

# INSPECTION REPORT

## Queensway Primary School

Yeadon

LEA area: Leeds

Unique Reference Number: 107858

Inspection Number: 187349

Head Teacher: Mrs G Palmer-Smeaton

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Reporting inspector: Mr D H Maddocks  
1502

Dates of inspection: 15 – 18 November, 1999

Under OFSTED contract number: 706885

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Coppice Wood Avenue Yeadon Leeds LS19 7LF
Telephone number:	01943 874 925
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Hudson
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

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## MAIN FINDINGS

### What the school does well

- The newly appointed head teacher and deputy head teacher work well as a team, have accurately identified the school's strengths and weaknesses, have introduced strategies for improvement and are moving the school forward and raising standards.
- The results of the national tests for 11 year olds have improved significantly.
- The nursery's rich learning environment gives children a very good start to their educational career.
- The provision made for pupils' social development is good.
- The school actively encourages parents to become involved in the life of the school.

### Where the school has weaknesses

I. By the end of Key Stage 2, pupils' attainment in English, religious education and information technology is below average.

II. By the end of Key Stage 1, few pupils reach the higher levels in writing and mathematics.

III. The quality of teaching in Year 4 is unsatisfactory and has a negative impact on the progress made by pupils.

IV. Many subject leaders are not yet effective. They do not yet have a full understanding of the role of a subject leader, although this is starting to develop, particularly in English, mathematics and science.

V. In Key Stages 1 and 2, many teachers do not effectively assess pupils' attainment and progress, or use the results of assessment to plan future lessons. As a result, these teachers do not have a good awareness of the attainment and progress of the pupils in their class and the activities they plan are not always well-matched to their needs.

VI. Girls tend to make better progress and reach higher levels in the national tests than boys do.

VII. The art and music curriculum is very narrow.

**The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.**

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

In the three and a half years since the last inspection, the school has made steady progress. However, much better progress has been made in the last 18 months. The key issues identified in the previous report have been tackled appropriately. Standards in reading have improved, although there is room for further improvement in this area. Pupils are given more opportunities to devise experiments and carry out investigations, particularly in science and mathematics. However, their research and presentation skills could be improved further. Since her appointment, the head teacher has developed more systematic monitoring procedures that are starting to be used when planning the curriculum, and these are having an impact on the progress pupils are making and their attainment. In addition, since the appointment of the head teacher and deputy head teacher, the governing body have put systems in place to enable them to evaluate how effective their strategic decisions have been in improving the quality of education provided. The school has made sufficient progress since the last inspection and has set challenging targets in English, mathematics and science. For example, the targets set for 11 year olds in 1999 were significantly higher than indicated by these pupils' prior attainment, and the actual results achieved were better than the targets set. Similarly challenging targets have been set for future years. The school has the capacity to meet these targets and improve further.

### 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	Compared with		Key
	schools	similar schools		
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D

English	D	C
Mathematics	D	D
Science	C	C

In the national tests for 11 year olds in 1999, the school's results in English were below the national average when compared with other schools nationally, although the proportion of pupils reaching the higher levels was similar to the national average. The school's results in mathematics were below the national average because, while a similar proportion of pupils reached the expected level, far fewer pupils reached the higher levels. The school's results in science were in line with the national average although the proportion of pupils reaching the higher levels was well above average. When compared to schools with a similar proportion of free school meals, the school's results in English and science were average but the mathematics results were below average.

When the school's results in the national tests for 11 year olds are compared with schools that had similar results in the 1995 National Curriculum tests for seven year olds, the school's results in English and mathematics were average, and standards in science were above average. The 1999 results were much better than those gained in the 1998 tests, partly because of the quality of teaching in Year 6 and partly as a result of improvements in the school's monitoring and evaluation procedures. The school has set challenging targets in English, mathematics and science. For example, the targets set for 11 year olds in 1999 were significantly higher than indicated by these pupils' prior attainment, and the actual results achieved were better than the targets set. Similarly challenging targets have been set for future years.

When children enter the school, their attainment is average for children of this age although the full ability range is present. Children make good progress in the nursery, particularly in developing their personal and social skills and their knowledge and understanding of the world. They make steady progress in the reception class and, by the age of five, most pupils' attainment matches what is expected of children of this age. Pupils make steady progress in Key Stage 1 and, by the end of Year 2, standards in English, mathematics, science and religious education are average but standards in information technology are below average. Pupils make unsatisfactory progress in Year 4, because of the high proportion of unsatisfactory teaching. However, progress improves rapidly in Years 5 and 6. Despite this, by the end of Key Stage 2, standards in English and mathematics are below average, while standards in science are average. Standards in religious education are below the expectations of the Locally Agreed Syllabus and standards in information technology are also below average. Pupils make unsatisfactory progress in art and music and the standards pupils achieve in these subjects are below those seen in similar schools.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory. Good in Years 5 and 6
Mathematics	Good	Satisfactory	Satisfactory. Good in Years 5 and 6
Science		Satisfactory	Satisfactory. Good in Years 5 and 6
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory. Good in Years 5 and 6

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

Seventy three lessons were seen. Teaching was at least satisfactory in 93 per cent of lessons. It was good in 33 per cent of lessons and very good in a further 7 per cent. Less than satisfactory teaching was seen in 7 per cent of lessons. Good teaching was consistently seen in the nursery and in Years 5 and 6, although some good teaching was seen in most classes. However, a third of the lessons seen in Year 4 were unsatisfactory.

· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Pupils' behaviour is good, although in some classes, unsatisfactory behaviour in lessons is linked to unsatisfactory teaching.
Attendance	Attendance is very good, because the school's good procedures are effectively implemented.
Ethos*	The school has a positive ethos, particularly in the nursery. Pupils' attitudes to learning are good, relationships in the school are good and most staff are committed to raising standards.
Leadership and management	Satisfactory overall. The school has suffered from a lack of leadership in the past. However, the governing body, new head teacher and deputy head teacher have a clear awareness of the school's strengths and weaknesses. The governing body are more involved in the running of the school but, despite recent improvements, particularly in English, mathematics and science, the role of many subject leaders is not yet effective.
Curriculum	The curriculum for pupils in the nursery and reception is good. However, the curriculum for older pupils is not broad and balanced. There are weaknesses in the curriculum offered in information technology, art and music. There are good formal procedures for analysing pupils' attainment, but these are very new and have yet to have an impact. The use of assessment to inform teachers' planning of lessons is a weakness and has an impact on pupils' progress.
Pupils with special educational needs	Although classroom assistants know these pupils well, teachers' planning does not take sufficient regard of these pupils' individual education plans and this has a negative impact on the progress they make.
Spiritual, moral, social and cultural development	The provision for pupils' social development is good. The provision for their spiritual, moral and cultural development is satisfactory.
Staffing, resources and accommodation	The school's accommodation and resources are satisfactory. There is a suitable match of teachers to the needs of the curriculum. The quality of the various classroom assistants is very good and many, but not all, teachers make very good use of them in the classroom.
Value for money	The school provides 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**

VIII. The way the school encourages them to become involved in the life of the school.

IX. It is easy to approach the head teacher and teachers with questions or problems to do with their children.

X. They are given a clear understanding of what their children will be taught and the progress their children have made.

XI. The standards the school enables their children to reach.

XII. Their children like going to the school.

**What some parents are not happy about**

XIII. The long term absence of a teacher has had

XIV. The behaviour of pupils.

Inspector's judgements support parents' positive views about the school. The long term absence of a teacher has disrupted the education of pupils but the school has minimised this as much as it could. The behaviour of pupils is good overall, but a minority of pupils misbehave when the quality of teaching is less than satisfactory.



## KEY ISSUES FOR ACTION

To further improve the standards of work and learning of the pupils, the governing body, head teacher and staff should:

- (a) Improve the progress pupils make in Key Stages 1 and 2 by:
  - XV. improving the clarity of learning outcomes in teachers' short term planning;
  - XVI. using these learning outcomes as a means of assessing pupils' attainment and progress;
  - XVII. using the results of these assessments to modify the planning of future lessons;
  - XVIII. ensuring that lesson plans match activities more closely to the different abilities of pupils in the class and challenge all pupils;
  - XIX. raising teachers' expectations of their pupils' academic capabilities;
  - XX. investigating the cause of the differences in the progress and attainment made by boys and girls and narrowing the gap between them.  
**(paragraphs 28, 46, 52, 53, 58, 59, 60, 61, 70, 102, 104, 115, 118, 125, 127, 133, 139, 141, 146, 168)**
  
- (b) Raise attainment in reading, writing and handwriting by the age of 11 by:
  - XXI. improving pupils' vocabulary, use of extended sentences and knowledge of the structure of stories;
  - XXII. writing and implementing a school policy on handwriting and spelling;
  - XXIII. testing pupils' reading ability more effectively and using the results of this testing to match their reading books more accurately to their abilities.  
**(paragraphs 19, 20, 100, 101)**
  
- (c) Raise pupils' attainment in information technology by:
  - XXIV. producing and implementing new guidance for teachers that clearly identifies what pupils should know, understand and be able to do by the end of each year;
  - XXV. improving teachers' knowledge and understanding of information technology;
  - XXVI. improving the resources available to support the teaching of information technology;
  - XXVII. providing pupils with more opportunities to use computers to model, monitor, measure and control physical events.  
**(paragraphs 12, 14, 24, 52, 149, 150, 151, 152, 153)**
  
- (d) Raise attainment in religious education by the age of 11 by following the Locally Agreed Syllabus more closely.  
**(paragraphs 25, 165-171)**
  
- (a) Improve the quality of education in Year 4 by:
  - improving the way pupils are managed;
  - improving the quality of planning;  
**(paragraphs 14, 41, 44, 45, 104, 111, 114, 157)**

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

- Continue to improve the effectiveness of subject leaders.  
**(paragraphs 55, 77)**
  
- Review the art and music curriculum as part of the school's preparation for the implementation of the new National Curriculum in September 2000.  
**(paragraphs 26, 30, 50, 130-134, 154-158)**

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## INTRODUCTION

### Characteristics of the school

1 Queensway Primary School is an average sized school with 198 pupils on roll and slightly more girls than boys. An additional 44 children attend the nursery class for one session a day and there are significantly more boys than girls in the nursery. When pupils start in the nursery, their attainment is average for children of this age. The criteria for a child being offered a place in the nursery are that they were at least three years old in the term prior to their admission and are not yet of statutory school age. There is a gradual phasing in of children into the reception class. Children with their fifth birthday between the 1<sup>st</sup> of September and the 31<sup>st</sup> of March start part time in September and full time after the first three to four weeks of the Autumn Term. Children with their fifth birthday between the 1<sup>st</sup> of April and the 31<sup>st</sup> of August attend mornings only during the autumn term and full time when parents and the school consider it appropriate, after the October half term. All children attend the reception class full time after January.

2 Queensway Primary School is situated in Yeadon, ten miles to the north west of the city of Leeds. Most pupils come from owner occupied and rented housing in the immediate area, and approximately half of the pupils come from two large council estates. Approximately one in five pupils are eligible for free school meals and this is similar to the national average, although significantly more come from households that receive some form of benefit. A significant proportion of children live with only one parent, although other adults may be present. Approximately one in ten pupils have been identified as having special educational needs, and most of these have their own individual educational plans. This is below the national average. Five children have statements of special educational need, and this proportion is above average. Very few pupils come from minority ethnic groups and there are no pupils who have English as an additional language.

3 The school's aims are:  
"Queensway – the school at the heart of our community – with an ...  
Understanding of appropriate behaviour – providing ...  
Education of a broad, balanced nature.  
Ensuring high standards of teaching and learning;  
Noting and rewarding individual achievement – in a ...  
Safe sharing environment – with a ...  
Warm welcoming atmosphere.  
Always willing to talk and listen – because ...  
You all matter."

4 In the previous inspection, the following key issues were identified:

- (●) Raise standards of reading in Key Stages 1 and 2 by improving teacher knowledge, diagnosis and teaching strategies;
- (●) Provide more opportunities for children to devise experiments, carry out investigations and develop research and presentation skills;
- (●) Develop more systematic monitoring procedures to inform curriculum planning in order to raise standards of achievement;
- (●) Establish systems to enable the governing body to evaluate the effectiveness of their strategic planning decisions with regard to the quality of education provided by the school.

5 The school development plan contains a large number of developments, but the main priorities for 1999 - 2000 are:

- (●) To consolidate the literacy hour.
- (●) To implement the numeracy hour.
- (●) To improve monitoring and evaluating procedures in the school.
- (●) To improve assessment procedures in the school.
- (●) To improve the provision for information technology.

**Key indicators**

**6 Attainment at Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	10	16	26

		Reading	Writing	Mathematics
<b>National Curriculum Test/Task Results</b>				
Number of pupils at NC Level 2 or above	Boys	6	8	10
	Girls	14	13	15
	Total	20	21	25
Percentage at NC Level 2 or above	School	77% (86%)	81% (93%)	96% (93%)
	National	82% (80%)	83% (81%)	87% (84%)

		English	Mathematics	Science
<b>Teacher Assessments</b>				
Number of pupils at NC Level 2 or above	Boys	8	10	10
	Girls	14	14	15
	Total	22	24	25
Percentage at NC Level 2 or above	School	85% (93%)	92% (93%)	96% (93%)
	National	82% (81%)	86% (85%)	87% (86%)

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

**7 Attainment at Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	18	15	33

		English	Mathematics	Science
<b>National Curriculum Test Results</b>				
Number of pupils at NC Level 4 or above	Boys	11	12	13
	Girls	10	12	13
	Total	21	24	26
Percentage at NC Level 4 or above	School	64% (49%)	73% (38%)	79% (51%)
	National	70% (65%)	69% (58%)	78% (69%)

		English	Mathematics	Science
<b>Teacher Assessments</b>				
Number of pupils at NC Level 4 or above	Boys	8	10	10
	Girls	10	10	13
	Total	18	20	23
Percentage at NC Level 4 or above	School	55% (70%)	61% (75%)	70% (51%)
	National	62% (65%)	69% (65%)	75% (71%)

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

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## 8 Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete	Authorised	School	4.9
Reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

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## 9 Exclusions

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	5
	Permanent	0

## 10 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	7
	Satisfactory or better	93
	Less than satisfactory	7

· **PART A: ASPECTS OF THE SCHOOL**

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

· **Attainment and progress**

11 When children enter the school, their attainment is average for children of this age although the full ability range is present. Children make good progress in the nursery, particularly in developing their personal and social skills, and their knowledge and understanding of the world. Children make steady progress in the reception, particularly in developing their language, literacy and mathematical skills. By the age of five, most children's personal and social skills are at, or above the levels expected. Their literacy, mathematical, creative and physical skills, and their knowledge and understanding of the world, match what is expected by this age.

12 Pupils make steady progress in Key Stage 1 and, by the end of Year 2, their attainment in English, mathematics, science and religious education matches what is expected of pupils of this age. However, standards in information technology are below average.

13 In the national tests for seven year olds in 1999, the school's results in reading were similar to the national average because the number of pupils reaching the expected and higher levels were similar to the national average. The school's results in writing were below the national average because, while a similar proportion of pupils reached the expected level, fewer pupils reached the higher levels. Similarly, the school's results in mathematics were well below the national average because a similar proportion of pupils reached the expected level, but far fewer pupils reached the higher levels. When compared to schools with a similar proportion of free school meals, the school's results in reading were above average, the results in writing were average and the mathematics results were below average (because of the low proportion of pupils reaching the higher levels in mathematics).

14 Pupils make unsatisfactory progress in Year 4, mainly because of the high proportion of unsatisfactory teaching. However, progress improves rapidly in Years 5 and 6. Despite this, by the end of Key Stage 2, standards in English and mathematics are below average, while standards in science are average. Standards in religious education are below the expectations of the Locally Agreed Syllabus and standards in information technology are also below average.

15 In the national tests for 11 year olds in 1999, the school's results in English were below the national average although the proportion of pupils reaching the higher levels was similar to the national average. The school's results in mathematics were below the national average because, while a similar proportion of pupils reached the expected level, far fewer pupils reached the higher levels. The school's results in science were in line with the national average although the proportion of pupils reaching the higher levels was well above average. When compared to schools with a similar proportion of free school meals, the school's results in English and science were average but the mathematics results were below average.

16 However, when the school's results in the national tests for 11 year olds are compared with schools that had similar results in the 1995 National Curriculum tests for seven year olds, the school's results in English and mathematics were broadly in line with the average, and standards in science were above average. The 1999 results were significantly better than those gained in the 1998 tests, partly because of the quality of teaching in Year 6 and partly as a result of improvements in the school's monitoring and evaluation procedures.

17 The school has set challenging targets in English, mathematics and science. For example, the targets set for 11 year olds in 1999 were significantly higher than indicated by these pupils' prior attainment, and the actual results achieved were better than the targets set. Similarly challenging targets have been set for future years.

18 In English, mathematics and science, boys make worse progress than girls do, particularly in Key

Stage 2. This is shown in the national tests for 11 year olds, where the performance of boys is below, and sometimes well below, the national average. The reasons for this are unclear and, although the school is aware of this issue, it has not analysed the possible causes. There was insufficient evidence available during the week of the inspection to identify any significant cause, apart from the lack of effective use of assessment to enable teachers to match activities more closely to pupils' needs.

19 In Key Stage 1, pupils make steady progress in English and, by the end of Year 2, their attainment matches what is expected for their age. Most pupils reply to questions from the teacher clearly and confidently, although some pupils are reluctant to voice their ideas and opinions. Pupils show a sound understanding of what they have read by retelling the story in their own words and most have improved their confidence in reading. They tackle unknown words in a variety of ways, for example, they sound out the letters of the word, break the word into syllables or use pictures to give them clues as to what the word might say. Pupils begin to use the basic punctuation of capital letters and full stops with greater understanding. Their sentences are becoming longer but few pupils realise that a story needs a beginning, middle and an end and most prefer to write about their own experiences rather than their imagination. Pupils' handwriting is not developed systematically and, by the end of Year 2, many letters are still of inconsistent height or formation.

20 In Key Stage 2, pupils make slower progress in English, although progress improves in Years 5 and 6. By the end of Year 6, their attainment in speaking and listening matches what is expected for their ages, although some pupils are still reluctant to voice their ideas and opinions. However, by the end of Year 6, pupils' attainment in reading and writing is below what is expected for their age. In Years 3 and 4, pupils do not tackle unknown words as well as pupils in Years 1 and 2, and very few pupils read with expression although some are becoming more fluent readers. In Year 3, pupils write for a limited range of purposes and, as a result, their ability to write independently is not sufficiently developed. In Year 4, presentation of work is poor with pupils not yet writing in a joined up style or taking pride in their work. Many pupils still do not use the basic punctuation of capital letters and full stops consistently. Pupils make very little progress in their ability to write independently because much of their work is from worksheets. In Year 5, pupils' progress improves. Pupils are more accurate readers although they still do not read expressively. They understand what they have read but do not use examples from the text to illustrate their answers. Pupils use and understand prepositions, nouns, adjectives, speech marks, commas and paragraphs. In Year 6, pupils make good progress but many pupils are still not confident enough to be fluent readers and have difficulty understanding why events happened or why people acted as they did in the stories they have read. Most pupils are beginning to understand that stories have to have a correct structure, varied vocabulary and must also contain correct grammar and punctuation. However, many pupils, particularly boys, find it difficult to write imaginatively. As handwriting, spelling and presentation are not developed systematically throughout the school, by the end of Year 6 pupils' skills in these areas are below what would be expected.

21 In Key Stage 1, pupils make steady progress and, by the end of Year 2, their attainment in mathematics matches what is expected of pupils of this age, although fewer pupils are working at the higher levels. Pupils make steady progress in developing their mathematical vocabulary and knowledge of numbers and they understand the simple properties of a small number of two and three-dimensional shapes. By the end of Year 2, most pupils can order numbers up to 100 and have a reasonable understanding of place value, knowing that, in the number 76, the 7 stands for seven tens. Pupils sort objects in a variety of ways and recognise simple repeating patterns. Pupils have a good grasp of time.

22 In Key Stage 2, pupils make unsatisfactory progress in Year 4, mainly because of unsatisfactory teaching. However, progress improves rapidly in Years 5 and 6. Despite this, by the end of Key Stage 2, standards in mathematics are below average, because far fewer pupils reach the higher levels. Pupils' ability to handle numbers develops well, although pupils have a narrow range of strategies for manipulating numbers. In Year 4, pupils make slow progress. For example, most pupils struggled to work out the change from £6.50 if they had spent £3.50. Pupils make better progress in Years 5 and 6. They have a good understanding of place value in very large numbers, and have a reasonable working knowledge of most of their times tables. They understand decimals in terms of tenths and can calculate the lines of symmetry of regular shapes. Pupils can explain why the sum  $(6 \times 5) + 4$  gives a different answer to the sum  $6 + (5 + 4)$ . They understand the equivalence of fractions, decimals and percentages and plot accurate line graphs, extracting

information from graphs accurately. Pupils' use of mathematical vocabulary improves throughout the key stage; for example pupils use correct mathematical terms when describing the properties of shapes, describing lines of symmetry and probability.

23 In Key Stage 1, pupils make steady progress in science and, by the end of Year 2, have an appropriate knowledge and understanding of scientific principles and methods of inquiry. In the course of their science work, pupils learn to make predictions and discuss results before recording them in drawing and written forms. In Key Stage 2, pupils make steady progress, although their progress is better in Years 5 and 6. By the end of Year 6 pupils test a range of hypotheses, understand the principle of fair testing and recognise the need for recording accurate observations. They make predictions, provide valid reasons to explain their decisions and know how to set out the results of their experiments. Pupils have a sound scientific vocabulary that is used effectively.

24 In information technology, pupils make unsatisfactory progress and, by the end of Years 2 and 6, their attainment is below what is expected of seven and 11 year olds. Pupils make slow progress in developing their information technology skills and their knowledge and understanding of the subject is weak. Pupils use word-processors and databases and, by the end of Year 2, recognise the parts of a computer and use simple word-processors, although much of their work is copying text rather than typing straight into the computer. Older pupils can load programs and their previous work, make alterations to it, and then save and print out their work but often need help from adults or classmates to complete this successfully. Pupils do not make sufficient progress in many aspects of information technology. They do not make sufficient use of spreadsheets to model systems or use computers to monitor and control events sufficiently well. As a result, they do not reach the levels expected for their age by the end of Year 6.

25 In religious education, pupils make inconsistent and often unsatisfactory progress. Pupils in Years 1 and 2 are aware that different people have different places of worship and celebrations and have a sound knowledge about Christianity and Bible stories. However, they could not link key people, places, objects and events of religions or make connections with their own life. In Year 3, pupils develop their values and beliefs by considering the important ingredients of being a good person. However, in Year 4, pupils have covered very little of the planned curriculum and have made poor progress in understanding how their lives are affected by beliefs. In Year 5, pupils have not covered the planned work on Judaism and there was no recorded evidence of any work in religious education. In Year 6, progress is better and pupils are knowledgeable about Islam and Christianity.

26 In art, pupils make limited but steady progress in Key Stage 1 and unsatisfactory progress in Key Stage 2. Pupils in Years 1 and 2 draw and paint with confidence and mix primary colours to produce secondary colours. These colours are used effectively in their work, which shows the steady development of proportion, shape and form. Older pupils find it difficult to choose the correct materials to achieve the result they envisage. Many pupils do not use tools and materials appropriately, and many do not understand how line and tone can be used effectively. Pupils' knowledge of famous artists is limited and they do not appreciate that other cultures have different styles of art.

27 In design and technology, pupils make steady progress in developing their skills. Younger pupils use construction kits effectively. Older pupils look at commercial designs and de-construct them before making their own products. Pupils design and evaluate their work, although these designs and evaluations are often superficial.

28 In geography, pupils make inconsistent and sometimes unsatisfactory progress in developing their geographical skills, although their mapping skills are better. Younger pupils can use simple maps and routes and describe some geographical features. However, they have limited skills when carrying out investigative work and the standard of their written work is often unsatisfactory. In Year 3, pupils have a sound knowledge of different climates in different countries around the world. In Year 4, pupils make very little progress and do not develop either their geographical skills or vocabulary. In Year 5, pupils understand the water cycle and the process of purification of water. In Year 6, pupils successfully undertake a field study during their residential visit to the Lake District.



29 In history, pupils make steady progress. In Key Stage 1, pupils understand the difference between past and present and old and have a sound knowledge of some famous people from the past. In Key Stage 2, pupils are knowledgeable about the periods in the past that they have studied and have acquired a sound historical vocabulary. Older pupils organise, evaluate and present information derived from historical sources. By the end of Year 6, pupils are aware of how sources of evidence inform them of the past.

30 In music, pupils make steady progress in Key Stage 1, but unsatisfactory progress in Key Stage 2. Younger pupils sing simple songs and rhymes tunefully and accompany them with simple percussion instruments, successfully singing in two part rounds. In Key Stage 2, pupils follow simple rhythms but have difficulty with anything more complex. Pupils recognise few famous composers and cannot use musical vocabulary to express ideas and opinions about music.

31 In physical education, pupils make steady progress. They move well in dance, respond well to music, understand the effects of exercise on their bodies and develop good games' skills. By the end of Year 6 most pupils have developed the necessary skills to play many games and have a good attitude to sportsmanship, playing games fairly according to the rules.

32 Pupils' literacy skills are used to support work in other areas of the curriculum, for example pupils use research skills in Year 6 to study history topics and teachers develop pupils' technical vocabulary development well in science. There are a variety of books to support other subjects and topics. However, links to literacy are not directly identified in teachers' planning in other subjects.

33 Pupils' numeracy skills are well developed in mathematics lessons where there is a clear emphasis on mental arithmetic at the beginning of the lesson. Pupils are encouraged to explain how they solve mental problems. Other subjects contribute to developing pupils' numeracy skills, for example pupils produce graphs and charts in when writing up their experiments in science, use spreadsheets in information technology to manipulate numbers and pupils' measuring skills are developed during some art and design and technology lessons.

34 Pupils with special educational needs make satisfactory progress, mainly because of the high quality of support they are given by the classroom assistants who are effectively deployed. However, teachers are not sufficiently involved in the production of these pupils' individual education plans and are often unaware of the targets that have been set in them. In addition, teachers' planning does not sufficiently identify the work that will be set for these pupils, or how it is matched to their specific needs. Despite this, the quality of support they are given by classroom assistants enables these pupils to make steady progress. The small group of younger pupils who are provided with additional literacy support are making good progress in this aspect of their education.

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

35 Since the last inspection, pupils' attitudes, behaviour and personal development have remained good. They are a positive and improving feature of the school. Children under five settle quickly and happily into the nursery and reception classes. They play and work well with each other. Children are very aware that their actions affect themselves and others and that it is important to share and care for all. They follow routines systematically, listen very carefully to adults and patiently wait their turn to use equipment. Children gradually take more responsibility for their own learning by selecting from the range of activities that are offered to them.

36 In most classes in the school most pupils have positive attitudes to learning and show interest, enthusiasm and enjoyment in their work. Pupils contribute their ideas and suggestions in discussions and ask pertinent questions. Most listen attentively to their teacher and each other and respect the views and contributions of others. Pupils apply themselves consistently in lessons particularly when the tasks interest and challenge them; as a result they concentrate on their work for considerable periods of time. However, when teaching is unsatisfactory and lacks interest or challenge, some pupils easily lose interest become bored

and behave in a disruptive manner.

37 The good behaviour of most pupils has a positive effect on the atmosphere of the school. The good standards of behaviour are reflected in pupils' polite and courteous manner and the willing acceptance of the school's expectations. Behaviour in and around the school is generally good and pupils play amicably together at lunch-time and breaks. Pupils respond positively to the school's behaviour policy and its system of rewards and sanctions. However, some teachers have a limited range of strategies for effective pupil management and do not set tasks that are well matched to pupils' abilities. As a result, pupils' concentration and behaviour deteriorates. This was often seen in Year 4. In most classes pupils have been fully involved in making class rules and they follow them by demonstrating good standards of personal behaviour, honesty and courtesy. The major outcome of this is that caring and sharing is a regular feature in these classes.

38 The satisfactory level of pupils' personal development is reflected in their sensitive attitudes towards each other and those outside the school community; for example pupils frequently raise funds for a number of charities. In lessons pupils collaborate constructively when working in pairs or groups. However instances of pupils using their initiative are few and opportunities for independent research are restricted. Year 6 pupils have undertaken very good independent research in their study on the local area. Pupils respect other people's values and beliefs, listen to other points of view and give credit to the achievement of others. Pupils conduct themselves in a sensible manner in and around the school and, when opportunities are provided, enjoy carrying out the responsibilities placed upon them. For example, pupils act as monitors, help with school meals and Year 6 pupils assist in the nursery. Older pupils benefit personally and socially from extra-curricular activities and residential trips where they are challenged to take on increasing responsibility and act as good role models for the school.

39 Most pupils with special educational needs have positive attitudes to their learning and form good relationships with the range of people who support them. Their behaviour is good although those pupils who are regarded as having behaviour problems are troublesome in some classes when teaching is less than satisfactory. Pupils with special educational needs are given opportunities for independent learning although these are very dependent on the teacher and the confidence of the classroom assistant. Pupils who are withdrawn for extra help in small groups maintain a positive self-esteem and respond well to the individual and group support they are given.

## **Attendance**

40 The school has maintained the high levels reported at the previous inspection. Levels of attendance are very good and above the national average. There is very little unauthorised absence. Pupils enjoy coming to school and parents support the school in maintaining good attendance. Registration is prompt and efficient. Children come to school on time and lessons, assemblies, breaks and other activities start and finish promptly. The standards maintained in attendance and punctuality have a positive impact on the quality of learning in the school.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

41 The overall quality of teaching is satisfactory, and similar to that identified in the last inspection. Teaching was at least satisfactory in nine out of ten lessons, and good teaching was seen in a third of lessons and in most classes during the week of the inspection. However, a small amount of unsatisfactory teaching was seen, and much of this was seen in Year 4.

42 The quality of teaching is very good in the nursery. Activities are well planned and very good use is made of the nursery nurse and classroom assistants to oversee different areas of the nursery and the activities that take place in them. All adults working in the nursery have high expectations of the children. Good use is made of informal day-to-day assessments, which are recorded during the day in pastoral files and are then collated carefully at the end of the week. The planning of future activities takes the results of these

assessments into account.

43 In Key Stage 1, the quality of teaching is satisfactory and sometimes good. With the exception of information technology, teachers have a sound knowledge of the subjects they teach. Teachers manage their pupils well and lessons are organised well. Good teaching was seen where the teacher asks open-ended questions rather than questions that have a single answer. For example, in a Year 1 mathematics lesson, the teacher challenged pupils by asking, in a quick fire question session, “give me two numbers that make 10”. In the best lessons, the teacher provided similar work at different levels that were well matched to the differing abilities of the pupils in the class. As a result, each group was effectively challenged.

44 In Key Stage 2, the quality of teaching is more variable and ranges from unsatisfactory to good. The teaching in Years 5 and 6 is satisfactory and often good because teachers manage their classes well and have high expectations. However, the quality of teaching in Year 4 is often unsatisfactory, mainly because of a lack of effective management. With the exception of information technology, art and music, most teachers have a sound knowledge of the subjects they teach. In the best lessons, teachers have high expectations of pupils’ attainment and behaviour, often using humour well to motivate and maintain good relationships with pupils and challenge them to do well. Good teaching is seen when teachers have good management skills and work is well matched to pupils’ abilities. For example, in a Year 6 mathematics lesson on probability, the teacher used dice to simulate a race and, by asking challenging questions enabled all pupils to realise that it was impossible for “horse” number 1 to move, and it was unlikely for “horse” number 12 to win. Higher attaining pupils realised that “horses” 6, 7 and 8 were most likely to win since many combinations of two dice could make these numbers.

45 Most teachers manage their pupils well. They set high expectations of pupils’ attitudes and behaviour. This reflects the school’s aims and contributes to pupils’ good relationships and behaviour. However, unsatisfactory teaching is frequently linked to the use of inappropriate strategies to control pupils’ behaviour, which develops when pupils are not effectively challenged and lessons move at a slow pace.

46 Although teachers’ planning is adequate to support the activities occurring in their lessons, a weaker aspect of the teaching in the school is that teachers do not make sufficient use of the results of assessments when planning the next stage of their work. This has a negative impact on the progress made by lower attaining pupils and those capable of higher attainment. Many teachers use questions well to assess and evaluate what pupils have learnt during their lessons, but their planning rarely identifies precisely what they expect pupils to learn. As a result, teachers do not take the results of their informal assessments into account sufficiently to influence the planning of their next sequence of lessons, or to match the work more closely to the different abilities of the pupils in their class. This means that, while many teachers know their pupils well socially, they do not have as clear a view of their attainment or the progress they are making and, as a result are unable to plan as effectively as they could.

47 Teachers are supported by a range of classroom assistants. These additional staff make a positive contribution to the quality of teaching and education in the school. They know what they are expected to do and carry out their work efficiently and effectively. For example, in the nursery, the nursery nurse and classroom assistant work with different groups of children in different areas of the nursery, while the while the teacher focuses on other activities. In Key Stages 1 and 2, classroom assistants are used effectively to support pupils with special educational needs and often assess the responses of pupils during whole class discussions led by the teacher. However, in a few classes, classroom assistants are not used efficiently and are often effectively left out of the activities planned by the teacher.

48 Pupils with special educational needs are usually taught in their class with additional support provided by classroom assistants. However, some teachers are unaware of the content of these pupils’ individual education plans and therefore do not take them into account when planning work for these pupils. Consequently, work is sometimes poorly matched to these pupils’ needs. However, classroom assistants work very well with these pupils and ensure that they make steady progress.

## **The curriculum and assessment**

49 The curriculum for pupils in the nursery and reception is good. It is broad and balanced and planned appropriately to cover most areas of learning. Much time and effort is given to the development of children's personal and social skills in the nursery and there is a clear and appropriate focus on improving children's language, literacy and mathematical skills.

50 In Key Stages 1 and 2, the curriculum is broad but insufficiently balanced to provide opportunities for pupils to make satisfactory progress in all subjects, particularly art and music. The school meets its statutory requirements in religious education, which is taught according to the Locally Agreed Syllabus but provision for information technology is unsatisfactory. A suitable amount of time is given to most subjects with an appropriate emphasis on English and mathematics. However, some subjects have too large an amount of time allocated to them, for example physical education and this results in insufficient time being given to other subjects, for example music and art. Since the last inspection, the school has provided more opportunities for pupils to devise experiments and carry out investigations, particularly in mathematics and science lessons.

51 There are policies in place for all subjects. However, many of these policies were written before the last inspection and have not been reviewed since. As a result, they do not refer to the curriculum now in place. Teachers use the National Literacy and Numeracy Strategy schemes and are beginning to implement the new national schemes of work for science, design and technology, geography, history and information technology. These provide useful guidance to teachers in these subjects. However, the schemes of work in physical education and music are only just adequate and there is no scheme of work for art. As a result, the school cannot ensure art is taught in a way that builds upon pupils' previous learning or that pupils' artistic skills are fully developed.

52 Teachers' long term planning is satisfactory and briefly identifies what is to be taught to pupils in each year group. Medium term planning is also satisfactory in most subjects and is consistently applied throughout the school. Most of these plans are based on the national schemes of work in literacy, numeracy, science, geography, history, design and technology and information technology. However, planning in information technology does not take sufficient account of pupils' past experiences, their current low levels of attainment or the lack of resources.

53 The schools' short term planning is only just satisfactory. Plans do not always clearly identify exactly what pupils should know or be able to do by the end of the lesson or sequence of lessons. Most plans identify the activities to be carried out in the lesson but often the same activity is planned for all pupils, regardless of their abilities. In particular, these plans do not clearly identify what pupils capable of higher attainment should be doing in lessons. As a result, these pupils are not always presented with tasks that are well matched to their needs or that are sufficiently challenging. In addition, the attainment of all pupils and the outcomes of lessons are not well assessed or evaluated so they do not influence teachers' future planning.

54 Pupils with special educational needs have full access to the National Curriculum and are not affected by being withdrawn from class to receive extra support. The school meets the requirements of the code of practice. There are clear procedures in the reception class for the early identification of these pupils if they have not already been identified in the nursery class. Good additional classroom support is provided for these pupils. Support staff work well with most teachers to provide work that is well matched to pupils' abilities. However, most of these pupils' individual education plans are written by the special needs co-ordinator and many teachers do not have a clear knowledge of them. Consequently, teachers' daily planning rarely refers to the targets in these individual education plans or to activities that will be given to these pupils. In addition, the targets in many pupils' individual education plans are not changed when pupils do not reach them but are just repeated. However, the good support provided by all classroom assistants ensures that these pupils make steady progress.

55 The head teacher and subject leaders have only recently begun to monitor the quality of planning. The school has clearly identified how this is to be developed but at the time of the inspection it had not yet

significantly influenced the quality of planning.

56 Staff provide a good programme of extra-curricular activities, including sport. Many pupils attend these sessions, which provide valuable experience and enable staff to share their interests and expertise with the pupils. Educational visits are used well to extend and enrich the curriculum, for example residential visits to an outdoor pursuits centre are used well to promote physical education and pupils' personal and social skills.

57 Home-school agreements, which meet government recommendations, are in place. The schools' present homework policy is unsatisfactory although a new, and better, draft policy has been written but not yet implemented. As a result, homework is inconsistently set throughout the school.

58 Pupils' attainment is assessed and recorded within the first few weeks of starting school in the nursery and reception classes. These assessments provide a clear baseline from which learning activities are planned and future assessments can be measured. Effective systems for formally assessing pupils are in place throughout the school. In addition to the statutory tests in Year 6, pupils are assessed annually using the optional tests available to schools as well as a standardised reading test. The results of all tests are recorded and used to monitor progress. The results of these tests are analysed and used to set targets for improvement. However, the school does not analyse the tests to find the questions pupils answer well and the questions where answers could be improved. Consequently, targets are set without a full understanding of how to reach them by identifying the specific areas of pupil knowledge that require improving.

59 Teachers assess pupils' attainment informally on a day-to-day basis. The results of these assessments are used to provide individual feedback to pupils about their performance but do not significantly influence teachers' planning. There is no clear marking policy used throughout the school so that the quality of information given to pupils as to how to improve their work is inconsistent and varies from poor to good.

60 The school has not yet decided how to record pupils' attainment and progress as they move through the school. As a result, teachers have very little recorded information about pupils and they rely too heavily on information being transferred verbally to the next year group. This, in conjunction with little formal assessment being carried out on a day-to-day basis, has resulted in teachers not knowing the capabilities of their pupils in sufficient depth to set well matched and challenging activities. The schools' portfolio of moderated work is also well out of date. However, there has been recent work carried out in this area, particularly in literacy, although it has yet to improve teachers' consistency when they assess pupils' work.

61 The school meets the requirements of the code of practice for special educational needs. Pupils are assessed on entry and there are good procedures in the reception class for the early identification and assessment of pupils, if they have not already been identified in the nursery. The special needs register is maintained effectively and these pupils' progress is monitored and recorded by the special needs co-ordinator through a formal review system. Reviews take place regularly, but only the parents of pupils with statements are involved. The targets set in the individual education plans for pupils with special educational needs are satisfactory but are not changed when pupils do not reach them. Instead they are just repeated. In addition, some teachers are unaware of their pupil's plans and, as a result, cannot take them into account when planning their lessons.

62 Parents are given verbal reports on their child's attainment and progress twice a year. A useful written report is provided at the end of the school year. Parents appreciate these reports.

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

63 The school's provision for moral, social and cultural development is satisfactory and similar to that seen in the last inspection. It makes a sound contribution to promoting the stated aims of the school, which rightly emphasise the importance of a sense of worth and respect for other people. The nursery, in particular, provides a secure, supportive and happy ethos in which individual pupils are valued and caring relationships are well developed.

64 The provision for spiritual development is satisfactory. It is promoted across some subjects of the curriculum such as religious education and science. In assemblies there are regular acts of collective worship and pupils are encouraged to reflect upon their own actions and consider the circumstances of other people and beings. For example, in one assembly pupils were asked to think about the difficulties that animals and birds experienced in winter and how they could help them to make sure that we could continue to enjoy their beauty. Good provision is made for the recognition and celebration of pupils' achievements and this encourages pupils to appreciate the contributions and talents of individuals and groups.

65 The provision for moral development is satisfactory. The school promotes standards of moral development through its behaviour policy and the establishment of school rules. Adults make pupils aware of acceptable behaviour and encourage them to distinguish between right and wrong. Some pupils are involved in the making of their own classroom rules and recognise the value of such rules. Pupils respond well to positive role models by demonstrating satisfactory standards of personal behaviour, honesty and courtesy. However some teachers provide inconsistent role models and overreact to minor misbehaviour. The school reinforces good behaviour through the effective use of rewards and sanctions; for example there is a weekly award to a class for good behaviour. In most classes the relationships between teachers and pupils are good. In a few classes they are not and this has an adverse effect on the attitude and behaviour of a small, but significant, number of pupils.

66 The provision for pupils' social development is good. In some classes it is carefully nurtured through caring personal relationships, opportunities for collaborative work and the effective use of whole class discussions. Pupils' social skills are generally good and they enjoy having positions of responsibility that help the school; for example pupils in Year 6 particularly enjoy and benefit from helping in the nursery during lunch time. There is a satisfactory range of extra-curricular activities, including sport, music and chess. Social evenings and outings, such as discos and visits to music concerts are organised and provide opportunities to enrich pupils' social development and extend their personal interests. The relationships between most staff and pupils, and pupils themselves, are good and reflected in the levels of mutual respect and the pleasant, polite manner of the pupils. A strength of the school's provision is a residential visit to an outdoor pursuits centre for pupils in Year 6 where an emphasis is placed on team building and sharing responsibilities.

67 The provision for cultural development is satisfactory. Aspects of pupils' cultural knowledge and understanding are promoted mainly through music and English; for example pupils perform at and attend a number of concerts. There is also an annual book week and authors and storytellers have visited the school. However the provision for introducing pupils to multi-cultural issues and preparing them for life in a multi-cultural society is less successful and the school takes few opportunities to visit different cultural centres or invite people from other cultures to the school.

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

68 The school's procedures remain as effective as they were in the previous inspection. The school effectively supports pupils and continually strives to promote their welfare. The head teacher provides strong pastoral leadership in this aspect and most teachers are very caring, approachable and supportive. They are conscientious and consider individual pupils' needs. All staff have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously. Teachers and learning support assistants supervise pupils well at break times. Lunchtime supervision is carried out well by trained and experienced supervisors and the standard of this supervision is very good. There are appropriate measures for dealing with minor injuries and first aid.

69 The school makes good use of appropriate support agencies, non-teaching assistants and parent helpers. The school's non-teaching staff are well qualified, very experienced, dedicated to the children they support, and provide very good support to teachers and pupils. However, not all teachers consistently use the learning support assistants to best effect or fully involve them in all lessons. There is targeted support for literacy and numeracy. Support for children with special educational needs is good and has a positive impact

on their academic achievement and progress. The school has a positive behaviour policy, supplemented by school and class rules. In most classes, rules are negotiated and agreed with pupils at the start of each term. There is a good understanding of what constitutes acceptable and unacceptable behaviour. Behaviour is carefully monitored and rewards and sanctions are applied consistently. Absences and lateness are correctly recorded, conscientiously followed up and appropriate action taken to ensure that high levels of attendance are maintained.

70 The head teacher and class teachers have a good understanding of the personal and individual needs of the pupils in their care. They consistently evaluate pupils' progress to make sure that appropriate action is taken to promote their continued personal development. Health, sex and drugs education is well planned and tackled in an appropriate manner. Pupils' academic attainment and progress is tracked and recorded throughout the school, starting in the nursery with individual record sheets. Early assessments are carried out effectively to form a baseline against which children's future attainment and progress can be measured. Class teachers maintain individual pupil's files, including detailed reading records. However, these records are not used consistently by teachers to promote pupils' progress.

71 Child protection procedures are securely in place and there is a very good awareness throughout the school. Procedures for promoting health and safety are good. These are well known and understood by all staff who consistently demonstrate safe working practice in lessons and around the school. The school publishes a health and safety policy and the required health and safety inspections and checks, including risk assessments, are regularly carried out and properly recorded. However, the school does not maintain a register of portable electrical appliances and these appliances have not been inspected for nearly two years. A number of other minor health and safety issues identified during the inspection were brought to the attention of the head teacher.

72 Parents feel that the welfare of the pupils is a strength of the school and that all teachers and support staff really care for their children. Inspection evidence supports this point of view.

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

73 Relationships between the school and parents are good, and this has remained the case since the last inspection. The school enjoys the support of parents who are encouraged to visit and be involved in their children's education. A good number of parents help in classrooms and accompany the children on trips. There is a small but active parent teacher association, the Friends of Queensway School, who organise fund raising events and help with school productions. These events are well supported by the other parents. Most parents feel welcome in the school and find the head teacher and staff to be approachable. During the inspection the head teacher and class teachers were regularly observed making themselves available to parents on an informal basis at the start and close of the school day. Parents find it easy to approach the school with questions or problems to do with their children and are confident that these will be listened to and acted upon in an appropriate manner.

74 Communication between the school and parents is very good. There are monthly newsletters and regular letters home about specific events. There is an informative school prospectus and governors hold an annual meeting with parents and publish a detailed and informative annual report. Class teachers send out half termly letters informing parents of what will be taught in their class. The school has recently produced home-school diaries and planners but it is too early to judge the impact these will have on communication between the teachers and parents. The annual progress reports written by teachers are comprehensive and informative, generally indicate the progress made, tell parents what their children can do, and set clear targets for improvement. There are appropriate opportunities for parents to meet with teachers and discuss their children's work and progress.

75 The school's work is considerably enriched by its links with parents and the community and these links contribute well to pupils' personal development. There is a good range of social and educational visits, including a residential trip, and a good range of visitors to the school. Good use is made of the local area as a learning resource, for example, in geography, history, science and environmental studies. The school choir

performs regularly in the local community. Pupils support and raise money for local and national charities. Children collect and distribute Harvest Festival gifts to local elderly residents with disabilities who are also invited into school for the Christmas concerts. The school premises are used by outside organisations and the school hosts students from local colleges and universities. Links with local businesses have improved since the last inspection, for example, there is good local involvement in a Millennium Garden Project. There are good links with nearby playgroups and the main receiving secondary schools, which ensures smooth progress through all stages of the children's education.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

76 The school has suffered from a lack of leadership in the past. However, the recently appointed head teacher and deputy head teacher, together with the governing body now have a clear awareness of the school's strengths and weaknesses. The head teacher provides clear leadership and works very effectively with the deputy head teacher. They are an effective management team and share a strong commitment to raising standards in the school. The head teacher has a clear vision of the way in which the school should develop, and has shared this effectively with staff and governors. She provides a very good role model and leads by example. As a result, the head teacher, deputy head teacher, most teachers and non-teaching staff form a very effective team. The school's aims are implemented and have an impact on the school's positive ethos.

77 The school is beginning to monitor and evaluate teaching and curriculum developments in the school, particularly in English, mathematics and science. However, this is a very recent development and there is no evidence to indicate that this process has been effectively undertaken in the past. The role of the subject leader is only just starting to be understood by staff, who do not yet have an effective grasp of their new schemes of work. The head teacher and deputy head teacher now monitor the quality of teaching, and the subject leaders for English and mathematics have started to monitor provision in their subjects. Subject leaders in other areas are beginning to monitor their areas of responsibility, but have not yet had time to evaluate the results of monitoring to assess the impact of the curriculum on the progress pupils make and the standards they reach.

78 The school has a clear policy for pupils with special educational needs, which meets the requirements of the Code of Practice. The provision made for these pupils is satisfactory. The school development plan identifies an appropriate move from a system of withdrawal from class to a policy that places a much greater emphasis on in-class support and inclusion. The special educational needs co-ordinator and the governor responsible for this aspect have a sound understanding of special educational needs. However, the current systems for writing and monitoring pupils' individual education plans need to be reviewed and improved.

79 The governing body is very supportive, and committed to the school. This has had an impact on the progress that the school has made in the last 18 months. Governors are kept well informed of developments in the school, there is an appropriate committee structure and they are involved in the day-to-day life of the school. The governing body meets all statutory requirements. However, governors sometimes rely too much on the professional expertise of the head teacher and other staff, particularly with regard to the development of the school's curriculum. However, governors do debate and approve all developments relating to the school's educational and financial development and they are starting to be more involved at the start of the decision-making process, rather than in approving developments after they have started.

80 The head teacher, governors and staff have audited and discussed the school's present state of development. These discussions have been the basis of the school development plan. While this is a useful document, it is mainly used as a working document by the head teacher. It sets targets and deadlines, identifies the actions required and the personnel responsible for meeting these targets. There are clear criteria that allow the school to identify whether they have been successful in meeting their targets. However, there are too many developments to be managed in one year and the school's main priorities are not clearly identified. While there are links to the resources and funds needed for each development, they are sometimes



vague. The school has set challenging, but realistic, targets in English, mathematics and science. It has the capacity to meet these targets and further raise standards in these subjects.

· **Staffing, accommodation and learning resources**

81 The school has sufficient appropriately qualified staff to teach pupils of primary age. There is a good mix of age and experience among the staff. Several recent appointments to the school are resulting in fresh ideas stimulating the school's ethos. Relationships between all adults in the school are good and staff work well together as a team.

82 Non-teaching staff support teachers well. They are deployed well throughout the school but are not always used as effectively by teachers as they could be. Overall, they make a positive contribution to pupils' learning, particularly pupils with special educational needs. Parent helpers regularly work in the school. These helpers are well briefed and understand the roles they have been given. The school is served well by the secretary who is fully involved in the life of the school. The caretaker and cleaning staff keep the school in good order. Supervisory staff provide good levels of support and provide positive role models in the dining hall and playground.

83 Satisfactory procedures are in place for staff development and are linked to the priorities identified in the school development plan. In addition, staff are given opportunities for personal development. All staff have agreed job descriptions and procedures for staff appraisal follow the local authority's guidelines. New staff are inducted well and receive good support from the head teacher and other colleagues.

84 The school's accommodation is satisfactory and has been improved since the last inspection. The semi-open plan classrooms are a reasonable size and, with the shared activity areas, provide sufficient room for pupils to work practically and allow the curriculum to be taught effectively. However, movement round the furniture in some classrooms is restricted, although this does not appear to have an impact on the lessons observed. The mobile classrooms and outside toilets have been removed and a new classroom, library and computer suite have been provided. The buildings have been further improved by recent refurbishment work. There is an adequate size multi-purpose hall, which is well equipped and big enough for physical education lessons. There are sufficient rooms and cupboards available for the storage of resources. The school has a hard surfaced play area and a grassed sports field. There is a separate safe and secure play area for children under the age of five.

85 Internally the building is clean, well looked after and often enhanced by attractive displays of the pupils' work. However, the quantity and quality of display is very variable between classes. There is very good cloakroom and toilet provision but currently no toilet for the disabled. There is adequate disabled access into the building but movement around the school, and in some classrooms, would be difficult for anyone in a wheelchair.

86 The overall quality and quantity of learning resources are adequate. They are satisfactorily managed, accessible and used effectively by teachers and pupils with a good balance between classroom-based and centrally held resources. However, the resources for art and music are inadequate with limited materials for drawing and a lack of instruments from different cultures. The school has recently improved its range of reading books and this is having a positive effect on the standards of literacy. The school has recently developed a new computer suite and the range and number of computers is good. However, the school lacks the software and hardware necessary to teach the full programme of study for information technology. Since the last inspection the school library has been relocated and refurbished. It has a good range of reference and fiction books, is attractively furnished and provides a welcoming environment for independent learning but is not used sufficiently for this purpose.

· **The efficiency of the school**

87 The school runs efficiently on a day-to-day basis. The quality of the daily administration is good and this allows teachers to concentrate on teaching. Financial control is satisfactory. The governors, head

teacher and subject leaders are kept well informed about financial matters. The most recent audit made a number of minor recommendations and all have been dealt with appropriately. The financial implications of educational developments are discussed carefully by the governors, both in the finance committee and in the full governing body meetings, although the school development plan does not always clearly identify the financial implications of planned developments. Governors keep a careful watch on the school's financial position and are well informed about planned spending decisions. They have deliberately saved money over recent years to maintain high staffing levels, particularly the provision of classroom assistants.

88 Accommodation is used well. The school building has been modified to provide a new classroom, a computer room and a new library. Staff are used well. For example, the particular strengths and expertise of individual staff are used effectively to provide 'specialist' teaching for some subjects. The school makes particularly good use of a classroom assistant to support music lessons and extra-curricular activities such as the choir. In most classrooms, additional staff are used effectively to support teachers so that smaller teaching groups can be taught within each class. This is effective, particularly when they are supporting pupils with special educational needs. However, in some classes, classroom assistants are not used effectively and this has an impact on the progress that pupils make.

89 When children start at the school their attainment is broadly average. Overall, pupils make steady progress in Key Stages 1 and 2, although this slows at the start of Key Stage 2. By the time they leave the school, pupils' attainment in English and mathematics are below average, while attainment in science is average. However, these results are similar to those expected when the prior attainment of the pupils is taken into account. The school provides a satisfactory quality of education, and this is clearly improving. The cost of educating a pupil at the school is similar to the national average. As a result, the school provides satisfactory value for money.

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

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

90 When children enter the nursery, their attainment is average for children of this age although the full ability range is present. Children make good progress in the nursery, particularly in developing their personal and social skills and their knowledge and understanding of the world. They make steady progress in the reception class and, by the age of 5, most pupils' attainment matches what is expected of children of this age.

91 Children make good progress in developing their personal and social skills. In the nursery, they work and play together well, for example when working in the sand and water areas. They take turns playing with the sand, and sometimes involve others in their play, for example co-operating when playing with wooden trains, saying to each other "Lets let the passengers off these trains". Children often tidy up, without being asked, after they have finished with an activity, for example working together with a brush and dustpan to clear up spilt sand. In the reception class, children become more confident and develop good relationships with their classmates and adults working in the class. They take turns and share, and respect each other's views; for example there was very little shouting out of answers during the literacy hour. By the age of five, most children are working at, or above the levels expected by this age.

92 In the nursery, children make steady progress in developing their language and literacy skills through a variety of activities that encourage them to speak with growing confidence. They listen carefully to their teacher and other adults and usually follow their instructions well. Children can re-tell stories with a high degree of accuracy and detail. For example, they enjoyed using words such as 'flapjack', 'journey' and 'rocket' when retelling a story about a picnic. In the reception class they take turns talking during discussions at the start of the morning and afternoon sessions. Children enjoy choosing books. They know most of the letters of the alphabet and the common phonic sounds. Children develop the amount of words they recognise by sight. They willingly talk about stories and say what they like best about books. Most children know what they want to say and will dictate this to the teacher and either copy it accurately underneath or trace the teachers' words. They are making good progress from tracing writing to copy writing. Their handwriting is satisfactory, although some reverse many of their letters and need much prompting. By the age of five, most children's literacy skills match what is expected by this age.

93 In the nursery, children make steady progress in developing their mathematical skills. They count and measure when playing with sand and water. Some children have very good mathematical skills, for example counting accurately from 1 to 9 when using a caterpillar jigsaw, or recognising, without counting, that adding three more animals to a group of three lions gave a total of six. However, many other children have very poor knowledge of numbers. In the reception class, children make steady progress in building on the mathematical knowledge gained in the nursery. They sort and name two-dimensional shapes such as squares, circles, oblongs, and triangles. Children are familiar with number rhymes and counting games. Most children can count to 10, and recognise and use the numbers from 1 to 10. The shape of their numbers is improving steadily although many often reverse some numbers, especially 5 and 7. By the age of five, most children are working at the levels expected by this age.

94 In the nursery, children make good progress in developing their knowledge and understanding of the world. They talk in simple terms about where they live, their families and events in their own lives. Children develop confidence in using the computer. They learn to use the mouse to select items on the screen, for example when using a simple art package to "scribble" on the screen. In the reception class, children make steady progress and build upon the knowledge they gained in the nursery, for example discussing what they could do when they were in the nursery and what they could do now. Children have a simple knowledge of the immediate locality; for example they could describe how to move to different classrooms and some could explain the route they walked to school. Children develop confidence in using the computer and simple packages. They learn to use a simple word processor and draw pictures using art programs. By the age of five, most children are working at the levels expected by this age.

95 In the nursery, children make good progress in developing their creative skills through playing

together and working on a wide range of art, construction and music activities. For example, they used scissors effectively to cut out felt shapes to make an owl collage. They enjoy listening to music and also creating their own “music”, for example when they used simple instruments to accompany the piano in their own version of the “Music man”. In the reception class, children make steady progress in developing their creative skills through playing together and working on a wide range of art, construction and music activities.

They use a range of different materials and equipment well in art and mix colours when creating pictures. Children know several rhymes and songs by heart. They enjoy singing songs and making music and handle instruments with care. In both the nursery and reception classes, children build models using an appropriate range of construction kits and often talk about their finished models. By the age of five, most children are working at the levels expected by this age.

96 In the nursery and reception classes, children make steady progress in their physical development. In the nursery, children have access to an appropriate outdoor play area and are given many opportunities to use large play equipment and mobile toys. The younger children in the reception class spend some time in the nursery in the mornings and often use this equipment alongside their younger classmates. In the nursery, children develop their movement skills by listening to, and moving to music. In the reception class, children build on these skills in formal physical education and dance lessons. They learn to run, jump, skip, climb and balance on a range of indoor apparatus. By the age of five, most children are working at the levels expected by this age.

97 The quality of teaching in the nursery class is good and often very good. The teacher and other adults working in the class work very well as a team and know exactly what each other is doing. Good detailed planning identifies what children should have learnt in each of the areas of learning by the end of each half term. Equally detailed short term planning identifies the activities that children can choose from each day. An appropriate range of activities is planned for, from whole class activities to those that are initiated by adults or children. The teacher and the classroom assistants have an effective practical approach to the management of the nursery, dividing the room and outside areas into separate groups, with one adult responsible for the activities taking part in their area. In addition, each adult takes pastoral responsibility for a group of children. The teacher and assistants have a good knowledge of the under fives curriculum and base their work on first hand practical experiences. The quality of teaching in the reception class is satisfactory and sometimes good. The teacher has good links with the nursery staff, and they plan together well. The youngest children in the reception class spend some time in the nursery in the mornings, taking part in specific activities, with clear learning objectives. Children are effectively prepared for the National Curriculum. Resources to support the teaching of the under fives in both the nursery and reception class are good.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

98 In Key Stage 1, pupils make steady progress in English and by the end of Year 2, their attainment matches what is expected of seven year olds. In the national tests for seven year olds in 1999, pupils’ results in English were similar to the national average. In Key Stage 2, pupils make slow progress in most aspects of English and, despite better progress in Years 5 and 6, by the end of Year 6, their attainment is below what is expected of 11 year olds. In the national tests for 11 year olds in 1999, pupils’ results in English were below the national average. The proportion of pupils reaching the higher levels was similar to the national average. When compared with schools that have a similar number of pupils eligible for free school meals, standards in English were average. Similarly, when the school’s results in the national tests for 11 year olds are compared with schools that had similar results in the 1995 National Curriculum tests for seven year olds, the school’s results in English are average. However, results in the 1999 tests for 11 years olds show a clear improvement over the 1998 results.

99 By the end of Years 2 and 6, pupils’ attainment in speaking and listening matches what is expected for their ages. Most pupils reply to questions from the teacher clearly and confidently. They are willing to speak to visitors and helpers in the school and most do so in a friendly, polite manner. However, some pupils

are reluctant to voice their ideas and opinions. These pupils do not contribute willingly to class discussions and teachers have to direct questions specifically to them to ensure their involvement. Sessions at the end of literacy lessons are used well to develop pupils' confidence to speak in front of an audience. Throughout the school, most pupils listen attentively to either adults or their classmates. However, a minority of pupils find it difficult to listen carefully. As a consequence, they do not always follow instructions well and are unsure as to how to complete set tasks. Teachers then have to repeat or re-explain procedures.

100 Pupils make steady progress in reading throughout Key Stage 1 and, by the end of Year 2, their attainment in reading matches what is expected for their age. Pupils make slower progress in Key Stage 2 and, by the end of Year 6, their attainment is below what is expected for their age. In Year 1, most pupils confidently discuss the author, title and illustrator of books. They show a sound understanding of what they have read by retelling the story in their own words. By the end of Year 2, most pupils have developed their confidence in reading. They have not yet developed preferences for books and enjoy reading both fiction and non-fiction. They tackle unknown words in a variety of ways, for example, they sound out the letters of the word, break the word into syllables or use pictures to give them clues as to what the word might say. At the beginning of Key Stage 2, pupils' reading progress slows. Few pupils talk confidently about their preferred style of book or favourite author. In Years 3 and 4, pupils do not tackle unknown words with the same variety of ways that they do in Years 1 and 2, relying predominantly on sounding letters out. Very few pupils read with expression although some are becoming more fluent readers. They understand and use the index and contents pages of books effectively. Throughout the key stage pupils have a sound knowledge of how the library is organised but cannot explain or use the classification system effectively. In Years 5 and 6, pupils' progress improves. In Year 5, pupils are more accurate readers although they still do not read expressively. They show a sound understanding of what they have read but do not use examples from the text to illustrate their answers. Pupils make good progress in reading in Year 6. Despite this, many pupils are still not confident enough to be fluent readers or use expression effectively. They have difficulty discussing the development of characters and plot within stories. Pupils read a variety of texts both for information and pleasure. However, the skills of skimming and scanning the text for information are not well developed. Pupils have a limited understanding of comprehension and, by the end of Year 6, are just beginning to find from the text what is implied as opposed to what is actually stated. When reading stories, they have difficulty realising and understanding why events happened or why people acted as they did and do not use the text in support of their answers.

101 Pupils make steady progress in writing throughout Key Stage 1 and, by the end of Year 2, pupils' attainment in writing matches what is expected for their age. Pupils make slower progress in Key Stage 2 and, by the end of Year 6, their attainment is below what is expected for their age. In Year 1, many pupils spell three letter words correctly and attempt to write simple sentences for themselves. By the end of Year 2, pupils begin to use the basic punctuation of capital letters and full stops with greater understanding and therefore more regularity. Sentences are becoming longer but the skill of story writing is not well developed. Few pupils realise that a story needs a beginning, middle and an end and prefer to write about their own experiences rather than their imagination. They understand that speech in text is treated differently and can be written in speech bubbles but find it difficult to use the correct vocabulary for the person talking. For example, when working on feelings, pupils copied directly from the text rather than writing in their own words what a particular person would say to express anger or sadness. Handwriting is not developed systematically and, by the end of Year 2, many letters are still of inconsistent height or formation. In Year 3, pupils confidently supply missing words on worksheets and complete very short, guided, written tasks. Sentences increase in length and complexity when answering questions and pupils show a sound understanding of what makes a good and interesting sentence. However, pupils write for a limited range of purposes for example, poems, descriptions and information about the Romans in their history topic. As a result, their ability to write independently is not sufficiently developed. They use dictionaries correctly to help their spellings but imaginative stories are still very brief and show limited development in plot and characters. In Year 4, presentation of work is poor with pupils not yet writing in a joined up style or taking pride in their work. Many pupils still do not use the basic punctuation of capital letters and full stops consistently. Some pupils try to use adjectives effectively to make their work more interesting but most stories are very brief and are not written in complete sentences. Pupils make very little progress in their ability to write independently because much of their work is from worksheets. In Years 5 and 6, pupils make good progress in understanding the

structure of grammar and punctuation. For example, they use and understand prepositions, nouns, adjectives, speech marks, commas and paragraphs. They complete exercises to test and use this knowledge effectively. Good progress is also made in how to plan a story and by the end of Year 6 most pupils are beginning to understand that stories have to have a correct structure, varied vocabulary and must also contain correct grammar and punctuation. However, many pupils, particularly boys, find it difficult to write imaginatively. This limits the content of their stories and many use a similar theme to videos they have watched. As handwriting, spelling and presentation are not developed systematically throughout the school by the end of Year 6, pupils' skills in these areas are below what would be expected.

102 Boys make worse progress than girls do, particularly in Key Stage 2. The reasons for this are unclear and, although the school is aware of this issue, it has not analysed the possible causes. There was insufficient evidence available during the week of the inspection to identify any significant cause, apart from the lack of effective use of assessment to enable teachers to match activities more closely to pupils' needs.

103 Pupils with special educational needs make satisfactory progress, mainly because of the high quality of support they are given by classroom assistants. Teachers are not sufficiently involved in the production of these pupils' individual education plans and are often unaware of the targets that have been set in them. In addition, teachers' planning does not sufficiently identify the work that will be set for these pupils, or how it is matched to their specific needs. Despite this, the support they are given by classroom assistants enables these pupils to make steady progress.

104 Overall, the teaching of English is satisfactory and some good teaching was seen. The focus on sharing a class book is beginning to improve pupils' comprehension and understanding of stories. The sessions at the end of lessons are effectively improving pupils' speaking and listening skills. Planning in English is effective with teachers taking account of the Literacy Framework. However, there is little identified day-to-day assessment of pupils' reading ability or attainment in lessons resulting in work or reading books being given that are not sufficiently challenging. As a result pupils do not always make the progress of which they are capable. Teachers have satisfactory knowledge of English, however some areas of writing are not being sufficiently developed despite the school allowing additional time within the timetable for this. The use of time and resources is usually satisfactory although the pace of some lessons, particularly in Year 4, is too slow.

105 Pupils' attitudes to learning are satisfactory, although some pupils become restless when the pace of the lesson slows. Most pupils show an interest in their work and work well on independent tasks, particularly younger pupils and those in Years 5 and 6.

106 The English curriculum meets National Curriculum requirements. The school has introduced the Literacy Strategy but has also correctly identified that the pupils require time in addition to the Literacy Hour to produce longer pieces of writing. Drama is not specifically taught throughout the school but is used effectively in assemblies and Christmas plays. Assessment of pupils is undertaken annually with the use of optional test material available to schools as well as a standardised test to monitor reading progress. Pupils' results are recorded and used to track individual progress. However, there is no consistent marking policy or day-to-day assessment influencing teachers' planning and ensuring that pupils are given tasks well matched to their abilities or needs. The school's previous inspection report identified issues in English that the school needed to address. The school has made some progress towards raising attainment in reading with attainment by the end of Year 2 now matching what is expected of seven year olds but attainment is still below what is expected by the end of Year 6. Procedures have recently been put into place to regularly monitor pupils' reading but there is no specific identification of skills that individual pupils need to be taught or have reinforced to improve attainment in reading. Pupils regularly take books home to share with parents and the school frequently holds meetings for parents to discuss how they can help their child's reading. The issue of unsatisfactory presentation and handwriting has not been resolved. There is no consistent approach for the teaching of handwriting, spelling or presentation of work and consequently the attainment in these areas is still unsatisfactory.

107 Pupils' literacy skills are used to support work in other areas of the curriculum, for example pupils

use research skills in Year 6 to study history topics and teachers develop pupils' technical vocabulary development well in science. There are a variety of books to support other subjects and topics. However, links to literacy are not directly identified in teachers' planning in other subjects

108 English resources are adequate. The school has recently spent a lot of money on a variety of books to support the Literacy Framework. The recently developed school library enhances provision and has a satisfactory range and quantity of fiction and non-fiction books. All reading books are of a good quality although restricted in variety, particularly for boys. English makes a positive contribution to pupils' social, moral and cultural development. For example, in one lesson, pupils discussed the impact of how they act on the feelings of others. Teachers discuss moral issues when opportunities are presented in stories. Social development is promoted well in the plenary sessions of the Literacy Hour where pupils learn to value the work of others.

## **Mathematics**

109 Pupils make steady progress in Key Stage 1 and, by the end of Year 2, their attainment in mathematics matches what is expected of pupils of this age, although fewer pupils are working at the higher levels.

110 In the national tests for seven year olds in 1999, the school's results in mathematics were well below the national average because, although a similar proportion of pupils reached the expected level, far fewer pupils reached the higher levels. When compared to schools with a similar proportion of free school meals, the school's results in mathematics results were below average, again because of the very low proportion of pupils reaching the higher levels in mathematics.

111 Pupils make unsatisfactory progress in Year 4, mainly because of unsatisfactory teaching. However, progress improves rapidly in Years 5 and 6. Despite this, by the end of Key Stage 2, standards in mathematics are below average, because far fewer pupils reach the higher levels.

112 In the national tests for 11 year olds in 1999, the school's results in mathematics were below the national average because, while a similar proportion of pupils reached the expected level, far fewer pupils reached the higher levels. When compared to schools with a similar proportion of free school meals, the school's results in mathematics were average. When the school's results are compared with schools that had similar results in the 1995 National Curriculum tests for seven year olds, the school's results in mathematics were average. The 1999 results were much better than those gained in the 1998 tests, partly because of the quality of teaching in Year 6 and partly as a result of improvements in the school's monitoring and evaluation procedures.

113 Pupils make steady progress in Key Stage 1. Their work builds well on the work they did in the reception class. Most lessons start with a brief, well-targeted mental arithmetic session. These are well organised, for example in Year 1 pupils were asked to quickly order the numbers produced by throwing three dice. Pupils make steady progress in developing their mathematical vocabulary and know, for example, that "take away", "make smaller by", and "subtraction" all describe the same process. Pupils' knowledge of numbers develops and they understand the simple properties of a small number of two and three-dimensional shapes. By the end of Year 2, most pupils can order numbers up to 100 and have a reasonable understanding of place value, knowing that, in the number 76, the 7 stands for seven tens. Pupils sort objects in a variety of ways and recognise simple repeating patterns. Pupils have a good grasp of time.

114 Pupils make variable progress in Key Stage 2, and, despite progress improving in Years 5 and 6, very few pupils reach the higher levels. Lessons start with brief mental arithmetic sessions; for example pupils in Year 3 were asked to mentally answer sums such as "9x3=?" and answered saying "I know that 9 times 2 is 18, so if I count on 9 the answer is 27". Pupils' ability to handle numbers is developing well, although pupils have a narrow range of strategies for manipulating numbers. In Year 4, pupils make slow progress. For example, while they could break down £1 into different amounts, such as 50p, 20p, 20p, 10p, most pupils struggled to work out the change from £6.50 if they spent £3.50. In Years 5 and 6, pupils make

better progress. In Year 5, pupils have a good understanding of place value in very large numbers, and have a reasonable working knowledge of most of their times tables. They understand decimals in terms of tenths and can calculate the lines of symmetry of regular shapes. In Year 6, pupils can explain why the sum  $(6 \times 5) + 4$  gives a different answer to the sum  $6 + (5 + 4)$ . They understand the equivalence of fractions, decimals and percentages such as  $\frac{6}{8}$ ,  $\frac{3}{4}$ , 0.75 and 75 per cent. They can plot accurate line graphs, such as the change in temperature of the classroom over a period of time and can extract information from graphs, calculating the number of kilometres in a given number of miles. Pupils' use of mathematical vocabulary improves throughout the key stage; for example pupils use correct mathematical terms when describing the properties of shapes, describing lines of symmetry and probability. Pupils in Year 5 and 6 use information technology to manipulate numbers in a spreadsheet and produce bar charts and line graphs.

115 Boys make worse progress than girls do, particularly in Key Stage 2. The reasons for this are unclear and, although the school is aware of this issue, it has not analysed the possible causes. There was insufficient evidence available during the week of the inspection to identify any significant cause, apart from the lack of effective use of assessment to enable teachers to match activities more closely to pupils' needs.

116 Pupils' numeracy skills are well developed in mathematics, and there is a clear emphasis on mental arithmetic in each lesson. Pupils are encouraged to explain how they solved these mental problems. Other subjects contribute to developing pupils' numeracy skills, for example pupils produce graphs and charts in when writing up their experiments in science, use spreadsheets in information technology to manipulate numbers and pupils' measuring skills are developed during some art and design and technology lessons.

117 Pupils with special educational needs make satisfactory progress, because of the high quality of support they are given by classroom assistants. These pupils' individual education plans are produced by the special needs co-ordinator. As a result, teachers are often unaware of the targets that have been set in them and their planning does not sufficiently identify the work that will be set for them. Despite this, the support they are given by classroom assistants enables these pupils to make steady progress.

118 Overall, the quality of teaching is satisfactory, although it varies from unsatisfactory to good. Most teachers have secure knowledge of mathematics. Lessons are structured well to the "numeracy hour" format with a mental arithmetic session at the start, followed by a whole class introduction to the work and group tasks. In most classes, a session at the end of the lesson allows pupils to review and discuss what they have learnt. In the best lessons, teachers match the work very effectively to pupil's prior attainment. For example, in a Year 6 lesson, higher attaining pupils were asked challenging questions such as "Give me a multiple of 6 that has two digits and is greater than 48". Other pupils were given similar but simpler questions. In most lessons the pace is brisk and pupils are given clear deadlines for completing their work. However, unsatisfactory teaching was seen in one class where the lesson proceeded at a slow pace, all pupils were asked simple and unchallenging questions and the worksheets and resources provided for pupils were inadequate for the task planned. Whilst the school does analyse the results of formal assessments such as the national tests, most teachers do not clearly identify the learning outcomes of lessons and do not sufficiently use the results of day-to-day assessments to ensure that future planned activities match the abilities of all pupils in the school.

119 Most pupils have positive attitudes to mathematics, even when teaching is less than satisfactory. They enjoy lessons, particularly mental arithmetic sessions at the start of lessons. Pupils listen carefully to their teacher and other adults working in the class and usually work well together on group tasks. Most concentrate on their activities and work hard, even when they find the work difficult and the teacher is working with another group.

120 The mathematics curriculum meets National Curriculum requirements and is well managed. The mathematics policy is out of date but has recently been revised and is in the process of being adopted by the school. The school has recently replaced its obsolete mathematics scheme with a new and more appropriate scheme. This is ensuring that teachers are planning activities in an appropriate sequence that builds upon their previous learning. This, together with the school's implementation of the numeracy strategy is being effective in raising pupils' attainment, particularly in numeracy. The mathematics curriculum promotes the development of pupils' literacy through opportunities to use appropriate mathematical vocabulary.



Mathematics resources are adequate and are stored effectively, being accessible to staff and pupils.

## · Science

121 In Key Stage 1, pupils make steady progress in science and, by the end of Year 2, their attainment matches what is expected of seven year olds. In the national assessments for seven year olds in 1999, pupils' results in science were above the national average. In Key Stage 2, pupils make steady progress overall, and good progress in Years 5 and 6. As a result, by the end of Year 6, their attainment matches what is expected of 11 year olds. In the national tests for 11 year olds in 1999, pupils' results in science were broadly in line with the national average. The proportion of pupils reaching the higher levels was well above the national average. When compared with schools that have a similar number of pupils eligible for free school meals, standards in science were average although the proportion of pupils reaching the higher levels were well above the national average. When the school's results in the national tests for 11 year olds are compared with schools that had similar results in the 1995 National Curriculum tests for seven year olds, the school's results in science were above average. There have been clear improvements in standards since the 1998 tests.

122 In Key Stage 1, pupils make steady progress and, by the end of Year 2, have an appropriate knowledge and understanding of scientific principles and methods of inquiry. In Year 1, pupils learn to recognise and label different parts of the eye. They identify objects that are smooth, rough, hard and soft. They successfully follow a topic on 'ourselves' and show a good understanding of taste and hearing. In Year 2, pupils have a secure knowledge of the importance of healthy eating. They know the differences between fruit and vegetables and sort which vegetables can be eaten raw or cooked. In the course of their science work, pupils learn to make predictions and discuss results before recording them in drawing and written forms.

123 In Key Stage 2, overall, pupils make steady progress, although their progress is better in Years 5 and 6. In Year 3, pupils have a good knowledge of plant life and successfully investigate what happens to plant roots when they are placed in water. In Year 5, pupils build upon their previous knowledge of the importance of keeping healthy by undertaking an investigation into the relationship between exercise and heart rate. In Year 6, pupils have a good knowledge of habitats and food chains. They classify the characteristics of animals and know the difference between vertebrates and invertebrates. Pupils show good skills in conducting and recording experiments and predicting outcomes; for example they predict whether air or water pressure will move the biggest mass. By the end of Year 6 pupils test a range of hypotheses, understand the principle of fair testing and recognise the need for recording accurate observations. They make predictions, provide valid reasons to explain their decisions and know how to set out the results of their experiments. Pupils have a sound scientific vocabulary that is used effectively.

124 Pupils with special educational needs make steady progress through the use of additional support in classrooms when they are working in small groups.

125 Boys make worse progress than girls do, particularly in Key Stage 2. The reasons for this are unclear and, although the school is aware of this issue, it has not analysed the possible causes. There was insufficient evidence available during the week of the inspection to identify any significant cause, apart from the lack of effective use of assessment to enable teachers to match activities more closely to pupils' individual needs.

126 Since the last inspection, pupils have made good progress in developing of investigative skills and practical activities now provide a sound basis for pupils' increasing knowledge and understanding of the subject. Older pupils carry out increasingly complex experiments and activities are devised which allow them to control variables. There is a clear development in the curiosity of pupils, growth in confidence and a willingness to participate in experiments and investigations.

127 The quality of teaching is satisfactory overall and ranges from very good to satisfactory. The best teaching is characterised by the teacher's good scientific knowledge, the setting of specific learning outcomes in daily planning and the confident use of practical investigations. Teachers prepare their lessons well, but a

weakness is the unsatisfactory use of assessment to inform their planning of future lessons and to match the work they set more closely to pupils' needs. Despite this, teachers have sound organisational and management skills. In most lessons the change from whole class introduction to group activity is smoothly managed and enables a brisk pace to be sustained. However, in a few lessons, the pace slows and pupils start to become restless.

128 Most pupils are well behaved, interested in what they are doing and have positive attitudes to work. They are easily motivated, ask and answer questions confidently and respond well to science teaching, particularly when doing practical work. Pupils work hard with clear enjoyment when carrying out investigations and solving problems. They persevere with tasks and work collaboratively in groups with little supervision, particularly in Years 5 and 6.

129 The science curriculum meets National Curriculum requirements and is well managed by the enthusiastic subject leader. The subject has a policy statement and the school follows national schemes of work which give guidance as to what pupils will learn in each term of the year. An action plan clearly sets out targets for improvement. Since the last inspection, the curriculum is placing a stronger emphasis on a practical investigative approach to science. This provides a solid foundation and ensures that pupils apply their knowledge and understanding of science to practical problems posed by the teachers. The extra attention given to investigations and experiments, together with the good teaching in Years 5 and 6, has helped to raise standards. Science resources are adequate in quantity and quality and they are appropriately organised and stored.

## · **OTHER SUBJECTS OR COURSES**

### · **Art**

130 Very few art lessons were seen during the inspection. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

131 In Key Stage 1, pupils, including those with special educational needs, make limited but steady progress. They draw and paint with confidence and mix primary colours to produce secondary colours. These colours are used effectively and pupils work imaginatively, for example producing multi-coloured aliens and vivid bonfire pictures. Drawings of people from photographs and pictures, for example the Victorians, show steady development of proportion, shape and form.

132 In Key Stage 2, pupils, including those with special educational needs, make unsatisfactory progress in art. They find it difficult to choose the correct materials to achieve the result they envisage. Many pupils do not use tools and materials appropriately, for example, choosing a brush too large for the task or using excessive amounts of glue. Drawings of people show little development from Key Stage 1, and many pupils do not understand how line and tone can be used effectively. Pupils' knowledge of famous artists is limited although they recognise the work of Van Gogh, Lowry and Picasso and produce their own work in the style of these artists. They recognise that particular periods in history produced art in a particular style, for example, Tudor portraits, but do not appreciate that other cultures have different styles of art.

133 Teachers' knowledge of art and how to teach skills and techniques varies from unsatisfactory to satisfactory. Most lessons have well prepared materials and are soundly managed. However, teachers have low expectations as to the standards pupils can attain and plan for pupils to have experienced using art materials rather than teaching specific skills. As a result, pupils have positive attitudes to art and enjoy lessons but make unsatisfactory progress.

134 The art curriculum is not broad or balanced and insufficient time is allocated to the teaching of art on a regular basis. As a result, pupils are not receiving a full and varied range of experiences and have insufficient opportunities to significantly improve their skills. The art policy is outdated and has not been recently reviewed. There is no scheme of work to give guidance to teachers and ensure that pupils are given

work that develops their skills in an appropriate way. Throughout the school pupils produce art work to illustrate other subjects, for example drawing Victorian people and designing posters warning of the danger of misusing medicines. Art resources are inadequate. Class areas have a barely adequate supply of basic art materials. There is a restricted range and variety of materials for printing or modelling and few posters and books for studying famous artists.

### · **Design and technology**

135 Only one design and technology lesson was seen, but there was sufficient evidence available from displays, pupils' previous work and discussions with teachers and pupils to allow judgements to be made.

136 Pupils, including those with special educational needs, make steady progress in developing their design and making skills. In Year 1, pupils use construction kits effectively. In Year 2, pupils build on this work, making models of vehicles using construction kits, then adding wooden wheels on simple axles. In Year 3, pupils look at commercial boxes and de-construct them to look at their nets before making their own boxes. In Year 4, pupils look at different containers before designing their own money containers, taking into account the different ways the containers can be fastened together. In Year 6, pupils make designs of musical instruments before making them from wood and a variety of materials. They evaluate their work, although these evaluations are often superficial.

137 In the lesson seen, the quality of teaching was satisfactory. Teachers understand the difference between design and technology and art, although they tend to concentrate on the manufacture of models and finished products rather than on the design aspect. Pupils have positive attitudes to their work. They work sensibly together when making their models and can explain where their original designs were incorrect, and what they like or dislike about their finished product.

138 The design and technology curriculum is broad and balanced, and is based on clearly defined design and making activities and focussed practical tasks. There is a policy, but this is obsolete and based upon an old version of the National Curriculum. The co-ordinator has recently produced a new policy and has adopted a national scheme of work. As a result, activities are organised in a logical sequence that builds on pupils' previous learning. Resources to support the teaching of design and technology are adequate.

### · **Geography**

139 Few geography lessons were seen and there was limited evidence from the scrutiny of pupils' work. However evidence available from displays and discussions with teachers and pupils to allow judgements to be made.

140 Pupils, including those with special educational needs, make inconsistent and, in some classes, unsatisfactory progress in developing their geographical skills. In Year 1, pupils draw a plan of the classroom and plan a route to school. In Year 2, pupils identify the different countries on a map of the British Isles and accurately describe the essential features of an island. However, they have limited skills when carrying out investigative work and the standard of their written work is often unsatisfactory. Pupils' mapping skills are better. For example, in Year 2 pupils use a map to describe their journey to school and, in Year 6, pupils plot routes and use keys to explain significant places on maps. In Year 3, pupils have a sound knowledge of different climates in different countries around the world and asked thoughtful questions of a travel agent who came to talk to them. In Year 4, pupils make very little progress and do not develop either their geographical skills or vocabulary. In Year 5, pupils can locate both the countries and continents of a number of deserts. They understand the water cycle and the process of purification of water. In Year 6, pupils successfully undertake a field study during their residential visit to the Lake District.

141 During the week of the inspection three lessons were observed. The teaching was well prepared and planned. Teachers were knowledgeable about the topics studied, maintained a brisk pace and questioned the pupils skilfully. However, teachers do not sufficiently plan activities for the range of pupils' abilities in their class and there is no effective means of recording the progress that pupils are making or the levels of

achievement that they have reached. Few links are made with other subjects and limited opportunities are taken to support the development of pupils' literacy, numeracy and information technology skills. Satisfactory use is made of fieldwork to develop pupils' knowledge and skills.

142 Pupils have positive attitudes to learning. They are usually enthusiastic and eager to contribute to discussions. Most pupils listen attentively; for example when a travel agent spoke to the Year 3 pupils. When given the opportunity, pupils work co-operatively and collaboratively. They show initiative and enjoy being working on their own or in small groups.

143 As a result of the school's emphasis on literacy and numeracy, the geography curriculum is rather narrow. There is a policy statement and the school has recently adopted a national scheme of work to provide a broader range of experiences for pupils. Geography resources are adequate.

## **History**

144 Very few history lessons were seen. However evidence available from displays, pupils' previous work and discussions with teachers and pupils allow judgements to be made.

145 Pupils, including those with special educational needs, make steady progress in history. In Key Stage 1, pupils understand the difference between past and present and old and new. They have a sound knowledge of famous people from the past; for example pupils in Year 2 sequenced the details of the life of Florence Nightingale and compared her work with that of a nurse in 1999. In Key Stage 2, pupils are knowledgeable about the periods in the past that they have studied and have acquired a sound historical vocabulary. In Year 4, pupils know the details of the six wives of Henry VIII and voice their opinions about the good and bad things that he did. Older pupils organise, evaluate and present information derived from historical sources; for example pupils in Year 5 researched Ancient Egypt and identified the importance of the River Nile and explained the process of mummification. By the end of Key Stage 2, pupils are aware of how sources of evidence inform them of the past; for example pupils in Year 6 examined photographs of artefacts and assessed their use and purpose.

146 Teachers plan and prepare lessons well, make effective use of artefacts and have a secure knowledge of the topics they teach. They place an emphasis on looking for evidence to justify opinions and written statements. However tasks are not always set to stretch the range of ability and classroom assistants are not always used to best effect. A significant weakness is the lack of assessment and its use to help plan the next stage of pupils' learning.

147 Most pupils are well motivated, listen attentively and enjoy looking at artefacts. They are articulate and confident when discussing their topics. However a minority of pupils show little pride in the presentation of their work.

148 The history curriculum is broad, balanced and well managed. There is a history policy and a national scheme of work is used to ensure that activities are planned in an appropriate sequence that builds upon pupils' previous experiences and skills. A good feature of the history curriculum is the encouragement of personal research, the development of historical language and the opportunities for extended writing. For example, pupils in Year 3 wrote reports for an imaginary newspaper about the Roman invasion of Britain. History resources are adequate, but limited use is made of visits to places of interest to develop pupils' understanding and extend their knowledge.

## **Information technology**

149 Very few information technology lessons were seen and these involved Year 5 and 6 teachers demonstrating the use of spreadsheets. There was very little, if any, evidence of pupils' work on display or in their previous work. However, there was sufficient evidence available from observations, discussions with teachers and pupils to allow judgements to be made.

150 Pupils, including those with special educational needs, make unsatisfactory progress in information technology and, by the end of Years 2 and 6, their attainment is below what is expected of seven and 11 year olds. Pupils make slow progress in developing their information technology skills and their knowledge and understanding of the subject is weak. Pupils use word-processors and databases. They combine different font sizes, colours and styles to create different effects in their work. By the end of Year 2, pupils can recognise the parts of a computer and can use simple word-processors, although much of their work is copying text rather than typing straight into the computer. In Key Stage 2, pupils can load programs and their previous work, make alterations to it, and then save and print out their work. However, younger pupils often need help from adults or classmates to complete this successfully. For example, pupils in Year 4 were using a CD-ROM database to find out information about a number of topics. However, they had no knowledge of enquiry methods and their attempts were purely trial and error. Pupils made better progress in Years 5 and 6, where they were taught the purpose and use of a spreadsheet before they used them practically. However, pupils do not make sufficient progress in other aspects of information technology. They do not make sufficient use of

spreadsheets to model systems or use computers to monitor and control events sufficiently well. As a result, they do not reach the levels expected for their age by the end of Year 6.

151 The quality of the very small amount of teaching seen varied from unsatisfactory to good. Good teaching was seen when the teacher demonstrated how to use a spreadsheet, explaining the skills needed to the whole class before allowing small groups of pupils to use the computers. However, most teachers do not have secure knowledge of information technology, and lack confidence in its use in their classrooms. Unsatisfactory teaching was seen when pupils were left to their own devices using a computer database when they were unsure of the task and had not been given sufficient instructions on how to use the program. Computers were often switched off during lessons and the commonest use of computers during the week of the inspection was to reinforce and consolidate basic language and mathematical skills. Despite this, pupils have positive attitudes to information technology and usually enjoy working with computers.

152 Most pupils listen carefully during lessons when their teachers introduce and demonstrate new skills. In these lessons they are very keen to answer questions and contribute well to discussions. However, when pupils are unsure of what it is they are expected to do they become easily distracted and bored.

153 The school does not provide an appropriate range of opportunities for pupils to develop skills in all aspects of the subject and is not meeting National Curriculum requirements. The school cannot guarantee that pupils will be taught in a sequence that builds on their previous work. The school has adopted a national scheme of work, but has not sufficiently matched this scheme against the resources available in the school. For example, part of the scheme indicates that pupils will use E-mail despite the fact that the school does not yet have an E-mail system. The school has sufficient computers, although a number are reaching the end of their useful working life, but there are still insufficient resources available to teach the National Curriculum in information technology. There is a lack of hardware and software to enable pupils to model, measure and control events or to use computers effectively within many curriculum areas. A small room has been converted to a computer suite and the school has plans to increase the information technology equipment in the near future when government money is made available.

## **Music**

154 Few music lessons were observed during the inspection. However, sufficient evidence was available through discussions with pupils and teachers to enable judgements to be made.

155 In Key Stage 1, pupils, including those with special educational needs, make steady progress. They sing simple songs and rhymes tunefully and accompany them with simple percussion instruments. Pupils follow and compose simple rhythms and identify tempo in music. By the end of Year 2 pupils successfully sing in two part rounds.

156 In Key Stage 2, pupils, including those with special educational needs, make unsatisfactory progress in music. Pupils follow simple rhythms but have difficulty with anything more complex. With the exception of the choir, singing is below what is to be expected, since pupils do not show adequate control of diction or phrasing. In Year 3, pupils move and respond expressively to the mood of a piece of music in dance. However, pupils recognise too few famous composers and are unable to express ideas and opinions about music using musical vocabulary. By the end of Year 6, some pupils recognise simple notation of crochets and quavers but have difficulty using them for recording.

157 Overall, the quality of teaching is satisfactory but some unsatisfactory teaching was seen when the pace of the lesson was too slow resulting in pupils becoming very restless and inattentive. Teachers are not confident in teaching music and rely heavily on a commercially produced scheme of work. This scheme concentrates on the performing and composing elements of music so there is little teaching directed to listening and appraising music. Lessons are planned from this scheme and have varied and interesting activities that involve much 'hands on' participation by pupils. In lessons where the teaching is satisfactory, there is a good balance of activity and listening. Teachers are given good support in their music lessons from a knowledgeable non-teaching assistant, who also enhances assemblies and singing practices with good piano

playing.

158 The music curriculum is not broad or balanced and insufficient time is allocated to the teaching of music on a regular basis. As a result, pupils' progress is limited. The music policy is outdated and has not been recently reviewed. There is a satisfactory scheme of work to support teachers in the composing and performing elements of music but the teaching of listening and appraising music is not systematically developed throughout the school. Music is used well throughout the school to enhance Christmas celebrations and assemblies during the school year, but pupils are given little opportunity to appreciate music from non-western cultures. There is good extra-curricular provision for music with pupils having the opportunity to play the recorder, guitar or be in the choir. Music resources are inadequate. There is a varied range of untuned instruments but many are old and damaged and there is insufficient quantity for school use. The range of tuned instruments is limited and many are old and in need of replacement. There are few examples of instruments from other cultures.

### **Physical education**

159 In Key Stage 1, pupils, including those with special educational needs, make steady progress in developing their physical education skills. They develop games' skills such as throwing and catching and dribbling balls around obstacles. Pupils take part in activities that include running, chasing and stopping to command. By the end of Year 2, pupils build up short sequences of movement in dance, respond well to music and understand the effects of exercise on their bodies and the need for warm-up sessions. In Key Stage 2, pupils continue to make steady progress. In Year 3, pupils move expressively in response to the rhythm and mood of the music. By the end of Year 6 most pupils have developed the necessary skills to play many games, for example, football, rugby, kwik-cricket and netball. They have a good attitude to sportsmanship and play games fairly according to the rules. In Key Stage 2, pupils have the opportunity to visit an outdoor pursuits centre and many pupils take full advantage of this opportunity. This opportunity to be involved in outdoor adventurous activities contributes positively to the standards pupils achieve. Standards are similar to those found during the previous inspection.

160 The overall quality of teaching is satisfactory, although some unsatisfactory teaching was seen. Teaching in this subject is enhanced by the use of coaches who have particular expertise in specific areas, for example swimming and rugby. Most teachers' planning and supervision of physical education lessons is satisfactory and most lessons are well organised. However, some teachers are not confident in physical education and rely heavily on a commercial scheme for the content of their lessons. Activities are provided that encourage pupils to use previously learned skills and lessons include an appropriate balance of instruction, demonstration and performance.

161 Pupils generally have positive attitudes to physical education and, where teaching is satisfactory, they respond with enthusiasm and pleasure. Where teaching is less than satisfactory the pace of lessons is too slow, activities are not sufficiently challenging and pupils spend too long-standing or sitting still. As a result, pupils become restless, inattentive and their behaviour deteriorates.

162 The physical education curriculum is broad and balanced. A satisfactory scheme of work ensures that lessons build on previous learning. The co-ordinator monitors the coverage of the subject by looking at teacher's planning but does not evaluate the quality of planning or lessons. There is a range of extra-curricular activities including football, netball and gymnastics. The school takes part in competitive matches with other schools in some of these sports and this contributes positively to pupils' social and moral development. Resources in physical education are only just adequate. There is an adequate range and quantity of equipment but the agility mats are too small for older pupils and there are too few of them to be combined adequately. There is a hall that provides good indoor space, a large field and hard surfaced area to develop pupils' outdoor skills.

### **Swimming**

163 The inspection of this school included a focussed view of swimming, which is reported below.

164 Pupils in Year 4 are taught to swim at the local swimming pool. Most pupils swim 25 metres by the end of this year and many have the opportunity to improve their skills further. Those pupils who are still unable to swim 25 metres by the end of Year 4, and any pupils new to the school who cannot swim, continue to receive lessons throughout Years 5 and 6 until they reach the required standard. Teaching of swimming is by qualified coaches. Class teachers and support assistants attend the lessons and help small groups of pupils under the close supervision of the coaches. The quality of instruction is very good and swimmers and non-swimmers make good progress. Lessons are well planned and structured to ensure pupils receive appropriate instruction that is well matched to their needs. Pupils are assessed throughout each session and are awarded badges recognising the progress they are making towards swimming 25 metres. These awards are presented during whole school assemblies so that all pupils have their achievements recognised and other pupils value the importance of learning to swim.

## **Religious education**

165 In Key Stages 1 and 2, pupils, including those with special educational needs, make unsatisfactory progress. By the end of Years 2 and 6, pupils' standard of attainment in religious education is below the expectations of the Locally Agreed Syllabus for pupils aged seven and 11. Pupils have a satisfactory knowledge of Christianity but only a limited understanding of other world religions such as Hinduism and Islam.

166 In Key Stage 1, pupils make unsatisfactory progress. Pupils are aware that different people have different places of worship and celebrations; for example they know some of the main features of the Diwali festival. Pupils' knowledge about Christianity and Bible stories is sound and they describe some of the symbols related to Easter and Christmas celebrations. However, pupils could not link key people, places, objects and events of religions or make connections with their own life. Pupils' speaking and listening skills were satisfactorily developed through discussions and stories.

167 In Key Stage 2, pupils make inconsistent and, overall, unsatisfactory progress. In Year 3, pupils develop their values and beliefs by considering the important ingredients of being a good person. However, in Year 4, pupils have covered very little of the planned curriculum and have made poor progress in understanding how their lives are affected by beliefs. In Year 5, pupils have not covered the planned work on Judaism and there was no recorded evidence of any work in religious education. In Year 6, progress is better and pupils are knowledgeable about Islam and explain how and where Muslims pray, whom is their god and who founded their religion. Comparisons are made with Christianity and pupils discuss Christian beliefs and traditions.

168 The teaching seen in both key stages was satisfactory. Lessons are satisfactorily planned and prepared, although the planning does not identify sufficiently clear learning outcomes and assessment is not used sufficiently to match work closely to pupils' needs. In addition, teachers' planning pays insufficient attention to the school's policy, which is based on the Locally Agreed Syllabus.

169 Pupils have positive attitudes to learning and listen and concentrate satisfactorily in most lessons. Pupils recognise and respect individual differences. In Key Stage 1, pupils share their feelings in a kind manner and are interested in caring for others. In Key Stage 2, pupils offer their own personal feelings and opinions and ask sensible questions. However, they are not always encouraged to relate the issues raised to their own lives and experiences.

170 Throughout the key stage, there are very limited opportunities for pupils to develop their writing skills and few links are made between religion and the pupils' own daily lives.

171 The religious education curriculum meets the requirements of the Locally Agreed Syllabus, but is not consistently implemented by all teachers. This has been recognised by the subject leader who has modified the school's long term planning to ensure that the school's religious education policy is in line with



the Locally Agreed Syllabus requirements. Religious education resources are adequate but limited use is made of artefacts and the community for introducing pupils to different cultural beliefs and traditions.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

172 Four inspectors visited the school for a total of 14 inspector days and observed 73 lessons. In addition, inspectors listened to pupils from all classes read and talked to pupils about their work during lessons and extra-curricular activities. A comprehensive sample of pupils' current and previous work was examined. This included work completed by pupils in all areas of the curriculum, and provided a representative sample from pupils of all ages and prior attainment. The displays of pupils' work in classrooms and public areas were closely examined. A number of assemblies and extra-curricular activities were observed.

173 Teachers' planning files and records, policy documents and the school development plan were examined. A wide range of documents relating to the organisation and management of the school, including the previous inspection report and the governing body's action plan, were also examined. Documents and records relating to pupils with special educational needs were examined. Inspectors interviewed all teachers, non-teaching staff, the school secretary, the caretaker and representatives of the governors, including the chair and vice-chair of the governing body. Discussions were held with parents, other adult helpers and visitors to the school. The head teacher met daily with the registered inspector, and was interviewed by all members of the inspection team.

174 Parents' views were sought at a meeting prior to the inspection, through the completion of a questionnaire that was sent to all parents and through a number of conversations at the start and end of the school day.

### **DATA AND INDICATORS**

#### **175 Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	198	5	19	42
Nursery class	22	2	2	0

#### **176 Teachers and classes**

##### **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8.6
Number of pupils per qualified teacher:	23.7

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

Total number of education support staff:	7
Total aggregate hours worked each week:	155

##### **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	26

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

Total number of education support staff:	3
Total aggregate hours worked each week:	82.5
 Average class size:	 29

• **177 Financial data**

Financial year:	1998-1999
	£
Total Income*	458,780
Total Expenditure*	460,019
Expenditure per pupil*	2,233
Balance brought forward from previous year	8,230
Balance carried forward to next year	6,991

\*These figures include the costs of the nursery class

• **178**

**PARENTAL SURVEY**

Number of questionnaires sent out:	242
Number of questionnaires returned:	63

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	51	49	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	37	0	0	2
The school handles complaints from parents well	28	55	12	3	2
The school gives me a clear understanding of what is taught	36	55	8	2	0
The school keeps me well informed about my child(ren)'s progress	41	51	2	6	0
The school enables my child(ren) to achieve a good standard of work	33	62	3	2	0
The school encourages children to get involved in more than just their daily lessons	46	48	5	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	51	12	5	0
The school's values and attitudes have a positive effect on my child(ren)	38	54	8	0	0
The school achieves high standards of good behaviour	27	55	11	6	0

