

# INSPECTION REPORT

**FERRYHILL STATION PRIMARY SCHOOL**

Ferryhill Station

LEA area : 840

Unique Reference Number : 114078

Head teacher : Mrs. V. Jago

Reporting inspector : Mrs. M. Warburton  
T13195

Dates of inspection : 18th to 22nd October 1999

Under OFSTED contract number: 840/P/707245

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 :	County
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Chilton Lane, Ferryhill Station, Co. Durham. DL17 0DB
Telephone number :	01740 651291
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr. Valman Woods
Date of previous inspection :	20th to 24th November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs. M. Warburton, Registered Inspector	English	Attainment and Progress
	Music	Leadership and Management
	Physical Education	The Efficiency of the School
	Under Fives	
Mr. M.R. Cundick, Lay Inspector		Attitudes, Behaviour and Personal Development
		Attendance
		Support, Guidance and Pupils' Welfare
		Partnership with Parents and the Community
Mr. M. Pinch, Team Inspector	Science	The Curriculum and Assessment
	Design and Technology	Pupils' Spiritual, Moral, Social and Cultural Development
	Information Technology	
	Art	
	Equal Opportunities	
Mrs. J. Stephenson, Team Inspector	Mathematics	Teaching
	History	Staffing, Accommodation and Learning Resources
	Geography	
	Religious Education	
	Special Educational Needs	

[this table should list all team members and also indicate, in the subject column, the team member with responsibility for Under fives, Special educational needs, Equal opportunities and English as a second language]

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## MAIN FINDINGS

### What the school does well

Provides very good support and guidance for pupils in order to ensure their well-being and personal development.

- Relationships throughout the school are very good.
- Provision for pupils' social and moral development is very good.
- There are very good procedures in place for promoting good behaviour.
- Partnership with parents is well developed and enhances pupils' learning.
- Provision for pupils who have special educational needs.
- The good quality of teaching in many lessons at Key Stage 2.
- Very good links have been developed with the local community through a range of stimulating initiatives.
- Pupils' attainment in ICT and science is above expectation for age by the end of Key Stage 2.
- Provides a suitably broad and balanced curriculum.
- Provides an attractive, stimulating learning environment.

### Where the school has weaknesses

Attainment in English is below the national average and the average for similar schools.

- I. Attainment in mathematics is below the national average.
- II. The approach to raising standards lacks a clear, coherent strategy.
- III. Some lessons for the under fives and at Key Stage 1 lack pace and challenge.
- IV. Teaching of mathematics in some lessons in Key Stage 1 is unsatisfactory.

The strengths of the school outweigh the weaknesses, but the weaknesses identified are significant in terms of the need to raise standards overall. They will form the basis of the governors' action plan which will be sent to the parents or guardians of all pupils at the school.

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

The school has made satisfactory progress in addressing the key issues in the last inspection report. Progress has been made in all areas identified, but further progress in some areas is still needed.

- V. The role of the co-ordinator has been well developed, particularly for the core subjects. Other subjects of the curriculum are monitored satisfactorily.
- VI. The issue relating to the use of space and resources has been addressed well. Accommodation and resources are now used very effectively. The high quality of support and guidance for pupils' personal and social development continues to be a strength of the school and a range of initiatives has further enhanced and improved this area.
- VII. Standards in reading and writing have improved, but are still below national averages and those attained by similar schools.
- VIII. Lessons throughout the school are now better managed, but for the under fives and at Key Stage 1 some lessons still lack pace and challenge. Teaching at Key Stage 2 continues to be a strength and there are now more good and very good lessons.

- IX. The school has begun to analyse data from assessment and testing in order to identify areas of weakness. Strategies to address the weaknesses are at an early stage of development and an overall strategic plan to use information to establish priorities is lacking.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Standards in the 1999 tests were higher than in 1998, but still below the 1998 national average in English and mathematics. Standards observed currently in the school in Key Stage 1 are below expectation for age in English and mathematics and in line with expectation for age in all other subjects. In Key Stage 2 standards observed were below expectation for age in English and mathematics, higher in science and information technology and in line with expectation in all other subjects.

### Quality of teaching

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

Teaching at Key Stage 2 is a strength of the school. Although teaching for the under fives and at Key Stage 1 is satisfactory overall, some lessons lack pace and challenge.

*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	Behaviour is good and enhances opportunities for learning. Pupils are polite, helpful and relate very well to others.
Attendance	Satisfactory in the context of a high proportion of transient pupils.
Ethos*	The school provides a good climate for learning. Pupils have good attitudes to their work and relationships within the school are very good. The head teacher and staff are committed to raising standards.
Leadership and management	The governors, head teacher and staff share a strong commitment to pupils' personal and social development and their welfare. There is a range of appropriate strategies in place to secure school improvement but a strategic, coherent approach to raising standards is lacking.
Curriculum	The quality of the curriculum has improved since the last inspection. It is now suitably broad and balanced to better provide for pupils' learning and personal development.
Pupils with special educational needs	Good. Thorough systems and involvement of key people ensure that all pupils' needs are met.
Spiritual, moral, social and cultural development	Provision for spiritual and cultural development is good and for social and moral development it is very good. It is well supported by parents and adults who work in the school.
Staffing, resources and accommodation	Accommodation is used well and is attractive. Resources are good. Staffing levels and adult support are good.
Value for money	Satisfactory.

\* *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
<p>X. The ease with which the school can be approached.</p> <p>XI. The encouragement given to parents to be involved in school life.</p> <p>XII. The way in which their children enjoy school.</p> <p>XIII. Homework given by the school.</p> <p>XIV. The information provided on what is taught.</p>	<p>XV. Standards of behaviour in the school.</p> <p>XVI. The effect of the school's values and</p>

Inspection findings confirm the positive views of most parents. The school promotes good values and attitudes which are reflected in the high standards of behaviour achieved by most pupils.

## **KEY ISSUES FOR ACTION**

XVII. Raise standards in English and mathematics by the end of both key stages.

XVIII. Develop a more strategic, coherent approach to raising standards by:

XIX. ensuring that the school aims reflect a focus on raising achievement;

XX. integrating the separate improvement plans for literacy, numeracy and ICT into the school development plan;

XXI. linking priorities more clearly to targets for pupil performance;

XXII. involving governors more fully in issues relating to raising standards.

XXIII. Ensure that all lessons at Key Stage 1 are challenging and that the pace is brisk by:

XXIV. providing a better match of work to pupils' prior attainment, particularly for the higher-attainers;

XXV. identifying intended learning outcomes more clearly and specifically;

XXVI. improving teachers' subject knowledge in mathematics.

XXVII. Develop a strategy for dealing with the problems arising from the increasing number of transient pupils.

## **INTRODUCTION**

### **Characteristics of the school**

1. Ferryhill Station Primary School draws its pupils essentially from a local community which is very socio-economically deprived. There are much larger proportions of pupils with special educational needs and receiving free school meals than usual and unemployment in the area is very high.
2. A recent report commissioned jointly by the local borough council and housing association highlighted a range of social problems associated with the area. Additionally there is a very high proportion of pupils who do not complete their whole period at the school due to a high proportion of the population moving on.
3. The priorities in the current management plan are:
  - XXVIII. to develop literacy and numeracy;
  - XXIX. parental involvement in homework;
  - XXX. monitoring and improving teaching and learning;
  - XXXI. to develop personal, social and health education;
  - XXXII. to develop the playground area;
  - XXXIII. to develop ICT throughout the school.

## 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
1998	11	12	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	6	7
	Girls	9	9	5
	Total	15	15	12
Percentage at NC Level 2 or above	School	63	63	40
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	6	8
	Girls	9	6	9
	Total	17	12	17
Percentage at NC Level 2 or above	School	71	50	71
	National	81	85	86

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

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

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1998	4	10	14

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	0	2
	Girls	3	5	5
	Total	3	5	7
Percentage at NC Level 4 or above	School	20	33	47
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	1	2
	Girls	5	7	6
	Total	5	8	8
Percentage at NC Level 4 or above	School	33	53	53
	National	65	65	72

## Attendance

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

		%
Authorised Absence	School	6.7
	National comparative data	6.0
Unauthorised Absence	School	0.3
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	3
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	18.00
Satisfactory or better	96.00
Less than satisfactory	4.00

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

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

#### **Attainment and progress**

4. By the end of Key Stage 2 standards in science and information technology are above those expected of eleven year olds. Attainment across the school is below the standards described by the National Curriculum in English and mathematics and is in line with those described for all other subjects.
5. In the 1998 National Curriculum tests, attainment by seven year olds in reading and writing was well below the national average, but in line with the average for similar schools. In mathematics, attainment was very low in comparison with the national average and well below the average for similar schools. Attainment by eleven year olds in the 1998 national tests was very low in English in comparison with the national average, and well below the average for similar schools. In mathematics and science, attainment was well below the national average, but in line with the average for similar schools.
6. Results have improved overall from 1998 to 1999. However, the results in English at Key Stage 2 were still below the national average for 1998, as were the results in handwriting and reading at Key Stage 1. Results in mathematics were just above the 1998 average in Key Stage 1. At the time of the inspection there was no information available to make comparisons with the 1999 national results. The results attained by the school are adversely affected by high numbers of pupils with special educational needs and the transient nature of a high proportion of the school population. The relatively small size of cohorts makes comparison between years less reliable. Generally pupils who achieve the expected standard of Level 2 at the age of seven, and who remain in the school until the age of eleven, make good progress and attain the expected standard of Level 4.
7. The attainment of pupils on entry is generally low and few achieve the nationally-defined desirable outcomes by the age of five. Their skills in language and literacy are particularly under-developed and this restricts progress in all areas of learning. Progress for the under fives is satisfactory overall, and during the reception year they make steady progress towards the early stages of the National Curriculum. Since the last inspection standards have fluctuated from year to year but have generally been below the average. However, standards are improving and currently, although attainment by pupils in the school is below expectation for age overall, a significant number are achieving the expected levels within lessons. The school makes good provision for pupils who have special educational needs, enabling them to make satisfactory progress overall and good progress in Key Stage 2.
8. For the majority of pupils, attainment in reading is below national expectations. By the age of seven the highest attaining pupils read with appropriate fluency from a range of texts. Middle and lower-attaining pupils can read from simple texts, reading most of the words accurately. By the age of eleven, although attainment is still below average overall, more pupils are in line with expectation for their age. Higher and middle-attaining pupils read with fluency, can discuss the text and predict what might happen and can express opinions about characters and ideas. The highest attaining pupils can discuss an author's style, comparing it to other books they have read. In writing, standards achieved by the higher-attaining seven year olds are in line with expectation for age. They can write stories using sentences which are correctly punctuated and can spell common words correctly. Standards achieved by middle and lower-attaining seven year olds are below expectation for age. By the age of eleven the highest attaining pupils achieve the expected level. Middle and lower-attaining pupils do not always use punctuation correctly, handwriting is not joined consistently and there is little evidence of any extended writing.

9. In speaking and listening standards are in line with expectation for age at the end of both key stages. By the age of seven pupils listen carefully to each other and to adults and make suitable responses. By the age of eleven they can talk in a broadening range of contexts, listen with concentration and are beginning to question the ideas and opinions of other. Progress in English is satisfactory in both key stages. By the end of the reception year some pupils can write one or two sentences using capital letters and full stops correctly. During Year 1 they begin to recognise rhyming words and common spelling patterns. More pupils are able to write sentences and letter formation is more even. Steady progress is made in reading. Pupils begin to recognise the letters of the alphabet during the reception year and learn how a book is organised. They develop confidence and enjoyment throughout the key stage. During Key Stage 2 pupils continue to make steady progress. Punctuation develops from simple sentences to the use of commas, apostrophes and paragraphs. Understanding of grammar develops satisfactorily and story structure improves. Pupils develop skills in understanding and comparing poetry and in using a wider range of vocabulary.
10. Since the last inspection, standards in mathematics have steadily improved. Standards attained by pupils currently in Year 6 are generally higher overall and are now just below national average. By the time they are seven, a minority of higher-attaining pupils can confidently use numbers up to 100. They can count in 2's, 5's and 10's and are able to double numbers up to 20. All pupils are beginning to develop an understanding of place value. Many pupils can name square, rectangle, circle and triangle and more able pupils can identify some of their properties. They can use money, time and measurement at levels appropriate to their ability. Throughout the key stage standards in mental arithmetic are below what would usually be expected. At Key Stage 2 pupils quickly build on prior attainment developing numeracy skills to enable them to undertake more complex, challenging work at a level appropriate to their ability. Higher-attaining Year 6 pupils have a thorough understanding of place value. Some pupils do not always recognise the connections between fractions, decimals and percentages. Throughout the key stage pupils are encouraged to perform mental calculations. Year 3 pupils are able to reach a target number using recall of facts to 20, whilst Year 6 pupils are able to mentally divide whole numbers by 10 and 100. Overall, progress is satisfactory. However, rates of progress are uneven between key stages. At Key Stage 1 there are a few lessons, particularly for older pupils, where progress is unsatisfactory. Progress in Key Stage 2 is always satisfactory and frequently good.
11. In Key Stage 1 pupils make steady progress in science and by the end of Year 2 their attainment matches what is expected of seven year olds. Standards, measured by teacher assessment, in 1999 indicate that pupil performance is close to the national average. In Key Stage 2 results in the national tests show that pupils' attainment in science matches the national average, but both attainment and progress were good in the lessons observed, particularly in Year 5 and Year 6. Attainment in the practical aspects of science is a particular strength. In Key Stage 1 pupils make steady progress in developing their knowledge and understanding of science. In Key Stage 2 pupils make good progress and in Year 4 pupils understand air resistance and can devise experiments to study its properties by selecting appropriate materials to make parachutes. By the end of Key Stage 2 pupils can form hypotheses and use fair tests with confidence to prove or disprove their ideas.
12. In all other subjects pupils make at least satisfactory progress towards the levels described in the National Curriculum as being appropriate for their age. In Key Stage 2 pupils make good progress in ICT and by the end of Year 6 attainment exceeds the levels expected for eleven year olds. They can design a page for the school web-site, comprising graphics, text and digital images. They can discuss their work in ICT with confidence and use technical language well.

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

13. Pupils' attitudes to learning are generally good. Most enjoy learning and work enthusiastically in class. They are happy to come to school and this view is supported by parents. Most pupils listen carefully to their teachers and respect others' views and opinions. Pupils share resources well and use materials and equipment carefully and sensibly.



14. Most pupils are well behaved in and around the school. However, in some classes behaviour is occasionally distracting and there is some lack of attention. A system of assertive discipline has been adopted by the school. This brings clear expectations of behaviour to which pupils respond well in a calm environment. Pupils know the difference between right and wrong.
15. Positive and supportive learning takes place, particularly in information technology in upper Key Stage 2 and in physical education where pupils recognise each other's achievement and high levels of performance. In class pupils use their initiative and are capable of working independently.
16. Relationships in the school are very good and pupils are well supported by adults who provide excellent role-models. At break time pupils of different ages play well together and older children take informal responsibility for younger ones. In class pupils learn to share fairly and take turns. They listen to one another and are supportive of each other's successes.
17. The attitudes and behaviour which pupils bring to and take from the school are well supported by parents and are enhanced through a strong and well founded relationship with the local community.

### **Attendance**

18. A satisfactory level of attendance at 94% is being maintained despite difficulties associated with the relatively high level of transient pupils. Lessons generally commence promptly and progress at a steady and effective pace.
19. Registration procedures and the reporting of attendance information is fully compliant with statutory requirements.

## QUALITY OF EDUCATION PROVIDED

### Teaching

20. At the time of the previous inspection Key Stage 2 teaching was better than Key Stage 1. This remains the same. Teaching at Key Stage 2 is particularly good and is a strength of the school.
21. The previous inspection report showed that the quality of teaching was sound or better in 93% of lessons, including 33% in which it was good. The number of good or very good lessons has increased considerably. Above two-thirds of lessons in the school are now at least good. The majority of these lessons are at Key Stage 2. This has had a positive impact on standards in science and information technology, and is beginning to have an impact on standards in other subjects. Teaching for the under fives and Key Stage 1 is satisfactory overall. However, there continues to be a minority of unsatisfactory lessons at Key Stage 1. Shortcomings in management of lessons has been overcome, but some lessons continue to lack challenge, pace and expectations. The variability of teaching across the key stages affects the smooth progress of learning across the school.
22. All teaching of pupils under five is at least satisfactory and sometimes good. Lessons are usually planned well, although sometimes learning objectives are insufficiently precise. This results in a lack of purpose which can affect the pace of the lesson and the urgency of learning. Effective use is made of resources which are usually carefully selected to encourage pupil participation. For instance, in a music lesson a variety of percussion instruments were provided for pupils to enable them to identify sounds and match them to different parts of the Red Riding Hood story. Pupils' active involvement in this lesson allowed them to make good progress in playing the instruments and discriminating between the sounds made. On occasions, and particularly in mathematics, there are missed opportunities for pupil participation which leads to lapses in concentration. Expectations for these pupils are satisfactory and tasks are generally matched to levels of ability, although for higher-attaining pupils there is sometimes a lack of challenge. Pupils behave well, are aware of classroom routines and relationships are good. This helps to make the classroom a friendly, welcoming and secure environment.
23. At Key Stage 1 teaching is satisfactory in around four out of five lessons. About a third of lessons are good. The good teaching, particularly in literacy, contributes to the good progress that pupils make. So, for instance, in a Year 1 class, the teacher provided a text appropriate to the age and prior attainment of pupils so that they were able to consolidate knowledge of key vocabulary and use phonic and context clues to decode unknown words. Most lessons at Key Stage 1 are satisfactorily or well planned and teachers are generally clear about what they are trying to achieve. They usually structure their lessons well, with an introduction, some practising of skills and learning new facts, followed by a review of what they have been doing. Teachers have implemented the lesson structure recommended by the National Literacy and Numeracy Strategies well. However, there are a minority of lessons for pupils in Year 2 that are unsatisfactory, when teachers have not adequately assessed pupils' attainment, or where the match of work has not been planned accurately; pupils spend too much time doing tasks which do not help them to improve. For instance, in a mathematics lesson, higher-attaining pupils spent a lot of time colouring in 3, 4 and 5-sided shapes and middle-attaining pupils wasted time by not being able to complete a missing number sequence to 30.
24. Teachers in Key Stage 1 have the resources they need and often use them appropriately. There is occasionally volunteer support available to help and this promotes better progress. For example, in a mathematics Year 1 lesson, good support was offered to a group of lower-attaining pupils. They were encouraged to participate in a number game to develop subtraction skills. The good questions used by the adult support allowed the children to understand the concept and developed their social skills of taking turns.

25. All teaching at Key Stage 2 is satisfactory and frequently good or very good. The high proportion of good or very good teaching has a positive effect on the good progress made by all pupils, including those with special educational needs. Teachers plan their lessons well and are clear about what they are trying to achieve. They prepare tasks and ask effective questions to provoke thinking and clarify understanding. A good feature of most lessons is the clear and concise explanations used by teachers, the high levels of subject knowledge and the different teaching strategies used to sustain pupils' interest. For example in a Year 3 science lesson the teacher gave a good clear initial explanation on magnets before engaging the pupils in discussion and demonstration of tests. All classrooms are well organised to enable pupils to work singly or together on different kinds of activities. Relationships are good in all classrooms and routines are well established and, for the most part, standards of discipline are high.
26. Particularly good teaching takes place when tasks are set which are challenging and engaging and the pace of the lesson is demanding. For example, a teacher was able to extend the ICT knowledge and skills of Year 6 pupils by providing tasks which accurately matched their level of ability, yet pushed their thinking forward. This enabled them to use graphics, text and digital images in combination to form web-site pages. The strong pace of this lesson held pupils' interest and enthusiasm. In a further example, all pupils in a Year 5 class were able to understand probability on the scale 0 - 1 because the teacher had prepared a range of tasks with particularly challenging materials for the higher-attaining pupils. Teachers in Key Stage 2 use the resources available to them effectively, making sure they are sufficient in quantity and accessibility for the tasks.
27. All teachers throughout the school make regular use of homework to extend and consolidate pupils' learning. The school has worked hard to develop this initiative and many parents appreciate the provision.
28. Pupils with special educational needs are well provided for by the use of well written individual education plans, extra additional teaching support and the setting arrangements within school for literacy and numeracy. This arrangement ensures that special needs pupils are provided with work well matched to their levels of ability to enable them to make satisfactory progress overall.

### **The curriculum and assessment**

29. The curriculum for children under five is satisfactory and has sufficient variety of activity. Experiences provided are appropriate for pupils of this age and meet the needs of all pupils. The curriculum gives children a suitable start to their time in school and provides a smooth transition to the National Curriculum.
30. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and builds successfully upon that provided for under fives. Since the last inspection, the school has worked hard to produce up-to-date policies and guidance for all subjects and this is a continuing programme. These are beginning to have a positive effect on improving standards. The school has successfully adopted the National Literacy and Numeracy Strategies as the main focus of its basic skills curriculum. The implementation of these is seen to be having a positive effect, particularly at Key Stage 2. The content of what is to be taught in the curriculum is mainly embodied in the school's long-term planning which does not always give a comprehensive overview as would appropriate schemes of work.
31. Long-term planning is in place for all National Curriculum subjects and religious education. Identified topics are carefully related to the orders and indicate areas of the curriculum to be taught to each year group. Detailed medium-term planning based on national strategies and commercial schemes secures the curriculum for English, mathematics and science. However, learning objectives in other subjects, with the exception of information technology, are sometimes insufficiently focused, particularly at Key Stage 1. Provision for pupils' personal, social and health education is well planned at Key Stage 2, although arrangements are less formal for younger pupils. Strategies for grouping pupils according to their ability is enabling teachers to meet their needs more effectively in the basic subjects.

32. The provision made for pupils with special educational needs is satisfactory and best at Key Stage 2 where pupils make good progress. The school is in the process of further refining its procedures for identifying pupils with special educational needs. Individual education plans are characterised by clear targets and statements of need which are referred to when pupils are being taught. There is very effective support from staff at all levels for pupils who have special educational needs. Effective procedures and organisation are in place which ensures provision for regular review in which parents and other agencies are included. The school follows the Code of Practice to guide provision for pupils who have special educational needs.
33. The provision for personal and social education is good and clearly reflects the school's aims. There is no formal programme to address sex education, but pupils' enquiries are addressed sensitively and appropriately.
34. To support the curriculum the school is further developing the provision of homework and places strong emphasis on links with the local community. Pupils participate in a wide range of educational visits designed to enhance their cultural and environmental understanding. The school provides a programme of after-school activities which includes a range of sports. These are popular and over 30% of Key Stage 2 pupils participate. The school environment is well used to support pupils' learning and there is a particularly fine wild-life garden which is well used.
35. In both Key Stages 1 and 2 the school has assessment procedures for English and mathematics which are satisfactory. Effective use is made of day-to-day assessment to assist the progression of the curriculum, particularly at Key Stage 2. This is best where marked work informs pupils of what they have done well and how they can improve. The practice of weekly evaluation of pupils' work in mathematics has been started and key objectives are identified in English. These are used effectively to track pupils' progress and indicate what they are to learn next. Good analysis of test data informs weaknesses in the basic skills and the outcomes are used to inform parents of pupils' attainment and progress. Pupil assessment in other subjects is less comprehensive and the outcomes are used primarily to inform the annual reports to parents. A school portfolio of well annotated examples of work is moderated in conjunction with other local schools. This helps teachers to monitor standards of work, particularly in the core subjects of English, mathematics and science.

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

36. The school's provision for spiritual and cultural development is good and for moral and social development it is very good. The high standards have been sustained since they were first reported at the time of the last inspection.
37. Provision for pupils' spiritual development is good. School assemblies are well organised and pupils are attentive and interested while they are taking place. They have a central religious theme and spirituality is supported by a lighted candle, prayer, songs and time for reflection. In religious education lessons pupils are given opportunities to understand faith, beliefs, feelings and attitudes. The spiritual life of the school is enhanced through experiencing the wonders of nature such as the wild-life garden, growth and renewal in science and awareness of the senses. Older pupils are encouraged to discuss their feelings through art, music and literature which are their own or have come from others.
38. The school provides very well for pupils' moral development. Moral issues are highlighted in assemblies. These include an understanding of right and wrong through stories and true-life experiences. Pupils are taught about the virtues of neighbourliness and the unfair distribution of world resources through examples such as the need of starving people in Africa. The school has well structured codes of behaviour, clear routines and good organisation which provide a positive background to support pupils' moral development. Many parents appreciate the lead in moral development which the school provides.

39. Provision for pupils' social development is very good and their social skills are well developed. Pupils are encouraged to co-operate with each other when they work together and to be open and friendly with each other and with adults. They are encouraged to seek independence and many pupils do so as they gain confidence and self-esteem. The social value of team membership is stressed and is evident in competitive sport, community activities and classroom work. Pupils' social development is well supported by staff and visitors to the school who provide valuable role-models.
40. The provision for cultural development is good and has been improved and extended since the last inspection. Local culture is strong and the school has formed close associations with both the local and business communities. Pupils wear sponsored team sports clothing with pride. The school also ensures that pupils gain an awareness of their own heritage through visits to local churches, museums and art galleries. Teachers help pupils to appreciate art and music through listening to the work of great composers and through dance. Appreciation of the work of well known artists such as Goudi and Lowry is in evidence throughout the school in pupils' work and displays. Pupils are encouraged to examine past cultures in history, such as those of the Greeks and Romans. They are also taught to recognise and respect the customs, beliefs and artefacts of a range of religious groups.

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

41. The school has maintained and further enhanced its strong commitment to the support, guidance and welfare of its pupils. There is an awareness of individual pupils' needs and good provision of opportunities for their personal development. Academic progress is also regularly assessed and strategies are being developed for use of this information in curriculum planning and individual pupil support.
42. Very good support is provided by a range of outside agencies, both for individual pupils and whole-school health and welfare issues. This is particularly well integrated with home/school partnership initiatives such as positive parenting, basic skills projects and the home/school agreement. The school addresses well difficulties associated with the relatively high percentage of transient pupils and the close monitoring of all individuals. Sensitively delivered strategies for behaviour management help to maintain positive relationships. Effective strategies are in place both for induction and transfer of pupils to secondary education through pre-school links and close liaison with the principal receiving secondary school. There is an awareness and prompt discrete addressing of any child protection concerns, together with a series of projects focused on health and safety guidance.
43. The school provides a very caring and supportive learning environment.

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

44. The school is an active participant in the life of the community through various projects and partnership initiatives. Parents are actively encouraged to support their children's education and the school also provides opportunities for them to develop their own learning skills. Parents are kept well advised of pupils' progress both through formal consultation and an open-door invitation to discuss any individual issues of concern. They are also kept informed of school activities through regular newsletters. The friends association provides both social and fund-raising support to the school. Very good supporting links are provided by the parent worker, community ranger, education welfare officer and community police officer and the head teacher is actively involved in a range of community organisations. Pupils participate in various community projects related to improvement of the environment, crime prevention and health and safety awareness. The majority of these are supported by local business or are in partnership with other schools and support agencies.
45. The school is a focal point in the challenges presented by the increasing social deprivation of the local community.

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

### **Leadership and management**

46. The governors, head teacher and staff share a strong commitment to pupils' personal and social development and their welfare. They have recognised the need to ensure a secure, supportive ethos in the context of a school where many pupils come from disadvantaged backgrounds and where there is a significant transient population. The head teacher and staff are individually committed to raising standards but a strategic, coherent approach is lacking. The school aims and mission statement are reflected through its work but are insufficiently focused on raising achievement.
47. The governing body provides support for the leadership and management of the school through committees and regular meetings. It meets statutory requirements. Governors are increasingly involved in the life of the school. The finance committee is fully involved in budget-setting and prioritising and the personnel committee discusses staffing issues. The role of the SEN governor is well developed. All governors are concerned and involved with social and welfare issues relating to the school. However, involvement in issues relating to raising standards is less clear and is under-developed.
48. There is an appropriate school development plan in place which identifies areas for improvement and strategies to be put in place. However, it does not as yet place sufficient emphasis on raising standards or the issues involved in dealing with transient pupils. Detailed costings are not always identified and the system for monitoring the progress of developments is informal. Monitoring by curriculum co-ordinators of the core subjects of English, mathematics and science is well developed, but a whole-school approach to monitoring the curriculum and teaching is too informal and lacks sufficient rigour to be effective in contributing to raising standards. The development plan is brought about through a process of self-evaluation carried out during the spring term each year and staff and governors are involved at appropriate levels. Subject co-ordinators carry out an audit but this relates largely to resources and the priorities identified are not always directly linked to targets for pupil performance. The school has set targets for improvement but the link between these and the priorities is not always clearly identified. There are good improvement plans in place for literacy, numeracy and ICT, but these need to be fully integrated into the whole-school development plan.
49. The last inspection raised issues relating to the analysis of data to inform priorities and the role of the co-ordinator. Both issues have been addressed with regard to the core subjects of English, mathematics and science, where the analysis of test results is now being used to identify areas of weakness and the role of the co-ordinator is developing well.

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

50. At the time of the last inspection class sizes were relatively small. This good policy of the governors of maintaining or enhancing staffing levels as finances allow, has been continued. Between the staff there is enough expertise to teach the full range of subjects and teachers are particularly knowledgeable about the needs of pupils in Key Stage 2, which allows them to make good progress. Teachers are carefully deployed to maximise their teaching strengths. All teachers are well supported by a range of suitably qualified adults, including an auxiliary, special needs staff and also by parents and members of the community.
51. Teachers have attended a suitable range of courses. These ensure that personal needs and school priorities are met. Training for the National Literacy and Numeracy Strategies is satisfactorily addressed. A good programme is in place for the induction of new staff and this is very well supported by the deputy head teacher. The appraisal cycle is up-to-date.

52. The accommodation is much improved since the last inspection. A key issue of the previous report was to take action to ensure that best use was made of all available teaching areas. Progress in this has been good. All classrooms are spacious to accommodate a range of teaching styles. Spaces outside the classrooms are used well for shared work areas. The exterior of the building is old and uninviting. However, the staff work hard to ensure the internal environment is clean, attractive and pleasant. Displays are bright and colourful and enhance the learning environment. Good use has been made of additional accommodation to create a parents' suite. The recent development of the playground to provide games and painted murals has enhanced the environment and ensures that pupils use it effectively. All staff and pupils are enthusiastic about the wild-life garden, which continues to be a valuable asset.
53. Resources have also improved since the last inspection and expenditure over the last two years has been high. This has enabled the school to provide good levels of resources, particularly in English, mathematics, ICT and special educational needs. Valuable help is given by a group of people to make "story sacks" resources for use both in school and at home. This is effective in involving parents in their children's learning. There is a good mixture of classroom and centrally held resources suitable for the needs of the range of pupils. They are well maintained, ordered and accessible and have a positive effect on the quality of education provided, particularly at Key Stage 2. The library is adequately stocked, although some non-fiction material is old and sometimes out-of-date. Pupils and staff have benefited from recent spending on computers and this has helped to raise standards.

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

54. School finances are managed appropriately by the head teacher and governing body. The head teacher and chair of governors prepare a draft budget plan which is discussed by the finance committee and presented to the whole governing body. Governors receive regular updates on the budget situation. Spending is linked to the priorities identified in the school development plan. The school has had a considerable surplus budget in recent years which has been used appropriately to support staffing levels and to improve the accommodation. This has had a positive effect on the quality of the school environment and the pupil-teacher ratio, supporting the caring ethos of the school.
55. The accommodation and resource issues raised by the last inspection report have been addressed well. Accommodation is now in good order and is used well and resources are efficiently stored and used. The issues in the latest financial auditor's report have also been addressed. Financial control and school administration are smooth and efficient. The school gives satisfactory value for money.

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

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

56. Pupils under five are provided for in a mixed reception/Year 1 class. Only around 50% have had pre-school education and attainment on entry is generally low. By the time they are five attainment overall is below the standards described in the nationally-defined desirable outcomes for pupils of this age, although pupils have made satisfactory progress in developing knowledge, skills and understanding.
57. In personal and social development, pupils learn to work and play together, to co-operate and to take turns. They observe the classroom routines and follow instructions given. They show respect for one another, for example in a music lesson where they listened carefully to others playing instruments.
58. In language and literacy pupils can listen and respond to questions. They can recognise some letters of the alphabet, although few can recognise all, and can write letters independently. Some can write their own name and they know that print conveys meaning. They enjoy looking at and talking about books and some recognise familiar words. They use some letters and symbols in their own emerging writing.
59. In the mathematical area of learning, highest attaining pupils attain the desirable outcomes when counting up to ten objects and are beginning to understand addition. Some can count beyond ten. Lower-attaining pupils are developing an awareness and understanding of number. Pupils are beginning to use mathematical language and develop an understanding of pattern.
60. Pupils' knowledge and understanding of the world is in line with expectation for age. They can talk about themselves and their experiences and learn about other environments, for example a wood, through stories and activities. They understand that they have five senses. In creative development pupils engage in role-play, although their progress is sometimes hampered by poor language skills. They can draw and paint and play musical instruments to accompany a story and can move in time to music. In physical development they develop an awareness of space and of themselves, moving around safely in a variety of ways. They learn to manipulate small objects such as pencils, bricks and beads.
61. Pupils usually enjoy their lessons in the reception class. They behave well, co-operate and follow instructions willingly. Response is particularly good when there are clear routines and expectations, for example in a music lesson when pupils were expected to take turns and to listen to each other. Occasionally pupils lose concentration and do not complete their tasks. This sometimes happens when they are asked to work independently and the expectation of what is to be achieved is not made clear. However, usually pupils are keen to do well and to please adults working in the classroom.
62. Teaching for the under fives is satisfactory overall. Lessons are usually well prepared and planned, tasks well matched to prior attainment and routines are clearly established. Occasionally, for example in mathematics, the planned tasks are insufficiently challenging for the highest attaining pupils. Sometimes the pace is too relaxed and expectations of what will be achieved during a particular time are not made clear. Although good use is often made of additional adult support, there are occasions when this could be used to ensure that pupils stay on task when working away from the teacher. In better lessons expectations are made very clear and resources are used well.
63. The reception classroom has recently been developed and now provides a stimulating environment which is well resourced and organised.



## ENGLISH, MATHEMATICS AND SCIENCE

### English

64. In the 1998 national tests, attainment in English was well below average at the end of Key Stage 1, but in line with the average for similar schools. At Key Stage 2 attainment was very low in comparison with the national average and well below average for similar schools. In the most recent tests carried out in 1999, standards had improved at both key stages, but were still below 1998 averages. Since the last inspection standards have fluctuated from year to year but have generally been below the average. However, standards are improving and currently, although attainment of pupils is still below expectation for age overall, a significant number of pupils are achieving the expected levels within lessons. The school has a high number of pupils with special educational needs and a significant proportion of the school population is transient. When these factors are taken into account, attainment of pupils who remain within the school and who do not have SEN is much closer to the national average.
65. For the majority of pupils attainment in reading is below national expectations. By the age of seven the highest attaining pupils read with appropriate fluency from a range of texts. They can retell stories they have read and discuss them. They use context and phonic clues to read unfamiliar words. Middle and lower-attaining pupils can read from simple texts, reading most of the words accurately. Some pupils are reluctant to discuss the story and have limited concentration. By the age of eleven, although attainment is still below average overall, more pupils are in line with expectation for their age. Higher and middle-attaining pupils read with fluency, can discuss the text and predict what might happen and can express opinions about characters and ideas. The highest attaining pupils can discuss an author's style, comparing it to other books they have read. Lower-attaining pupils can read simple texts, observe punctuation and use context and phonic clues for unfamiliar words.
66. In writing, standards achieved by the higher-attaining seven year olds are in line with expectation for age. They can write stories using sentences which are correctly punctuated and can spell common words correctly. Standards achieved by middle and lower-attaining seven year olds are below expectation for age. By the age of eleven the highest attaining pupils achieve the expected level. They can write using a range of styles, for example note-taking, descriptive writing, play scripts, instructions and persuasive writing. Spelling and punctuation, including the use of paragraphs, are usually correct. Middle and lower-attaining pupils do not always use punctuation correctly, handwriting is not joined consistently and there is little evidence of any extended writing.
67. In speaking and listening standards are in line with expectation for age at the end of both key stages. By the age of seven pupils listen carefully to each other and to adults and make suitable responses. They speak with confidence and can explain things clearly. By the age of eleven they can talk in a broadening range of contexts, listen with concentration and are beginning to question the ideas and opinions of others.
68. Attainment on entry to the reception class is generally very low and language and literacy skills are under-developed. Few pupils can write recognisable letters or recognise common words, including their own names. By the end of the reception year some pupils can write one or two sentences using capital letters and full stops correctly. During Year 1 they begin to recognise rhyming words and common spelling patterns. More pupils are able to write sentences and letter formation is more even. Steady progress is made in reading. Pupils begin to recognise the letters of the alphabet during the reception year and learn how a book is organised. They develop confidence and enjoyment throughout the key stage. During Key Stage 2 pupils continue to make steady progress. Punctuation develops from simple sentences to the use of commas, apostrophes and paragraphs. Understanding of grammar develops satisfactorily and story structure improves. Pupils develop skills in understanding and comparing poetry and using a wider range of vocabulary. Given the low levels of language and literacy skills on entry, pupils throughout the school make satisfactory progress towards national expectations.

69. Pupils' attitudes to learning in English are good overall, particularly at Key Stage 2. In lessons, they enjoy their work, are attentive and well-behaved. Occasionally younger pupils in the school find it difficult to concentrate when asked to work independently. Older pupils in Key Stage 2 work together very well. They try hard to do their best and respond enthusiastically to challenges set.
70. Teaching in English is good overall. Teachers have a good understanding of the subject and secure knowledge of the literacy hour. Lessons are well planned, with clear learning outcomes identified. Tasks set are appropriate to the intended outcomes and the prior attainment of pupils. There are clear expectations and work set is often challenging. Occasionally tasks set for younger pupils in Key Stage 1 are too difficult for them to carry out independently. However, generally good support is given to pupils to encourage and promote their learning. In the best lessons, particularly in upper Key Stage 2, relationships are very good, praise is used effectively and work builds well on previous learning, ensuring that pupils of different abilities make good progress.
71. The English curriculum meets statutory requirements and provides equality of opportunity for all pupils, including those identified as having special educational needs. The literacy hour is in place in all classes at Key Stages 1 and 2. The curriculum is planned effectively to provide continuity and progression. Where weaknesses have been identified, for example in spelling, they are addressed through well planned development. Additional time has been allocated appropriately to address weaknesses in reading and writing and this is beginning to have a positive effect on raising standards. Assessment is well-organised and regular, resulting in individual pupil profiles being established. These, along with a careful analysis of data from a range of tests, enable the school to set targets for individual pupils in order to encourage progress.
72. The co-ordinator leads and manages the subject well. She is fully aware of the need to raise standards and has been instrumental in developing appropriate plans to address particular areas of weakness. She evaluates progress towards targets set and monitors the development of English carefully. She attends key stage planning meetings, supports staff, analyses test results and monitors pupils' work. She co-ordinates and delivers training and assists staff in identifying their own training needs.
73. Resources for English are plentiful and well organised, particularly so for the literacy hour. Central and class-based resources are available and the school has a well-stocked library, although some non-fiction books are rather dated. Texts chosen by teachers often make a contribution to pupils' spiritual, moral, social and cultural development. Specific time is allocated to speaking and listening activities in order to promote social and moral development and drama activities provide further opportunities.

## **Mathematics**

74. Attainment in mathematics is generally below expectation for age. The 1998 standard assessment tests and tasks, at both key stages, showed that the percentage of pupils attaining the level expected for their age was well below the national average. When comparing the performance of pupils in similar schools, at Key Stage 1 results were very low and at Key Stage 2 results were broadly in line and sometimes above the average. Since the last inspection, standards in mathematics have steadily improved. Standards of pupils currently in Year 6 are generally higher overall, and are now just below national average.
75. By the time they are seven, a minority of higher-attaining pupils can confidently use numbers up to 100. They can count in 2's, 5's and 10's and are able to double numbers up to 20. They can calculate addition and subtraction using 2-digit numbers and know their 2, 5 and 10 times tables. Lower-attaining pupils are able to use numbers up to 20. They can order numbers and count forwards and backwards. All pupils are beginning to develop an understanding of place value. Many pupils can name square, rectangle, circle and triangle and higher-attaining pupils can identify some of their properties. They can use money, time and measurement at levels appropriate to their prior attainment. Throughout the key stage standards in mental arithmetic are below what would usually be expected. Not enough emphasis is placed upon teaching a range of mental strategies to solve simple problems.

76. At Key Stage 2 pupils quickly build on this attainment developing numeracy skills to enable them to undertake more complex, challenging work at a level appropriate to their ability. Higher-attaining Year 6 pupils have a thorough understanding of place value. They can calculate confidently using the four operations and can undertake simple mathematical investigations. Some pupils do not always recognise the connections between fractions, decimals and percentages. They have experienced a range of work with common measures including time and money, simple probability and the representation of data graphically. Middle-attaining Year 6 pupils have similar expertise but at a lower level of capability and understanding. Younger, higher-attaining pupils are very confident working with numbers and have a good mathematical vocabulary. They can recognise and use formulae for determining whether numbers when added or subtracted are odd or even. They can apply these rules to very large numbers. Throughout the key stage pupils are encouraged to perform mental calculations. Year 3 pupils are able to reach a target number using recall of facts to 20, whilst Year 6 pupils are able to mentally divide whole numbers by 10 and 100.
77. Overall, progress is satisfactory. However, rates of progress are uneven between key stages. At Key Stage 1 there are a few lessons, particularly for older pupils, where progress is unsatisfactory and sometimes poor. This is because tasks are not sufficiently matched to pupils' levels of ability and are too difficult for less able pupils and not sufficiently challenging for all other pupils. Progress in Key Stage 2 is always satisfactory and frequently good. Pupils with special educational needs make satisfactory progress.
78. Overall, pupils have a positive attitude, behave well and listen attentively. They concentrate well and are keen to be involved. Pupils are most enthusiastic when teachers have high expectations of their work and when they are fully involved and interested. For instance, Year 6 pupils were very keen to be active participants and display their work of grouping continuous data in equal intervals, using an overhead projector. However, in a minority of Key Stage 1 lessons where tasks are undemanding, teachers' subject knowledge is poor and expectations are low, higher-attaining pupils respond in a passive manner with little pride in the finished product.
79. Overall, the quality of teaching at Key Stage 1 is satisfactory but there are a few unsatisfactory lessons. Teachers plan their lessons well and focus on the intended learning outcome, but occasionally do not understand the mathematics they are teaching. Expectations for older Key Stage 1 pupils are sometimes too high or too low and tasks are not accurately pitched at pupils' levels of ability. Lessons sometimes proceed at a slow, pedestrian pace which results in pupils losing interest. In satisfactory or good lessons teachers provide practical activities to develop mathematical language and understanding of addition and subtraction. This was clearly demonstrated in a practical lesson to teach the number names to 10 and vocabulary of more and less, by use of counting and eating smarties.
80. Teaching at Key Stage 2 is always good. Teachers make their aims apparent to pupils through clear explanations, direction and instruction. In all lessons, teachers use their knowledge and understanding of the subject effectively to engage pupils' interest. They listen carefully and build on the comments children make to ask questions which probe their thinking. The best teaching motivates, challenges and interests pupils with the work provided. Behaviour is monitored consistently and praise given which makes clear where gains have been made. This good quality teaching ensures that all pupils, including those with special education needs, make good progress.
81. The school is implementing the numeracy strategy well. All teachers work from the mathematics framework and operate a three-part daily lesson. The subject co-ordinator is thorough and conscientious. He has recently completed a detailed analysis of pupils' performance in standardised tests to identify areas of weakness. Alongside this he has analysed strategies to support pupils' attainment. These initiatives confirm his commitment to raising standards.

## **Science**

82. In Key Stage 1 pupils make steady progress in science and by the end of Year 2 their attainment matches what is expected of seven year olds. Standards, measured by teacher assessment, in 1999 indicate pupil performance is close to the national average.

83. In Key Stage 2, pupils' attainment in science matches the national average and both attainment and progress were good in the lessons observed, particularly in Year 5 and Year 6. In comparison with similar schools pupils' results are average. The difference between inspectors' findings and the results of national tests is because national tests do not fully assess all practical aspects of science which are a strength of most lessons.
84. In Key Stage 1 pupils make steady progress in developing their knowledge and understanding of science. In Year 1 they recognise separate senses and can apply them to make meaningful observations. By the time they are seven they can distinguish between living and man-made objects quickly and accurately. For example, they can determine that a potato crisp is man-made from a living object. Most pupils learn basic scientific language quickly and use it appropriately.
85. Older pupils make good progress and in Year 4 pupils understand air resistance and can devise experiments to study its properties by selecting appropriate materials to make parachutes. They can make predictions and record their findings accurately. By the end of Key Stage 2 pupils can form hypotheses and use fair tests with confidence to prove or disprove their ideas. Pupils use correct vocabulary such as upthrust to describe forces and know that they are measured in units called Newtons. In their experimental work they take account of possible variables to ensure accurate results.
86. The provision made for pupils with special educational needs is appropriate. These pupils make steady progress when given extra help in class by adults and carefully prepared tasks.
87. The quality of teaching in science is good at Key Stage 1 and is very good at Key Stage 2. Teachers use a range of strategies which are well suited to the task in hand, are particularly appropriate to practical work and encourage pupils' independence. In the best lessons the pace is brisk and the work challenging. Tasks are well matched to pupils' ability, suitable extension work is available and appropriate homework is set. Teachers generally have a good knowledge of science and ensure that pupils know what they have to learn and what they are expected to do.
88. Pupils enjoy science and have a very positive attitude to their work. They are interested and enthusiastic about their activities. Relationships are good and pupils work well together, learning to share and take turns. They find practical investigations most interesting, during which they work carefully and safely together and record their findings accurately.
89. The science curriculum is broad and balanced and meets National Curriculum requirements. It is well supported by good resources which are effectively used, and a good commercial scheme of work and materials. Teachers' planning is clear and well structured, indicating occasionally opportunities for the assessment of pupils' work and progression of knowledge and skills. Lessons have a well defined structure which supports both the school's policy and pupils' learning.

## **OTHER SUBJECTS OR COURSES**

### **Art**

90. Few art lessons were observed during the inspection. Examination of pupils' work, together with discussions with teachers and pupils, enabled judgements to be made.
91. Pupils' attainment in Key Stage 1 is satisfactory and they make steady progress. Younger pupils produce interesting work, such as their pictures of buildings which are carefully painted. They use a wide range of materials and are introduced to basic techniques which they use to express themselves in shape and colour. In Key Stage 2 pupils, including those with special educational needs, continue to make appropriate progress and attainment is satisfactory. They undertake a wide range of activities which enable pupils to produce effective models and pictures. Accurate interpretation of line and shape is encouraged and skills such as producing life drawings using graphite as a medium to study light and shade are practised. Pupils learn about the styles of well known artists such as Goudi and Lowry and copy their techniques. They also develop skills in identifying good composition.
92. Teachers have a sound knowledge of art and confidently demonstrate their skills. The outcomes of effective teaching are evident in the work pupils produce, both in the context of art and the use of artistic skills to enhance work in other subjects. Work is well planned and is designed to follow the National Curriculum programme of study. Exceptional pieces of work are framed and remain as examples of excellence for future generations of pupils. Pupils are interested in art and respond positively to their tasks. They go about their work independently and readily discuss it with other pupils and adults.
93. The school provides a broad and balanced curriculum in art which meets the requirements of the National Curriculum. Pupils' tasks are supported by a wide range of media and tools which enable a variety of skills to be learned and applied in their work. This has enabled three-dimensional work to be extended to include techniques such as the sculpting of models from wire and clay. As part of the assessment of pupils' art the school has compiled a portfolio of work to moderate standards.

### **Design and Technology**

94. During the inspection no lessons in design and technology were observed. Examination of pupils' work, together with discussions with teachers and pupils enabled judgements to be made.
95. Pupils' attainment at both Key Stages 1 and 2 is in line with expectation for age. They follow the design and make process, learn new skills which build upon what they can do and use new tools and materials as they progress. Younger pupils' tasks reflect their interest and work in other subjects. They have prepared simple designs based on pictures to produce models of fairground swings in relation to a class project. Older pupils in Key Stage 2 have designed and made snail habitats which involve the application of skills such as hinging joints and strengthening corners. They explore materials and engineering techniques through designing and making bridges which they test for strength. More recently pupils have been engaged in work on photograph frames which they have disassembled to discover how they are made and from what materials, as a prelude to designing their own. Pupils, including those who have special educational needs, make steady progress in design and technology and the benefits of the recently revised curriculum are becoming evident.
96. Although no lessons were seen it is evident that teachers plan their work carefully and are well supported by the recently adapted scheme of work and new materials. Finished models and artefacts indicate that skills are effectively taught and many pupils' completed work is well finished. In some work there is insufficient emphasis on designing and further modification of designs before and during the making process. Pupils enjoy their work in design and technology, particularly the construction and testing of their ideas. Pupils can talk knowledgeably about the skills they have learned and things they have made.

97. The curriculum provided by the school meets the requirements of the National Curriculum. There is a good balance of activities and skills are mostly taught in appropriate sequence. Design and technology is supported by a good range of suitable materials and tools which pupils learn to use effectively. Recent revisions to the curriculum indicate the potential for building upon the sound start which has been made.

### **Geography**

98. It was not possible to observe any teaching of geography during the inspection nor to hold detailed discussions with pupils about the subject. Evidence from retained work and displays show that standards are in line with national expectation. For instance, at Key Stage 1 pupils can describe their classroom and school and can use appropriate vocabulary for directions. They have acquired very simple mapping skills and know some names of landscape features such as rivers and hills. At Key Stage 2 pupils can use aerial photographs and turn them into plans to show different geographical features. They can use a key on a map and understand that symbols are used instead of words. Pupils in Years 5 and 6 have investigated the life and culture of India. They are able to identify important buildings and describe the main foods of the area.
99. The retained work shows that pupils, including those with special educational needs, are making satisfactory progress.

### **History**

100. The standards that pupils reach at the end of Key Stages 1 and 2 are in line with national expectations. However, the progress that they make as they go through the school varies between very good and satisfactory. Progress is best for pupils at Key Stage 2. Pupils with special educational needs make satisfactory progress overall.
101. In the best lessons at Key Stage 2, pupils debated and thought carefully about democracy and its adoption in modern society. This task showed that they were able to participate in an assembly of freedom, as in ancient Athens. They debated whether or not slaves should be allowed to go free and were confident to speak and vote on the issue. This enabled them to understand that secret voting is part of democracy as it is today. Very good progress was made by all pupils because the teacher had planned the lesson well, expectations were high and effective questions were used to encourage pupils to participate. Pupils enjoyed this lesson because they felt very involved and valued and as a result they behaved well and made good individual contributions.
102. By the time they are seven pupils understand that changes take place as time passes, such as their own growth and development since they were babies. They know about the differences between the past and present and about some famous people in history. Older pupils have a sound knowledge and understanding of periods in history, such as ancient Greece. By the time they are eleven, higher-attaining pupils can give an account of historic events and can gather evidence from a range of sources to support their ideas.
103. All aspects of the curriculum are covered. The clear guidance includes useful appendices, outlining the progression of research skills and activities to help develop historical skills.

### **Information Technology**

104. Pupils' attainment in information technology at the end of Key Stage 1 is at levels expected for seven year olds. In Key Stage 2 pupils make good progress and by the end of Year 6 attainment exceeds levels expected for eleven year olds.

105. In Key Stage 1 pupils learn to use computers effectively. They can operate the keyboard and mouse to control what happens on the computer screen. By the end of Year 2 pupils can use word-processing packages and interactive skill-based software. They can remember procedures and have gained confidence and familiarity with computers. Most pupils understand and can explain what will happen on the screen before they enter commands. In Key Stage 2 pupils build on their previously acquired skills and extend the range of work they undertake. By the time they are eleven pupils can design a page for the school web-site combining graphics, text and digital images. Younger pupils learn how to change font sizes and colours, move graphics and text and use word-processing packages to produce written work presented to a good standard. In Key Stage 2 pupils can talk about their work in information technology with confidence and use technical language well.
106. Information technology is taught as a subject in its own right and is used by pupils to support their learning in a range of other subjects. Lessons are well planned and organised. Teachers give pupils clear instruction on the use of computers, both in class lessons or in groups, in the course of teaching other subjects. Tasks are carefully explained and most teachers are confident in the use of computers and have a good knowledge of how they can be used. Teachers and other adults provide capable explanation and assistance to pupils as they progress in learning new skills. Lessons are characterised by challenging tasks, good pace and a keen interest. Work is well matched to pupils' ability both in learning skills and in using computers to support their work in other subjects.
107. Pupils enjoy information technology and respond well to using computers. They are attentive and concentrate well while receiving instruction. Pupils are proud of the knowledge and skills they have acquired and willingly help each other to consolidate new skills in group work. In lessons relationships are good and a very positive ethos and sense of learning together is created. Pupils can discuss information technology with confidence.
108. The information technology curriculum which the school provides is broad, balanced, very well managed and meets National Curriculum requirements. The policy and scheme of work ensure that pupils are provided with opportunities to develop their information technology skills in sequence, building on previous knowledge and applying them appropriately. There are good resources to support the teaching of information technology which are used flexibly to address both the learning of skills and their subsequent application.
109. The school has adapted well to the new generation of computers and software that has been acquired and is working effectively towards making best use of their potential.

## **Music**

110. Attainment in music is in line with expectation for age at both key stages. Pupils in Key Stage 1 can play a range of musical instruments, identifying the different sounds they make. They can sing together. In Key Stage 2 pupils can compose rhythmic pieces and use symbols to record their ideas. They can perform their work for their peers. By the age of eleven pupils recognise the beat, instrumentation and mood of music they listen to. They can recognise aspects of musical notation such as time signatures and note values. In both key stages pupils make good progress in their lessons in both performing and listening. Pupils enjoy their work in music. They are well-behaved and keen to participate. They are confident to perform and show respect for each other and the resources they use.
111. Teaching in music is good overall. Lessons are well planned, resources well prepared and subject knowledge is good. In a very good lesson for Years 5 and 6 the teacher had very good knowledge of individual pupils and developed the lesson well from listening to performing, ensuring that good progress was made.

## **Physical Education**

112. Attainment in PE is in line with expectation for age at the end of both key stages. By the age of seven pupils understand the importance of warming-up before exercise. They can throw and catch small apparatus, aiming with accuracy. They can practise to improve their performance and work in pairs and small groups. By the time they are eleven pupils can perform a series of movements with increasing control. They move in different ways showing an awareness of space and direction. In dance they can move in time to the music and compose a dance using different levels and demonstrating good posture. Pupils make good progress in lessons in improving their movement and skills. Pupils enjoy their work in PE. They listen well and follow instructions, showing an awareness of safety. They are confident and enjoy being challenged. They work well individually and in small groups, co-operating and taking turns.
113. Teaching in PE is never less than satisfactory and in Key Stage 2 it is good. Teachers give clear instructions and explanations, plan the lessons well and offer appropriate challenge. Subject knowledge is good and pupils are sensitively supported and encouraged.

## **Religious Education**

114. Pupils' attainment in religious education at the end of both key stages is in line with the expectations of the locally Agreed Syllabus. Younger pupils know the main features of the Christian calendar. Many pupils know that Jesus is the founder of Christianity and can re-tell stories associated with his life. For example, in a Year 3 class pupils were able to retell the story of the "Lost Son" discussing and recording the feelings of the characters in the story. All pupils understand the significance of the cross and the fish as Christian symbols. Older pupils build upon this knowledge. They are able to describe and express views about the life and work of prominent people associated with Christianity and major world religions, such as the Hindu Gods, Gahesh and Krishna. By the time they are eleven higher-attaining pupils are able to consider sensibly questions of morality. They understand that bullying or power over people is not a good thing and are able to offer alternative approaches.
115. Pupils, including those with special educational needs, build on their prior knowledge and are keen to learn. Progress across the school as a whole is satisfactory, although progress at Key Stage 2 is good and sometimes very good.
116. Religious education is usually taught well, with some examples of very good teaching at Key Stage 2. For instance, in a Year 6 class, the teacher led a very interesting lesson which provoked thinking about living in a non-violent world. In situations such as this, pupils respond strongly and are keen to share and reflect on their ideas.
117. Pupils develop increasing levels of understanding as they move through the school. This is supported by a recently reviewed scheme of work and a range of relevant resources. Many staff are interested in the subject and readily offer their advice and expertise.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

118. The inspection was carried out by a team of 4 inspectors. During the week of the inspection 83 lessons or parts of lessons were observed. In addition observations were made during registration, assemblies, break times and lunch time. A cross-section of pupils in every year group was heard to read. Samples of work were examined from all classes and teachers' planning files inspected. Discussions were held with pupils, staff, parents and the chair of governors.
119. The documentation provided by the school was analysed both before and during the inspection and budget figures and other financial information were examined. The inspectors also considered the views of parents, expressed in response to a questionnaire and at a meeting held at 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	113	2	37	48

### Teachers and classes

#### Qualified teachers (YR - Y6)

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

6
16.62

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

Total number of education support staff  
Total aggregate hours worked each week

3
46

Average class size:

22.6
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## Financial data

Financial year:

1998/99
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	£
Total Income	238,215.00
Total Expenditure	246,886.00
Expenditure per pupil	1,763.00
Balance brought forward from previous year	39,560.00
Balance carried forward to next year	30,889.00

## PARENTAL SURVEY

Number of questionnaires sent out:

113

Number of questionnaires returned:

29

### 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	65.5	31.0	0	3.4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69.0	27.6	0	3.4	0
The school handles complaints from parents well	44.8	37.9	10.3	6.9	0
The school gives me a clear understanding of what is taught	41.4	48.3	10.3	0	0
The school keeps me well informed about my child(ren)'s progress	41.4	44.8	10.3	3.4	0
The school enables my child(ren) to achieve a good standard of work	44.8	44.8	6.9	3.4	0
The school encourages children to get involved in more than just their daily lessons	34.5	48.3	10.3	6.9	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34.5	55.2	6.9	0	3.4
The school's values and attitudes have a positive effect on my child(ren)	41.4	37.9	10.3	3.4	6.9
The school achieves high standards of good behaviour	31.0	41.4	13.8	10.3	3.4
My child(ren) like(s) school	58.6	31.0	3.4	3.4	3.4