

# **INSPECTION REPORT**

**Lawns Park Primary School**  
Old Farnley

LEA area: Leeds  
Unique Reference Number: 107973  
Inspection Number: 187106

Head teacher: Mrs C Park

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Reporting inspector: Miss K Manning

Dates of inspection: 11 – 14 October 1999

Under OFSTED contract number: 706893

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
Type of control:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Chapel Lane Old Farnley Leeds LS12 5EX
Telephone number:	0113 263 7364
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Towler
Date of previous inspection:	December 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
K Manning	Mathematics Art Areas of learning for children under five Design and technology	Characteristics of the school  Attainment and progress  Teaching Leadership and management The efficiency of the school Attendance
R Hartley		Support, guidance and pupils' welfare Partnership with parents and the community
J Haves	Special educational needs Science  Information technology Physical education Religious education	The curriculum and assessment Pupils' spiritual, moral, social and cultural development
A Scott	English  History  Equal opportunities Geography Music	Attitudes, behaviour and personal development Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

- There is some very good teaching throughout the school. In addition, almost a third of the teaching is good.
- Children under-five make good progress in all of the areas of learning.
- The school has good procedures for ensuring the health and safety of pupils.
- Good procedures exist for promoting attendance.
- The day-to-day running of the school is efficient.

### Where the school has weaknesses

I. Pupils do not make fast enough progress in English and mathematics in Key Stage 2 and standards of attainment are too low.

II. There is a significant amount of unsatisfactory behaviour, particularly in Key Stage 2.

III. The time of some staff is not always used efficiently.

IV. The partnership with parents is not as strong as at the time of the previous inspection.

**The school has more strengths than weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

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

The school has overcome most of the weaknesses identified in the previous inspection in 1995 and is in a sound position to continue to improve. The biggest success has been in moving the provision for children under five in the nursery and reception class from being a key issue to a strength of the school. Teachers have tackled successfully the issue of assessment. Systems for recording pupils' attainment are now a much better match to aims identified in schemes of work. Teachers have begun to use these more consistently and to supplement them with useful evidence of what pupils can do in portfolios of work. In addition, head teacher and co-ordinators for English, mathematics and science now analyse the results of standardised tests in order to determine gaps in teaching or pupils' learning. This has been successful in identifying the need to spend more time on writing and handling data. Teachers have also provided more opportunities for pupils to identify and solve problems in mathematics. Although teachers have ensured that more pupils in Key Stage 1 reach the expected level 2 in mathematics there are still not enough pupils reaching the higher levels. Since the previous inspection, a number of staff have been trained to deal more effectively with poor behaviour. However, the agreed procedures are not being used consistently enough and unsatisfactory behaviour continues to be a problem. This is particularly noticeable in classes in Key Stage 2.

In addition to the key issues, teachers have used the National Literacy and Numeracy Strategies to improve the quality of planning for English and mathematics.

### Standards in subjects

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

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

The table shows that in national tests in 1999 far fewer pupils than in most other schools reached the expected levels in English, mathematics and science. When compared with similar schools, the percentage of pupils reaching the expected level was also well below average. In religious education, standards are in line with the requirements of the locally Agreed Syllabus. In all other subjects, including information technology, standards are typical for eleven-year olds.

### Quality of teaching

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

The overall quality of teaching is satisfactory. Six per cent of the teaching observed during the inspection was very good, 30 per cent good, 58 per cent satisfactory and six per cent unsatisfactory.

*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 a significant number of pupils, particularly in Key Stage 2, is unsatisfactory.
Attendance	Attendance is satisfactory and is similar to the national average.
Ethos*	The school has a caring ethos, which provides children with security and an attractive place to learn. Teachers are committed to raising standards in pupils' learning.
Leadership and management	The head teacher, deputy head teacher and subject co-ordinators provide clear direction for the work of the school. Governors fulfil their statutory obligations.
Curriculum	The school provides a broad and balanced curriculum. Although most pupils have equal opportunities to learn, higher attaining pupils are not always challenged sufficiently by their work.
Children with special educational needs	The provision for most pupils with special educational needs is satisfactory.
Spiritual, moral, social & cultural development	Overall, the school makes satisfactory provision for the spiritual, moral, social and cultural development of pupils. There are some weaknesses to the way the school encourages good behaviour.
Staffing, resources and accommodation	There are ample teachers and support staff. The accommodation is good and there are sufficient resources to teach the curriculum. The exception is the need for more paintings on the nursery playground.
Value for money	Although standards are low in Key Stage 2, they are beginning to improve as a result of more good teaching. The quality of education is sound but at high cost. The school gives satisfactory 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**

- The values that the school promotes and which they share.
- They are pleased that their children like school.
- V. The school is caring, giving good attention to individual children.
- VI. It is easy to approach teachers with problems to do with their children.
- VII. They feel that their children achieve good standards of work.
- VIII. The amount of homework their children get.

### **What some parents are not happy about**

- They do not always receive information about school events and activities.
- The head teacher is not approachable.
- Children are not encouraged to get involved in more than just their daily lessons.
- A small number of parents feel that the school's approach to discipline does not work for their children.
- Standards are low and children do not make fast enough progress.
- They would welcome more information about the school's policy on homework.

Inspection findings are that most views held by parents, which are in support of the school, are justified. However, there are definitely some aspects of how the school communicates with parents that need improving. Although the school intends parents to be well-informed and the information they provide for parents is useful, there is evidence to suggest that a small number do not get all of the information sent out by the school. Since parents' views were made known to the head teacher she has already begun to consider alternative methods of ensuring that parents get the information they need. One of the areas that will be explained in more detail is the school's homework policy. Because teachers greet children in the schoolyard they are more accessible than the head teacher, whose office is at the other side of the school. The head teacher is generally available to talk with parents whenever they wish to do so, but as a response to their concerns she has begun to consider ways of being more accessible on a regular and informal basis. Parents' views that children are not encouraged to get involved in activities other than their lessons are unfounded. There is a reasonable range of after school clubs, which involve sport and music. Parents are right to be concerned about discipline. Teachers are not consistent in their approach to dealing with unsatisfactory behaviour. Parents' views that their children achieve good standards of work are not wholly accurate in relation to English, mathematics and science. However, standards are rising in these subjects and parents have no need to worry about low standards in other subjects.

## **KEY ISSUES FOR ACTION**

Governors, head teacher and staff should;

1 Raise pupils' attainment  
in English and mathematics and quicken their progress in these subjects in Key Stage 2 by;

- continuing to use assessments and the analysis of tests to identify gaps in pupils' learning and teaching;
- setting demanding targets for pupils' attainment;
- exploiting the potential of other subjects of the National Curriculum for pupils to practice their skills and knowledge in reading, writing and number;
- ensuring that lessons are brisk and that pupils do not have time to get bored or misbehave;
- ensuring that the involvement of support staff is planned to make more effective use of their time.

*(paragraphs 10 – 13, 15, 78 – 89, 90 - 104)*

2 Improve pupils' unsatisfactory behaviour and attitudes to work by;

- establishing an agreed policy and checking that it is followed consistently by all staff;
- adopting whole-school strategies for dealing with poor behaviour;
- ensuring that pupils develop good habits of listening to teachers from Key Stage 1 onwards;
- encouraging pupils to have respect for the efforts of others.

(paragraphs 17 – 19, 26 – 27, 37, 41, 87, 98, 119, 133 – 134, 149 - 150)

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan.

- Strengthen the school's partnership with parents by ensuring;
  - they receive important information;
  - they feel that all staff are readily available to speak to them.

(paragraphs 44 - 48)

- **INTRODUCTION**

- **Characteristics of the school**

1 It is a modern building with pleasant grounds and semi-open plan classrooms. There have been few changes to the area since the last inspection. Most of the pupils continue to come from Old Farnley, which is mostly council owned although a number of properties show signs of having been bought. About a quarter of pupils come from New Farnley or the private estates that have recently been built locally. Four pupils use English as an additional language and five belong to ethnic minority groups. The number of pupils known to be eligible for free school meals has increased since the previous inspection and is now broadly in line with the national average.

2 There are 116 boys and 89 girls in the school, making this a broadly average sized primary school. The numbers of pupils on roll have remained static for several years. Pupils are taught in seven classes, with two teachers sharing a class of pupils in Year 3 because they both work part-time. There is a separate nursery which class, which children attend part-time. The percentage of pupils with special educational needs is close to the national average although fewer pupils than nationally have statements of special educational needs.

3 The local education authority's admissions policy allows children to be admitted to the nursery class in the term after their third birthday. The school follows local education authority guidelines for admission to the reception class. Children join in the September of the year in which they have their fifth birthday. This means that some children can have up to five terms in the nursery. At the time of the inspection, 73 children in the school were under the age of five. Most children have had some nursery or playgroup experience and have typical language, literacy and number skills. A small number are very confident and outgoing and an equally small number have little experience of books or number.

4 The school aims to help each child realise their full potential. It intends to do this by providing a stimulating and caring atmosphere and encouraging children to be courteous and respectful of others. The school's academic aims are that all children have a good command of English, use basic mathematical operations and have sound skills of observation and enquiry in science. The school also intends to provide children with the skills and knowledge required in other subjects of the National Curriculum. Current targets for development are shared by the local *Family of Schools*, they include raising standards in English, mathematics and information technology, providing further training for staff and to become a school that is recognised through Investors in People.

## Key indicators

### 5 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	20	11	31

National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	18	17	18
	Girls	8	8	7
	Total	26	25	25
Percentage at NC Level 2 or above	School	84% (70%)	81% (70%)	81% (83%)
	National	82% (80%)	83% (81%)	87% (84%)
<b>Teacher Assessments</b>				
Number of pupils at NC Level 2 or above	Boys	18	18	20
	Girls	8	8	10
	Total	26	25	30
Percentage at NC Level 2 or above	School	84% (63%)	81% (83%)	98% (93%)
	National	82% (81%)	86% (85%)	87% (86%)

### 6 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	11	31

National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	10	12	13
	Girls	8	5	8
	Total	18	17	21
Percentage at NC Level 4 or above	School	59% (60%)	55% (36%)	68% (48%)
	National	70% (65%)	69% (59%)	78% (69%)
<b>Teacher Assessments</b>				
Number of pupils at NC Level 4 or Above	Boys	14	13	13
	Girls	6	7	6
	Total	20	20	19
Percentage at NC Level 4 or above	School	65% (32%)	65% (36%)	61% (56%)
	National	68% (65%)	69% (65%)	75% (72%)

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

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

2      **7      Attendance**

Percentage of half days (sessions) missed			%
Through absence for the latest complete	Authorised	School	5.4
Reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

2

2      **8      Exclusions**

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	0
	Permanent	0

2      **9      Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	6
	Satisfactory or better	94
	Less than satisfactory	6

## 2 PART A: ASPECTS OF THE SCHOOL

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

#### 2 Attainment and progress

10 The results of National Curriculum tests in 1999 show that by the age of eleven, the number of pupils who reach the expected level 4 in English, mathematics and science is well below the national average. Fewer pupils than in most other schools reach the higher level 5 in English and mathematics and the number of pupils who reach the higher level in science is very low. In English and science the school exceeded its targets for improvement. It failed to meet the target for improvement in mathematics. Although standards appear to have deteriorated in all three subjects since the time of the previous inspection, more pupils than last year gained the expected and higher levels in all three subjects. Over the past three years, girls have performed better than boys in English, boys have done better in mathematics and there is no pattern to attainment in science. Some parents who completed the questionnaire or attended the parents' meeting were concerned about their children's attainments. Their concerns are justified; when compared with similar schools, pupils' performance is well below average in English and science and very low in mathematics.

11 The results of National Curriculum tests in 1999 show a greater diversity in the attainment of seven-year olds. Although the number of pupils who reach the expected level 2 in reading is close to the national average, fewer pupils reach this level in writing and far fewer in mathematics. No pupils reach the higher level 3 in writing or mathematics and fewer pupils than in most other schools reach this level in reading. Teachers' assessments show that the percentage of pupils who reach the expected level 2 in science is above the national average but fewer pupils than in most other schools reach the higher level. Fewer pupils reach the higher level because teachers have concentrated on getting pupils to level 2 and have not sufficiently challenged higher attaining pupils who might otherwise have reached level 3. When compared with similar schools, pupils' performance is close to average in reading, below average in writing and well below average in mathematics. Boys have done better than girls in tests in reading and mathematics over the past three years and girls have performed better at writing. When compared with similar schools, pupils' results are average in reading, below average in writing and well below average in mathematics.

12 Inspection findings are that many pupils in Key Stage 2 achieve levels that are below expectations for their age in English, mathematics and science. There are several weaknesses to pupils' knowledge. In English, pupils do not produce writing of the length or quality expected for their age. Many do not have a wide enough vocabulary. A significant number in both key stages are not able to listen attentively for any period of time. In mathematics, pupils are not able to use and apply basic mathematical skills and not enough use numbers confidently. In science, there are some gaps in their knowledge, for example in understanding of a food chain. Most pupils in Key Stage 1 achieve levels that are in line with expectations for their age in reading, writing and mathematics. This is a result of the National Literacy and Numeracy Strategies, which have raised teachers' expectations of what pupils can do. Pupils' attainment is in line with expectations for their age in science.

13 In both key stages, pupils do not make enough use of their literacy skills in other subjects. They rarely write at length. In addition, they do not read or engage in independent research often enough in other subjects.

14 Inspection findings are that pupils' attainment in information technology is in line with expectations for both seven and eleven-year olds. At present, insufficient thought has gone into how teachers can better incorporate computers into teaching other subjects. Pupils' attainment in religious education is in line with the expectations of the locally Agreed Syllabus by the end of both key stages. This is a similar picture to the time of the previous inspection.

15 Most children who enter the reception class have benefited from time in nursery and their attainment

is typical of four-year olds. In their first years in school they make good progress in developing social and personal skills and in the areas of learning. By the time they are five most children have achieved the skills and knowledge expected for their age. They go on to make steady progress in reading, writing, mathematics and science during Years 1 and 2. The progress they make during literacy and numeracy lessons is marked as a result of greater emphasis on reading and writing and on mental mathematics. Overall, pupils' progress in Key Stage 2 is unsatisfactory. The National Literacy and Numeracy Strategies have not had time to raise standards in this key stage and pupils have a lot of catching up to do in English and mathematics. In addition, progress is limited in lessons that are slow and when pupils' response to the teaching is unsatisfactory. Pupils make steady progress in science because much of their work does not need to build on earlier skills. In all three subjects, higher attaining pupils do not make fast enough progress when they are not challenged by their work. Pupils with special educational needs make steady progress towards the targets in their individual education plans as a result of the extra support they get when working in small groups. Although pupils in both key stages make steady progress during information technology lessons, their rate of progress is not as fast as it could be because computers are often left idle for long periods each day. There are no differences in the rate of progress of boys and girls.

16 In all other subjects pupils make steady progress throughout both key stages. In art and design and technology they use a widening range of techniques to design and produce pictures and models of a reasonable standard. In geography and history pupils increase their skills of researching by using resources such as photographs and objects. Pupils make steady progress in music and physical education lessons and benefit from specialist coaching. Those who have additional tuition make good progress in playing instruments such as violin and recorder. In physical education, pupils gain stamina, balance and poise in gymnastics and dance.

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

17 Most pupils have positive attitudes towards their work. Children in the nursery and reception class are eager to explore new learning and are very enthusiastic about the activities they are offered by teachers. They try hard to master new skills and are proud of their successes. In Key Stages 1 and 2, most pupils are keen to learn and concentrate on the tasks they are given. They particularly enjoy activities that are of a practical nature, such as painting or making models. However, a significant number of pupils, particularly in Key Stage 2, have difficulty in concentrating for even short periods of time and need constant encouragement to get on with their work. Too many boys and girls chatter to one another while their teachers talk and ignore instructions unless they are repeated several times. Few pupils have the self-discipline to work without supervision.

18 Most pupils behave well. However, a significant number behave unsatisfactorily in lessons where the pace is slow. This was highlighted at the time of the previous report but steps taken to deal with the situation have not been successful and the problem is growing. It begins in Key Stage 1 when pupils' are occasionally allowed to get away with unacceptable behaviour. As a result, pupils often call out in response to questions and when the teacher is talking. By the time they are in the Year 3 class, many pupils are prepared to have a go at being silly or cheeky. They encourage one another and a small number are disrespectful to their teacher and other children. Parents concerns about unsatisfactory behaviour are justified. Because a significant number of pupils consistently misbehave their actions disturb the smooth flow of lessons and prevent other pupils from learning effectively.

19 Most pupils form friendships and appropriate relationships with one another. The under-fives in nursery have already begun to make special friends who they like to play with. In reception class, children show concern for one another and generally play together amicably. In Key Stages 1 and 2, pupils often work together in lessons and co-operate on tasks. However, a significant number of pupils in Key Stage 2, do not respect the efforts of others and laugh or jibe when pupils get an answer wrong. The school's capacity for improving relationships depends on an improvement to teachers' expectations of pupils' ability to learn and behave responsibly. There are sufficient opportunities for pupils to extend their capacity for independent work, take on extra responsibilities and contribute to the life of the school.

## 2 Attendance

20 The level of pupils' attendance is satisfactory. It is in line with the national average, and has been maintained at this level consistently since the time of the last inspection. Illness or holidays cause most absences. Punctuality is good. Most pupils arrive promptly each day so that lessons begin on time. Pupils' attendance and punctuality reflects parents' views that their children enjoy school.

## 2 QUALITY OF EDUCATION PROVIDED

### 2 Teaching

21 Most teaching is satisfactory. Almost a third is good and there is some very good teaching throughout the school of children under-five and in both key stages. In a small number of lessons teaching is unsatisfactory. There is more good teaching than at the time of the previous inspection.

22 Teachers have a thorough knowledge and understanding of the requirements of the National Curriculum and the locally Agreed Syllabus. Following training in most subjects and the recruitment of well-qualified teachers, there is considerably more expertise in all subjects. Some of this is put to good use to provide specialist teaching, for example, of information technology in both key stages. Teachers are familiar with both the National Literacy and Numeracy Strategies and use these well as a framework for teaching reading, writing and mathematics. As a result, standards in these subjects are beginning to rise.

23 The teaching of children under-five has improved significantly since the previous inspection, when it was considered to be a key issue for development. Staff in the nursery and reception class now work together closely to ensure that children's experiences are lively and interesting. There is a shared view of how children develop personal and social skills and gain knowledge and understanding. This is evident in the way that staff encourage children to be independent, for example, putting on their coats in nursery and tidying away after activities in the reception class. As a result children are able to become confident, independent learners who select their own activities and resources.

24 Teachers' short-term planning has improved since the previous inspection and is now satisfactory overall. Teachers are more diligent about planning work for pupils of different abilities than at the time of the previous inspection. As a result, most pupils, including those with special educational needs are generally given appropriate work. This is not always the case for higher attaining pupils who rarely get the opportunity to work at higher levels. This is reflected in the low numbers of pupils in both key stages who reach these levels, particularly in reading, writing and mathematics. The quality of teachers' long-term planning is satisfactory. They use the frameworks of the National Literacy and Numeracy Strategies to help them plan and this has raised expectations of what pupils can do. Similarly, they have begun to use approved schemes of work to help them plan for subjects such as design and technology. A weakness to planning is that sometimes the activities planned for support staff do not make best use of their time. Similarly, although using the deputy head teacher to help colleagues maintain discipline has the effect of improving pupils' behaviour in lessons, it is not an efficient use of a valuable resource to the school.

25 The methods teachers' use to teach pupils in each key stage and children under five are appropriate. In the nursery and reception classes there is a strong emphasis on practical activities, with children coming together for group activities, such as hearing a story. Literacy and numeracy are taught effectively in lessons in both Key Stage 1 and 2. In other subjects, there is a reasonable balance between whole-class teaching and opportunities for pupils to engage in practical activities and practice what they have been taught. Sometimes, teachers get the balance a little bit wrong, for example, being so thorough with the designing aspect of making a fruit salad that pupils wait a long time before they get to have a go. A marked impact on pupils' progress is evident when teachers use their particular strengths to teach their specialist subjects to pupils in classes other than their own. This is evident in information technology and also when the head teacher takes classes and groups for art. The system of two teachers sharing a class of Year 3 pupils is not working successfully enough because of the problems teachers have with managing pupils' behaviour. Further support is needed to

ensure that teachers are able to teach and pupils are able to learn in this class.

26 There are some weaknesses to the teaching. In all of the unsatisfactory lessons, and a number of others, failure to maintain discipline leads to pupils not listening to the teacher or following instructions and the poor behaviour of a significant number of pupils affects the learning of others. Teachers do not use a consistent approach to dealing with unacceptable behaviour and this is exacerbated because they have differing expectations of how pupils should behave. For example, although most teachers remind pupils regularly not to call answers or comments, several will often accept and acknowledge correct answers given in this way. This weakness was identified in the previous report but has not yet been tackled successfully. Teachers occasionally accept work from pupils that is not complete or of a reasonable length. This is particularly noticeable in Years 5 and 6 when many pupils do not produce the expected length or detail in their written work.

27 Although teachers use the time available to them satisfactorily some lessons lack pace. This is because activities are not exciting or challenging enough to hold pupils' attention. Occasionally it is because the frequent stops, necessary to secure pupils' attention contribute to the slow pace of the lesson and so exacerbate the situation. In the nursery and reception class, teachers make good use of the skills of an experienced nursery nurse and support assistant to assist the learning of small groups of children. This is not always the case in Key Stages 1 and 2 when the work of support staff is not always planned to make best use of their time.

28 The quality of assessment has improved significantly since the previous inspection, when it was judged to be a key issue for development. Teachers have worked hard to ensure that there are now satisfactory procedures for assessing and recording pupils' progress. Subject co-ordinators have begun to collect samples of pupils' work as evidence of attainment and analyse the results of standardised tests to determine gaps in teaching or learning. Much of the marking of pupils' written work gives them a clear view of their strengths and weaknesses, and contains useful comments about how to improve their performance. Staff in the nursery and reception class have very good procedures for recording childrens' progress in all of the areas of learning. The portfolios of observations and examples that are kept on each child provide valuable information for parents and are pleasant to look at. All of this puts the school in a good position to be able to raise standards through more accurately matching work to pupils' ability.

29 A particular strength of teaching throughout the school lies in the care teachers take in preparing displays of pupils' work. Not only does this create a very attractive and stimulating place for learning, but it also provides pupils with helpful feedback and encouragement about their efforts.

30 All pupils are encouraged to take their reading books home on a regular basis and pupils are given spellings and tables to learn as homework. The help given by parents to develop their children's reading supports their work in school. A number of parents would like more information about homework, particularly when and how much. In order to remedy this situation the head teacher intends to make all parents aware of the school's policy.

## 2 **The curriculum and assessment**

31 The school continues to provide a broad and balanced curriculum at both key stages, which effectively promotes pupils' intellectual, physical and personal development. All subjects of the National Curriculum are taught and religious education is taught to meet the requirements of the locally Agreed Syllabus. Sex education is integrated with subjects such as science and personal and social education and is taught to pupils in Year 6. The school has introduced the National Literacy and Numeracy Strategies effectively and this is beginning to have an impact on raising standards in Key Stage 1 but has not been in place long enough to work through and have an effect in Key Stage 2. A reasonable range of after-school sports and activities enrich the curriculum and extends opportunities for pupils to develop their skills. Parents concerns that their children are not encouraged to take part in any activities other than their lessons are unfounded. There have been tremendous improvements in the provision for children who are under-five since



the previous inspection. They now have a broad and balanced curriculum in the six areas of learning. The additional emphasis placed on personal and social development and the development of language skills is a factor in the good progress children make towards the desirable learning outcomes for five-year olds.

32 The curriculum is planned to ensure that most pupils have equal opportunities to make progress. The exception to this is that planning does not always provide extension activities for higher attaining pupils. Overall, satisfactory provision is made for pupils with special educational needs but there are weaknesses to pupils' individual education plans. At present, they do not always state clearly the specific needs of the pupil or give clear targets for improvement. The co-ordinator recognises this and has begun to review how they are written and used. However, the school implements the code of practice effectively and meets the requirements of pupils with statements of special educational need. They are given a lot of additional support and are often able to work in small groups. This enables them to make steady progress. The school has an appropriate range of strategies for identifying pupils with special educational need and satisfactory systems for assessing progress regularly. Pupils, for whom English is a second language, speak good English. This enables them to participate fully in all lessons.

33 Teachers' curriculum planning is satisfactory and there have been some improvements since the previous inspection. Long-term planning provides sufficient guidance to ensure that all aspects of the National Curriculum and the areas of learning for children under-five are taught. The school has adopted several approved schemes of work, which have improved the quality of planning. In addition teachers use the frameworks of the National Literacy and Numeracy strategies well and their planning in these subjects is good. Where strong schemes of work do not exist there are some weaknesses to teachers' planning, an example of this is music, where planning does not say clearly enough how or when pupils will develop skills.

34 Procedures for assessment have improved since the previous inspection, when this aspect of the school's work was considered a key issue for development. There has been a marked improvement in the nursery and reception class where procedures are now very good. Staff record their observations of what children can do many times each day. This forms the beginning of a well-informed profile for each child, which gives clear examples and evidence of their progress in each area of learning. A strength of the system is that it is passed from nursery to reception, which means that the teacher has a clear starting point for planning activities. In addition, children are tested on entry to the reception class to find out what they already know. In Key Stages 1 and 2, there are now satisfactory procedures in place for all subjects. These are based on checks of what pupils can do that are closely linked to skills identified in the schemes of work. Teachers have begun to analyse the results of national tests in order to determine gaps in teaching or pupils' knowledge and this has already led to some changes to teachers' planning. During some whole-class lessons, support staff record what pupils can do and this provides additional information for teachers. Co-ordinators collect useful portfolios of pupils' work to help teachers monitor standards of attainment. Teachers have begun to use all of this information to guide planning but the system has not been in place long enough to have had an impact on pupils' standards of attainment. However, it puts the school in a sound position to be able to continue to make improvements to the curriculum.

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

35 Since the previous inspection, the school has maintained the sound provision for pupils' spiritual, moral and social development and the good provision for cultural development.

36 Provision for pupils' spiritual development is satisfactory. The school places particular emphasis on promoting spiritual development through religious education and assemblies. As a result, pupils have sufficient opportunities to reflect on the quality of their own lives and the lives of others in assemblies, and to consider the wonders of nature through science, art and poetry. The aims of the school reflect Christian values and these are strongly supported by parents. A sensitive approach to discussions about feelings and beliefs in lessons gives pupils the confidence to express their own experiences freely. Collective worship is planned well with themes linked to pupils' spiritual and moral development.

37 The school makes satisfactory provision for pupils' moral development except in relation to behaviour. In the nursery and reception class there is a joint expectation that children will behave well, share equipment and listen to others speaking. In Key Stages 1 and 2, teachers' views of what constitutes acceptable behaviour vary slightly. Although the code of conduct or four c's which mean care, co-operation, courtesy and common sense, is displayed prominently in classrooms and the hall, teachers do not follow agreed rules for promoting good behaviour and are too tolerant when some pupils disobey instructions or disturb others by their poor behaviour. Some parents are very concerned that behaviour is poor as a result of this and their concerns are justified. However, pupils throughout the school are taught values of right and wrong in relation to making decisions and following society's rules. During assemblies, pupils in both key stages have opportunities to consider wider moral issues such as the plight of refugees.

38 Teachers provide many opportunities for social development. In lessons, pupils are asked to work together in small groups and pairs and support one another in a variety of ways. Older pupils get the chance to take part in residential visits and all pupils go on outings that support the curriculum. Pupils support local and national charities. They are involved in community events such as carol singing at the local church and in a concert at Leeds Town Hall. Sports activities also promote social awareness and encourage a competitive spirit. Pupils' help in a limited range of tasks, which contribute to the smooth running of the school, for example, older pupils read with younger pupils and some help in the nursery. Pupils help to raise money for local and national charities, which helps them develop greater awareness of social issues.

39 Provision for cultural development is good. Teachers plan work in English, history and geography, which gives pupils a clear understanding of their own cultural traditions. They introduce pupils to the cultural heritage of their own locality through visits to Temple Newsam and the Bagshaw Museum. Studies of past societies, such as the Romans and the Vikings, as well as contemporary ones in Europe, help pupils to broaden their knowledge of other cultures and compare them with their own. The school provides suitable opportunities to appreciate the works of famous composers. Music is played as pupils come into school, in some classes it is played as they get ready for physical education and it is also played in assemblies. Pupils benefit from the first hand experiences of visitors to the school from other cultures, for example, from Portugal and Italy. In addition, there are several good quality displays around the school, which show the diversity of cultures in society.

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

40 Overall, the school provides satisfactory care, support and guidance for pupils, which has a positive effect on their confidence to involve themselves in all aspects of learning and school life. This is known and valued by parents. Pupils' progress and personal development are monitored carefully. Teachers know their pupils well and respond to their needs. Procedures for monitoring pupils' personal development are effective and the school uses personal and social education time to provide opportunities for pupils to talk about their feelings, discuss health issues such as smoking and the misuse of drugs and to provide appropriate sex education for the oldest pupils. Sound provision is made to care for pupils at playtime and lunchtime when competent staff and supervisors monitor pupils' activities effectively. Procedures for monitoring pupils' attainment and progress have improved since the previous inspection. Teachers in the nursery and reception classes keep very detailed records of children's progress. In Key Stages 1 and 2, teachers keep checklists of the skills pupils have acquired and teachers' track the progress of each pupil in English, mathematics and science.

41 Although the school has an appropriate policy for promoting good behaviour and discipline, all teachers do not follow it consistently. When rules, rewards and sanctions are not used or followed consistently by some teachers they fail to promote good behaviour in classrooms. For example, sometimes, when pupils call out answers to questions they are accepted while at other times they are not. As a result, pupils are uncertain how to behave and this is a contributory factor in the unsatisfactory behaviour of a significant number of pupils and in their subsequent lack of progress in some lessons. This was identified as an issue at the time of the previous inspection and has not been properly resolved since then despite the fact that teachers and support staff have had training. Teachers treat any incidents of bullying or fighting

seriously and take firm and immediate action. This was evident when the teacher in reception class showed a child how to deal with a situation where another child took over his activity without resorting to argument or squabbling.

42 Teachers record attendance and absence very efficiently and procedures for identifying consistent lateness or absence are good. As a result, the school has maintained improvements to attendance since the time of the last inspection. The educational welfare officer works closely with the school for the benefit of pupils, as do visiting specialists who provide advice and individual support for pupils with special educational needs.

43 The school's procedures for child protection comply with the recommendations of the area child protection committee. Appropriate training is provided for a designated teacher to co-ordinate all issues relating to child protection. However, these are not understood by all staff. Good arrangements continue to exist for pupils' health, safety and security. A sound policy for safety defines all necessary procedures including annual checks, such as risk assessments of the buildings and grounds. The school's capacity to maintain this standard is good. The caretaker ensures that the school is very clean and well maintained. A member of staff is trained to apply first-aid. Systems for its administration and the reporting of accidents are efficient and effective.

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

44 The partnership between the school and parents is not as strong as it was at the time of the previous inspection. This is an area that the school needs to improve.

45 Although most parents are satisfied with the amount and quality of information supplied by the school, a significant number said that they do not always receive information about important events or that they are told at the last minute. The inspection found that the school provides regular newsletters and that notices for parents are also posted in windows where they might be seen easily. However, the head teacher recognises the need to make alternative arrangements to ensure that important information gets to all parents. Parents are well informed about the school through its comprehensive prospectus, which fully meets statutory requirements. It does not give as much information about homework as parents would like and the school intends to remedy this situation in the next publication. The governors' annual report to parents also contains all the information required by law.

46 Parents are happy with the information they get in their children's annual written reports. Comments are focused clearly on pupils' attainment and progress, and specify the skills pupils have in each subject. There are appropriate opportunities for parents to discuss their children's progress with their teachers at parents' evenings, and many parents take advantage of these. Teachers keep the parents of pupils with special educational needs well-informed and involved at all stages of their child's development, including annual reviews for pupils with statements of their specific needs.

47 Forty two parents of the children in the nursery have very good informal access to teachers when they help their children register at the start of each session. Parents of children in other classes get a chance to discuss any concerns they have with teachers at the start and end of each day and they value these informal opportunities to talk with children about their children. Some parents feel that this is not as easy to speak with the head teacher or deputy head teacher and that complaints are not always dealt with to their satisfaction. Inspection findings are that the head teacher tries to be available to speak to parents whenever possible. As a response to these concerns both the head teacher and deputy head teacher intend to be a more visible presence at the start of the school day.

48 The involvement of parents in pupils' learning is satisfactory. Many support their children's learning at home by hearing them read regularly and by ensuring that homework is completed on time. A small group of parents attend the school regularly as helpers and respond willingly to requests for assistance

during school trips and special events. The school appreciates the valuable contribution that parents make to teaching and learning. Parents of pupils with special educational needs are involved fully in annual reviews of their children's progress, but not always in the preparation of their individual educational plans. Social and fund raising events are organised by the parents' association and substantial funds are raised for additional resources.

49 The school has maintained a satisfactory range of links with the community, which help to enrich the curriculum and to enhance pupils' personal development. Through their repeated success in a local art competition, for example, pupils have the opportunity to represent their school. Close ties with the nearby secondary school enable pupils in Year 6 to make the transition to their next stage of education smoothly and with confidence. The school takes advantage of amenities in the area to allow all pupils to go on local visits. This helps to support the curriculum and also to develop pupils' social skills.

## 2 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

2

### 2 Leadership and management

50 The overall quality of leadership and management is satisfactory and has been maintained since the time of the previous inspection. There have been changes to staff and governors, which have brought new strengths to the school. Since the previous inspection the head teacher has used her skills to provide many good opportunities to support a dedicated team and has determined a role for the deputy head teacher, which is aimed at improving pupils' behaviour and raising standards in mathematics. So far, this initiative has not been entirely successful. Behaviour remains an area that needs work and although standards have risen in Key Stage 1 they have not done so in Key Stage 2. The head teacher takes great care when appointing and supporting new staff and in deploying teachers to maximise their skills. As a result, there is a shared sense of purpose and a strong commitment to the success of the school shown by the staff.

51 Curriculum co-ordinators manage their subjects well. They use the time they have to manage their subjects effectively, to observe their colleagues at work and to share expertise by giving demonstration lessons. In addition, co-ordinators have a clear understanding of the strengths of their subjects and what needs doing to improve them.

52 Satisfactory provision is made to support and monitor teaching and the curriculum. Staff with leadership and managerial roles have a good understanding of their responsibilities and are provided with commendable opportunities to help teachers. They support their colleagues informally with planning, and preparation and selection of resources. Since the last inspection subject co-ordinators have helped review and improve policies and schemes of work. The senior management team and subject co-ordinators monitor standards of attainment, progress in the curriculum areas and the quality of teaching in a more rigorous way than at the time of the previous inspection. This now involves a more formal feedback to teachers, which contributes to the quality of teaching. All of this puts the school in a firm position to be able to make the changes necessary to raise standards of attainment.

53 Through the work of its committees and its commitment and involvement in the everyday life of the school, the governing body makes a satisfactory contribution to the success and welfare of the school and ensures that all statutory requirements are met. As a response to comments in the previous inspection report, governors now have links with curriculum areas and some, such as the literacy governor have had training in their subject. A number of governors, especially those responsible for different subjects of the curriculum, provide valuable assistance to teachers in classrooms. However, although governors are well informed by the head teacher and curriculum co-ordinators, and give more attention to planning for school development than at the time of the previous inspection they are not yet involved in monitoring teaching or the curriculum or setting targets for raising standards. In addition, there is no long-term plan for reducing the considerable carry over of money from the budget and governors are not checking to see what value for money they get from the particularly high spending on support staff.

54 The school development plan is a useful document, which sets out realistic and achievable targets. Priorities reflect the school's needs, initiatives such as the National Literacy and Numeracy Strategies and the priorities identified by the Leeds Family of Schools. Targets in the action plan have clear criteria that will show how successful the school is in achieving them and the plan is clear about the costs of training and resources. The school, guided by the local education authority, set targets for achievement in English, mathematics and science in the 1999 Key Stage 2 National Curriculum tests. These were realistic enough, and were reached in English and science. The school failed to meet their target in mathematics.

55 The school has an appropriate set of aims and these are reflected in the values it promotes and in the ethos of the school. As a result, pupils have equal opportunities to make progress and work in attractive surroundings where care is taken to ensure that they are safe and secure. Most parents support the values and aims of the school. The school's aim that pupils treat others respectfully is not at present being met by a small number of pupils. The head teacher recognises this as an area that needs to be reinforced through a more rigorous approach to managing pupils who behave badly.

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

56 Overall, staffing, accommodation and resources are as good as at the time of the previous inspection. The school has an ample number of teachers and a high number of support staff to meet the needs of the National Curriculum and the areas of learning for children who are under five. Teachers and staff form an effective team in the nursery and reception. Governors' decisions to raise standards by employing additional support staff and have a deputy head who does not have a class have not had time to be effective. This is partly because they have not been in post long enough and the school is still looking for ways to make best use of their time. The quality of the caretaking is good and the school is kept clean and in very good condition. The school administrator is especially efficient. He deals cheerfully and knowledgeably with visitors to the school and handles the school administration with aplomb.

57 Teachers are appropriately qualified and there is a reasonable blend of experienced and more recently appointed staff. Curriculum responsibilities reflect teachers' interests and qualifications. Some staff have standard job descriptions, but not all. These documents have not been updated for a while and do not give teachers specific enough guidance as to their responsibilities. Induction arrangements for new staff are effective and include training, a mentor to guide them and careful monitoring of their teaching. The system of staff appraisal follows local education authority guidelines. In addition, a wide programme of in-service training is in place to support teachers' professional development. This is carefully linked to the priorities identified in the school development plan.

58 The school has responded well to criticisms of resources made in the last inspection, and the range and quality are generally good. However, there is still insufficient large play equipment for the under-fives to promote their physical development. While the library is stocked with a good range of books, it was not used regularly during the inspection. Throughout the school, effective use is made of displays to make the building more attractive and support pupils' learning. Good use is made of the local area to provide valuable learning experiences.

59 The school accommodation continues to be good. There are sufficient classrooms, although the space within the rooms is only just enough for all the pupils. Since the previous inspection, partition walls have been installed in some classrooms. This has been successful in reducing noise levels. Specialist rooms are available for the library and for teaching music. The hall is rather small for a whole class of older pupils to have sufficient space to move freely during physical education lessons. Outside provision is very good, with a well-surfaced playground, a good-sized field and a safe enclosed play area for children under five. There are no markings for sports on the field or for imaginative play on the nursery playground. The building is bright, airy and attractive, and is enlivened by very high standards of displayed work that provide stimulating surroundings for pupils' learning.

60 The school has adequate learning resources but there are some shortfalls. In history, there are not enough artefacts or CD-ROMs. This limits the progress that pupils make in this area of their work. There are insufficient areas for storage, with the result that some corridors are used for this purpose. The school gets around this by ensuring that resources are tidy, clearly labelled and easily accessible to pupils and teachers.

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

61 Overall, the school continues to be managed efficiently. The sound procedures for setting and monitoring the budget that were in place at the time of the previous inspection have been maintained. In response to a comment in the last report, governors now have a clear understanding of their responsibilities regarding the budget. Financial planning to support planned educational initiatives is carried out by the finance committee of the governing body, in consultation with the head teacher and local education authority. Spending is monitored carefully enough to ensure a large carry over of money. This had been husbanded for a building project, which could not be carried out and a smaller project to create extra space in the nursery was carried out instead. However, the school has a considerable sum of money left over. Governors made the decision to appoint more staff with some of this money and are aware of the urgent need to reduce the carry over further.

62 Grants for staff training are used effectively to meet their individual needs and the areas targeted for development in the school's curriculum plan. This has been a contributory factor in the increased amount of good teaching since the previous inspection. Similarly, funds allocated to the school to support pupils with special educational needs are used appropriately to pay for support staff and provide suitable resources for learning. Donations from parents are used wisely to add to the facilities available for pupils.

63 The school continues to manage most of its resources efficiently. Teachers are deployed thoughtfully so that their experience and expertise are used to good effect in their roles as curriculum co-ordinators. A small number of governors and parents are involved in the day-to-day running of the school and the work they contribute on a voluntary basis has a positive impact on pupils' attainment. The school has enough space and it is used creatively. Classrooms have been put to good use as a library and music room and outdoor quadrangles in Key Stage 1 are used regularly. Teachers use resources effectively to support teaching and learning. Good use is made of the talents of visitors to the school to enrich the curriculum. In addition, teachers make good use of educational outings to provide pupils with first-hand experiences to support their learning. Appropriate use is made of the time allocated to different subjects and lessons start and finish on time. However, the school is not yet making best use of its' deputy head teacher or support staff. Using the deputy head teacher to support colleagues is effective in improving behaviour in the short-term but is not a good long-term strategy. She is more effectively used when working with small groups or using her time to monitor the curriculum. Similarly, teachers are not always planning work for support staff which enables them to make a more purposeful contribution during whole-class teaching sessions.

64 The school continues to have clear administrative procedures. The school administrator manages day-to-day transactions very efficiently and plays a valuable part in the smooth running of the school. Daily routines work effectively and ensure that the minimum of disruption to teaching takes place.

65 Taking into account that although standards are low in Key Stage 2 they are beginning to improve, the increased amount of good and very good teaching and the sound quality of education at a high cost, the school gives satisfactory value for money.

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

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

66 On entry into the nursery, the attainment of most children is typical for their age in language and literacy, number and personal and social development. They make good progress in both the nursery and reception class so that by the time they are five they have achieved many of the skills expected for their age and are ready for work in the National Curriculum.

67 Children under-five are taught in the nursery and a reception class. The school admits children to the nursery on a part-time basis and they join a reception class at the beginning of the school year in which they become five. At the time of the inspection, 73 children in the school were under the age of five; 46 were in the nursery and 27 in the reception class. Almost all this year's entrants to the reception class have had pre-school experience at nursery or playgroup.

68 Children make good progress in personal and social development and by the time they are five their attainment is typical for their age. Most children in the nursery are already fairly settled and come to school happily. They become more independent in everyday routines, such as taking off coats, registering their attendance by putting name cards into a pot and going to the toilet. Children continue to gain confidence in

the reception class. They move around the school in an orderly way and are happy to stay for school lunch. In the nursery, girls and boys learn to play together and share toys. This was evident when children took turns to be the bus driver or passenger when playing on wheeled toys. In reception class, children extend their friendship to help others, for example, to get dressed or put equipment away. They show concern if anyone is feeling sad. Children in the nursery are encouraged to choose their own activities and put equipment away. As a result, by the time they are in the reception class most select tasks confidently and understand the rules about tidying away and finishing one activity before starting another.

69 Most children make good progress in reading and language. By the time they are five their attainment is typical for their age. Children who have difficulties arising from problems with the development of language make good progress in expressing themselves in increasingly clearer speech. All children acquire a growing vocabulary from the many experiences provided in different areas of learning. Children learn to listen to stories and instructions, for example, children in the reception class sat quietly and listened very attentively as their teacher told them the story of 'The Lion and the Mouse'. Most of them talked about the story and did their best to answer questions. Higher attaining children know that print carries meaning and that it is read from the top to the bottom of the page and from left to right. They are already beginning to read simple stories and memorize the words of books that they enjoy. They write their own names and understand the purpose of letters and words. Although average attaining children know that print carries meaning, some are still uncertain of the names of characters in their books. Children make faster progress in gaining writing skills than at the time of the previous inspection. They copy writing modelled by their teacher but still have a long way to go before reaching the expected outcomes of learning for five-year olds.

70 Children make good progress in mathematics. By the age of five their attainment is typical for their age. In the nursery, children learn the words and actions of number rhymes and begin to understand the concepts of addition and subtraction. They go on to write and order numbers and add and subtract groups of objects in reception class. The mathematical language of size and position, which children have learned in the nursery, is extended as they describe shapes and quantity in more detail. This was evident when children were asked to describe the colour and size of bears and did so using terms such as 'bigger than' and 'middle sized'. Through practical activities in both nursery and reception class children increase their understanding of number and pattern.

71 Most children make good progress in gaining knowledge and understanding of the world. By the time they are five their attainment is typical for their age. Children in the nursery talk confidently about their family and where they live. They know that some outings involve travelling by bus or train. Children in the reception class have gained a wider experience of their environment and talk confidently about the local area and their own past. They are able to express feelings more readily and did this when talking about how the lion in a story might feel after being set free by a mouse. Children in the nursery are encouraged to ask questions about why things happen, for example, why colours change when viewed through tinted paper. As a result, children in the reception class are inquisitive and keen to explore and observe. This was evident in their fascination with a spider in the classroom. The early skills of using a computer mouse to move objects on a screen, which children learn in the nursery, are extended in the reception class, as pupils learn to use a keyboard.

72 Children make good progress in physical development and by the time they are five attainment is typical for their age. Children in the nursery gain confidence and an awareness of space through the regular opportunities they have to engage in playing with wheeled toys, adventure climbing equipment and other outdoor activities. This means that by the time they are in the reception class, most children have good control and balance and are ready to take part in more formal physical development lessons. The early skills of using tools, such as pencils, paintbrushes and scissors, are put to good use in the reception class. Here, children show considerable dexterity when moulding, squeezing and pulling clay into shape using knives, rollers and cutters.

73 In creative development, children make good progress and by the time they are five their attainment is typical for their age. Children in the nursery learn to identify and mix colours through painting. They



know the primary colours and also name some secondary colours. This was evident when they mixed blue and red paint to get the purple that was the colour of the day. Children in the reception class continue to mix colours to produce lively and imaginative pictures. Their skills at observing and drawing increase, so that many children in the reception class draw portraits of themselves that include substantial details such as spectacles, eyelashes and ribbons. In the nursery, children learn to listen to the sounds made by musical instruments and as they get older many begin to play these with growing confidence. The youngest children engage in role-play situations such as being stuck in a traffic-jam and those in reception class show great enjoyment and confidence in using their imaginations as they play with construction kits and in the home corner.

74 There have been considerable improvements to the quality of teaching since the previous inspection. The nursery and reception class teachers, nursery nurse and support assistant are now a very strong team, with shared goals and methods. The provision for children under five is now a strength of the school.

75 Half of the teaching is good or very good and the other half is satisfactory. Teachers have good knowledge of the areas of learning for children under five and shared expectations that children will work hard and achieve well. The care taken over planning activities with clear objectives for learning has increased since the last inspection. Tasks are now linked closely to the desirable outcomes and the work provided meets the needs of children of different ability. This is particularly noticeable in the teaching of language and literacy in the nursery, where the teacher and nursery nurse never miss an opportunity to engage children in discussions and in mathematics in the reception class where tasks are well-suited to children's different abilities. The emphasis teachers place on language has a marked impact on children's growing vocabulary. As a response to the analysis of tests carried out in the first term of reception class teachers now provide more opportunities in group time and role-play for children to develop the early skills of writing with marks and symbols. However, this has not been in place long enough to raise standards of writing in Key Stage 1. Teachers make good use of time to provide opportunities for children to work alone, share their work with friends and take part in the activities of different groups. The clear explanations teachers give about activities in knowledge and understanding of the world, allow children to develop their ideas.

76 Teachers have very good procedures for assessing and recording what children in the nursery and reception class can do. They make copious notes of children's attainment and progress. These form the basis for attractive and useful profiles, which show clearly the achievements of children in each of the areas of learning. In addition, good use is made of questioning to find out what children know and to plan the next stage of learning. This was evident when staff in the nursery questioned children about colours and how they changed. Children are encouraged to become independent learners by selecting their own activities and resources at the start of each session.

77 Children in both classes benefit from good quality accommodation and suitable resources. The only exception to this is that the nursery playground lacks the drawings of roads or games that would encourage children to play imaginatively. This was evident when children played with wheeled toys but did not have the road layout or bus stops to fire their imagination. The good quality teaching and careful assessment of children in the nursery and reception class means that children get a good start to their education. This puts the school in a good position to raise standards by the end of Key Stage 1.

## 2 **ENGLISH, MATHEMATICS AND SCIENCE**

### 2 **English**

78 Since the time of the previous inspection, standards of attainment have been maintained at Key Stage 1 but are no longer in line with the national average by the end of Key Stage 2. This is partly as a result of the varying abilities of different year groups of pupils. At present, standards are not high enough in Key Stage 2 and this is a key area for development.

79 In National Curriculum tests at the end of Key Stage 2 in 1999, the percentage of pupils reaching the expected level 4 was well below the national average and fewer pupils than in most other schools reached the higher level 5. Girls performed better than boys in the past two out of three years. When compared with schools with pupils from similar backgrounds, pupils' performance in English in 1999 was well below average. However, the school exceeded the target it had set for raising standards.

80 In tests at the end of Key Stage 1, the percentage of pupils reaching the expected level 2 was close to the national average in reading but below the national average in writing. Fewer pupils than in most other schools reached the higher level 3. When compared with schools with pupils from similar backgrounds, pupils' performance in reading was close to average. Their performance in writing was below average. Boys performed better than girls in national tests in reading over the past two years but girls have performed better at writing.

81 Inspection findings are that pupils' attainment is close to expectations for their age by the end of Key Stage 1 but below expectations for their age by the end of Key Stage 2. The improvement in Key Stage 1 is a result of better teaching since the introduction of the National Literacy Strategy, which has raised teachers' expectations of what pupils can do. Since the previous inspection, and following the school's own analyses of gaps in pupils' attainment, standards of writing have improved in both key stages. However, they are still not high enough. The school has identified this as an area that needs improving and made it a priority for development. This puts them in a sound position to be able to make the necessary changes in order to raise standards.

82 By time they are in Year 6, a significant number of pupils do not listen attentively to others. Many lack the confidence to take an active part in discussion and a significant number forget to use standard English when answering questions. Higher attaining pupils use a wide vocabulary when talking about their work or something they enjoy. Other pupils, including those with special educational needs have a more limited vocabulary and sometimes struggle to find the words they want to use, particularly if they are technical terms. Most pupils in Year 2 talk confidently about their work and themselves. They usually listen carefully, although a significant number shout out answers to questions. They use a wide enough vocabulary and use words such as *author* and *character* when talking about books.

83 Higher attaining pupils in Year 6 read a wide variety of books and refer to the text when explaining a story. Average attaining pupils are less expressive in their reading. They misread common words occasionally and do not always understand the text sufficiently well. Lower attaining pupils and those with special educational needs read hesitantly and do not have a range of strategies for making sense of unfamiliar words. When talking about books, few pupils are able to make thoughtful comparisons between authors or texts. This is partly because they have not read a wide enough range of good quality children's literature. Most pupils know how to research information and to use library classification systems. They use dictionaries to find out how to spell words and higher attaining pupils use thesauruses. By the end of Key Stage 1, most pupils read simple texts and higher attaining pupils read fluently and accurately. As a result of improved teaching in literacy lessons, many use clues from pictures and their knowledge of sounds to help them read difficult words. Lower attaining pupils and those with special educational needs know the names of characters in their books but need help to read simple stories.

84 By the end of Key Stage 2, only higher attaining pupils write at sufficient length. Higher and average attaining pupils write in a variety of styles and for a range of audiences. They use word processors to draft, edit and publish text. However, their work is often unimaginative and lacks feeling or expression. This is evident in their poetry and when they try to write from the point of view of others. The handwriting of higher attaining pupils is joined and legible. A significant number of average and lower attaining pupils have not learned to join up their letters, and still position some letters wrongly on the line. Most pupils punctuate their work with speech and question marks and spell common words correctly. Lower attaining pupils often forget to put in simple punctuation, such as capital letters. By the end of Key Stage 1, pupils write for a range of purposes. They spell simple words accurately and many use capital letters and full stops in their writing. Most pupils shape letters clearly, although a significant number of lower attaining pupils write

letters the wrong way around. In both key stages, pupils with special educational needs write shorter accounts and their work is not always completed.

85 Although pupils write in subjects such as science, history and geography they rarely produce work of a substantial length. This is an area of teaching that needs to be developed if standards of writing are to improve. In addition, pupils do not read or engage in independent research in other subjects often enough.

86 The school uses the National Literacy Strategy effectively and all pupils receive an hour's teaching each day in reading and writing. Nevertheless, pupils' progress is still not quick enough in Key Stage 2. Most pupils gain fluency in reading and widen the range of techniques they use to read unfamiliar words. Pupils with special educational needs make steady progress as a result of additional support in small groups. Pupils do not make sufficient progress in writing. Not enough emphasis is given to handwriting in either key stage and pupils are not expected to write at length. This low expectation of what pupils should produce results in much of their work being short and underdeveloped. Pupils in both key stages make steady progress in using word processing to draft, edit and publish work.

87 Most pupils have adapted successfully to the changes in English teaching since the introduction of the National Literacy Strategy. Younger pupils particularly enjoy reading the big books with their teachers. A significant number of pupils in all year groups, but mostly in classes in Key Stage 2, find it difficult to concentrate. They call out in discussions and disturb other pupils who try hard to answer questions. This slows the progress of many pupils. Most pupils enjoy the attention provided by their teachers and other adults in group reading and writing sessions. A significant number of pupils do not make the effort to finish their work or take trouble with presentation and handwriting. Higher and average attaining readers take pleasure in reading and many have their own collections of books at home.

88 A third of the teaching is good and the remaining two-thirds is satisfactory. There is more good teaching than at the time of the previous inspection. Teaching is based on secure understanding and knowledge of the subject and of the framework of the National Literacy Strategy. This is evident in the improved planning, which takes greater account of what pupils of different ability can do. However, teachers are not yet planning sufficiently challenging work for higher attainers and this is a factor of why fewer pupils in both key stages reach the higher levels. Teachers' planning is based on the National Literacy Strategy. This is already impacting favourably on the quality of teaching and has begun to raise standards in Key Stage 1. It has not had sufficient time to help pupils in Key Stage 2 catch up. In some lessons, teachers' expectations of how pupils should behave are low and pupils are allowed to get away with poor behaviour such as shouting out and not completing their work. This is a factor in low attainment, particularly in relation to developing listening skills and in pupils' writing. In the best lessons, the methods used by teachers ensure a good brisk pace to the lesson and resources are organised so that activities are interesting to pupils. This helps maintain pupils' motivation. Teachers set reading homework, which involves parents in their children's learning and has a positive impact on their work in school. Careful analysis of the results of National Curriculum tests is now being used to gain information about individual attainment and to guide teachers' planning. Procedures for assessment have improved since the previous inspection. Teachers are more accurate in their judgement of pupils' attainment and make better use of the results of standardised tests to set work at the right level. Pupils' books are marked regularly and teachers make useful comments that point out how pupils can improve their work.

89 There have been several improvements to the curriculum since the previous inspection, which puts the school in a sound position to continue to raise standards. The introduction of the National Literacy Strategy has raised teachers' expectations of what pupils can do and ensures progression in what pupils learn. The co-ordinator now monitors planning and the quality of teaching to ensure progression of learning. All staff are trained to teach literacy and this is reflected in their confidence and the increased amount of good teaching.

## 2 Mathematics

90 Since the time of the previous inspection, standards of attainment in mathematics have improved by the end of Key Stage 1 but are no longer in line with national expectations by the end of Key Stage 2. A factor in this is the different abilities of successive year groups. Standards are not high enough in Key Stage 2 and this is a key area for development.

91 In National Curriculum tests at the end of Key Stage 2 in 1999, the percentage of pupils reaching the expected level 4 was well below the national average and fewer pupils than in most other schools reached the higher level 5. Over the past three years boys performed better than girls in national tests. Teachers have recently begun to analyse test results to see if there are any particular areas where girls do not perform as well as boys. So far they have not found any specific reasons to explain this. When compared with schools with pupils from similar backgrounds, pupils' performance in mathematics in 1999 was very low. The results of the most recent tests in 1999 are a big improvement on those in 1998. More pupils than in the previous year reached the expected level, although the school failed to meet the target it had set for raising standards.

92 In tests at the end of Key Stage 1, the percentage of pupils reaching the expected level 2 was well below the national average very few pupils reached the higher level 3. This was because teachers had worked hard to increase the numbers of pupils who reached the expected level 2 but were not providing sufficiently challenging work for higher attaining pupils who might have reached level 3. When compared with schools with pupils from similar backgrounds, pupils' performance in mathematics in 1999 was well below average. Boys have performed better than girls in national tests over the past two years.

93 Inspection findings are that pupils' attainment is close to expectations for their age by the end of Key Stage 1 but below expectations for their age by the end of Key Stage 2. The difference is a result of the National Numeracy strategy, which has started to raise standards in both key stages. The improvement in Key Stage 2, since 1998 tests, is a result of better teaching since the introduction of the National Numeracy Strategy, which has raised teachers' expectations of what pupils can do.

94 By the end of Key Stage 2, not enough pupils use numbers confidently. The weakness lies in their inability to use and apply basic mathematical skills and knowledge. While higher attaining pupils have a sense of the size of whole, decimal and negative numbers and where they fit into the number system, many other pupils, including those with special educational needs, struggle to remember simple number facts such as multiplication tables. Average attaining pupils do much better in their work on shape and space because they do not have to build on early number skills. Many know how to measure area and perimeter by counting squares and higher attaining pupils do this by using formulae. Lower attaining pupils, and those with special educational needs are sometimes less accurate in their calculations and their work is not as neat. Most pupils identify two and three-dimensional shapes and can plot co-ordinates in all four quadrants. Pupils with special educational needs are accurate when plotting co-ordinates in the first quadrant. Pupils collect and interpret data using pencil and paper methods and by using computers. When they explain their work, most pupils use correct mathematical language, for example, pupils used the term *simplify* to describe their work on equivalent fractions. Few pupils with special educational needs reach the nationally expected levels in their number work. Those who have English as an additional language do as well as other pupils.

95 By the end of Key Stage 1, higher attaining pupils add and subtract tens and units accurately. Average attaining pupils work with smaller totals but can order numbers to 100. They carry out simple multiplication and division with practical apparatus and know some multiplication tables by heart. Higher attaining pupils solve problems more quickly because they remember number facts. Lower attaining pupils and those with special educational needs do not have quick enough mental recall of number facts within ten. They lack the ability to calculate mentally and to use alternative strategies in solving problems. Most pupils identify common two and three-dimensional shapes and use correct language such as *face* and *edge* to describe them. Pupils' understand how to record information as tally charts and interpret simple graphs. Average attaining pupils measure length, weight and capacity using rulers, squares and cubes and work in grams and litres. Most can tell the time from a traditional or digital clock. Few pupils with special educational needs reach the expected level 2.

96 Pupils are more able to apply their numeracy skills to other subjects than they were at the time of the previous inspection. Their experiences range from counting the numbers of children in their early years to measuring and constructing models in art and technology, analysing data about temperature in geography, making time lines in history and using mathematical language in physical education. Throughout the school, pupils make satisfactory use of mathematical language.

97 Pupils make steady progress during Key Stage 1. While pupils in Key Stage 2 often make steady progress during mathematics lessons, their overall progress is unsatisfactory and they have a lot of catching up to do. Throughout the school pupils improve their mental recall of number facts during daily sessions of mental arithmetic. Pupils learn to add and subtract in Year 1 and move on to multiplication and division in Year 2. From simple comparisons of size and weight they extend their understanding of measurement to use non-standard lengths and measure in centimetres and grams by the end of Year 2. Pupils in Key Stage 2 begin to apply their knowledge of number to solve problems. As their understanding of the value of numbers increases they begin to use decimal numbers in Year 3 and negative numbers by Year 4. Pupils' overall progress is hindered because many of the older pupils in Key Stage 2 do not have the instant recall of number facts and are not quick enough or accurate in their calculations. Higher attaining pupils do not make fast enough progress because the work they do is not challenging enough. However, pupils with special educational needs make steady progress in using the four operations of number and in recalling simple number facts as a result of the additional support they get from working in small groups.

98 Pupils' response to the teaching of mathematics is generally positive and most of the shortcomings highlighted in the previous report have been dealt with successfully. Most pupils are interested in their work. They try hard to get things right and because teachers encourage pupils to set out their work carefully much of it is neater than at the time of the previous inspection. However, it is noticeable that much of the work of lower attaining pupils and those with special educational needs is not finished. Younger pupils particularly enjoy practical activities or those involving games such as changing the number of cubes in a function-machine box. Behaviour varies. Most pupils behave well during lessons but in some classes a small number of boys and girls are silly and do not always listen to their teachers. When they have to be told several times, the pace of lessons is disrupted and slowed and this reduces the amount of work covered.

99 A quarter of the teaching is good and there is good teaching in both key stages. This has a positive impact on pupils' progress, particularly in mental mathematics. There is more good teaching than at the time of the previous inspection. Most of the remaining three-quarters is satisfactory but there is a small amount of unsatisfactory teaching in Key Stage 2.

100 Teachers have secure knowledge and understanding of the subject and are familiar with the framework of the National Numeracy Strategy. This is evident in the clear explanation and demonstrations of work they give to pupils. Although teachers' expectations of what pupils can do are realistic for average and lower attaining pupils, higher attaining pupils are rarely given work that is sufficiently challenging. This slows the progress they make and restricts the number of pupils who reach the higher levels in National Curriculum tests. Apart from this, work is planned thoroughly and the methods teachers use follows the guidelines of the National Numeracy Strategy. In the best lessons, teachers plan work that is exciting for pupils, for example, pupils in the Year 4 class had to calculate *name tax* and deduct it from a cheque they had been given. Because more time is spent on mental mathematics, pupils' recall of number facts is improving, in both key stages.

101 In a small number of lessons, mostly in Key Stage 2, teachers fail to keep a brisk pace to the activities and it is at these times that pupils' behaviour deteriorates. Sometimes tasks are not interesting enough or do not involve all pupils. At other times the frequent stops to ensure good behaviour mean that the lesson is constantly stopping and starting. This was a feature of the unsatisfactory lesson in the Year 3 class, where a significant number of pupils failed to listen to their teacher and were very easily disrupted by the poor behaviour of one or two classmates.

102 There are satisfactory procedures in place for assessing and recording what pupils can do but they

have not yet had the time to make an impact on raising standards. Teachers mark pupils' work regularly and many make useful comments that help pupils improve their work. They are good at asking questions to determine what pupils have remembered and do this well in plenary sessions at the end of lessons. Teachers set homework regularly and it is often referred to in lessons. Most homework requires pupils to learn number facts such as multiplication tables.

103 Using the deputy head teacher and support staff to work with groups is beginning to have an impact on pupils' attainment. However, the time of support staff is not always planned to make best use of their skills during times when the teacher is working with the whole class and standards are not rising fast enough for pupils in Key Stage 2 to catch up.

104 The deputy head teacher has recently taken on the responsibility of managing the subject. She has begun to analyse the results of National Curriculum tests in order to identify any gaps in pupils' knowledge. As a result, teachers spend more time on activities involving handling data and solving problems. There have been improvements to teachers' planning and their expectations of what pupils can do have risen since the introduction of the National Numeracy Strategy for teaching. All of this puts the school in a satisfactory position to make the necessary changes in order to raise standards of attainment at Key Stage 2.

## 2 Science

105 Since the time of the previous inspection, standards of attainment in science have been maintained at the end of Key Stage 1 but have deteriorated by the end of Key Stage 2. A factor of this is the different abilities of groups of pupils in successive year groups.

106 In National Curriculum tests at the end of Key Stage 2 in 1999, the percentage of pupils reaching the expected level 4 was well below the national average and very few pupils reached the higher level 5 compared with most other schools. There is no trend to pupils' attainment; in some years boys perform better than girls and in others girls do better. When compared with schools with pupils from similar backgrounds, pupils' performance in science in 1999 was well below average. The results of the most recent tests in 1999 are an improvement on those in 1998. Far more pupils than in the previous year reached the expected level, and the school exceeded the target it had set for raising standards.

107 In teacher assessments at the end of Key Stage 1, the percentage of pupils reaching the expected level 2 was above the national average although fewer pupils than in most other schools reached the higher level 3. This was because teachers had worked hard to increase the numbers of pupils who reached the expected level 2 but were not providing sufficiently challenging work for higher attaining pupils who might have reached level 3.

108 Inspection findings are that pupils' attainment is close to expectations for their age by the end of Key Stage 1 but below expectations for their age by the end of Key Stage 2. The difference between inspection findings and test results are because of variation in the ability of successive year groups. Most pupils with special educational needs achieve levels that are below the expected level, often as a result of the difficulties they have with reading and writing.

109 Pupils do not have as much catching up to do in science because they have a sound understanding of how to conduct experiments and investigations. Most know how to set-up an experiment and understand how to make tests fair by controlling variables. For example, pupils tested simple *airboats* by dropping them from the same height and timing their rate of fall using a stopwatch. They compared test results with their predictions and recorded these on charts. Lower attaining pupils and those with special educational needs sometimes need help read and record figures accurately. The weakness in pupils' attainment is that their knowledge of scientific facts and concepts is not as thorough as it should be for their age. In their work on life processes higher attaining pupils use microscopes correctly to examine soil samples, as part of their work on habitats. Most pupils, including those with special educational needs, understand about predators although lower attaining pupils and those with special educational needs do not fully understand how a food chain

works. Most pupils sort materials into groups according to their properties. They identify liquids and solids and know some of the processes that cause change; for example, heating and that its' effect can be reversed. In their work on physical processes, average attaining pupils understand the effect of forces on an object and that the movement of planets in the solar system is regulated by the gravitational pull of the sun. Pupils' do not write about science in sufficient length or detail. Higher and average attaining pupils do not always give clear explanations of their experiments. Lower attaining pupils and those with special educational needs often leave work unfinished or write only a few short sentences. This means that they have very little to help them remember work they have done earlier in the year.

110 By the age of seven, pupils gain knowledge, skills and understanding in the four areas of science set out in the national Curriculum. They carry out appropriate experiments; for example, to explore the effects of temperature and texture on human senses. Most record their results accurately and comment upon them appropriately. They make a brief study of autumn and note how leaves change as the season progresses. They study health issues and recognise how tooth decay can be prevented. Pupils understand that materials differ in composition and usage. They know that wood is hard, leather strong and plastic waterproof. Pupils design a simple electrical circuit and know the function of a switch.

111 Throughout the school, pupils use their literacy and numeracy skills in science. Discussions provide opportunities for speaking and listening and pupils in both key stages write about their experiments. However, they do not write at the length expected for their age. Older pupils research using books and CD-ROMs and record their findings as charts and tables.

112 Pupils make steady progress in both key stages. As they get older, they build up a body of scientific knowledge through observation and investigation. They improve their understanding of scientific enquiry and begin to recognise they role of an experiment as a means of testing ideas. Throughout Key Stage 2, pupils build on early knowledge and begin to apply their understanding when they are devising their own experiments. Most pupils improve their skills of observation through practice and begin to record their results as charts and tables. They learn how to handle equipment and samples carefully, so that observations can be made. Pupils' progress is sometimes limited by their lack of scientific vocabulary, which means they struggle when writing about experiments.

113 Throughout the school, pupils' attitudes to learning in science are positive. They enjoy practical experiments and try hard to give scientific reasons for what they see. Pupils in the Year 6 class were particularly enthusiastic when investigating the different habitats of animals. Most pupils are attentive and interested and persevere to complete their work carefully and accurately. A number get restless towards the end of lessons or when they have to listen to their teacher for long periods of time. Pupils in both key stages form friendly working relationships with their class teachers and their classmates. They handle materials and equipment carefully and are aware of the need for safety.

114 More than half of the teaching in Key Stage 2 is good. This is a significant factor in why pupils make steady progress and puts the school in a sound position to raise standards in Key Stage 2. There is also some good teaching in Key Stage 1. The remainder of the teaching in both key stages is satisfactory.

115 Teachers have secure knowledge and understanding of the subject, which is evident in the interesting activities they plan for pupils, for example, pupils in the Year 2 class looked at a wide range of animal homes and habitats. Lesson plans are clear and match the aims of the scheme of work well; they show that work is often a good match for pupils of average and lower attainment and for those with special educational needs. Teachers do not always provide sufficiently challenging work for higher attaining pupils. The methods teachers' use are appropriate, with a good balance of whole-class teaching and opportunities for pupils to learn through practical activities. This is a strength of the teaching and is a factor in all of the very good lessons. Procedures for assessing what pupils know have improved since the previous inspection and are now satisfactory. Teachers have begun to analyse the results of national tests in order to spot gaps in pupils' learning. Planning is altered to take account of any areas that are not taught and this has been a contributory factor in the increased number of pupils reaching the expected level 4 in Key Stage 2. A strength of the

teaching is the way teachers use questioning to determine what pupils know and move them forward in their thinking. There are some minor weaknesses to the teaching. Teachers do not always emphasise correct scientific terms in their discussions with pupils and consequently many do not have a wide enough vocabulary. Support teachers are not always deployed effectively, particularly during whole-class teaching times when they are sometimes left to sit for lengthy periods. Not enough use is made of information technology to support pupils' learning. Teachers provide some opportunities for pupils to research using CD-ROMs but there is not enough emphasis on the use of computers to record and interpret the results of experiments.

116 The co-ordinator recognises the need to challenge higher attaining pupils and to continue to improve teachers' planning by monitoring it carefully. The improvements to procedures for assessment and teachers' better use of the results of tests are already having an impact on raising standards. This means that while teachers need to continue to make improvements this is not as big an issue for development as English or mathematics.

## 2 OTHER SUBJECTS OR COURSES

### 2 Art

117 By the end of Key Stage 2 pupils' knowledge and understanding of art is typical for their age. Pupils with special educational needs in English and mathematics do as well as most other pupils. Standards have been maintained since the previous inspection and the school has been successful in art competitions in the last two years. Pupils' work demonstrates satisfactory understanding about how to use tone, shade, colour and pattern to produce a range of different effects. Most know how to use sketch pencils and charcoal to create the effect of light and shade in their drawings. This was evident in the fine character sketches produced by pupils in the Year 5 class to illustrate their work on the book *The Twits*. Many pupils make accurate and detailed drawings of the objects they observe. For example, in their science work, pupils blended pastels to create the halo effect of planets or to show land and water. Pupils have reasonable awareness of the work of famous artists and paint effectively in their styles. Their skills in three-dimensional work show a considerable degree of maturity when they model in clay and also when they use textiles and other materials to make puppets or models. Pupils with special educational needs do as well as others in this subject. A weakness to pupils' attainment is that there is little evidence that they use computers to draw or create graphics.

118 In both key stages, most pupils make steady progress in making and appreciating art. They improve their techniques for applying paint, pastels and charcoal and for mixing colours and creating the effect of light and shade. As they get older, pupils' work becomes more detailed and their drawings of plants found around the school are more accurate. Similarly, from early pencil portraits of themselves in the reception class, pupils in the Year 4 class use more realistic colour and facial features in their portraits of Tudor kings and queens. The early collage techniques acquired in Key Stage 1 are extended so that by the time they are in the Year 3 class, pupils make good quality scarecrow puppets as part of a harvest display. Throughout the school, pupils develop their knowledge of art by looking at the work of a very wide variety of famous artists. This adds considerably to their cultural development. In a lesson for Year 5 pupils a significant number of pupils made little progress because they failed to follow the teacher's instructions or advice about using colouring techniques.

119 Most pupils have positive attitudes towards their work in art. They enjoy being creative and concentrate hard on tasks as they try to produce their best work. They are proud of their accomplishments and readily talk about what they have done. Pupils in the Year 2 class talked expressively about their pictures of Noah's ark and the rainbow from God. Their interest extends to the work of other pupils and most are keen to praise the work of their classmates. However, a small number of pupils in Key Stage 2 scorn the efforts of others and are disrespectful to staff and their classmates. During art lessons, most pupils behave well, although there can be a lot of needless chatter when the time they are given to complete a task is too



leisurely. A number of pupils lack the self-discipline to be able to take responsibility for getting the materials they need.

120 Teaching is satisfactory and produces imaginative results. As at the time of the previous inspection, some teaching is done in small groups where pupils work with support teachers, the head teacher or volunteer helpers. Pupils, particularly those with special educational needs, continue to benefit from the extra attention they get in these situations. Teachers have a secure knowledge of the techniques needed to work with a wide range of media and in a variety of styles. This is evident in the clear demonstrations and instructions they give to pupils, for example, in a class of Year 2 pupils the teacher showed them how to mix paint with other materials, such as glue, in order to get a more interesting texture to the paint. Teachers' reasonable expectations that pupils will use a widening range of techniques as they get older is apparent from long-term plans. These show clearly that the curriculum is broad and that pupils get a good balance of work. Teachers are good at ensuring that work pupils do in art supports their learning in other subjects, for example, lace rubbing as part of a history topic. A weakness to the teaching is that when lessons are too long, pupils lose the impetus to work to a deadline and as a result are less focused on their tasks. Occasionally, teachers set homework. This generally involves making models or drawing pictures and is intended to encourage parents to work with their children. Teachers are good at displaying pupils' artwork. This stimulates pupils' interest and makes the school an attractive place to learn.

121 The school is in a satisfactory position to continue to maintain standards in art. As a result of comments in the previous report about sharing good practice, the head teacher continues to teach in some year groups. This is a useful means of helping teachers improve their own skills. Teachers use sketchbooks and keep a useful portfolio of pupils work as a means of assessment. This works well enough to give them the information they need for writing annual reports to parents. It also means that they are able to identify gaps in the teaching, for example, that the use of computers in art is an area that needs developing.

## 2 Design and technology

122 By the time they are eleven, pupils have satisfactory understanding of how to design and make models. Standards have been maintained since the time of the previous inspection. Most pupils make detailed sketches of the working models they are going to make and list the tools and equipment required. Pupils with special educational needs have a sound enough understanding of the design and make process but their designs are often less detailed because of the difficulties they have with writing. Most pupils follow their design sheets carefully when they assemble models and evaluate their work by comparing it with the original sketches. Pupils use a wide variety of materials and tools to cut, shape and assemble complex products and structures such as bridges. Most understand the methods of fastening, joining and strengthening corners, for example, on photograph frames. When marking out, cutting or shaping softer materials, they select tools and use them properly and with reasonable accuracy. This was evident when pupils in the Year 6 class used paper patterns to cut shapes from cloth. Pupils know about the strengths and durability of materials and test the structures used to make model bridges and models of fairground rides. They use their scientific knowledge of electrical circuits to add lights to some of their models.

123 Throughout both key stages, pupils make steady progress in developing skills to make a range of products. Gradually they recognise that designing requires them to think about how products are made. The simple picture designs that pupils in Year 1 make, to show what ingredients and tools they will use to make a fruit salad gain more detail as pupils get older. By the time they are in Key Stage 2 designs give more information about size and colour. The youngest pupils make models by cutting, sticking and painting household objects. These early skills are extended so that pupils in classes in Years 3 and 4 know how to make accurate joins in wood. Food and fabrics are used and pupils develop their ability to produce satisfactory results with the materials and finishes they employ. In general, pupils gain confidence in using a widening range of tools safely. This is not the case when the equipment they are given is not appropriate to the task, for example, pupils in the class in Year 1 were given plastic knives to cut fruit for their salad.

124 Pupils enjoy their work in design and technology. They are usually eager to get on with practical

work and get restless when they have to sit for too long. They take turns to share tools and are willing to clear up at the end of lessons. Pupils co-operate well with each other and become engrossed in their activities. They take pride in their finished products and enjoy talking about their work. Pupils in the class in Year 1 were very keen for everyone to try their fruit salad. Because lessons are of a practical nature and interesting, pupils behave well.

125 Overall, teaching in design and technology is satisfactory and during the inspection some good teaching was seen in Key Stage 2. Teachers' planning is thorough and reflects their secure knowledge of the subject. The school has recently begun to use an approved scheme of work and this has raised teachers' expectations of what pupils can do. Tasks are appropriate and challenging in terms of providing and following a design plan, which teaches pupils to use specific tools accurately and safely for the purpose they are intended. As a result, pupils are often highly motivated to get on with their work. Teachers organise resources well; there was a mouth-watering display of fruit for pupils in the class in Year 1 to choose from and pupils in the class in Year 6 had sufficient, good quality scissors to make their task possible. Teachers do not always make the best or most efficient use of other adults in the room. In one lesson, a classroom assistant and a volunteer helper sat for almost fifty minutes while the teacher went through the activity with pupils. During lessons in design and technology pupils and time are managed effectively although sometimes teachers talk for too long when pupils are ready to have a go. There are some good examples of design and technology being used effectively to support work in other subjects, for example, there are good links with art, where pupils design and make model scarecrows.

126 Since the previous inspection, teachers have got better at assessing and recording what pupils can do. The co-ordinator has recently begun to collect samples and photographic evidence of pupils' designs and models. This provides teachers with good evidence of how pupils progress from year to year. These improvements and the structure provided from the new scheme of work, combined with the advantages of plenty of space in which to work and a reasonable amount of resources, puts the school in a good position to be able to continue to improve standards in the subject.

## 2 **Geography**

127 By the end of Key Stage 2, pupils have a satisfactory knowledge and understanding of maps and geographical themes, such as rivers, weather and environmental change. Standards are similar to those noted in the previous inspection. Most pupils have a firm understanding of their own locality and describe physical processes such as changes in season and weather using appropriate geographical terms. From their studies of other places pupils are able to make comparisons between their own school and ones in Italy and Finland. Pupils use an appropriate range of geographical skills and evidence to ask and answer questions about the places they study. Average attaining pupils read an Ordnance Survey map using the key symbols and locate position using two digit grid references and co-ordinates. They also know how to measure distance on a map using string and scale. Pupils with special educational needs can do this with help from adults. A strength of pupils' attainment is the understanding they get from first-hand experiences through residential visits and from visitors from other countries, such as the two Portuguese teachers who spent two days in the school talking about their school in Lisbon. Although they use their writing skills in geography pupils do not produce the extended writing on their topics that is expected for their age. They make reasonable use of numeracy skills to record information on charts and as graphs.

128 Pupils in both key stages make steady progress in developing skills in research and gaining geographical knowledge. They widen their experience of the world from early studies of the school grounds and naming their holiday destinations in Key Stage 1 to more detailed explorations of the places they study in Key Stage 2. As they get older, pupils extend their understanding of climate and weather and how it affects peoples' work and lifestyle. Pupils increase their understanding of how to read and use maps so that by the time they are in Year 6 they show good levels of proficiency. Most pupils make good progress when using CD-ROMs to seek information and this is one of the times when they use their literacy skills to good effect. Pupils with special educational needs make steady progress but are sometimes hindered by their reading difficulties.

129 When engaged in practical activities, such as reading maps, pupils work quietly and with satisfactory levels of concentration and interest in geography. In this situation they work productively in pairs or small groups and tried hard to complete their tasks. However, when they are required to listen to the teacher a number lose interest and grow restless. The work of a number of pupils in both key stages is untidy and too much is incomplete.

130 The quality of teaching is satisfactory. Teachers have a secure knowledge of the subject, which is evident in the clear explanations they give to pupils and the correct use they make of technical language such as 'vertical' and 'origin'. Most teachers have appropriate expectations of what pupils can do and work planned for pupils in Key Stage 2 is a better match than it was at the time of the previous inspection. This is a result of the school now having a scheme of work to provide a framework for teachers' plans and is an improvement since the last inspection when no scheme of work existed. A strength of the teaching is the many first-hand experiences that teachers provide for pupils, either from educational outings to places of geographical interest or through the project they have begun, which is intended to increase pupils' awareness of European culture. In general, teachers use the time available for geography well. Lessons are planned in blocks, not on a weekly basis and pupils benefit from having more time to work on their topics. Teachers do not always plan to use the time of support staff efficiently and they play little part in some lessons. Procedures for assessment are satisfactory but have not been in place long enough to ensure that teachers use the information to plan work at the right levels and in particular to challenge higher attaining pupils. The system that teachers use to assess and record pupils' attainment is one produced by the local education authority. Teachers do not set formal homework for geography but pupils are sometimes asked to research their topics at home.

## 2 History

131 By the time they are eleven pupils' attainment is typical for their age. Standards are similar to those noted in the previous inspection. Pupils have a clear awareness of the passage of time and of the importance of archaeology as a primary source of historical evidence. Average attaining pupils have sound skills of historical enquiry. For example, they know how to deduce facts from fragments of information, such as the remains of a Viking coffin. A weakness in attainment of historical enquiry skills is that many pupils are not yet using information technology such as CD-ROMs in their research. This is because of the lack of software. Pupils understand some distinctive features of the lifestyles of people in different eras. They are aware, for example, of the importance of kings and queens of Tudor times and recognise key figures from their portraits. Through their work on the Victorians and their visit to a museum schoolroom of the period, pupils have a good idea of what school was like for those children. Most pupils know that the past can be depicted in different ways, and that opinions can change over time. Although pupils use their literacy skills to write historical accounts few produce writing of detail or the length expected for their age. Pupils with special educational needs often write very short accounts with less detail or information.

132 Pupils in both key stages make steady progress in developing historical enquiry skills and building up a body of facts and knowledge. From early consideration of their own recent past in Key Stage 1, pupils in Key Stage 2 increase their understanding of historical periods through wider sources of information such as stories, videos, posters and household articles from the past. By the time they are in Years 4 and 5, pupils are aware that the past is divided into different periods of time. In Year 4, their knowledge of different eras is extended by evidence from reference books, contemporary portraits, paintings, drawings, music and accounts to gain information of events in Tudor times. By Year 6, pupils have developed satisfactory knowledge and understanding of aspects of British history and of the history of other countries and civilisations.

133 Pupils' attitudes to learning are mainly satisfactory. Although most pupils behave well, some pupils at both key stages are restless during explanations and instructions from their teachers. In one Key Stage 2 class, a small number of pupils laughed at the contributions of others and show a marked lack of respect in their relationships with other children and their teacher. This inappropriate behaviour has an adverse effect on the learning of attentive pupils. However, pupils in a Year 4 class took an active part in discussion and were

keen to answer questions about the Tudors. They behaved well because they were interested in the video and tasks.

134 The quality of teaching is mainly satisfactory. Teachers have secure knowledge of the subject and use questioning effectively to deepen pupils' thinking. Teachers plan lessons well and give clear learning objectives. They do not always plan to use the time of support staff efficiently. When this happens support staff do not have a great enough involvement in the lesson. Teaching is good when teachers ensure pupils' concentration and commitment through the use of interesting resources and conducting the lesson at a brisk pace. While watching a video, for example, the tape was paused often to develop issues arising from the programme. A particular strength of the teaching is the way that teachers display pupils' work and incorporate both art and design and technology into history topics. Teachers make good use of resources such as visits to museums and sites of historical interest and loaned artefacts to give pupils greater insights into the subject. Teaching is less successful when expectations of behaviour are too low and teachers allow unsuitable behaviour to disrupt the lesson and prevent those children who are attentive from learning. Although teachers provide opportunities for pupils to research from books, photographs and artefacts they do not yet use the benefits of computers as a source of information. The subject co-ordinator is aware of the shortage of appropriate software and historical artefacts. This puts the school in a reasonable position to be able to make the necessary improvements.

## 2 Information technology

135 Pupils' attainment in information technology is in line with expectations for both seven and eleven-year olds. Standards have been maintained since the previous inspection.

136 Pupils have reasonable skills in word processing, and save, retrieve and adjust text and diagrams on a screen. They are competent in the use of programs for data processing and of computer generated graphs related to a range of other subjects. For example, pupils know how to use a simulation activity effectively to plan and design the layout of a room, and produce this on screen as part of a design and technology topic. Techniques of control technology are well-developed and most pupils write accurate instructions in order to programme a computer turtle. Most pupils know how to use CD-ROMs to research information and are acquainted fully with the potential of the Internet. Pupils with special educational needs know how to use CD-ROMs but sometimes struggle to read the information provided. Many pupils understand the versatility of computers in communicating information, for example, they use spreadsheets to display data and sensor equipment to monitor water levels in their science work. Pupils with special educational needs often need help to interpret data from spreadsheets and databases.

137 By the age of seven, pupils have a firm understanding of basic computer skills. They use the computer mouse skilfully and are familiar with the layout of a keyboard. Most know how to save work to disc and print out their work. Pupils use these skills to write, and edit short stories and sentences using word processing programs. Those with special educational needs struggle to do this because of the difficulties they have with reading and spelling. Most pupils handle simple data programs appropriately, for example, they collected information on local housing and produced graphs to display their findings. They are confident when they use techniques to control programmable floor robots movements. Pupils explore situations and make decisions, using the program Pip and the Dinosaur.

138 Progress is satisfactory throughout the school. However, because computers in classrooms are often left idle for long periods each day pupils' progress is not as fast as it could be. In Key Stage 1, pupils learn and consolidate basic skills. They become familiar with the school's computers and programs. In Key Stage 2, pupils build on these early skills and begin to use a widening range of software. As they get older, pupils begin to see how they can use computers and other technology to communicate with others.

139 Most pupils have positive attitudes towards their work with information technology and respond well to the teaching. Pupils in Key Stage 1 are keen to use computers in their work. They listen to their teachers' instructions and concentrate hard to complete tasks. When working in pairs, pupils share turns at using the mouse and help one another when they get stuck. In Key Stage 2 the majority of pupils work effectively, although a few do not have the self-discipline to work without being supervised by an adult. Pupils in both key stages treat equipment and computers carefully and sensibly.

140 Most of the teaching is good, particularly lessons that are taught by the subject co-ordinator. In these lessons, work is planned carefully to take account of the different abilities of pupils, some of whom have computers at home. The co-ordinator has a good knowledge of the subject and how to use the school's software and information technology equipment. Other staff are also confident but teachers do not make sufficient use of computers to support pupils' learning in other subjects. This is an area that needs developing, particularly when computers are left idle for long periods each day. Teachers have reasonable expectations of what pupils can do and how they will behave when using computers. In general, because pupils are highly motivated to use computers, teachers have very few problems in managing behaviour during these lessons. However, when demonstrations of what to do go on for too long pupils quickly become restless. In addition, this means that pupils do not have enough time to practise their skills. The procedures used by teachers to assess and record pupils' attainment remain effective and provide teachers with good evidence on which to base their comments to parents in annual reports.

141 The school has very detailed and thorough plans for how the subject needs to develop. These are linked to additional funding from the government and the priorities identified by the Family of Schools. The

school is rightly confident that planned developments will continue to improve the quality of attainment in information technology.

## 2 Music

142 By the end of Key Stage 2, pupils' attainment is typical for their age. Pupils with special educational needs in English and mathematics do as well as most other pupils. Standards have been maintained since the previous inspection.

143 Pupils sing a variety of songs tunefully and with clear diction. They sing two-part songs without losing the words or tune of either part. Most have a good sense of dynamics, and make their voices quieter or louder in response to music. However, when required to sing a lively song a significant number forget to do this and their singing lacks expression or sweetness. Pupils play percussion instruments and clap in time to accompany their singing. Pupils recognise and talk about different types of music; for example, they practice rhythm through their work on blues music. Most pupils listen attentively to classical taped music played at the beginning of assemblies. A growing number of pupils in Key Stage 2 play violin or recorder.

144 Most pupils make steady progress in music in both key stages. They gain confidence in learning an increasing variety of songs so that by the time they reach Key Stage 2 pupils have a wide repertoire that they sing from memory. From the early use of percussion instruments to accompany simple tunes in Key Stage 1, pupils develop appreciation and understanding of different musical elements. Pupils who are learning to play string and wind instruments make good progress as a result of tuition by a music specialist.

145 Most pupils enjoy singing and playing musical instruments. They listen sensibly to class teachers and visiting music teachers and respond enthusiastically to the varied experiences provided in lessons. Their enthusiasm for music is evident in the popularity of the school choir. A small number of pupils in Key Stage 2 do not join in with the singing and some try to disrupt the lesson for others by behaving silly or clapping out of rhythm. This spoils the efforts of others and slows the pace of the lesson.

146 Most of the teaching is satisfactory and there is some good teaching by music specialists. This is a similar picture to the time of the previous inspection. Where it is good, teachers have a lively approach and maintain pupils' motivation by providing activities that are short, sharp and interesting, for example, singing games. Teaching is less successful when teachers' expectations of pupils are too low and the work fails to challenge, for example, singing songs that they already know well without sufficient attention to actually improving the quality of singing. In some lessons, led by music a specialist, both teacher and support assistant spend their time sorting out unsatisfactory behaviour. This is an area of teaching that needs improving. There are some weaknesses to teachers' planning which were not evident at the time of the previous inspection. The long-term and half-termly planning is not specific enough and does not show how pupils' skills will be developed over time. For example, the intention to identify musical instruments by their sound features on the planning of both Year 3 and Year 6 classes without any clear indication as to how the levels of difficulty will vary. The co-ordinator is aware of this, which puts the school in a sound position to be able to make the necessary improvements. Music by well-known composers is played as part of school assemblies and makes a sound contribution to pupils' spiritual and cultural development. However, it is not given the emphasis necessary to help pupils to remember each piece and composer. A strength of the teaching is the way the school makes good use of the expertise of music specialists and the encouragement that pupils have to perform publicly as a choir.

## 2 Physical education

147 By the time they leave the school, pupils' attainment in physical education is typical for their age. Pupils with special educational needs in English and mathematics do as well as most other pupils. Standards have been maintained since the time of the previous inspection. Pupils perform interesting and carefully controlled gymnastic and dance sequences to music. They are expressive and many are graceful as they roll, stretch and change height in their movements. Pupils who attend the gymnastics club often achieve good

standards as a result of specialist coaching. A widening number of pupils do well in games because of the time given after school to sporting events. Pupils are aware of the need to warm up before physical activities and to cool down afterwards. They understand the effects of exercise on their bodies. Most pupils can swim at least 25 metres and have experienced a range of athletics and outdoor activities, such as using assault courses. When appraising the performance of others they pick out relevant facts and are able to make sensible suggestions about how the performance of others might be improved. Many pupils also take the advice of others and use it to refine and improve their own performance.

148 Pupils make steady progress throughout both key stages. During Key Stage 1, pupils work hard to improve their accuracy when throwing and catching small apparatus such as beanbags and balls. As pupils get older, they build on the early skills of throwing, catching and controlling a ball and incorporate them in more formal team games. Pupils develop more confidence in dance and become more able to express feelings in their movements. Their stamina improves as a result of regular strenuous exercise so that by the time they are in classes in Year 6 they are ready to take part in a wide range of physical activities offered to them during a residential visit. Pupils who attend after school clubs often make good progress in gaining skills in gymnastics and sports.

149 Pupils' attitudes to their work in physical education vary from very good to poor. Most pupils have satisfactory attitudes and respond well to activities that are interesting and lessons that move at a brisk pace. They enjoy physical education and the opportunities the subject provides for vigorous, sustained exercise. Pupils follow instructions from their teacher promptly and behave safely and sensibly as they work. However, in one class in Key Stage 2 pupils' behaviour and attitude throughout the whole of a lesson was very poor and the teacher struggled to maintain discipline without the help of the deputy head teacher. Many pupils in this class showed a lack of respect for their teacher and others. They took no heed of instructions and there was a lot of silliness and showing off. Many pupils in this class scorned the efforts of others and prevented the small number who wanted to do well from enjoying their lesson.

150 Although the quality of teaching varies from very good to unsatisfactory, most of it is satisfactory. Teachers have a sound knowledge of the subject and this is evident in the clear demonstrations they provide. In the best lessons, teachers link movement with music and this helps pupils get into a role and express themselves. They ask pupils to demonstrate their movements and this increases pupils' self esteem and help others refine and improve their own performance. In the unsatisfactory lesson, the teacher's expectations of how pupils should behave were too low and pupils were allowed to get away with poor behaviour. The lesson pace was disrupted by constant stops to regain pupils' attention and the pace of the lesson was far too slow. Teachers plan lessons carefully to include pupils of different ability in sustained physical exercise. Lessons include, warm-up exercises, clear explanations of tasks and helpful demonstrations of exemplary work. A strength of the teaching is the good use teachers make of coaches in gymnastics and sports. This is a contributory factor in the good progress made by children who attend after school sports clubs.

151 The school has recently become involved with several local and national initiatives for raising standards in gymnastics and sports. This puts them in a sound position to be able to raise standards in these areas and to benefit even more from specialist coaching.

## 2 **Religious education**

152 Pupils' attainments in religious education are in line with the expectations of the locally Agreed syllabus at the end of both key stages. These standards have been maintained since the previous inspection.

153 By the age of eleven, pupils are aware of the major Biblical stories that underpin Christian beliefs. They make comparisons between these and ideas taken from Islam and Judaism. In studying creation stories, pupils acquire a sound understanding of their nature and purpose. They recognise they are common to many societies and provide a basis for belief in a god or supernatural power. Pupils perceive that such beliefs lead to the development of worship. In developing their understanding of world faiths, pupils recognise values of caring and sharing, which are common to all. They become familiar with the work of Christian relief

agencies, which is reinforced through contacts with visiting speakers. Although pupils use their literacy skills in this subject to write about Christianity, there is insufficient written work on Judaism and Islam and many pupils do not produce the length of written work that is expected for their age.

154 By the age of seven, pupils know that belief in a God influences human behaviour. They retell the story of the great flood from the Old Testament and recall the purpose and nature of Noah's Ark. Pupils describe its construction, explain what it contained and why it was built. From this they are able to comment appropriately upon beliefs in God that feature in the Old and New Testament. A number of higher attaining pupils understand the symbolism of the rainbow as a promise from God. Through discussion, pupils develop an awareness of values, which underpin family life in our culture and elsewhere.

155 Most pupils show considerable interest in religious education. They are keen to take an active part in discussions and to look at religious objects and pictures. When set tasks, most work purposefully on their own or in groups. When expected to sit and listen to their teachers a small number of pupils lose interest and become restless.

156 The quality of teaching is satisfactory. Teachers have a thorough knowledge of the locally Agreed Syllabus and involve pupils in a wide range of stimulating activities. Teachers' planning has improved since the previous inspection. Lessons are planned carefully and tasks are now a better match to pupils' ability. As a result, pupils are interested in their work, lessons move at a reasonable pace and there are few incidents of unsatisfactory behaviour. The methods teachers use to teach about world faiths are appropriate. Visits to local churches help pupils to see how their learning in school is linked to the local and worldwide community. Attractive displays in school create a focus for discussion and reinforce learning. Because of this pupils talk enthusiastically about what they have learned. Teachers generally plan the work of support staff to make better use of their time in this subject than in many others. They often work separately with small groups of pupils and this works well. A weakness to the teaching in Key stage 1 is that not enough opportunities are given to pupils to write about religion. At present teachers in both key stages do not make sufficient use of information technology to support pupils' learning.

157 The school's provision for religious education has been maintained since the previous inspection. In addition, the co-ordinator has recently introduced a local initiative, aimed at improving the quality of teachers' assessment and record keeping. This puts the school in a sound position to be able to continue to improve.



## 2 PART C: INSPECTION DATA

### 2 SUMMARY OF INSPECTION EVIDENCE

158 Prior to the inspection, a team of four inspectors looked closely at the school's documentation. This included policies and planning documents and assessment information for each subject. In addition, inspectors were given the school's aims and targets, financial details, the minutes of governors meetings, information for parents and arrangements for child protection and health and safety.

159 All parents were invited to give their opinions about the school at a meeting with the registered inspector and by completing a questionnaire. Twelve parents attended the meeting and 68 returned questionnaires. Parents' views were analysed and are included in the report. Members of the governing body also met the registered inspector to explain their work.

160 During the inspection, lessons, assemblies, after school clubs and registration times were observed. Over the four days, inspectors studied the recorded work of a number of children from each year group. The sample, chosen by teachers, included the work of low, average and higher attaining pupils and those with special educational needs. Teachers also chose a number of pupils from each class to talk about books and to read aloud to inspectors. Additionally, work produced by pupils was examined as part of lesson observations. Inspectors looked closely at pupils' behaviour in lessons, at playtime and as they went about their daily routines.

161 Discussions were held with the head teacher, all teachers, some of the non-teaching staff and parents. All teachers were observed teaching English and mathematics. Inspectors saw as many lessons as possible in other subjects. Each day, inspectors talked to teachers about the quality of their teaching and at the end of the inspection most teachers chose to have a summary of their strengths and weaknesses.

### 2 DATA AND INDICATORS

#### 2 162 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
2 YR – Y6	205	2	39	37
Nursery Class	52	0	0	0

#### 2 163 Teachers and classes

##### 2 Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	9.4
Number of pupils per qualified teacher:	21.8

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

Total number of education support staff:	8
Total aggregate hours worked each week:	180.5

2

**Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	52

2      **Education support staff (Nursery class)**

Total number of education support staff:	1
Total aggregate hours worked each week:	32

Average class size:	29.3
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2      **164      Financial data**

Financial year:	1998-1999
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	£
Total Income	380,826
Total Expenditure	364,895
Expenditure per pupil	1,697
Balance brought forward from previous year	55,910
Balance carried forward to next year	71,841

Number of questionnaires sent out:	205
Number of questionnaires returned:	68

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	12	69	12	6	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	35	49	6	9	1
The school handles complaints from parents well	9	52	15	19	5
The school gives me a clear understanding of what is taught	21	62	12	4	1
The school keeps me well informed about my child(ren)'s progress	19	60	9	10	2
The school enables my child(ren) to achieve a good standard of work	19	66	9	4	2
The school encourages children to get involved in more than just their daily lessons	18	55	12	12	3
I am satisfied with the work that my child(ren) is/are expected to do at home	16	67	5	9	3
The school's values and attitudes have a positive effect on my child(ren)	16	60	24	0	0
The school achieves high standards of good behaviour	10	57	25	7	1
My child(ren) like(s) school	37	56	4	2	1

## 2 Summary of responses

A significant number of parents are concerned that complaints are not dealt with satisfactorily.