over the breadth of the subject and Key Stage 2 pupils are insufficiently prepared for the Key Stage 3 work they will meet at secondary school. Within the confines of the current provision, there is a progressive curriculum, which is satisfactorily planned into a scheme of work, which builds knowledge and skills from year to year and is used effectively by different year groups to plan their activities. Inconsistencies of practice in assessment and recording prevent the school having an overview of the effectiveness of its curriculum. The school recognises this and plans to address it later this year. There is no time allocated to information technology during the overall timetable and this leads to inconsistencies of computer access and opportunities for pupils, dependent on individual teachers' interest and aptitude.
16. Management of the subject by the co-ordinator is very good. He has a very clear vision of how information technology should develop and of its current strengths and shortcomings. He is managing the 4-year programme very well, ensuring that resources are available and staff are appropriately trained to teach each part of the curriculum as it comes on stream. It is largely

through his enthusiasm and expertise and being such an effective role model that the high levels of communications technology are being attained and there is a good ethos for learning. The co-ordinator has a very good relationship with all staff and is aware that some have anxieties about their levels of expertise and confidence. At the time of the last inspection it was suggested the co-ordinator should keep under review the total coverage of teaching across both key stages. This is now happening.

### **Religious education**

17. By the end of Year 6, standards are broadly in line with those identified by the Locally Agreed Syllabus for most aspects of religious education. There are shortcomings in some areas, however, because teachers' planning for the subject is based on a two year programme of work which does not develop skills and understanding systematically from year to year.
18. Evidence from lessons and pupils' work shows that pupils make sound progress in developing an understanding of some of the major world faiths, including Christianity, in line with the requirements of the agreed syllabus. For example, pupils in Year 1 had studied some aspects of home life at the time of Jesus and compared them with aspects of life now. They had celebrated Harvest Festival and written their own thoughtful Harvest prayers. Their work on Harvest had included finding out about Jewish celebrations. Pupils in year 3 have studied Mohammed and key features of the Moslem pilgrimage to Mecca. When questioned, pupils could explain why Mecca is special to Moslems. They are developing a sound understanding of the special place that religion holds in some peoples' lives. Year 6 pupils had studied different festivals of light from a variety of major religions and cultures. They understand that light is a powerful symbol shared by most of the major world faiths.
19. Progress fluctuates from year to year and is unsatisfactory through Key Stage 2. The school does not have enough detail in its planning to ensure that teachers build systematically on what has been taught previously. Consequently, Year 4 pupils studying the Moslem religion are not working at a significantly higher level than those in Year 3 doing similar work. There is evidence both in lessons and from previous work that pupils are not given enough opportunities to reflect on and respond to the themes and stories they study. For example, in a Year 3 lesson on the pilgrimage to Mecca, pupils were encouraged to imagine themselves as a pilgrim and write a postcard back to school. Whilst this activity effectively reinforced pupils' knowledge of what Moslems would do on arrival at Mecca, there was little emphasis on how they might feel or respond. Very often lessons are too short for in depth discussion relating to pupils' own experiences.
20. The quality of teaching is sound in both key stages. Teachers plan well structured lessons with interesting activities. In a Year 1 lesson on Jesus' visit to the temple as a boy, role play was used effectively to reinforce the sequence of events in the story. Pupils in Year 6 learning about Hannukah enjoyed making a Jewish spinning top game. In other lessons, teachers display only a basic understanding of the subject matter. The facts of the lesson are taught accurately but some teachers show little background knowledge to help them embellish the story, set the scene or promote a sense of awe and wonder. This lack of confidence means that these teachers do not build in enough opportunities for pupils to respond personally, share their views or ask questions.
21. There is only a small amount of time allocated to the teaching of religious education each week. Although it is better in some classes than others, overall the time allocation is unsatisfactory. The co-ordinator has had little opportunity to carry out the support and monitoring required to raise standards.

## **Art**

22. Although very few lessons were observed, evidence from past work and displays indicates that pupils in both key stages, including those with special educational needs, make good progress. During the inspection a lot of the art work on display was related to Christmas. At Key Stage 1, displays show work using printing, painting and observational drawing. In one lesson, pupils carefully drew an owl, using pencils to create a range of marks through shading and hatching. By the end of the key stage pupils are able to create some effective model islands using a variety of media. Others can mix and use paint well to produce leaves which demonstrate a range of patterns, shades and stippling effects.
23. At Key Stage 2, younger pupils learn about pointillism from the works of Seurat and then create very effective patterns using the same technique based on a painting by Kandinsky. Displays in Years 5 and 6 show how a pattern for a tile is designed, drafted, drawn in sketch books, transferred to a polystyrene tile and then printed, first on paper and finally on cloth. This work shows how the pupils can develop their ideas from a first design through to a carefully crafted finished product.
24. Throughout the school, pupils use a range of materials to represent their ideas, for example pencil, crayon, pastel and paint. However, the use of a range of three-dimensional materials is less evident, although a small amount of salt-dough work occurs in Year 2, and clay and plasterwork is being promoted by the co-ordinator. This is an aspect of the curriculum which is in need of further development. The sketch or 'resource' books used in Key Stage 2 show developing paint and pencil skills with a variety of sketching and shading exercises. The effects of different grades of pencil are being explored.
25. Pupils enjoy art work and have positive attitudes towards the subject. In lessons, they work sensibly with a variety of tools and media. They are interested in their work and concentrate when working on a task. Pupils in Year 4, in particular, respond to a challenge, as was observed in a lesson where the imaginative use of line drawing was the theme. Pupils responded well to the teacher's instructions and created some effective patterns leading to an understanding of perspective.
26. The quality of teaching is good. The school has devised a strong focus on skills teaching which is enabling pupils to use a variety of media and materials effectively. There is now a need to provide more opportunities for pupils to work imaginatively, independently and to use the good skills they are developing. The draft art policy is due to be adopted shortly, and this contains a good set of aims and objectives for the subject. There is an experienced and enthusiastic co-ordinator who needs more time to promote her subject throughout the school. Displays in classrooms and corridors are very bright and show work in a variety of subjects at its best. However, there is little creative art work on display. The pupils learn about different artists but not enough opportunities are provided for learning about the art of different cultures.

## **Design and technology**

27. Indications from a small number of lessons at Key Stage 2, and examples of pupils' work are that pupils' standards have been maintained at the level they were during the previous inspection. Pupils are introduced to the safe handling of simple tools from an early age and learn how to join materials together using appropriate adhesives and fixings. They develop skills in marking, cutting and shaping materials and successfully apply finishing techniques to improve their finished product, as was evident in their models of islands in Year 2. When designing, pupils use pictures appropriately to communicate their ideas.

28. In Key Stage 2, the pupils build on their design and making skills systematically and make sound progress. Year 4 pupils' practical 'making' skills show good progress when they work with wood. They measure and cut wood strips carefully with a saw to mitre a corner and make a Roman war catapult. They use diagrams to communicate aspects of their design and compile a list of the materials and tools required to make their model. Pupils in Years 5 and 6 follow design instructions to create Greek temples from card and apply additional finishing techniques as appropriate to the model. They draw out a design and make a stencil to print Christmas cards. However, there is little evidence of pupils' evaluating the strengths and weaknesses in their finished product by judging how well the design criteria has been met. Throughout the school, all pupils gain valuable knowledge and understanding of food technology through the many opportunities planned and provided for them.
29. Progress, including that made by pupils with special educational needs, is sound. Pupils undertake an appropriate range of designing and making activities as they move through the school, which provide the opportunity to develop a number of different skills and techniques. Pupils become increasingly competent in handling tools and learn to assemble progressively complex structures as they get older.
30. The pupils' response is very good. They work with enthusiasm and enjoyment, applying themselves conscientiously to the task. They sustain a very good level of interest and persevere when the work is challenging. They engage in animated discussion and take a great pride in their personal achievements. They use tools safely with good control and work well both independently and co-operatively.
31. The quality of teaching at Key Stage 2 is good. In the lessons observed, activities were well planned and prepared. All tasks were purposeful and instil the need for quality in the pupils' work. Effective links between the various elements of design and technology are made and assignments are planned thoughtfully to capitalise on pupils' work in other areas of the curriculum, such as history and mathematics. Clear explanations of techniques and regular intervention encourage pupils to be creative and motivate them to achieve well. However, few opportunities are provided for pupils to evaluate their work as it progresses.
32. The co-ordinator is knowledgeable and manages the curriculum well. The planning generally provides teachers with sufficient guidelines on activities to be covered. However, the two year rolling programme in Key Stage 2, does not allow for the pupils' skills to be systematically developed. For instance in Years 3 and 4 all pupils make Roman catapults and in Years 5 and 6, they make Greek temples. The present policy is due to be reviewed when the new curriculum requirements are introduced. The member of staff who has the separate responsibility for food technology has produced detailed documentation to support this aspect of the subject. There is a very good range of resources, which include a central store of materials and a well equipped toolbox in every wing. The school has an exceptional food technology suite that is very well resourced. Parent helpers provide valuable support and expertise to this element of the curriculum.

## **French**

33. The school provides French lessons for its Year 5 and year 6 pupils. This is in addition to the National Curriculum provision for pupils of this age. The teachers follow a basic plan for each half term which enables pupils to learn some French vocabulary and to begin to understand basic phrases such as greetings and information about their relations. This opportunity for learning a modern foreign language improves the pupils' oral skills and helps develop their understanding of another culture.

34. During the lessons observed pupils practised questions and answers, responding to the teacher correctly when asked their names or about their well-being. In Year 5, pupils' accents develop to a satisfactory level and by the end of the lesson they had learned the names of the major colours. In Year 6 pupils can distinguish between 'J'aime' and 'Je n'aime pas.' They know the vocabulary for a variety of sports. Although there is a lot of oral work, pupils also write in French, to keep dictionaries of common words and to respond to tasks about commodities, days of the week and the seasons. In the brief time available for French the majority of the pupils make good progress. The biennial trip to Paris enables pupils to try out their skills in practice.
35. Pupils enjoy the subject. They are enthusiastic, listen attentively and try hard to produce appropriate responses. They are keen to answer, especially in Year 5, and are not afraid to have a go at speaking the language. They make good use of the time available to practise language and vocabulary skills.
36. The quality of teaching is good. A number of the staff are willing to teach the subject and, although their individual skills differ, they all try to encourage the pupils' willingness in a positive way and this has a clear impact on standards. Relationships in the classes are very good and the lessons have a brisk pace and teachers assess pupils continuously, involving all of them in the sessions. Homework is set appropriately. A detailed scheme of work does not exist. If the school is to continue providing French for its pupils, teachers would benefit from better guidelines which would ensure the work builds appropriately on what has gone before.

## **Geography**

37. It was only possible to directly observe a small number of lessons, so judgements are based on scrutinising pupils' work and teachers' planning, talking with pupils and looking at work on display. Pupils' progress in geography is similar to that at the time of the previous inspection, and, in response to the last report, the school now bases the majority of its curriculum on first hand experiences wherever possible.
38. The majority of pupils make satisfactory progress. As they move through the school, they acquire a sound range of geographical knowledge and skills. Map skills are well developed. Key Stage 1 pupils follow directions to complete a treasure hunt and produce picture maps of various parts of the field and playgrounds. Year 4 compare different scale maps of Whittlesey and Washingborough and test their theoretical skills by walking the routes. The good progress in this area culminates in orienteering activities during the Year 6 residential visit. Key Stage 1 pupils recognise there are places far away they can locate on world maps. When pupils go on holiday they take a toy animal to photograph in different locations, and send postcards back and talk to the class about their travels, comparing where they have visited to Whittlesey. Older Key Stage 1 pupils know about the physical geography of islands and what life is like on the Scottish Isle of Coll, through linking this to their literacy study of the book 'Katy Morag'. At Key Stage 2, pupils cut interesting items from newspapers, such as a report of the cricket test match and link these with world maps to make a classroom display. Year 6 is planning an e-mail exchange with a Greek school later this month.
39. Year 4 pupils responded very well to interesting lessons connected with their visit to a nearby village. They showed good levels of concentration in studying maps of Whittlesey and Washingborough in the classroom to find similarities and differences between villages and towns. They carry out homework tasks conscientiously such as visiting the library to find the population of their town. The small amount of teaching observed was good.
40. The curriculum is based on relating classroom learning to first hand experiences and interesting resources such as videos and C D Rom's. It results in pupils having positive attitudes towards

geography. It has been recently revised and organised into a two year rolling programme, well connected to other curriculum areas and the scheme of work gives clear guidance how geography should be taught, stressing the importance of it being enquiry-based.

## History

41. Pupils, including those with special educational needs, make good progress in history, because good teaching and use of resources makes it relevant to their own lives. Key Stage 1 pupils have a good knowledge about the Victorian era. They have detailed knowledge of the life of Florence Nightingale and the Crimean war and a good appreciation of the values and way of life at the time. They confidently explain how hospitals have changed, from the nurses' uniforms to sanitation and improvements in medicine. Having taken part in a theme day, in which they attended a Victorian school, they can explain the differences between then and now and the reasons they prefer the present day.
42. Lower Key Stage 2 pupils make good progress leaning about the Romans, basing their study around a visit to Lincoln. Pupils make very good progress in becoming historical thinkers and enquirers because this is the way history is presented to them. They make good progress in using a variety of information sources, both at home and school. For example, Year 4 prepare informative talks about different aspects of Roman life, such as housing or the army to give to the class. Older pupils make very good progress in knowledge and understanding of the Ancient Greek period. They collect information from the widest range of sources available, and have become so knowledgeable that they have been invited to construct the local authority web site on this aspect of history for other schools to access. The evidence kept from last year when other units of history were studied shows equally good progress.
43. Pupils' attitudes to history are very good. They respond well to the many first hand experiences offered. They enjoy applying their knowledge in other curriculum areas, such as design and technology, where they make a Roman catapult, or in geography comparing the different place names in Ancient Greece and the present day. They work very well together, collaborating as groups to research and make presentations to the class. They see homework as relevant and an extra opportunity to enhance their schoolwork.
44. The overall quality of teaching is good and the curriculum is taught in appropriate depth. Teachers' good level of knowledge and understanding enables them to present history in a lively and imaginative way whilst ensuring the curriculum is well covered. It is well planned across double year groups, based on the new nationally provided curriculum documents in a two year rolling programme to ensure both equality of access for all pupils and to ensure appropriate expectations for both year groups within the same unit of work. Teachers ensure history is exciting and relevant by taking pupils on visits wherever possible, such as to Lincoln as part of the Roman topic, or having theme days in school. Videos, books, pictures, artefacts and museum loans are all well used to bring history alive. In Key Stage 1, pupils have a life-size model of Florence Nightingale, on loan from a local shop, which has become a focal part of the class. Good links are made with other subjects, especially literacy, as many opportunities are found for pupils to practice their skills of reading, writing and speaking and listening with a particular focus. Teachers ensure that good use is made of information stored on computer programs. Information is found on CD-Rom's for personal research and, in Key Stage 2, teachers encourage pupils to access information using the internet. Teachers use history to develop pupils' cultural, moral and social development well. They encourage pupils to research as groups with each pupil making a contribution. Pupils are often given original eyewitness account documents from opposing factions to study and discuss, thereby developing an



appreciation that there are two sides to a story.

45. The teaching of history has improved since the previous report, with the school having taken note of the areas to develop within teaching and resourcing. This has raised the quality of pupils' learning.

## **Music**

46. Pupils make good progress in music at both key stages. The pupils who are taught to play the recorder, flute, violin or the guitar make very good progress. Pupils with special educational needs are well integrated and progress at the same rate as their peers. The curriculum provides a good selection of musical activities. All pupils have the opportunity to play and compose music, and to listen to the music of others and to say what they think about it. Progress is enhanced by the many extra-curricular activities which provide for public performance and by the emphasis which is placed upon the enjoyment of music.
47. Pupils have many opportunities to sing and they do so with great enthusiasm and cheerfulness. They sing in assembly and in the classroom. They take part in a Christingle service at the local Church. They rehearse for the Nativity play and for 'The Emperor's New Clothes'. Pupils sing expressively and phrase well. They are aware of loud and soft, and add emphasis to the meaning of the song. During their time in the school, they have the opportunity to appreciate the music of other cultures, for example, Africa, Bangladesh and the Caribbean. They become familiar with different rhythms, songs and instruments. They begin to recognise how music is affected by time and place, and the effect that it has on people.
48. In Key Stage 1, pupils sing a variety of action songs, such as 'Five Little Frogs', with clarity, expression and vigour. They learn the names of various percussion instruments and the sounds they make. They are aware of the pulse of music, and play and sing rhythmically. Pupils also know about pitch and recognise different notes on a chime bar. At Key Stage 2, pupils know how to combine percussion instruments with voices to provide atmospheric music to accompany a walk through a sunny wood or a violent thunderstorm. They use a simple graphic score to record their compositions and devise the symbols themselves. They perform accurately and confidently and understand that music creates a mood. Pupils listen to other's compositions and make helpful comments. They sing 'The Virgin Mary had a Baby Boy' and accompany themselves on keyboard, recorder, violin and percussion. In assembly and in the classroom, pupils listen attentively to a wide variety of music and are able to say how it makes them feel.
49. Pupils respond very well to music lessons. They are eager performers. Pupils enjoy the humour of music, particularly in the action songs. All wish to take part and are keen to improve their performance. Pupils work well together and share their ideas in composition. They form a working ensemble and follow the conductor's directions. Pupils spontaneously applaud the work of others.
50. The quality of teaching overall in both key stages is good. In three quarters of the lessons it is good or very good; it is satisfactory in the remainder. Teachers plan their lessons well and most teach confidently. They successfully balance creativity and control and encourage older pupils to develop ideas independently. Music is not formally assessed nor progress recorded, except in the report to parents, although teachers are aware of what pupils know, understand and can do and plan their lessons accordingly. Teachers use the resources well although not enough use is made of information technology. Pupils are always given the opportunity to make music. Relationships are very good.
51. The music curriculum is well organised. The school is fortunate to have several teachers who are competent musicians and who are prepared to give a great deal of time to extra-curricular activities. The school has a large choir, and separate ensembles for recorder, guitar and

ocarina players. There are regular productions at Christmas. The school organises a talent competition and takes part in the local schools' music festival. Parents are generous in their support for school music. The high standard of music observed at the last inspection has been wholly sustained.

### **Physical education**

1. During the inspection the focus was on dance, games and gymnastics. Pupils at Key Stages 1 and 2, including those with special educational needs, make good progress overall and in almost half of the lessons seen, progress was very good. The majority of the pupils attain a high level of performance, especially in dance.
2. At Key Stage 1, pupils demonstrate satisfactory gymnastic skills. They are confident when active and aware of their own and others' movements in a limited space. They get out and put away the apparatus safely and in one lesson were encouraged to design their own layout for the equipment. In dance, pupils have a very good control of their movements. When they create actions to represent toys these are well matched to the music.
3. At Key Stage 2, the tasks set build very effectively on pupils' earlier work. In games lessons, they are developing good hockey, netball, football and rugby skills. The younger pupils are learning to dodge a marker and receive and send a ball accurately while moving. Throughout the key stage, very good progress is made in dance lessons. Pupils work in groups or pairs to create very effective dances to music of different types. The quality of the movement is often very good. Pupils also watch and evaluate others' performance, as well as having good opportunities to watch their own performance on video, discuss with partners and improve their dances through practice.
4. Pupils clearly enjoy physical activities and adopt a positive and enthusiastic approach. They work energetically and the majority are keen to succeed. By Year 6, most boys and girls know the basic rules of a variety of sports. Many attend extra-curricular activities including football, netball, cricket, rounders and rugby, and these are used well to further interest and skills. During the inspection a school team took part successfully in a rugby tournament. During this, one boy was awarded the 'player of the tournament' trophy. Pupils generally listen attentively to instructions and co-operate well in group and team activities. The younger children change quickly and independently. Behaviour in lessons is often very good.
5. The quality of the teaching in physical education is one of the major strengths. It is all at least satisfactory and in half of lessons it is very good or excellent. The teaching of dance is particularly good and this is reflected in the quality of the pupils' work. The teachers have good subject knowledge and high expectations of what the pupils are capable of achieving. Good use is made of available expertise, such as when the Headteacher works with rugby skills and the swimming is taken by a nationally qualified coach who is a member of staff. In addition, the subject co-ordinator has a background of professional involvement in coaching football. This expertise clearly helps promote good standards. However, the very good relationships, strong emphasis on the basic skills and the well planned lessons taken by all teachers, have a positive impact on the standards achieved. In addition, the high quality work of learning support assistants enables physically impaired and other pupils with special educational needs to take a full part in the activities. Health and safety issues are always in teachers' minds, and they ensure that the hall is as safe as possible when its multi-purpose function is taken into account.
6. The teachers plan well, but there is a need to continue the development of a scheme and guidelines for staff, especially in gymnastics, and this is being addressed by the co-ordinator. The hall, playground and good - sized playing field enable the full curriculum to be taught

effectively. Resources are good and outdoor activities are effectively promoted through a residential visit to Wales.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

7. The team consisted of 6 inspectors, including a lay inspector, who spent a total of 24 inspector days in school. The inspection team:
  - spent approximately 80 hours observing 92 lessons and reviewing children's work
  - attended a sample of registration sessions
  - attended assemblies and a range of extra-curricular activities
  - had lunch with the pupils on several days
  - observed pupils' arrival at and departure from school
  - observed all teachers at least once and most several times
  - had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors
  - reviewed all the available written work of a representative sample of three pupils from each year group and heard these and other pupils reading
  - held informal discussions with many pupils
  - analysed a large amount of documentation provided by the school both before and during the inspection, including:
    - the school prospectus;
    - school policies
    - the governors' annual report to parents;
    - minutes of governors' meetings;
    - financial statements;
    - the school development plan;
    - subject policies and planning;
    - pupils' reports and records, including special educational needs records
  - held a meeting attended by 20 parents and considered 126 responses from parents to a questionnaire asking about their views of the school.

## 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	438	10	58	50

### Teachers and classes

#### Qualified teachers (YN – Y6)

Total number of qualified teachers (full-time equivalent)	16.8
Number of pupils per qualified teacher	26.1

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

Total number of education support staff	21
Total aggregate hours worked each week	423 hrs
Average class size:	29

### Financial data

Financial year:	1998
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	£
Total Income	796, 560
Total Expenditure	766, 557
Expenditure per pupil	1, 754
Balance brought forward from previous year	50, 828
Balance carried forward to next year	80, 831

**PARENTAL SURVEY**

Number of questionnaires sent out:	438
Number of questionnaires returned:	126

**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	44.4	54.0	0.8	-	0.8
I would find it easy to approach the school with questions or problems to do with my child(ren)	54.0	42.1	3.2	0.8	-
The school handles complaints from parents well	23.8	44.4	28.6	3.2	-
The school gives me a clear understanding of what is taught	43.7	52.4	3.2	0.8	-
The school keeps me well informed about my child(ren)'s progress	31.0	53.2	13.5	1.6	0.8
The school enables my child(ren) to achieve a good standard of work	40.5	55.6	4.0	-	-
The school encourages children to get involved in more than just their daily lessons	36.5	39.7	21.4	2.4	-
I am satisfied with the work that my child(ren) is/are expected to do at home	31.0	46.0	11.1	11.1	0.8
The school's values and attitudes have a positive effect on my child(ren)	46.0	49.2	4.8	-	-
The school achieves high standards of good behaviour	43.7	48.4	7.1	0.8	-
My child(ren) like(s) school	61.9	35.7	1.6	0.8	-