

# INSPECTION REPORT

Tyneview Primary School  
Walker

LEA area: Newcastle Upon Tyne

Unique Reference Number: 108470

Inspection Number: 188187

Head teacher: Mr A Arkless

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Reporting inspector: R S Moseley  
16886

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

Under OFSTED contract number: 706908

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant, Junior and Nursery
Type of control:	County
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Winslow Place Walker Newcastle Upon Tyne NE6 3QP
Telephone number:	0191 2626227
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr. G Douglas
Date of previous inspection:	May, 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

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R S Moseley RgI	Science; Art	Attainment and progress; Teaching; Leadership and Management.
R Mothersdale Lay Inspector		Attitudes, behaviour and personal development; Equal Opportunities; Attendance; Pupils' spiritual, moral, social and cultural development; Support guidance and pupils' welfare; Partnership with parents and the community.
W Wehrmeyer	Areas of learning for children under five; Design and technology; Information technology; Religious education.	The efficiency of the school; Special Educational Needs.
S Mawer A Peters	Mathematics; Geography; Music. English; History; Physical education.	Curriculum and assessment. Staffing, accommodation and learning resources.

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## **REPORT CONTENTS**

**Paragraph**

### **MAIN FINDINGS**

- What the school does well**
- Where the school has weaknesses**
- How the school has improved since the last inspection**
- Standards in subjects**
- Quality of teaching**
- Other aspects of the school**
- The parents' views of the school**

### **KEY ISSUES FOR ACTION**

#### **INTRODUCTION**

**1 - 5**

- Characteristics of the school**
- Key indicators**

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

**Educational standards achieved by pupils at the school**

**6 - 20**

- Attainment and progress**
- Attitudes, behaviour and personal development**
- Attendance**

**Quality of education provided**

**21 - 46**

- Teaching**
- The curriculum and assessment**
- Pupils' spiritual, moral, social and cultural development**
- Support, guidance and pupils' welfare**
- Partnership with parents and the community**

**The management and efficiency of the school**

**47 - 62**

- Leadership and management**
- Staffing, accommodation and learning resources**
- The efficiency of the school**

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

**Areas of learning for children under five**

**63 - 70**

**English, mathematics and science**

**71 - 91**

**Other subjects or courses**

**92 - 129**

#### **PART C: INSPECTION DATA**

**Summary of inspection evidence**

**130 - 131**

**Data and indicators**

## MAIN FINDINGS

### What the school does well

- The school provides a successful climate for learning within a happy environment. This is ensuring that standards are rising in a number of important subjects and pupils are developing very positive attitudes to their learning.
- Teaching is a strength of the school. It is good or better in seven out of ten lessons. In a quarter of lessons, it is very good. The staff work together well as a team.
- The teaching of English and mathematics are particularly well planned and this is resulting in good progress in these subjects.
- Pupils' relationships with each other and their teachers, their behaviour and their personal development is very good.
- The school's provision for pupils' moral and social development is very good.
- The school's partnership with parents and the community is good.
- Provision for the under fives is particularly well planned and children make good progress in the nursery and reception class.
- Provision for pupils with special educational needs is very good.
- The headteacher provides very good leadership; there is a very strong commitment by the deputy headteacher, the governors and all the staff to continuous improvement.

### Where the school has weaknesses

- I. Standards in information technology are below expectations by the time the pupils leave the school.
- II. The teachers' written planning for science, information technology and religious education lessons lacks detail and does not contain sufficient guidance.
- III. Although the school has made a good effort to introduce assessment procedures, they do not extend to all the core subjects and they are not always used effectively to plan what pupils need to learn next.

**The weaknesses are far outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

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

The school has resolved most of the weaknesses pointed out in the previous inspection in 1996 and has improved in a number of other ways. With regard to the key issues identified in the previous inspection, the school has provided opportunities to improve teachers' knowledge and confidence in design technology and information technology. The leadership has also ensured that the requirements of the National Curriculum for design and technology are met and those for information technology planned for. Some aspects of the information technology curriculum are not always planned for. New, overall curriculum planning has ensured that there is now continuous development and a whole school ethos from early years education through to Year 6. There is now total supervision of pupils in lessons and at break times and all registration procedures are now very good. The school has continued to work closely with all parents to make this partnership effective.

In addition, and since the last inspection, the leadership has made other improvements. For example, all staff are now totally involved in the improvement of the school. They have regular minuted staff meetings where all aspects of development are discussed. Also, they monitor and evaluate the school development plan and their contributions to it. The subject coordinators role has been strengthened so that they monitor and report on their subjects at regular intervals. Opportunities for the teachers' own professional development has strengthened as teachers attend in-service training linked to the priorities of the school. They can also gain further experience by teaching pupils of different ages. The senior management team is now an effective body. It supports the headteacher well and shares responsibility for monitoring and evaluating the teaching and the planning, which is also an improvement introduced in recent years. This monitoring has been particularly effective in improving the quality of the teaching in recent years. The leadership has also been particularly successful in introducing strategies for the teaching of literacy and numeracy, as well as setting clear targets for the attainment of pupils. This has raised standards, particularly in English and mathematics. The appearance, ethos and image of the school has improved. This has included many

improvements to the building and has involved building projects as well as redecoration projects. This has helped to create a pleasant working environment, which has contributed to a strengthening of pride in the school. The introduction of a school uniform has also contributed to this aspect. The provision for pupils with special educational needs has improved in many ways, including the earlier identification of the needs of these pupils. Relationships with the community and home/school links have been strengthened in many ways, with regular newsletters, visits to local churches, a link with the Territorial Army and the secondary schools. This relationship with the community is effective and makes a good contribution to the education of the pupils in the school. The management systems now in place, including the effective leadership of the headteacher, the deputy headteacher, the dedicated team of teachers, support staff and governors are successfully ensuring that all school improvements are sustainable with a very good capacity for further improvement.

**Standards in subjects**

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

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

- IV. Although below average results are indicated in English, in 1998, the actual percentage of pupils reaching the expected Level 4 or above was close to the national average.
- V. Although there are no national figures of comparison, the results of the 1999 National Curriculum tests indicate a slight drop in the percentage of pupils reaching the expected Level 4 or above in English but an improvement in mathematics and science.
- VI. The inspection findings indicate that, for this year’s pupils at the end of Key Stage 2, attainment in English, mathematics and in science is now in line with the national expectation.
- VII. Attainment, by age 11 in religious education is in line with the expectations of the locally Agreed Syllabus but in information technology, it is below the national expectation.

· **Quality of teaching**

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

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

- VIII. The quality of teaching was satisfactory or better in all lessons. It was good or better in seven out of ten lessons and in one quarter of lessons it was very good.
- IX. For children under five, all lessons were good or better and almost two out of five were very good. At Key Stage 1, about half the lessons were good or better with just over one quarter being very good. At Key Stage 2, just over three out of five were good or better and one fifth was very good.
- X. This record is a good improvement on the last inspection where 12 per cent of the teaching was unsatisfactory and no very good teaching was recorded.

· **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour throughout the school is very good.
Attendance	Attendance is satisfactory and has improved since the last inspection.
Ethos*	Very good. A successful climate for learning within a happy environment. Pupils have developed very positive attitudes to learning and very good relationships. There is a commitment to raise standards for all.
Leadership and management	Very good leadership by the headteacher, who, together with his deputy, staff and governors, have made many improvements.
Curriculum	Mainly good. However, teachers' written planning for some subjects is underdeveloped. Aspects of the information technology curriculum are not covered. Assessment procedures are good in English and mathematics but need refining in science, information technology and religious education.
Special Educational Needs	Very good provision.
Spiritual, moral, social & cultural development	The provision for pupils' spiritual and cultural development is satisfactory. The provision for moral and social development is very good.
Staffing, resources and accommodation	Good. All aspects enhance learning.
Value for money	Good.

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



**The parents' views of the school**

**What most parents like about the school**

- XI. How they are encouraged to play an active part in school life.
- XII. The school gives a clear understanding of what is taught in class.
- XIII. The good standard of work and good behaviour achieved by the pupils.
- XIV. Many value the amount of homework.
- XV. The school's values and attitudes which have a positive effect on their children.
- XVI. The way they are kept informed about their children's progress.
- XVII. That pupils are encouraged to get involved in more than just their lessons.
- XVIII. That it is easy to approach the staff with any problems.

**What one parent is not happy about**

- XIX. That it is not easy to approach the school with
- XX. That the school does not handle complaints
- XXI. That the school does not achieve high

Only a very small minority of parents returned the parents' questionnaires and only one parent attended the parents' meeting. However, inspectors spoke to other parents during the course of the inspection and they were able to form the view that the majority of parents were very happy with the school. Inspectors' judgements support parents' positive views and felt that it was easy to approach the school with problems, that the school does handle complaints well and the behaviour of the children is mainly very good.

## **KEY ISSUES FOR ACTION**

To maintain the quality of education and promote further development, the governing body, headteacher and staff should address the following issues:-

- a) Raise standards in information technology at Key Stage 2 by:
  - )Ensuring all aspects of the planned curriculum are taught;
  - )Improve the numbers and quality of computers;
  - )Establish a strategy to increase the access of pupils to computers.(Indicated in paragraphs 94 and 95)
  
- a) Improve the written planning for lessons in science, information technology and religious education by:
  - )Detailing more fully the development of skills, knowledge and understanding;
  - )Providing work that is appropriate to the different levels of ability in the class.(Indicated in paragraphs 90, 98 and 102)
  
- a) Continue to refine assessment procedures in the core subjects in order to:
  - )Give a more regular picture of pupils' progress;
  - )Plan future work more effectively.(Indicated in paragraphs 32, 77, 84 and 90)

In addition to the issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 37, 41, 44, 75, 82, 84, 87, 112, 114, 116, 117 and 123.

## **INTRODUCTION**

### **Characteristics of the school**

- 1 Tyneview school is a non denominational primary school with a nursery class. As part of the education authority's reorganisation of special educational needs, Tyneview school has been given facilities and staff for teaching physically disabled children, although only a very few of these children attend school at present.
- 2 The school serves an area that consists mostly of local authority housing. Unemployment and the incidence of single parent families is high. These facts are reflected in the number of free school meals. There are varying standards of achievement on entry, ranging from above average attainment in all areas of learning to underdeveloped personal and social skills. A majority has attainment levels well below average. The school is also increasingly admitting a transient population, which results in fluctuations in standards from year to year. There is a strong community ethos in which the children play an important part.
- 3 There are currently 220 full time pupils of whom 21 are nursery age. There are no pupils having English as a second language. The school has identified 22 pupils at stage 1 of the Code of Practice for special educational needs. There are 16 at stage 2 or above. There is one pupil with a statement of special educational needs. The number of pupils on the register of special educational needs, and the number of pupils with statements of special need is average. The number has decreased since the last inspection, partly because of the school's decision, appropriately, to identify pupils at an earlier age. The reasons for registration vary. Most of the pupils identified have moderate learning difficulties. 37 per cent of pupils are eligible for free school meals.
- 4 The headteacher, staff, governors and parents are committed to developing a strong educational vision. There is a caring ethos and quality learning environment. The senior management team has been established for two years and is successfully developing a "whole school" approach to the curriculum. Their efforts are focussed, leading to positive outcomes for pupils in terms of personal and academic progress. Fundamental changes have been made to promote the literacy hour and the daily numeracy lesson. The school community firmly believes in the concept of educational entitlement so that all children should have access to a broad and balanced curriculum. All are working hard to help pupils achieve this aim. In this way, progress has been made in behaviour management, curriculum organisation and teaching so that active learning is promoted. There is significant evidence of standards being raised and of parents recognising the value of these improvements. The school set challenging targets in January 1998 which have all been met. It is well on the way to meeting nationally agreed targets by the year 2002.
- 5 Tyneview school is part of a strong "East End partnership of schools" which sets interschool targets. Those more recently identified have included attendance, punctuality and raising standards in reading. The current focus is homework.

**Key indicators****Attainment at Key Stage 1<sup>1</sup>**

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

Year	Boys	Girls	Total
1998	13	15	28

5	<b>National Curriculum Test/Task Results</b>	Reading	Writing	Mathematics
	Number of pupils at NC Level 2 or Above	Boys Girls Total	9 12 21	9 12 21
	Percentage at NC Level 2 or above	School National	75(53) 80(80)	75(67) 81(80)
				13 15 28
				100(87) 84(83)
5	<b>Teacher Assessments</b>	English	Mathematics	Science
	Number of pupils at NC Level 2 or Above	Boys Girls Total	9 12 21	13 15 28
	Percentage at NC Level 2 or above	School National	75(57) 81(80)	100(87) 85(83)
				13 12 25
				89(90) 86(85)

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

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

Year	Boys	Girls	Total
1998	14	24	39

5	<b>National Curriculum Test Results</b>	English	Mathematics	Science
	Number of pupils at NC Level 4 or Above	Boys Girls Total	7 16 23	6 11 17
	Percentage at NC Level 4 or above	School National	59(52) 65(63)	44(52) 58(62)
				10 13 23
				59(62) 69(68)
5	<b>Teacher Assessments</b>	English	Mathematics	Science
	Number of pupils at NC Level 4 or Above	Boys Girls Total	6 17 23	7 13 20
	Percentage at NC Level 4 or above	School National	59(53) 65(63)	51(54) 65(64)
				8 15 23
				59(62) 72(69)

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

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

2 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	6.8
	Unauthorised	School	5.7
	Absence	National comparative data	0
			0.5

2

2 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	1

2 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	25
	Satisfactory or better	100
	Less than satisfactory	0

## 2 PART A: ASPECTS OF THE SCHOOL

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

#### 2 Attainment and progress

- 1 In the National Curriculum tests for 1998 at Key Stage 1, the percentage of pupils reaching Level 2 or above in reading was close to the national average and those reaching Level 3 or above was below the average. In writing, the percentage of pupils reaching Level 2 or above was below the national average but those reaching Level 3 or above was close to the national average. In mathematics, the percentage of pupils reaching Level 2 or above was very high in comparison with the national average and the percentage of pupils reaching Level 3 or above was below the national average. At Key Stage 2, in English, the percentage of pupils reaching Level 4 or above was close to the national average but those reaching Level 5 or above was below the average. In mathematics, the percentage reaching Level 4 or above and Level 5 or above were well below the national average. In science, the percentage of pupils reaching Level 4 or above and Level 5 or above was below the national average. Although there are no national comparative figures, the 1999 results indicate that at Key Stage 1, there is an improvement in results, apart from in mathematics where the results have gone down slightly. At Key Stage 2, most results have improved with a slight drop in English. The inspection findings indicate that, for this year's pupils, there has been an improvement in standards in English, mathematics and science at the end of Key Stage 2. This is due mainly to improved planning for the literacy hour and the numeracy lesson and a general improvement in the quality of the teaching. When the school's results from 1998 for Key Stage 2 are compared to schools with pupils from similar backgrounds, they are above average in English and science and average in mathematics.
- 2 Children enter the school into the nursery with attainment levels well below those expected for children of this age. They bring higher levels of attainment in physical and mathematical development. A significant minority of children are very low attainers with several identified as having special educational needs. Although all children make good progress, they only achieve the desirable learning outcomes in mathematics, physical and social development by the time they are five.
- 3 By the end of both key stages, with regard to core subjects, pupils attain the national expectation in English, mathematics and science. In religious education they are in line with the expectations of the locally Agreed Syllabus. Pupils attain the national expectation in information technology at the end of Key Stage 1 but they do not do so at the end of Key Stage 2.
- 4 In English, by the end of both key stages, standards in speaking and listening and in writing are average. In reading they are above average. By the end of Key Stage 1, pupils show confidence in reading aloud and in giving spoken responses. Pupils are generally very confident in the way they deal with text and they often read with a good level of expression. A majority can write in sentences and are using punctuation correctly. By the end of Key Stage 2, pupils speak clearly and communicate meaning well. A majority read well with understanding. They gain sound standards when writing, for example, when writing diaries and letters.
- 5 In mathematics, by the end of both key stages, standards in all aspects are average. By the end of Key Stage 1, pupils use number and measuring skills fluently in a variety of situations. They use the correct technical vocabulary and are becoming skilled at solving number problems. Most understand the properties of two dimensional and three dimensional shapes. They can collect and record information on block graphs. By the end of Key Stage 2, pupils are beginning to focus well on using and applying mathematical skills in meaningful ways. Pupils work well with fractions. When measuring, pupils calculate the area and volume of different geometric shapes. Pupils have more limited skills in explaining and interpreting graphs and charts.
- 6 In science, standards are in line with the national expectation by the end of both key stages. For instance, by age seven, pupils have a sound understanding of life processes and living things, material and their properties and of physical processes. By age 11, pupils have a more extended knowledge of animals. For instance, they know the importance of a healthy diet to a human and can classify food into fats, carbohydrates and sugar. Also, they have a basic understanding of astronomy by the end of the key stage. Pupils' standards in experimental and investigational science at the end of both key stages is sound. For instance, Year 6 pupils are

able to set up an experiment to demonstrate the importance of water in the germination of cress seeds. Pupils use of an appropriate scientific language is often good.

- 7 In information technology, attainment at the end of Key Stage 1 is in line with the national expectations but below at the end of Key Stage 2. At the end of Key Stage 1, pupils use a mouse with accuracy and use word processing with simple editing skills. They use an art package and program a device to make it move across the room. At the end of Key Stage 2, pupils can change fonts, colour and size of print. They can use simple programs to control models but their abilities to enter information into a database and display as a graph is weak. They do not know how to obtain and use information from sensing equipment. In religious education, attainment at the end of both key stages is in line with the requirements of the locally agreed syllabus. By the end of Key Stage 2, pupils have added further knowledge for instance of the Ten Commandments, and have studied the differences between Christianity and the Moslem religion. They have also extended their understanding for example of the effects of changes in their own lives.
- 8 Within the remaining subjects, there are strengths in aspects of physical education at the end of both key stages. For instance, pupils display a mature use of space in gymnastic lessons and they have developed good skills in jumping and rolling and in passing and throwing balls. This has led to good results in team games by the end of Key Stage 2. Across all subjects, throughout the school, there are strengths in listening and in the presentation of work. There are weaknesses in the use of information technology to support subjects. For instance, in the use of information technology to produce and analyse data, or to use CD-ROMS for research work in science and geography.
- 9 Children in the nursery and reception classes make good progress in language and literacy, mathematics, physical development, knowledge and understanding of the world and in creative development. They make very good progress in their personal and social development. At both key stages, progress is good in English, mathematics and science. It is satisfactory in religious education at both key stages and in information technology in Key Stage 1. Progress is unsatisfactory in information technology at Key Stage 2. This is due to poor resourcing, a lack of access to computers on occasions and insufficient coverage of aspects of the scheme of work. The good progress in English and mathematics is due largely to the successful introduction of the literacy hour and the numeracy strategy, as well as an improvement in the quality of the teaching. Improvements in science are also linked to an improvement in the quality of the teaching. Progress is good in physical education, due to improved teaching, as well as the contribution from a visiting specialist teacher. Progress is slower in geography at Key Stage 2 because of insufficient coverage of the syllabus. Progress is satisfactory in all other subjects. The good progress made in English, mathematics and science has yet to be reflected in even higher standards at the end of Key Stage 2. This is because most of the improvements have only been in place for a comparatively short time. There is no significant variation in progress of boys and girls.
- 10 The number of pupils on the register of special educational needs, and the number of pupils with statements of special need is average. The number has decreased since the last inspection, partly because of the school's decision, appropriately, to identify pupils at an earlier age. Pupils with special educational needs make good progress overall in language acquisition, mathematics skills, science and in personal development. Often, when they are supported in the classroom or when the class work is particularly well matched to their needs, they make very good progress.

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

- 1 Pupils' attitudes to learning are very good and the personal and social development of children under five at the school is also very good. Pupils are interested in their work, for example, in a religious education lesson they engage in impromptu discussions of their task in order to share impressions. Pupils are keen to participate in class and sustain their concentration, as for example in a music lesson, where pupils enjoyed learning to hand jive and had to concentrate very closely on the movements of the class teacher in order to learn the detail. Pupils respond positively to questions and make very effective contributions to the learning objectives of lessons. Pupils enjoy lessons and are eager to learn. They work well in pairs and are responsive to their teachers. Pupils particularly enjoy the stimulation of collaborative work. For example, in a history lesson, when a group of pupils were working together investigating information on Ancient Greece with information technology, they shared their findings very generously. Children under five pay attention, are enthusiastic

about learning and are starting to listen well.

- 2 The behaviour of all of the pupils in and around the school is very good and this has a very positive impact on the learning ethos of the school. Pupils respect each other's contribution to a lesson. They listen quietly to each other and do not shout out or seek to make themselves heard above other pupils. There are the occasional examples of poor behaviour in the playground, but these are not representative of the general behaviour in the school, and pupils are quick to apologise, and mean their apology, when reprimanded by staff. Pupils do not become aggressive when left unsupervised which is an improvement since the previous inspection. There has been one permanent exclusion in the last year that followed approved procedures after a temporary exclusion.
- 3 Pupils' relationships with each other, and the staff in the school are very good. Pupils are very helpful to each other and, for example, they will wait and hold doors open for each other, or offer to share resources during a lesson. Pupils of varying physical abilities work well with each other and many acts of kindness and courtesy were observed during the day to day activities of the school day. Children under five are starting to form very good relationships with each other, and their teacher and nursery nurse.
- 4 Pupils' personal development is very good. Older pupils assist the smooth running of the school by taking responsibility for the registers and setting out chairs and benches for assembly. All pupils contribute to fund raising and giving provisions for charity, as for example in the Harvest festival. Pupils from the school visit elderly residents in the neighbouring residential home and all pupils enjoyed participating in a community event such as the Samba festival, with neighbouring schools. Children under five are happy to speak in front of others and are quickly learning good personal habits and routines such as hanging up their coats and taking turns. A strong feature from the earliest years is the emphasis on putting children in situations where they can succeed. This enables pupils with special education needs to maintain a positive self image and to develop a positive attitude to work. Their behaviour is increasingly good.

19

#### **Attendance**

- 1 Overall, attendance at the school is satisfactory, although slightly above the national average. It has improved since the previous inspection. Pupils enjoy coming to school and almost all are punctual for the start of the school day. Pupils are all punctual for the start of their lessons. Attendance registers are completed accurately and promptly and this is an improvement since the previous inspection. There are no unauthorised absences and this is well below the national average.

## 20 **QUALITY OF EDUCATION PROVIDED**

### 20 **Teaching**

- 2 The quality of teaching is mainly good with just under three out of four lessons being good or better and one quarter of lessons being very good. This record is a good improvement on the last inspection, where 12 per cent of the teaching was unsatisfactory and no teaching was recorded as being very good. For children under five, all the teaching is good or better with almost two out of five lessons being very good. At Key Stage 1, just over half the teaching is good or better with just over one quarter being very good. At Key Stage 2, just over three out of five lessons is good or better with one fifth of the teaching being very good.
- 3 The nursery and reception class teachers and their support, have a good understanding of how young children learn. They fully understand the details of the specific areas of learning for children under five. They provide a wide range of stimulating and purposeful activities. Staff use their day to day and baseline assessments of what children know, understand and can do, to plan future activities and identify what they want children to learn next. This gives the lesson and activities purpose and direction. The teachers adopt a calm, pleasant manner and form very effective relationships with the children. Classroom organisation is good and teachers' expectations, planning and management of pupils is very good.
- 4 The effective teaching at Key Stages 1 and 2 is characterised by the use of a wide range of well thought out



activities and teaching styles to motivate pupils. Teachers manage pupils very well and achieve high standards of discipline. This effective relationship between the teachers and the pupils is a strength of the teaching as well as a strength of the school. The teachers use of time is very good and lessons proceed quickly with little waste of time. Teachers have a secure knowledge of all the subjects they teach. This is an improvement on the last inspection, where the report stated that teachers lacked sufficient knowledge and understanding of design and technology and information technology. Teachers' knowledge of English and mathematics is good and, occasionally, very good.

- 5 The effective teaching at both key stages in English and mathematics is also characterised by good written planning. The work planned builds on previously taught skills and knowledge as assessment procedures are developing and teachers have a clearer view of what they want pupils to learn next. These assessment procedures are to be refined further. They also plan well for pupils having different abilities and this results in good progress for all. The written planning for science, information technology, religious education and other subjects is weaker and not in sufficient detail to always ensure the progressive development of skills, knowledge and understanding throughout the lesson. Also, in these other subjects, work is not always planned for pupils with different abilities. The procedures for assessment are less well developed in science, information technology and in religious education. Assessment takes place on occasions in these subjects but they do not occur frequently enough or in sufficient detail for the results of the assessment to influence teacher planning. Work is sometimes marked well and contains helpful comments which inform pupils how they can improve. However, this kind of marking is not consistent throughout the school. Good use is made of homework throughout the school, to reinforce and extend the work being done in the classroom. Some parents help with the teaching in the school and this is very much appreciated by the teaching staff. Support staff are well briefed to ensure the smooth running of the lesson. A feature of the school is the strong bond between teachers, support staff, the headteacher and his deputy, which creates an effective learning environment.
- 6 The teaching of pupils with special educational needs is good, particularly when the work set in class relates closely to their individual targets, and when support assistants are well deployed to give attention to small groups. The teachers create an atmosphere of trust and encouragement and set high expectations. There is close teamwork between class teachers and the support assistants. Teachers adopt an appropriate range of strategies to maintain motivation.

## 25 **The curriculum and assessment**

- 1 The school's curriculum is generally broad, balanced and relevant in all subjects, apart from aspects of information technology at both key stages and geography at Key Stage 2. Although the curriculum successfully reflects the overall aims of the school in promoting pupils' intellectual, physical and personal development, it does not yet provide enough opportunities to prepare pupils for life in a multicultural society. Statutory requirements are met in all National Curriculum subjects and religious education. Aspects of the information technology curriculum are not always built into the planning. An appropriate amount of time is spent on each subject within the constraints of the present curriculum arrangements. This represents an improvement since the last inspection when there were inconsistencies in curriculum coverage. The school has recently reviewed the time allocation of the six foundation subjects and reduced the subject content to make them more manageable. Further opportunities are needed to provide planned links across different areas of the curriculum. Very good progress has been made in the implementation of the literacy hour and good progress in the numeracy strategy. Both receive a very high profile in the school. Since the last inspection, the school has improved the provision for design and technology, widening the opportunities and breadth of the subject. Progress has been slower in addressing improvements to information technology and its support for many other areas of the curriculum is limited. There are still unresolved problems over upgrading resources but the recent introduction of the National Grid for Learning is just beginning to be used to extend opportunities across the curriculum. The well qualified coordinator has recognised that further developments are needed to fully implement curriculum entitlement and information technology still remains an identified area for improvement.
- 2 The curriculum for the under fives is very well planned within the six areas of learning recommended for children of this age and provision and progress are good. Planning for continuity between the nursery and reception is successfully established.
- 3 Personal, social and health education is given a high focus and there is documentation in place to support the

good provision provided. In providing sex education there is close consultation with all parents and pupils are made aware of the misuse of drugs. Both these subjects, as well as other areas of health education, are incorporated within the framework for science. Aspects of personal and social education are a strong feature of religious education lessons and assemblies. Equality of access to the curriculum and other aspects of school life are well provided for all pupils, including those with special educational needs

- 4 When pupils are ready to transfer to secondary education, meetings and visits are arranged to help in the smooth transition. There is very close consultation over the curriculum areas of information technology and science; in physical education the teacher from the main feeder school works regularly with Year 6 pupils to help them prepare for the challenges of a new school. Within the formal homework policy, additional work is set for Year 6 pupils as they prepare for the national tests, to help them adjust to the expectations and practices of secondary education.
- 5 Staff are planning effectively for both English and mathematics using the national guidelines for literacy and numeracy. The focus in this planning of developing progression in knowledge and skills for pupils of different abilities is helping to raise standards. There are published schemes of work in all other subjects, including the recent adoption of comprehensive new national guidelines. These schemes are used by staff to plan adequate curriculum frameworks for each subject. Short term planning usually identifies the objective of the lesson but, apart from English and mathematics, where the planning is good, there is insufficient detail of how planning will meet the needs of the wide range of ability within the class or how the lesson will be taught to enable progress to be made.
- 6 The staff provide a good range of extra curricular activities for pupils. During the year these include a recorder group, country dancing, football, rugby, hockey, computer club, cricket and netball. Almost half of the pupils take part, many attending more than one club during the week. Most of the staff contribute to these activities. There are also good opportunities for pupils to take part in a variety of sporting competitions with other schools in the area and for Year 6 pupils to visit to an outdoor residential centre next year. A few other educational visits and visitors helps to widen the curriculum in a limited way. The quality of these activities makes a satisfactory contribution to developing pupils' personal and social skills.
- 7 Several initiatives have been established to develop assessment procedures and these are contributing well to the improving standards of attainment in English and mathematics. The assessment policy with clear procedures has helped staff to develop a consistent approach throughout the school. A detailed and thorough assessment is undertaken of children when they start in the nursery and the information gathered is used effectively to plan work and identify early those children who have special needs. Effective analysis is made of the results of the National Curriculum tasks and other tests to monitor the progress of individual pupils and set targets for school improvement. Pupils are also assessed in one core and foundation subject at the end of each term. To help the school continue to maintain the challenging targets it has set itself for raising attainment further, a more rigorous system of marking and assessment is needed in the core subjects. At the moment, assessments do not happen regularly enough and it is more difficult to identify pupils' strengths and difficulties, to set group and individual targets and to plan the next stage in learning.
- 8 Provision for pupils with special educational needs is very good. Pupils have equal access to the curriculum by means of individual education plans, which are of very good quality. These plans set out clearly the particular targets and programmes which will help the pupils to acquire necessary skills, often in considerable detail. This is a very significant improvement since the last inspection. A good range of testing is used to identify precisely the area and level of need for pupils with special educational needs. Progress on their individual plans is regularly reviewed and very well monitored over time.

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

- 1 Overall, the school's provision for the spiritual, moral, social and cultural development of pupils is good. The school's provision for pupil's spiritual development is satisfactory. Spiritual development is not clearly established throughout the school. Pupils participate in or organise the delivery of collective acts of worship from time to time. Pupils movingly delivered a Harvest Festival celebration in the local parish church. School assemblies lack a clear focal point of worship and, although the acts of reflection witnessed were brief, the acts of collective worship do meet statutory requirements. All staff participate in the delivery of assemblies and provide personal interpretations of their visions of faith as, for example, in a very lively and much appreciated

by the pupils, story of a search for a harvest fish. There is good use of the assembly to support current themes as for example in the school's planning to celebrate the Millennium and National Poetry day. Through the study of spiritually significant paintings such as Durer's "Praying Hands," pupils are encouraged to reflect on the thoughts of the artist and their own values and beliefs.

- 2 The school's provision for the moral development of pupils is very good. Very caring and responsible relationships exist between staff and pupils and emphasise the continuous delivery of the principles of distinguishing right from wrong. The school expects very good behaviour from its pupils and its staff. The findings of the previous inspection, that there were differences in the moral codes of pupils, was not borne out by the inspection. All pupils demonstrated a clear compliance with the moral code promoted by the school. Moral issues were explored by pupils in their Harvest festival, when they considered the lack of food and poor living conditions suffered by people in their own community.
- 3 The school's provision for the social development of pupils is very good. Displays in the school demonstrate the pupil's recognition of the anti-social aspects of litter. Older pupils are expected to take responsibility for younger pupils and there is an active programme of shared reading. During the course of the inspection, older pupils themselves, under the supervision of staff and volunteers, took care of younger pupils in the walk to a church. The introduction of a school uniform has created a shared sense of pride amongst pupils, in their appearance and raised their self esteem. The school enables pupils to join in charitable activities, such as raising funds for Comic Relief or providing food items for the harvest festival. The wide variety of sporting extra curricular provision supports shared team activities for pupils. There are no opportunities at present for pupils to go on residential visits but one is planned for the near future.
- 4 The school's provision for cultural development is satisfactory. There are few opportunities provided by the school to experience the culture in the area and only limited provision for pupils to appreciate the richness and diversity of other cultures outside of those faiths studied in the religious education curriculum. This has not progressed since the previous inspection. Art and music do provide some diverse aspects of cultural provision for pupils and in assembly, for example, pupils experience music such as reggae. Pupils with special educational needs participate well in the spiritual and social life of the school. They share the same provision for moral and cultural education

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

- 1 Overall, the support and guidance offered by the school to pupils is good. The school's procedures for monitoring pupils' progress and personal development are satisfactory. All staff know pupils very well.
- 2 The school's procedures for monitoring behaviour and discipline in the school are very good and the efficiency of these procedures creates a very positive impact on the orderly atmosphere in the school and the very good environment for learning. When necessary, the school has access to the expertise of the behavioural support services, but in practice, the very good relationships between pupils and staff and the very good role models set by staff to pupils, monitor and promote good behaviour and discipline by example. Each class arrives at an individual set of rules that they consider meet the needs of their own group and these are monitored by class teachers and support staff. The school has clear procedures to eliminate bullying, which is an improvement since the previous inspection, and no oppressive behaviour was observed during the inspection. The school is addressing the recommendations of the local education authority to implement a control and restraint policy.
- 3 The school's procedures for monitoring and promoting attendance are excellent and well supported by the efficiency of the school's administration, and prompt registration procedures. This is a very significant improvement since the previous inspection. The deputy headteacher, regularly monitors the pupils' records of absence and the pupils' late book and the school ensures that it maintains an accurate record of pupils in the school. This is a very good improvement since the previous inspection. Regular liaison with the education welfare service supports an efficient referral service when the necessity arises. Appropriate procedures for the signing in and signing out of pupils and the issuing of school passes are in place. The school places a very strong emphasis on parents and pupils, of the importance of punctuality and regular attendance at school. Pupils are actively involved in city initiatives to celebrate good attendance. The school celebrates pupils' good attendance at school and pupils' punctuality, with a weekly and termly awarding of certificates. The success of these initiatives has resulted in improved attendance at the school and has a very positive impact on pupils' achievements and progress.

- 4 The school's procedures for ensuring the identifying and referral of child protection issues are sound. The school follows the guidelines of the local authority. Currently, only two people have received recent and relevant training. The school follows local agreed practice on referrals, and liaises with the area child protection committee, where child protection issues are involved. There is no information in the prospectus to inform parents of these procedures.
- 5 The school's procedures for ensuring the health of pupils, are good and well supported by the range of professional health expertise based in the school. Good first aid procedures are in place and these are well supervised, and regularly monitored. There are good arrangements for the dispensing of prescribed medication. Although no member of staff holds an up to date first aid certificate, the majority of staff have attended emergency first aid training. Accident and incident books are in place, and up to date. Procedures for the safety of pupils are good and supported by the local education authority's health and safety policy. The school has completed risk assessments and regularly consults health and safety experts to review its procedures, if for example it was planning to take pupils out of school on an educational trip, or on the siting of emergency fire exit signs. Consistent procedures are in place for ensuring the safety and maintenance of electrical appliances, fire fighting equipment, fire alarms and physical education equipment. The school holds regular fire drills.
- 6 Pupils with special educational needs receive good support in their daily learning and sensitive guidance on points of behaviour. They have access to a wide range of specialist services, with whom the school has very good relationships. The school is able to call upon the services of a local education authority support teacher for teaching support and advice.

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

- 1 Overall, the school's partnership with parents and the community is good. The school has created close links with the families and carers of pupils and encourages good communications with them. This is an improvement since the previous inspection. The quality of information that the school provides for parents and carers of the pupils is very good and this is an improvement since the previous inspection. There are no omissions in the statutory information provided for parents in the governors annual report to parents and the prospectus. The pupils' annual reports generally tell parents what their child knows, understands and can do, and informs future learning targets. They do not as yet however, contain space for pupils to comment on their progress, although they do provide space for a parent to comment. Parents receive relevant, regular and hard hitting information from the school on a range of topics and they appreciate the fact that they are kept up to date on school activities, concerns and targets. The parents of pupils with special educational needs are involved in the process of assessing and identifying their children's needs, and are kept fully informed of their children's progress at all stages. Parents are always invited to attend review meetings and about half of the parents concerned, do attend. There is no parent's organisation in the school, which is the same as at the previous inspection, but the headteacher is currently organising a committee to form an association.
  
- 2 The provision that the school makes to involve parents in their child's learning is good. Homework is a school priority and parents are encouraged to support and assist their children. Although there are no parent helpers on a regular basis in the school, the nursery is hoping to encourage some parent helpers, and the school can call on a group of parents for assistance, if, for example, they need help to stay with pupils when out of school.
  
- 3 The school's partnership with the wider community is good. Good links exist between the school and other schools in the area to promote joint aims, policies and good practice. The school makes limited use of visits in the local area to promote aspects of the curriculum, but does have good links to the church, the neighbouring army barracks, the residential home next door to the school and some businesses and employers. The parents of children with special educational needs are involved in the process of identification, and are kept fully informed of their children's progress at all stages. Parents are always invited to attend review meetings and about half of the parents concerned are able to attend.

46 **Leadership and management**

- 1 Leadership and management is very good. The school benefits from very good leadership by the headteacher. He has been very effective in developing a strong sense of purpose amongst the staff and a very clear educational direction for the school. He is very well supported by the deputy headteacher who shares with him a number of important responsibilities. Together they have fostered a strong team spirit, where all members of the teaching and support staff are valued. Many improvements have been introduced in the last few years and standards are rising in a number of important areas. The curriculum coordinators provide positive leadership and a whole school vision. The senior management team is an effective unit. They meet regularly, evaluate and monitor the plans the school has made and give support to the rest of the staff whenever it is needed.
- 2 The governing body is supportive in many ways. The chair of the governing body is fully committed to the school. He is very involved in school affairs, is a regular visitor and often involved in professional dialogue with the headteacher. He is aware of all school developments and uses his considerable influence in the community well. A number of other governors visit the school and some support curriculum development. The governor with links to the teaching of literacy and pupils with special educational needs is particularly supportive.
- 3 The headteacher and his deputy monitor and support both the teaching and the planning well. The headteacher visits most classrooms every day. Teachers are observed in lessons in a formal way from time to time and given positive feedback. The planning is examined by the headteacher and his deputy each month and the curriculum coordinators have access to the planning whenever they require it.
- 4 Almost all the school's aims, values and policies are implemented very well, apart from aspects of plans associated with the teaching of information technology. Development planning, monitoring and evaluation is very good. The school development plan is an effective management tool. It gives a clear framework for action. It is costed carefully and there is effective support from the governing body. The staff are also involved in its preparation. Funding is linked to priorities and there are clear implementation strategies. Those responsible for carrying out developments are identified. All those involved in its preparation are also involved in the evaluation of its effectiveness as the school year progresses.
- 5 There is a very good ethos in the school. The headteacher, staff and governing body are committed to producing a happy, secure and positive learning environment where individuals are supported and respected. This develops the pupils' self esteem and has created a strong feeling of pride that is evident in all aspects of school life. They have high expectations of pupils' behaviour and work and all staff are committed to raising standards and school improvement. All these aims are applied sensitively and very successfully. There is a commitment to equal opportunities for all.
- 6 The school's leadership has been effective in moving forward in relation to almost all of the issues identified in the previous inspection, as well as in a number of other major areas. With regard to the key issues identified in the inspection, the school has provided opportunities to improve teachers' knowledge and confidence in design technology and information technology. The leadership has also ensured that the requirements of the National Curriculum for design and technology are met. Some aspects of the information technology curriculum have still to be fully covered. New, overall curriculum planning has ensured that there is now continuous development and a whole school ethos from early years education through to Year 6. There is now total supervision of pupils in lessons and at break times and all registration procedures are now very good. The school has continued to work closely with all parents to make this partnership effective.
- 7 In addition, and since the last inspection, the leadership has made other improvements. For example, all staff are now totally involved in the improvement of the school. They have regular minuted staff meetings where all aspects of development are discussed. Also, they monitor and evaluate the school development plan and their contributions to it. The subject coordinators' role has been strengthened so that they monitor and report on their subjects at regular intervals. Opportunities for the teacher's own professional development has strengthened as teachers attend in-service training linked to the priorities of the school. They can also gain further experience by teaching pupils of different ages. The senior management team is now an effective body. It supports the headteacher well and shares responsibility for monitoring and evaluating the teaching and the planning which is also an improvement introduced in recent years. This monitoring has been particularly effective in improving

the quality of the teaching in recent years. The leadership has also been particularly successful in introducing strategies for the teaching of literacy and numeracy, as well as setting clear targets for the attainment of pupils. This has raised standards, particularly in English and mathematics. The appearance, ethos and image of the school has improved. This has included many improvements to the building. This has involved building projects as well as redecoration projects. This has helped to create a pleasant working environment, which has contributed to a strengthening of pride in the school. The introduction of a school uniform has also contributed to this aspect. The provision for pupils with special educational needs has improved in many ways, including the earlier identification of the needs of these pupils. Relationships with the community and home/school links have been strengthened in many ways, with regular newsletters, visits to local churches, a link with the Territorial Army and the secondary schools. This relationship with the community is effective and makes a good contribution to education of the pupils in the school. The management systems now in place, including the effective leadership of the headteacher, the deputy headteacher, the dedicated team of teachers, support staff and governors are successfully ensuring that all school improvements are sustainable with a very good capacity for further improvement.

- 8 The management and organisation of the provision for pupils with special educational needs is very good. It ensures that the school's policy meets the requirements of the Code of Practice. The co-ordination and administration of procedures is thorough. All individual education plans are written and record keeping is up to date

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

- 1 The school is adequately staffed and all teachers are appropriately qualified and experienced. The match of qualifications of classroom teachers to the curriculum is good. In the past two years there have been no significant staffing developments, with only one appointment during that time. There is an effective blend of experienced and less experienced teachers who work well together as a team and take responsibility for specific curriculum areas. All teachers have job descriptions, which identify duties specific to their roles. Several teaching staff have specialist qualifications in special educational needs programmes and initiatives. There are sufficient numbers of experienced, qualified and capable support staff to assist in the teaching of pupils with special educational needs. They are deployed flexibly at present, until the school's initiative to establish a unit for the integration of pupils additional to the school roll starts after the half term. The school maintains records of staff development training. Records indicate a very good range of courses attended covering the subjects of the curriculum and linked to the school improvement plan. There is an ongoing very good commitment to staff training and development, which is monitored by the deputy headteacher. An appraisal timetable is now in place, which also identifies teachers' need and staff development. There is an established programme for the induction of newly qualified teachers, which includes support from an identified mentor on the teaching staff. The work of the school secretary and ancillary staff adds to the smooth running of the school.
- 2 The building provides very good accommodation for the effective delivery of the curriculum, including that for the under fives. The accommodation is very clean and very well cared for. Security is much improved. The playground is securely and strongly fenced. The school, with the assistance of the local education authority, has prepared very good accommodation and specialist equipment for the new unit for pupils with physical disabilities. This provides two excellent facilities. There are modifications for wheelchair access via ramps, wheelchair lift, wide doors and suitable toilet facilities.
- 3 The resources available to the school are efficiently managed and used effectively to support learning. Coordinators are involved in financial planning which helps to ensure spending is related to identified priorities. Learning resources are good in most areas of the curriculum and are often of good condition and quality. Resources are good in mathematics, design and technology, music, art, religious education, physical education, English and science, but only satisfactory in geography. Resources in information technology are not yet sufficient to meet statutory requirements. There are, however, plans to develop information technology further by installing up to date information technology. The very good range of specialist resources available for work with pupils with special educational needs has a positive impact on the progress they make. The high quality provision of accommodation and resources is making a significant contribution to pupils' attainment and progress.

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

- 1 The efficiency of financial control and school administration is very good. The backlog of work reported in the

previous inspection has been cleared. Administration systems are much improved. Two administration officers ensure the smooth running of routine administration and financial procedures. The school office is the busy but good humoured hub of school life. Spending is very carefully monitored by the headteacher, governors' finance committee and the local education authority. The weakness in monitoring of the impact of the spending for subjects by coordinators, noted in the previous report, no longer exists. All coordinators know that they have to account for value for money and the headteacher oversees this well. Care has been taken in the reduction of surplus money from previous years to a small balance held for unforeseen contingencies. The most recent financial audit raised no significant issues and the minor recommendations have all been addressed.

- 2 Financial planning is very good. All major, and most minor aspects of the school's development are planned for years ahead in good detail. The care taken with the planning for setting up the new unit for pupils with physical disabilities will ensure a smooth transition of budgets at half term. It has achieved a high state of readiness for the intake of new pupils. Spending for pupils with special educational needs overall is effectively targeted and fully used to promote the school's priorities for special needs. The planning of teachers' career structure underpins the accuracy of plans for subject development and effective targeting of in service training.
- 3 The use of resources and support staff is good. Resources are well used for most subjects and in the teaching of children under the age of five and of pupils with special educational needs. Where they are used, they have a positive impact on pupils' progress, such as in literacy, numeracy, pupils with special educational needs and children in the early years. Resources for information technology and geography are limited.
- 4 Support staff are well deployed in a variety of useful capacities. Whilst giving very good support to pupils with special educational needs in mathematics and English, they are versatile and assist in the teaching of science, information technology and history. They are beginning to link effectively with the new staff in the nursing and physiotherapy suites. The weakness in the use of time identified in the previous report no longer exists. Assemblies are short and crisp and pupils move smartly to their classrooms. Occasionally, lessons in physical education overrun their time, which upsets the balance of the following lessons and this is not monitored. Other aspects of time, such as the function of support staff during lesson introductions, are well monitored. The caretaker and cleaning staff are well versed in efficient systems. Administration of special educational needs documentation is being transferred to electronic format for greater efficiency.
- 5 Accommodation is well used. The two assembly halls are in almost continuous use as pupils from the nursery to Year 6 come to them for physical education, dance, drama and games purposes. Similarly the library is regularly used for lessons introducing books and facilities from the youngest to the oldest. The excellent facilities in the nursing and physiotherapy suites have begun to be used already even though they are not formally open. Taking into account the unit costs of the school, the level of attainment of pupils on entry, the educational support provided, particularly the quality of teaching and the ability to sustain improvement and to develop valuable initiatives, the school provides good value for money.



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

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

- 1 Children under five are admitted to the nursery and reception classes in September on a sensitively planned induction programme, which allows the children to settle in smaller groups. The majority of children entering the reception classes in September are still under five. Opportunities are provided for children to visit the classes prior to starting and links with home soon become well established. Provision for children under five is good. A good curriculum based on nationally agreed desirable learning outcomes prepares nursery children well for entering the reception class. A jointly planned extension of this programme prepares reception children well for working towards the National Curriculum. Children are assessed at a suitably early stage to identify attainment groupings. This includes the use of the nursery's own baseline assessment record and in reception, the use of a national system of assessment. Children with special educational needs are identified at this stage, to enable them to receive early and effective support to promote good progress.
- 2 The attainment overall on entry to the nursery year is well below the national averages, except in mathematical and physical development, where it is a little higher. Children under five make good progress through the nursery and through reception. Planning is very good. The teachers have a clear vision of where they want the children to be in a year's time and record this in great detail. They use assessment particularly well to tell them how fast they can get there. Children's progress is well monitored in all key areas, to guide planning and the reporting to parents. Communication with parents is good. The good accommodation is bright and enlivened with cheerful display. The teaching of under fives is good in both classes. In particular lessons it is very good. Staffing levels are appropriate, and nursery nurse and auxiliary support play an important part in the settling in process by modelling patience and good humour. The coordinator for early years has established a distinct ethos shared by the nursery and reception classes, where children experience success and develop independence. There is a pride in achievement and a determination to make their presence felt in the mainstream school. The early years classes have initiated a comprehensive series of links with the older classes to which teachers and pupils there have responded well. These links are of value to both.
- 3 The development of social skills is well below average on entry to the nursery, but children make very good progress and achieve or exceed the desirable outcomes by the age of five in this aspect. Teachers in both classes use every opportunity to extend children's awareness of good behaviour and manners. Children quickly establish good relationships and are caring towards each other. Through well planned activities they learn to share and take turns and are developing a clear understanding of right and wrong. With encouragement, they are beginning to work in pairs or small groups. Most reception children are able to concentrate for suitable lengths of time. There are many planned opportunities introduce the children to the class routines of expected behaviour. In the morning circle sessions they learn to say "please and thank you". At lunch times they learn to talk sociably. Confidence is growing and many children are showing independence, being able to select equipment for themselves. At playtimes, reception children play cooperatively. The school deals sensitively and helpfully with the few children who find it difficult to adapt to school routines. Parents are made welcome to stay until the problems are overcome. Most nursery children are old hands and confidently show their mums round the classrooms of which they feel obvious ownership. The journey to Church for the harvest festival is one of many such training exercises. In the safekeeping of Year 6 pupils, the behaviour of the children outside and inside the Church was a credit to their parents and teachers.
- 4 Language skills generally are well below average on entry to the nursery. In response to good and very good teaching children make good progress and by the start of reception, they are nearer to achieving the desirable outcomes for markmaking and writing, speaking and reading. Roughly half are in line with the desired learning objectives by the age of five, although this is still below average. Listening skills are more advanced and children can pay attention well to their teachers and respond eagerly to questions and in discussion. The majority of children have a limited vocabulary and lower than average skills in self expression. Good opportunities are provided in the home corner and clinic areas for children to explore imaginative language as they discuss what dinners to cook, or what remedies to apply. The teaching of writing is good, and many reception children develop confidence in mastering some joined writing before they move to Year 1. The writing table is an area that frequently attracts the children. Nursery children learn quickly to enjoy stories, looking for rhymes and patterns. They are beginning to understand that words and pictures convey meaning and that books need to be the right way up. Teaching expectations are high and reception children are required to think in terms of characters of the book. Story choice is very appropriate. The enormous watermelon seems

to grow at every telling. Both classes make good use of their visits to the school library.

- 5 Mathematical skills are below average on entry to the nursery. Children make good progress in knowledge of number and most develop a satisfactory competence, achieving the expected learning outcomes by the age of five. Good, and some very good, teaching in both classes provides children with opportunities to recognise and order numbers using a wide range of apparatus and puzzles. Computers promote interest and speed of reaction in colour and shape matching. The children gain a sound awareness of capacity by filling and emptying containers and ordering them by size. The teachers have planned a good balance between formal taught sessions and informal practical experience of number, such as playing dice games, or making models with a strong number or shape content. Lower attaining children can count further when they are exploring a pattern of rainbows on a pegboard. Older children are encouraged to use their knowledge of number to solve simple problems.
- 6 Children on entry to the nursery still have a very limited knowledge about the natural world, plants and animals. Although they make good progress, they do not reach the expected learning outcome by age five. They are involved in a range of experiences, enjoying investigating physical processes, being excited by the change in materials when paint colours are mixed in art, and in the regular baking activities. Good teaching of interesting topics develops their vocabulary and widens their horizon. The 'autumn leaves' topic is a good vehicle for helping children to develop ability in skills such as cutting, sticking, joining. Following a good start in the nursery, reception children respond satisfactorily in the use of technology and they confidently select a computer activity. They are able to follow the screen activities without hesitation, controlling the mouse accurately. Children are encouraged to have an appropriate sense of curiosity about the passage of time. They recall events from their experience, and marking their increasing age on the birthday displays.
- 7 Physical development is below average on entry to the nursery. Children make good progress and achieve the desired outcomes in physical development by the age of five. Through the well planned programme children show increasing control, coordination and awareness of space in hall and playground. They grow in confidence in the use of apparatus. They are agile and adventurous when they explore the outdoor activity equipment. Nursery children combine role play as police cars and racing drivers with rapid movement across the playground, yet maintain a good sense of space and awareness of the safety of others. Reception children cooperate in the playing of small games and show sound control of the quoits, bats and balls that they use. Children starting nursery find fine manipulative skills difficult. These are suitably developed through a well planned programme of activities of increasing difficulty, using a wide range of tools, scissors, crayons, pencils and brushes, beads and threading.
- 8 Creativity is well below average on entry to the nursery. Although progress is good, pupils do not reach the expected outcomes by age five. Children enjoy a good range of creative experiences. They print, draw and create simple models and have opportunities to experiment with clay, fabric and different textures. Teaching is good in both classes and the teachers make good use of the classroom assistants to lead activities, such as collage work. Resources are good and well prepared and enable children to make good progress. Children love the stories, music and dance and are developing their knowledge of songs, rhymes and poems. Teachers plan a further range of activities, such as music circles, where children learn to handle simple instruments in unison.

## 70 ENGLISH, MATHEMATICS AND SCIENCE

### English

- 1 In the 1998 National Curriculum tests at the end of Key Stage 1, pupils' attainment in reading was below average and in writing it was average. However, the percentage of pupils reaching the expected Level 2 or above in reading was close to the national average. When compared to schools with pupils from similar backgrounds, reading and writing were above average. The increase in attainment over the previous three years was slightly below the national trend but the implementation of the National Literacy Strategy is raising standards. Attainment in writing over the previous three years was similar to the national trend. There were further improvements in the 1999 tests in both reading and writing but there are no national figures available yet for comparison.
- 2 In the 1998 National Curriculum tests at the end of Key Stage 2, pupils' attainment in English was below the national expectation. However, the percentage of pupils reaching the expected Level 4 or above, was close to

the national average. When compared to schools with pupils from similar backgrounds, the English results were above average. The increase in attainment in English over the previous three years was more rapid than the national trend, even though attainment was lower than average at the end of that period. Although there are no national figures for comparison, the 1999 tests show a slight deterioration due to a higher proportion of pupils with special educational needs. The inspection findings indicate that for this year's pupils, at the end of both key stages, attainment is now in line with the national expectations. However, in reading, it is above average at the end of both key stages. All these improvements are due to the good implementation of the National Literacy Strategy, an improvement in the quality of the teaching and the additional support for reading both at school and at home with parents' help. There is no significant variation in the attainment of boys and girls.

- 3 Standards of speaking and listening are average by the end of Key Stage 1. Pupils are showing confidence in reading aloud and in giving spoken responses to the big books they read together. Their answers to the teacher's questions show their understanding. Pupils talk to one another and adults confidently and respond appropriately to the questions that are put to them. Standards in reading are above average by the end of Key Stage 1. Pupils are using a sound range of strategies to reach meaning in their reading, including splitting up and sounding out words. The higher attaining readers are accurate and fluent. They are generally confident in the way that they tackle text and they read with a level of expression, which shows their understanding. They get involved in the characters in books and offer ideas as to motive and the consequences of the actions of characters. These pupils have sound alphabetical knowledge and use the index to locate information in non fiction books. Standards in writing are in line with the national average. The majority are writing in sentences and are using punctuation correctly. Handwriting is legible and consistently formed.
- 4 Standards in speaking and listening are average at the end of Key Stage 2. They are growing in confidence in speaking and reading aloud to large numbers, for example, when they participate in the Harvest Festival. They speak clearly and communicate meaning well. They have few opportunities to develop and extend their speaking through, for instance, role play, drama and discussion. Standards in reading are again above average at the end of Key Stage 2. Year 6 pupils read well with expression that shows understanding. They talk about characters using sound examples to illustrate the points they make. They use a sound range of methods to decode unfamiliar words and are independent readers. They have acquired some skills to select books, although these skills are limited at present by the lack of number classification in the library. Standards in writing are average at the end of Key Stage 2. Punctuation is sound and the higher attainers are using grammatical conventions, such as speech marks and paragraphs. They gain sound standards when writing narrative, diaries, and composing letters. Year 6 pupils also have sound knowledge of aspects of language such as direct and indirect speech, adjectives and adverbs.
- 5 Progress is good across both key stages. The younger pupils at Key Stage 1 develop their speaking and listening skills, for example, through their discussion of the events in a book during literacy hour. They use an increasing range of strategies to reach meaning in their reading. Their writing develops well and handwriting is consistent in size and form. At Key Stage 2, pupils make good progress in speaking and listening when they discuss, for example, their reactions to characters in plays. They form opinions about what will happen next and compose suitable dialogue. They build on their reading skills as they make good progress through the reading scheme. Most pupils are developing well as independent readers. Writing tends to be short, but features increasingly complex structures, such as subordinate clauses. Information technology is underused and this would provide good opportunities for extended writing. The progress of pupils with special educational needs is good. Teachers employ sound methods to identify and to support individual needs. Pupils are often placed in groups that reflect different abilities and are given work which challenges and builds on previous knowledge. The school has successfully introduced the literacy hour and pupils are making good progress in these lessons.
- 6 At both key stages pupils respond well to the subject. They generally show interest, sustain concentration, try hard and support each other, especially when speaking and listening. They have respect for each other and are keen to cooperate with teachers. Relationships between pupils and their teachers are very good. They are keen to contribute in whole class sessions; the big book being particularly popular. Some pupils at Key Stage 1 are less motivated when they do not fully understand the task they have been set.
- 7 The quality of teaching is never less than satisfactory and much of it good and one quarter, very good. Teachers' knowledge and understanding of the subject, methods and organisation and class management is very good. In the best lessons, pupils are given a clear guidance for what they have to learn and opportunities are given to evaluate the learning. Teaching is also very good when pupils are given strategies for approaching

tasks. Lessons are conducted at a good pace, frequently with time targets. A strength of teaching in all classes is the quality of medium term and short term planning for the National Literacy Strategy. Teachers effectively structure lessons well to maximise learning, including appropriate consideration for pupils' differing ability levels. The teachers have made very good progress in implementing the literacy hour. This initiative has received the enthusiastic support of the governing body through the interest and participation of the governor for literacy. Teachers have benefited from professional development courses for literacy training and the opportunity for the coordinator to monitor and give guidance on teaching for all staff. Homework is used effectively for parents to support the work of the school's literacy strategy, especially in reading. Although the quality of day to day assessment is generally good, procedures for assessing pupils' attainment and the use of assessment to influence planning is not yet fully implemented. The library is regularly used but there is a need to develop a more rigorous lending policy and introduce a classification system similar to that used in a public library. The leadership of the subject is very good. The coordinator has ensured the successful implementation of the literacy strategy and given good support.

## 77 Mathematics

- 1 The results of the 1998 National Curriculum tests at the end of Key Stage 1 indicate that attainment is above the national average and well above that of similar schools. In the 1998 end of Key Stage 2 tests, attainment is well below the national average but average for similar schools. These results, at both key stages, show an improvement since 1997. The results for 1999 exceed the targets set by the school. Although Key Stage 1 results overall are slightly lower than the year before, at both key stages, more pupils are achieving at a higher level than those expected for seven and eleven year olds and at Key Stage 2 there has been an increase in the number of pupils gaining Level 4 and above.
- 2 The inspection findings for seven and eleven year olds confirm that standards are average and similar to the 1999 results. There is some evidence of higher attainment in numeracy at Key Stage 1. These findings exceed the targets the school has set. In this present group of seven year olds, there is a significant minority of special educational needs pupils who will not attain the nationally expected standards. The composition of the 1998 cohort of seven year olds who achieved above average standards, contained few pupils with special educational needs. The school is also increasingly admitting a transient population, which results in fluctuations in standards from year to year. The school has improved its attainment since the last inspection and, over the past three years, standards have risen. This is due to the improvements in teaching, the support and monitoring by the coordinator and senior staff, improved planning and analyse of test results and the training for and introduction of the National Numeracy Strategy.
- 3 By the end of Key Stage 1 pupils use number and measuring skills fluently in a variety of situations which includes good recall and accuracy of mental calculations up to 100. Although pupils are encouraged to explain how they work out problems, their responses are sometimes limited owing to a lack of fluency in their speech. However, they generally use the correct technical vocabulary and are becoming skilled at solving number problems and puzzles confidently in a variety of contexts. There are fewer opportunities for them to try different approaches, devise ways of recording or choose their own equipment. Higher attaining pupils recognise the patterns in even and odd numbers and understand place value in tens and units when they add three numbers together up to 100. Lower attaining pupils are secure with number sentences to 20. With the introduction of the numeracy strategy, pupils are now gaining an appropriate range of practical experience in measuring and most understand the properties of two dimensional and three dimensional shapes. They also estimate and use standard measures, identify lines of symmetry on the alphabet and tell the time. Pupils collect and record information on block graphs but have yet to begun to interpret results.
- 4 By the end of Key Stage 2, pupils are in the early stages of taking responsibility for planning, organising and recording work themselves. Although previous work shows little variety of approaches to problem solving, especially involving 'real life' situations, recent planning for the numeracy strategy is beginning to focus on pupils using and applying their mathematical skills in more meaningful ways. Higher and average attaining pupils are developing a good mental facility to work competently on a wide range of calculations in number and measure. At this early stage of the term, higher attaining Year 6 pupils are learning how to reduce a fraction to its simplest form, while lower attainers are beginning to understand the equivalence of fractions. When measuring, pupils calculate the area and volume of different geometric shapes but have a limited understanding of how to use negative numbers or produce scaled drawings. A significant minority of lower attaining pupils require more support to complete work successfully. Pupils have very limited skills in solving problems by

explaining and interpreting information from graphs and charts.

- 5 Progress is good at both key stages for all pupils, including those with special educational needs. A high priority is placed on pupils developing competency and confidence in numeracy. The recently introduced numeracy strategy has been well planned and the usually high quality and interactive teaching is a strength and having a very positive effect on raising standards and accelerating progress. This progress has yet to work its way through to the end of Key Stage 2. Oral work each day focuses on consolidating and extending mental skills, increasing pupils' confidence in using the correct vocabulary and understanding number bonds. The good teaching session that follows enables most pupils to work well on their tasks. They know what to do and are well supported in learning the skills to make good progress. The plenary session at the end of the lesson gives pupils the opportunity to present their work and most teachers use this session very well to reinforce understanding and correct any misunderstandings. Although good progress is generally made in some aspects of problem solving, especially at Key Stage 1, there are few examples of investigations related to real life situations. The lack of development in the use of information technology has resulted in very slow progress in using computers as a tool for collecting and interpreting data across the school. Numeracy skills are used soundly across the curriculum in an incidental way, rather than part of a planned programme. For example, in design and technology, measuring skills are used to design and make a shelter and a tally sheet is prepared for a consumer test on different kinds of bread. Literacy skills are promoted well through discussion, explaining mental strategies and recording information.
- 6 Behaviour is very good in most classrooms and pupils work hard to complete the tasks set for them. They are often highly challenged by mental computation and tackle problems without giving up. In group tasks, pupils have usually been well trained to work independently without the direct support of an adult but, in some lessons, pupils are not yet showing enough initiative in choosing materials or trying out their own ideas in investigations. Pupils are keen to answer questions and, although they are not always fluent, they are beginning to use the correct mathematical vocabulary. Most take a pride in their work and are pleased when they have been successful. Where pupils work together on shared tasks, they show sensitivity and support for each other. This was particularly noticeable in Year 5, where pupils used their own initiative to help a pupil with physical difficulties to complete her work.
- 7 The quality of teaching is good at Key Stage 1, with 50 per cent of very good lessons at Key Stage 2. There were no unsatisfactory lessons. This is an improvement on the findings of the previous report. Since the last inspection, there has also been an improvement in providing a wider range of resources and materials and there is no longer an over reliance on printed work sheets or a published scheme. Staff now have a secure and confident subject knowledge and share a common understanding of numeracy and how best to promote it. Planning is thorough and detailed, with a consistent approach and structure to develop and extend skills and accuracy and enable good progress to be made. There is also a good focus on pupils using and developing the correct vocabulary and explaining how they arrive at answers in their calculations. Pupils are usually grouped according to attainment and work is generally matched to their levels of ability. There are one or two problems yet to resolve on how best to adopt a flexible approach of support for special needs pupils during the main teaching focus of the numeracy strategy. In the very good lessons, skills are well taught and staff use questions particularly well to build on knowledge acquired earlier and set time limits for pupils to complete their work. Good relationships are formed and mutual respect and accepted classroom practices are well established in nearly all the classrooms. Good management and timely interventions support individuals and help pupils become more efficient in their calculating strategies. A good range of activities is planned to stimulate interest and help pupils to use the skills acquired during the teaching for their independent tasks. This was particularly well done in a Year 5, lesson with opportunities for pupils to extend their skills in fractions by devising their own 'guess my number sentence' and present the questions at the plenary session. A particular strength of this teaching was also the use of assessment and evaluation of the lesson and the subsequent modification of the planning for the next lesson. This is not yet established practice in the rest of the school in mathematics and more work is needed to use assessments to identify pupils' strengths and difficulties, set targets for them to achieve and plan the next stage of work. Past work in books shows an over dependence on repetitive exercises and a lack of purposeful problem solving but recently, there has been a significant improvement in the quality of work set for the pupils. Homework is regularly given and used effectively to support pupils' work.
- 8 Very good management of the subject from the coordinator has successfully prepared the staff for the numeracy strategy. The impact from this training and other support has improved teaching skills and is raising standards. Effective analysis of test results and improved planning is also contributing to these improvements. The well qualified coordinator is very committed to continuing this progress by carefully monitoring the provision. She has already identified that further developments are needed in problem solving, the use of information

technology and a more reliable system of assessment. The numeracy strategy is well resourced apart from the lack of computers and software to support learning.

## 85 Science

- 1 In the teacher assessments for seven year olds in 1998, pupils' attainment was well below average. In the tests for 11 year olds it was below average. Although there are no national comparative figures, there was a slight increase in percentage of 11 year old pupils reaching Level 4 in 1999. The inspection findings indicate that for this year's pupils, there is a good improvement of standards in all aspects of science. By the end of both key stages, pupils' attainment in science matches the level expected for their age. This is due to improved teaching strategies and the introduction of the new and good scheme of work. The improvements in literacy have also helped to raise standards in science. In comparison to schools with pupils from similar backgrounds, the performance of pupils in the tests at the end of Key Stage 2 in 1998 was above average. The present attainment levels in science are similar to the findings of the last inspection report.
- 2 By the end of Key Stage 1, pupils have a satisfactory knowledge of all the components of science. For instance, they know that humans produce babies and these babies grow into children and then to adults. They have a good knowledge of senses, which enable humans to be aware of the world around them. They study materials and they know which materials would be more suitable to produce a wheel or a door or a window and they can explain why. They have a basic understanding of electricity and know that a simple electrical circuit can light a bulb. By the end of Key Stage 2, standards are again average in life processes and living things, materials and their properties and in physical properties. For instance, they have a sound understanding of need to eat healthy foods in a balanced diet. This was seen in a Year 5 lesson, where pupils looked at a range of food labels from a supermarket and classified them in healthy and unhealthy foods and said whether they were fats, carbohydrates or protein. Pupils' standards in experimental and investigational science at the end of both key stages is sound. For instance, in Year 6, pupils can set up an experiment to demonstrate the importance of water in the germination of cress seeds. They can compare the results of their investigations and reach valuable conclusions. Speaking and listening skills are well developed in science. Pupil's ability to use information technology to analyse investigations, prepare graphs and carry out research is weak. The skills of pupils to present work in their books are satisfactory.
- 3 Within both key stages, progress is now good for the majority of pupils, including those with special educational needs. In Year 2, good progress was seen in lessons where the teacher had invited a parent with a two year old child. The comparison of costs and clothes the child had used as a baby enabled the class to make good progress in the understanding of human growth and the requirements needed to aid that growth in terms of food and energy. Older pupils have progressed well in their knowledge of electricity and can describe a range of electrical equipment in the home, as well as being able to incorporate a home made switch into an electrical circuit. Progress in experimental and investigative science is good, especially with Key Stage 2. Pupils understand the need to set up a fair test and try to predict results before proceeding with the investigation. Progress in the use of an appropriate scientific vocabulary throughout the school is generally good. The successful introduction of the literacy hour has made a good contribution to this progress in the use of scientific language.
- 4 In all lessons, pupils' attitudes to science are good. They listen carefully and work conscientiously and willingly. They enjoy science and work both independently and, when required, in cooperation with others to achieve results. They respond well to question and answer sessions, as in the lesson on dissolving materials in Year 6. Most pupils sustain concentration and, when given the opportunity, respond appropriately to challenges.
- 5 In a majority of lessons, the quality of teaching is good, with some very good teaching on occasions. In the more effective lessons, teachers' knowledge is good and their questioning techniques challenging. Teachers explain the scientific concept or the lesson objective clearly. In experimental work, teachers stress the importance of predicting results and setting up a fair test. Teachers use a variety of styles and strategies and well thought out ideas to motivate pupils. This was seen in a lesson in Year 1, where pupils investigated the effectiveness of their sense of touch by timing how long it took to hang pegs on a line while wearing gloves, compared to using the uncovered finger and thumb. Often, an emphasis is placed on the value of science in everyday life. Teachers often plan well for lessons but do not always write this planning down in detail. Consequently, they sometimes do not plan different work for the differing abilities in their class and the lesson

structure does not always identify the progressive development of skills, knowledge and understanding. Assessment of individual pupils is not carried out frequently enough and consequently, teachers are not always aware of how successful their teaching has been in order to plan more appropriate work. Teachers use information technology only very occasionally to support the teaching of science. Homework is given to pupils and this helps their attainment and progress. The quality of marking in pupils' books is inconsistent but on occasions, work is well marked with appropriate comments.

- 6 The quality of the leadership to support the teaching of science is good. The coordinator is introducing a good new scheme of work and is aware that assessment procedures need developing further. She has developed good learning resources but there are very few out of school visits to enhance the science curriculum. A few classrooms have plants and the nursery keeps goldfish which give children a few opportunities to observe living things.

## 91 OTHER SUBJECTS OR COURSES

### Information Technology

- 1 Standards of attainment at the end of Key Stage 2 are below average, and they are not in line to achieve the national expectation by the end of the year. Provision at Key Stage 2 is unsatisfactory and does not meet the requirements of the National Curriculum in breadth or balance. Standards of attainment at the end of Key Stage 1 are broadly in line with those expected for the pupils' age. Building on the solid foundation laid in the early years, Key Stage 1 is able to deliver a reasonable standard on the equipment available, and pupils have experience of the required strands, including controlling programmable devices.
- 2 Towards the end of Key Stage 1 most pupils are able to manipulate a mouse with accuracy, can use word processing with simple editing techniques for communication. They can investigate colour, shape and pattern well using an art package and can give instructions to a programmable device to make it move across the room. Towards the end of Key Stage 2, word processing is still the dominant strand. Pupils change fonts, colour and size of print and retrieve information from CD-ROM programs. They use simple programs to control models of traffic lights but have limited recall of how to enter information into a database and display it as graphs. They do not know how to obtain and use information from sensing equipment in science or geography. Several pupils in most classes have experience of using the digital camera.
- 3 Some of the weaknesses identified in the previous report have been resolved, but others have taken their place. The staff response to that report was determined, and the action plan was effective. A well targeted programme of in service training, and the acquisition by all teachers of a personal computer has helped to raise the level of teaching expertise above that found in 1996. The introduction of a curriculum framework has given a basic direction to teachers' planning. The level of equipment, described as "very well resourced" in 1996, is now inadequate. The local education authority has begun to build up the school's stock of new computers, including one linked to the Internet. The school values this support highly and has brought them into use as quickly as possible. However, when they are allocated to Year 6, the younger classes remain under resourced. If they are shared out throughout the school, the Year 6 pupils are significantly disadvantaged. The detailed development plan is inoperative in the absence of equipment to support it.
- 4 Progress at Key Stage 1 is satisfactory. It is unsatisfactory at Key Stage 2. Progress within individual lessons at both key stages for all abilities, including those with special educational needs, is satisfactory. Several valid strategies are in use, for instance, whole class teaching and the use of a support teacher to give intensive tuition to small groups on the new Internet. In some classes, groups of pupils are encouraged to develop independence by working out their own procedures after some initial tuition. All of these strategies work well. However, they all rely on a follow up period where individuals or pairs of children get time to practice the new skill. The organisation of class work does not allow sufficient time for the whole class to get through the program at a good rate. A secure strategy to get pupils on the machines and working is missing. Pupils acquire skills and software at a slower rate than possible, and over time items shown in the planning are not always covered.
- 5 Some elements within the teaching are strong. This is an improvement on the previous report, which found little evidence of skills being reinforced through teaching. Clear explanations and relevant demonstrations enable pupils to see exactly how various procedures work, and how the new learning fits in with previous activities. In the lessons where pupils receive direct tuition they make good progress, often in both computer

skills and the content knowledge embedded in the software. When pupils get hands on opportunity to practise the skills of the week they make effective progress, particularly if they are supervised by an adult, or where a more experienced partner is guiding one less experienced. One peer tutor in Year 1 was determined that his partners would understand the method of controlling the floor robot, and by the end of his lesson succeeded. Good support is given to pupils with special educational needs. They derive much benefit from small group tuition and from the availability of the computer to make recording easier in a variety of subjects, and make good progress at these times.

- 6 Pupils' response remains unaltered since 1996. They remain enthusiastic and trustworthy, using equipment sensibly and sustaining concentration when out of direct supervision. They remain calm when the technology breaks down.
- 7 The curriculum written into the school framework is sound but the planning does not always ensure that pupils get the full coverage of the National Curriculum requirements. This represents a good first stage of planning. The detail, such as that included in the new national guidance, which spells out a precise sequence of skills learning, has yet to be included. This will become increasingly necessary if the ambitious targets set out in the development plan are to be realised. Staff expertise is satisfactory for the present level of pupils' ability. Teachers' daily planning links to an overall progression, but does not set out the skills development in detail, and therefore has nothing structured against which to assess pupils' progress. Assessment procedures are underdeveloped in information technology. It is therefore more difficult to plan future work effectively. Literacy and numeracy are not planned to be specifically part of information technology, but are constantly interlinked with the use of the computer as pupils read the screen instructions or type in their work, or solve the variety of number problems. A range of applications is planned into the structure of the framework, for example the use of CD-ROM, to find information about ancient Greece or the Aztecs, and this aspect is satisfactory.

### **Religious Education**

- 1 Provision for religious education has improved since the previous inspection. Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus. The weakness in the early junior years is no longer apparent and, presentation of work by the school as a whole, is at least satisfactory, often good. By the end of Key Stage 1, pupils have a sound knowledge of facts about the life of Jesus and an understanding of prayer and of the importance of links within the community. By the end of Key Stage 2, pupils have added further knowledge, for instance, of the Ten Commandments and have studied the differences between Christianity and the Moslem religion. They have also extended their understanding for example of the effects of changes in their own lives. One Year 6 girl sees a change in growing up now that "my Dad can actually trust me".
- 2 Progress in lessons at both key stages is satisfactory. In particular lessons it is at times good. Progress is closely linked to teaching, which is sound throughout the school. The medium term planning is good and shows the steps of development of an idea. So, over time, pupils develop the idea of relationships from best friends, to the family, the school friendship groups and finally the whole school community. In assemblies, pupils see how every member is valued and they have a clear perception of how rules fit into the overall picture. The progression of pupils' ideas about special places, times and events is clearly outlined in the long term plans and charted by pupils' work in books or on display. In the best lessons, content is presented in a variety of interesting ways. The physical linking of pupils by strands of wool is a graphic and memorable way of showing the interconnection of all the roles, which bring food from the seed to the breakfast table. Teaching at this enthusiastic level is very good and enables pupils to make very good progress and form particularly clear impressions.
- 3 The starting point of many lessons is the effective use of stories, well selected and this is a valuable link with literacy. Pupils are always attentive and many are eager to contribute actively with answers or suggestions. Writing is well used to enable pupils to record their ideas. The colouring in mentioned in the earlier report has all but disappeared, as pupils are happy to demonstrate ownership of more powerful tools of communication.
- 4 The quality of the teaching is satisfactory. The teachers' high expectations of the pupils show in the progress made in the complexity of pupils' writing over the years. There is good equality of opportunity for all pupils to engage in these activities. Pupils with special educational needs find the recording more difficult. Teachers have a good awareness of this and encourage these pupils to speak their ideas, which are as insightful as any others and give them additional help with writing in a simpler form. Numeracy does not feature particularly



recorded work and is not built into the planning. Teachers' daily planning is very basic. It is in the form of brief notes. This tends to restrict their use of the strategy of making the lesson objectives explicit to the pupils, to give them a clear overview or context of the progress they are making. Very little work is planned for pupils having different abilities. However, the longer term planning ensures that any repetition of topics is always at a higher level. Repetition is no longer the negative feature stated in the previous report. The lack of a simple and effective means of assessing key elements of pupils' progress in learning about religion and learning from religion inhibits teachers in evaluating the effectiveness of their teaching, and the impact on pupils' development.

- 5 The scheme of work just completed at the time of previous inspection is now in use and enables teachers to plan confidently, within a structured framework. The curriculum for religious education is satisfactory and nearer to meeting the requirements of the locally Agreed Syllabus. Pupils' books from last year show that the emphasis has been on Christianity and on the acquisition of facts. The balance of study of other faiths, while present, was limited. Last year's emphasis was on the recording of facts. The lessons observed are much more concerned with pupils' understanding, interpretation and comparison with other things that they know. These lessons, particularly when they are founded on the study of artefacts, promote good progress in the development of pupils' awareness of the relevance of religious ideas in their own lives. In the lessons, the level of spirituality, that is the pupils' awareness of reflection, of the achievement of the human spirit, is improving over last year. There are instances of this in other subjects, but it is not planned in a structured way.

### 103 **Art**

- 1 Only part of two lessons was seen during the inspection. However, an examination of pupils' work and discussions with pupils and the art coordinator, indicates that progress throughout both key stages is satisfactory. This was similar in the last inspection. Across the school, pupils learn to work with a range of materials and they produce good images in both two and three dimensions. In developing their imaginations they have looked at the work of famous artists and used some of their techniques in their work.
- 2 In Key Stage 1, pupils produce drawings, paintings, collage work and create clay models. They are able to mix their own paint and are aware of line, tone, colour and shape in their creations. They study the work of Monet and attempt paintings using his style. At Key Stage 2, they develop their skills further and get involved in some quite complicated drawings, for instance, looking at perspective in buildings. Some particularly effective work was seen using chalk to draw in the style of Durer on the theme of "The praying hands". Older pupils use a wider variety of materials, such as wax, fabric and card. Some challenging work is planned to model using a variety of junk material.
- 3 In the few lessons seen, pupils respond well to art. They take pride in their work and are happy to discuss it, evaluate it and state how they think it can be improved. They prepare materials well for lessons and tidy up efficiently at the end of lessons.
- 4 Teaching in the lessons observed was predominantly satisfactory and there is sufficient evidence on display to judge teaching to be at least satisfactory throughout the school. Teachers plan for pupils to cover a variety of work using a range of media.
- 5 The coordinator is supportive to the teachers and has produced a good art policy and scheme of work. Resources and materials are good and well stored. The whole of the school has been involved in a project to improve the corridors and non teaching areas with appropriate art displays. The subject is enhanced, on occasions, by a visit to the Woodham Gallery to view miners art and to the Laing Art Gallery to view the work of Victorian artists.

### 108 **Design and technology**

- 1 Provision for design and technology is much improved since the previous inspection. The coordinator has wisely adopted the national guidance on design to link with the satisfactory school scheme of work, which rightly emphasises skills. This enables teachers to plan a comprehensive coverage of work in a sequence of steps, so that pupils make sound progress through both key stages. The subject is no longer under represented, and the missing focus on design in 1996 is fully redressed.

- 2 Teaching, observed at Key Stage 2, is good overall. Though teaching was not observed at Key Stage 1, the level of planning and the samples of work retained for scrutiny, suggests it is of a similar quality. Teachers have a good subject knowledge following well targeted in service training. This enables them to build the aspect of design well into their planning and preparation. Most lessons start with a study of the artefact to be designed and made, using a very wide range of examples, for instance, of photograph frames or money holders. Pupils' response is thoughtful as they study the items and begin to make their decisions as to what form they will select. A good level of discussion takes place with partners on how they will tackle the design and ultimately, the making. Teachers use clear explanations and instructions and good question and answer techniques draw out from pupils the knowledge they already have. Therefore, pupils set to work quickly and confidently, aware that they will have to record the details of what they have decided and, in the last session of the unit of work, write down their evaluation of the finished article.
- 3 This discussion and writing, not only uses but also enhances, the pupils' literacy skills. Pupils use realistic evaluations of their work as a basis for improving their constructions. Because it takes place in a relevant context, pupils are enthusiastic in these applications of speaking, listening and writing and develop these skills well over time. Technical vocabulary is introduced well but not sufficiently extended. Pupils with special educational needs write in less detail and are given good support to do this. In design drawings and the actual making they often exceed their classmates and make good progress in this respect. Response is always good and often very good.
- 4 Numeracy, though not formally planned into the lessons, either on a day to day or on a longer term basis, is an integral part of the activities. Teachers involve pupils in looking at suitable shapes and accurate sizes of things. They sharpen their measurement skills in this way. In the best lessons, excitement, exploration, discussion and formal mathematical recording come together to make a memorable impression. To have a consumer survey of a wide variety of bread is a very good starting point for a project on food technology. Teachers do not plan in sufficient detail. The lack of greater detail, inhibits them, for instance, in communicating the components of the objectives, or opening up the nature of the attainment targets for those higher attaining pupils who would benefit. Lessons are mostly well structured, with good plenary sessions to summarise what has been learned. Occasionally teacher input talk extends too far and pupils, anxious to get started, miss the time to develop a further skill, for instance notetaking of their own discussions.
- 5 Pupils reach standards in line with those expected for their age by the time they leave the school. Most projects are open ended allowing the higher attaining pupils a good level of challenge. Good links with other subjects, such as science, are established. Year 6 pupils, for instance, extend their scientific knowledge by evaluating the games based on electrical circuits, which they had made for the nursery children. There is good equality of access for boys and girls, and they work together cooperatively in mixed groups. Provision fully meets the requirements of the National Curriculum.

## 113 Geography

- 1 Only one lesson was seen during the inspection. However, the examination of pupils' work, displays around the school, teachers' planning and discussions with pupils and the coordinator, indicates that while progress is satisfactory at Key Stage 1, it is unsatisfactory at Key Stage 2. This is mainly due to a weakness in the planning and insufficient coverage of the syllabus. Many of the weaknesses from at the last inspection have not been addressed, due in part to the focus on literacy and numeracy and the reduction in time allocation. The good progress at upper Key Stage 2 has not been maintained.
- 2 By the end of Key Stage 1, pupils have a limited knowledge and understanding of their local area. They draw and talk about their journey from home to school and describe some of the buildings they pass. Pupils know the countries that make up the British Isles but are unable to find their country on a map of the world. Using the story of 'Katy Morag and the two grandmothers' pupils are just beginning to be aware of the differences between a rural and urban environment but their geographical language and mapping skills are very limited. By the end of Key Stage 2, pupils' skills in using fieldwork to investigate and communicate their findings are unsatisfactory because of a lack of coverage. They have a superficial understanding of a river system and a very basic knowledge of their local area. They occasionally use four figure coordinates and can follow a basic route but their mapping skills are underdeveloped and they seldom use large scale local maps. They have little understanding of any places outside of their own area, identify few other countries, rivers or mountain ranges

and have had no opportunity to draw to scale. Their knowledge and understanding of environmental issues is very restricted.

- 3 In Year 1, pupils extend their knowledge and understanding of places, by local visits and writing and drawing about different kinds of homes and the similarities and differences in the types of buildings. In Year 3, pupils locate their holiday destinations on a map of the world and write a simple sentence to describe how they travelled there. Some basic mapping skills and information on the local area follows on from this at Key Stage 2 but there is no progression seen in pupils' work and often, skills are repeated at the same level. For example, in Years 3, 4 and 5, only two figure coordinates are covered without any further development. There is also no focus on extending geographical vocabulary progressively through the school. Few opportunities are provided for pupils to carry out research, although there is a good supply of books in the library. The computer is not used to enrich opportunities further and only a few visits are planned outside of the immediate environment to help widen knowledge and understanding. Literacy and numeracy skills are practised satisfactorily through discussion, measuring and recording information but meaningful links with other subjects are under developed.
- 4 The coordinator is fully aware that there are improvements to make to the curriculum, especially at Key Stage 2. The planning does not realistically match the reduced time allocation and, with limited coverage, the curriculum is no longer broad, balanced or progressive. There has also been no monitoring of provision and daily planning lacks detail. These weaknesses have affected standards particularly in the development of mapping skills and the understanding of the local environment and cultures further afield.

## 117 **History**

- 1 Progress is satisfactory in both key stages for all pupils, including those with special educational needs. The constraints of the timetable do not allow the subject to be taught in depth. Pupils in Year 2 are developing a sense of chronology by finding out where they fit into their own family tree. By working out photographs they recognise that people change over time. Year 3 pupils recognise that ancient Egyptians used papyrus to write upon and mummified their dead. They know that this was a long time ago before the birth of Jesus. They use a CD-ROM to extract information. Year 4 pupils research information about Aztecs using reference books and in Year 5, pupils recognise that the ancient Greeks lived, shopped and traded in a different way from today. Year 6 pupils recognise the difference between a Victorian household and their own. They can also describe how information about the past is collected through archaeological discovery, studying old buildings and from contemporary written sources.
- 2 Pupils have a positive attitude to history. They enjoy researching to find information and they especially related to the fate of evacuees during the last war, by writing imaginative and vivid diaries. When given a task they settle down to work immediately. They cooperate with one another in group work, especially using the computer and take great pride in the presentation of their work.
- 3 At Key Stage 2, teaching is at least satisfactory and good in half of the lessons observed. No lessons were observed at Key Stage 1. Teachers employ skilful questioning to promote understanding. They prepare effectively and have suitable resources for the tasks they set. They promote literacy as they improve research skills, using books and information technology and develop writing for different purposes.
- 4 The curriculum is supported by a good scheme of work and a suitable policy. However, the written planning is not always in sufficient detail to ensure the progressive development of skills, knowledge and understanding and the provision of appropriate work for pupils with differing abilities. The coordinator lends support by advising colleagues when required. Resources are good, including a wide range of artefacts. They are centrally stored and easily accessible by staff.

## 121 **Music**

- 1 Throughout the school, most pupils acquire the skills and experiences expected of them in performing, composing, listening and appraising. Standards have been maintained since the last inspection. By the end of Key Stage 1, pupils sing tunefully from a satisfactory range of songs and hymns with good diction, rhythm and enthusiasm. When playing instruments pupils keep to a steady beat, add a simple accompaniment and recognise the changes in tempo. By the end of Key Stage 2, pupils sing confidently with satisfactory control, tone, tempo and rhythm. Singing is closely linked to collective worship and special religious services and there

is only one class at Key Stage 2 in which pupils have the opportunity to sing regularly together. In this Year 5 class they sing unaccompanied and tunefully from a good range of songs in two parts and generally maintain their own melody well. There are some limited opportunities to play untuned instruments and compose together but pupils seldom use percussion instruments or make a pictorial score to help in the understanding of the language and structure of music. Pupils from both key stages listen to music chosen for assemblies and, in lessons, hear a limited range of music from different times and cultures. There are a small number of pupils who are learning to play the recorder and read notation and one pupil who plays the violin.

- 2 Progress is satisfactory at both key stages for all pupils, including those with special educational needs. Although pupils increase the repertoire of songs they have learnt from memory, some classes seldom sing regularly to improve their singing because of a lack of staff confidence. This particularly applies to Key Stage 2. However, although there is no choir, there is a regular hymn practise, where singing is practised and pupils sometimes have the opportunity to perform to their parents and other visitors on special occasions. There is no personal research into music or the opportunities to use a tape recorder or computer as learning resources. Few visits or visitors are planned for pupils to enjoy and extend their understanding of live music.
- 3 Pupils are interested in music and respond particularly well in lessons where staff are confident and have planned challenging work. They genuinely enjoy singing to an audience and in the harvest festival service they tried very hard to keep in time with the organ and sang with enthusiasm. The few pupils playing instruments show high levels of concentration and practise regularly at home to improve their performance.
- 4 Teaching is satisfactory at both key stages. Some staff have a secure musical knowledge and are confident in teaching the subject well. They plan a good variety of appropriate activities and support pupils to develop their skills further in singing, playing and appraising. A few staff are not as confident and accept lower standards from the pupils. Lessons are planned and delivered without considering how musical ideas should be taught and developed further. This weakness in teaching is largely due to the absence of detailed guidelines to help staff plan in more detail and teach the skills at the correct level. Although staff have been supported with ideas, there has been little monitoring of provision and limited staff development.

## 125 **Physical Education**

- 1 Progress and attainment are good in gymnastics and games aspects of physical education in both key stages. At Key Stage 1, pupils perform in a controlled manner, steadily improving their performance. They use apparatus appropriately with due regard to style and safety. Pupils' good techniques in gymnastics, such as jumping and rolls, lead to a more complex sequence work in Year 6. At Key Stage 2, pupils use large balls to pass and throw correctly, leading to the good skills obvious in team games in Year 6. This good progress owes much to specialist teaching from the local secondary school and the additional coaching and practice gained by the many who attend after school clubs.
- 2 The behaviour of pupils is consistently good. They pay careful attention and carry out instructions thoughtfully. This was clearly evident in a gymnastics lesson where pupils in Year 6 displayed a mature use of space and adapted sequences effectively to differing constraints. They concentrate well and have a desire to improve. They perform safely having due regard to the needs of others. They treat all equipment with care and dress appropriately for all lessons. Any misdirected apparatus is retrieved and returned sensibly with the minimum of delay.
- 3 Teaching is at least good and some cases very good. Teachers have good subject knowledge and plan within lessons for the progressive development of skills. There is however, no evidence of medium term planning which would assist on going assessment. Teachers are well organised, prepare pupils with warm up exercises and give clear instructions. Techniques are taught in sequence and pupils are given time to practise and refine their performance. At all times, fair play and appreciation of other pupils' efforts is fostered. There is due regard to safety.
- 4 The subject coordinator has only been in post for one year and is aware of the needs of the subject. A suitable policy exists, which is supported by a scheme of work. However, the written planning is not always in sufficient detail to ensure the progressive development of skills, knowledge and understanding or the appropriate provision of work for pupils with different abilities to ensure progression and coverage. The school uses the services of a specialist teacher from the secondary school. This arrangement is highly beneficial to the school as

the teacher brings many good skills and ideas. There are no opportunities at present for outdoor and adventurous activities; however, the school is organising a residential course this coming year. Swimming is done at a local pool. The school competes successfully with other local schools at football. Resources are good, well maintained and conveniently stored.

129 **PART C: INSPECTION DATA**

129 **SUMMARY OF INSPECTION EVIDENCE**

- 1 Five inspectors spent the equivalent of 19 days in school. The number of lessons or parts of lessons seen was 63 and over 52 hours of observation, listening to pupils read and scrutiny of their work were undertaken. Pupils across the age range were questioned about their work and some were asked about their school. A sample of all the work of at least three pupils from each year was scrutinised for standards, progress, marking and quality of presentation, as well as a full years work from some pupils in the previous year. Scrutiny and assessment of all work on display was undertaken. Many pupils had work scrutinised during lessons. A sample of pupils, at least three from each year group, was heard to read and attainment was assessed against national expectations and for interest, enjoyment, fluency, accuracy and understanding. All teachers were observed working in the literacy hour and in numeracy lessons. Most lunchtimes and breaks were observed in whole or in part.
- 2 The chair of governors and other governors were interviewed; the headteacher was interviewed several times. The deputy headteacher and other teachers were interviewed at least once. The secretary and support staff were engaged in formal discussions about their work and responsibilities. Most assemblies were attended. Points raised at the parents' meeting and in written comments on the questionnaires were taken into account. All documentation provided during and prior to the inspection was read and a sample of pupils' reports and records and all teachers' planning were scrutinised.

131

131 **DATA AND INDICATORS**

131 **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	199	1	38	73
Nursery	21	0	0	6

131 **Teachers and classes**

131 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	22

131 **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	99

131 **Qualified teachers (Nursery)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	21

131 **Education support staff (Nursery)**

Total number of education support staff:	1
Total aggregate hours worked each week:	33
Average class size:	27.5

131 **Financial data**

Financial year:	1998-1999
	£
Total Income	412,306.00
Total Expenditure	403,226.00
Expenditure per pupil	1,563.00
Balance brought forward from previous year	21,852.00
Balance carried forward to next year	30,932.00

## PARENTAL SURVEY

Number of questionnaires sent out:	160
Number of questionnaires returned:	4

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	25	50	-	25	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	25	-	-	25
The school handles complaints from parents well		75	-	-	25
The school gives me a clear understanding of what is taught	25	50	25	-	-
The school keeps me well informed about my child(ren)'s progress	25	75	-	-	-
The school enables my child(ren) to achieve a good standard of work	50	50	-	-	-
The school encourages children to get involved in more than just their daily lessons	25	50	25	-	-
I am satisfied with the work that my child(ren) is/are expected to do at home	50	50	-	-	-
The school's values and attitudes have a positive effect on my child(ren)	25	50	25	-	-
The school achieves high standards of good behaviour	25	50	-	-	25
My child(ren) like(s) school	25	50	25	-	-

131

### Summary of responses

Only a very small minority of parents returned the parents' questionnaires and only one parent attended the parents' meeting. However, inspectors spoke to other parents during the course of the inspection and they were able to form the view that the majority of parents were very happy with the school. Inspectors' judgements support parents' positive views and felt that it was easy to approach the school with problems, that the school does handle complaints well and the behaviour of the children is mainly very good.