

# INSPECTION REPORT

## **TETNEY PRIMARY SCHOOL**

Tetney, Grimsby

LEA area: Lincolnshire

Unique reference number: 120482

Headteacher: Mr Alan Robertson

Reporting inspector: Mr Joe Fitzpatrick  
19874

Dates of inspection: 10 - 14 April 2000

Inspection number: 188505

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Humberston Road Tetney Grimsby NE Lincolnshire
Postcode:	DN36 5NG
Telephone number:	01472 812074
Fax number:	01472 816546
Appropriate authority:	The governing body
Name of chair of governors:	Dr T Crawshaw
Date of previous inspection:	1 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Joe Fitzpatrick	Registered inspector	English	What sort of school is it?
		Religious Education	The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Mary Le Mage	Lay inspector		How well does the school care for it's pupils?
			How well does the school work in partnership with parents and carers?
George Mitchell	Team inspector	Mathematics	
		Information Technology	
		Art	
		Design Technology	
		Geography	
		History	
		Music	
		Under-fives	
		Equal Opportunities	
Gill Salter-Smith	Team inspector	Science	Pupils attitudes, values and personal development
		Physical Education	How good are the curricular and other opportunities offered to pupils?
		Special Educational Needs	

The inspection contractor was:

Leeds Metropolitan University

Schools Inspection Service

Fairfax Hall

Beckett Park Campus

Headingley, Leeds

LS7 3JR

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar

Inspection Quality Division

The Office for Standards in Education

Alexandra House

33 Kingsway

London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Tetney Primary School is a smaller than average sized primary school with a roll of 152 boys and girls aged four to eleven. There are 20 pupils on the register of special educational needs, the equivalent of 13 per cent, below the national average of 20.8 per cent. The percentage of pupils with statements of special needs – 2.4 per cent – is above the national average of 1.5 per cent. The proportion of pupils from ethnic minority backgrounds is very small and no pupils speak English as an additional language. There are no pupils who are eligible for free school meals. The school serves the village of Tetney in the north of Lincolnshire and some pupils come from further afield. The area in which the school is located is above average in socio-economic terms. The attainment level of pupils entering the school is above the level typical of the age group.

The school roll has fallen by about 30 pupils since the last inspection in July 1996. In the last inspection report, standards achieved by pupils were judged to be good but the quality of education required improvement; the school had a very good climate for learning but improvement was required in the management and efficiency of the school.

At the time of this inspection, the deputy headteacher, one of only two members of the teaching staff who worked in the school at the time of the last inspection, was on extended sick leave.

### **HOW GOOD THE SCHOOL IS**

Tetney Primary is a caring school which provides a good quality of education for its pupils. The curriculum is suitably broad and balanced and relevant to pupils' needs. There have been recent improvements to the school building as well as to the curriculum and in the resources for learning. The school is well supported by parents and the local community, governors are well informed about the school and the school is well placed to make further improvements.

#### **What the school does well**

- Standards in English are well above the national average at the end of Key Stage 1 and above the national average at the end of Key Stage 2.
- Standards in mathematics and science are above average at the end of Key Stage 1 and standards in mathematics are above average at the end of Key Stage 2.
- The overall quality of teaching is good, with some very good teaching in both key stages.
- The national literacy and numeracy strategies have been effectively implemented.
- Provision for the spiritual, moral, social and cultural development of pupils is very good.
- There is very good provision made for pupils with special educational needs and these pupils make very good progress.
- There is a very good range of extra-curricular activities, including sports.
- The school is very well led and managed and there is a widely shared commitment to raising standards.

#### **What could be improved**

- Standards in information technology and in design and technology are below the national expectation at the end of Key Stage 2.
- The recording of the progress made by pupils who are under five years old is not sufficiently rigorous.
- There is insufficient access by pupils under five to structured role play and outdoor play.
- The assessment and grading of pupils' work in most subjects are not sufficiently guided by examples of work previously assessed.
- The annual reports to parents fail to report on information technology separately or to give a clear statement of the standards achieved in each subject.
- The elements of investigation and self-evaluation are not sufficiently promoted in some subjects.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in July 1996, there have been improvements in the school building and in the outdoor area. There have been improvements in the management and organisation of the curriculum, the roles of senior managers have been clarified and assessment and recording systems are better than before. There is now a daily act of collective worship, child protection procedures are well understood by all members of staff and there has been considerable improvement in the provision for information technology.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	B	C
mathematics	A	C	B	D
science	B	C	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The comparison with similar schools is with schools which have similar proportions of pupils eligible for free school meals. If comparison is made with schools achieving similar results in Key Stage 1 in their National Curriculum tests for 1995, the school's results are above average in English and mathematics and below average in science. Test results are better in Key Stage 1 than in Key Stage 2 because of more consistently good teaching and learning in the earlier key stage. The trend in the school's average points score in all core subjects has been upwards, broadly in line with the national trend.

Standards in religious education are in line with those in the local Agreed Syllabus and standards in information technology are below the national expectation.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and interested and involved in activities.
Behaviour, in and out of classrooms	Good. Pupils show respect for each other and their teachers.
Personal development and relationships	Very good. Pupils are very well known individually and the quality of relationships is very good throughout the school.
Attendance	Very good. Attendance has been consistently high over several years.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The general quality of teaching is good. Very good teaching was seen in both key stages. Lessons are well planned, with resources to hand. The teachers' good knowledge of the pupils' strengths and weaknesses help them to direct questions appropriately at individual pupils. Unsatisfactory teaching was rare and was due to relatively poor classroom control.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in Key Stages 1 and 2. Satisfactory at under-fives.
Provision for pupils with special educational needs	Very good. These pupils are identified early and appropriate provision is made for them both by means of withdrawal and support in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has strengths in the spiritual, moral and social development of the pupils.
How well the school cares for its pupils	Well. The pupils' academic and personal development are well monitored and the school provides a caring environment for learning.

Parents are kept well informed of forthcoming events and there is a regular newsletter from school.

The provision of extra-curricular activities is good and includes a good range of sporting activities as well as visits to places of interest and participation in musical activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school has a clear sense of direction and there are clear guidelines for subject co-ordinators.
How well the governors fulfil their responsibilities	Well. Governors know the school well and each governor is linked to a particular subject or area of the curriculum.
The school's evaluation of its performance	Very good. Self-evaluation is part of the school's culture. Assessment data are carefully gathered and analysed.
The strategic use of resources	Good. There has been a recent infusion of book resources and improvement in resources for IT. The resources supporting the literacy and numeracy strategies are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has a very good ethos</li> <li>• Teaching is good</li> <li>• The older pupils help the younger ones</li> <li>• There are good standards of behaviour</li> <li>• The school sends out regular newsletters</li> <li>• There is good, timely information about trips and visits</li> <li>• The headteacher and teachers are approachable and responsive to suggestions</li> <li>• The school building and the outdoor area have been improved</li> </ul>	<ul style="list-style-type: none"> <li>• Parents do not receive enough advance information about the curriculum</li> <li>• There is no clear statement about the standard attained in each subject in the annual reports to parents.</li> </ul>

Inspectors agree with the parents' positive views about the school and support the concerns lying behind their negative views.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 In the 1999 national tests at the end of Key Stage 1, the percentage of pupils achieving the nationally expected level (level 2) or better in reading – 100 per cent – was well above the national average of 82 per cent. The percentage achieving level 3 or better – 45 per cent – was well above the national average of 29 per cent. In writing, the percentage reaching level 2 or better – 100 per cent – was well above the national average of 83 per cent; the percentage reaching level 3 or better – 20 per cent – was well above the national average of eight per cent. In mathematics, the 95 per cent of pupils gaining level 2 or better was higher than the national average of 87 per cent, and the 30 per cent of pupils gaining level 3 or better was well above the national average of 21 per cent. Teachers' assessments in science indicated that the percentage of pupils in the school achieving level 2 or better – 100 per cent – was well above the national figure of 87 per cent, but the percentage achieving level 3 or better – 5 per cent – was below the national average of 20 per cent.
- 2 In the 1999 national tests in English at the end of Key Stage 2, the percentage of pupils reaching level 4 or better – 70 per cent – was the same as the national average; the percentage achieving level 5 or better – 33 per cent – was well above the national average of 22 per cent. In mathematics, the percentage reaching level 4 or better – 73 per cent – was close to the national average of 69 per cent; the percentage achieving level 5 or better – 27 per cent – was above the national average of 24 per cent. In science, the percentage of pupils achieving level 4 or better – 76 per cent – was below the national average of 78 per cent; the percentage reaching level 5 or better – 21 per cent – was close to the national average of 27 per cent. Taking the four years (1996-1999) together, the performance of pupils in English, mathematics and science was better than the national average; the margin of difference was greater in English and mathematics than in science.
- 3 Over the same period of time in English, mathematics and science, the performance of both boys and girls was better than the respective national averages for boys and girls. Although girls tend to perform better than boys overall, the difference between their results and boys' results is not greater than the national difference in the results of boys and girls.
- 4 In terms of average point scores, the pupils achieve above the average in all schools at the end of Key Stage 2 in English and mathematics but below average in science. If a comparison is made with similar schools defined as schools with similar results at the end of Key Stage 1 in 1995 (when the cohort of pupils taking Key Stage 2 national tests in 1999 took the Key Stage 1 tests), the results are the same, with pupils achieving above average in English and mathematics and below average in science. If comparison is made with schools which have a similar proportion of pupils eligible for free school meals, the school's results are in line with the average in English, below average in mathematics and well below average in science. The results of national tests are better at the end of Key Stage 1 than at the end of Key Stage 2; this is because the earlier key stage is better co-ordinated and teaching and learning are more consistently good. Over time, the trend in the school's results in terms of point scores is upwards, broadly similar to the national trend.

- 5 Based on inspection evidence, the attainment of pupils in English is well above the national average at the end of Key Stage 1 and above the average at the end of Key Stage 2. Pupils come to school with above average attainment in their ability to listen with understanding and to express themselves in speech. By the end of Key Stage 1, most can contribute well to classroom discussions, showing confidence in their ability to express their ideas. By the end of Key Stage 2, most pupils can make a sustained contribution to discussions and some can make clear announcements before the rest of the school and answer questions in class, using appropriate vocabulary. Pupils build up their powers of reading throughout Key Stage 1 so that by the end of the key stage most can read with good levels of fluency, accuracy and understanding, and almost all can decode unfamiliar words using phonic cues; higher attaining pupils can read demanding texts with good understanding. By the end of the key stage, most pupils can write in simple, correctly constructed sentences and higher attaining pupils can write at good length and show a good command of the conventions of spelling and punctuation. By the end of Key Stage 2, pupils can successfully read more complex texts and higher attaining pupils cope well with longer books, including some written before the twentieth century. In writing, most have achieved legible cursive handwriting and the higher attaining pupils on occasion produce extended pieces of writing that show a mature command of vocabulary as well as a secure grasp of spelling and punctuation. In mathematics, by the end of Key Stage 1, pupils are familiar with ordinal and cardinal numbers and numbers greater than 100; they can calculate using number bonds up to 20 and many can calculate multiples of numbers up to 10. By the end of Key Stage 2, pupils can calculate averages, sometimes using a computer spreadsheet. Their understanding of place value has developed to include decimal fractions and they know that numbers can be negative when used in relation to temperature. In science, pupils by the end of Key Stage 1 have a secure understanding of the forces of pushing and pulling and most have a clear grasp of what constitutes a fair test. Pupils in Year 4 understand how materials are related to their functions and those in Years 5 and 6 understand how night and day are caused. Pupils in Year 5 have well developed investigative skills but skills of investigation are not so well developed in other years in Key Stage 2.
- 6 In religious education, pupils achieve a sound understanding of some of the major stories and characters in the bible and attain standards in line with the local Agreed Syllabus by the end of both key stages. In information technology, pupils' standards of attainment are in line with the national expectation at the end of Key Stage 1 but below that level by the end of Key Stage 2. In all other subjects, by the end of Key Stage 1 standards are in line with the national expectation. Standards are also in line with the standards typical of pupils of this age by the end of Key Stage 2 in all other subjects apart from design and technology, where they are below the national expectation. In this subject pupils' design and evaluation skills are not progressively developed and the quality of the products is sometimes below expectations.
- 7 Pupils with special educational needs achieve appropriate standards in relation to their prior attainment and make very good progress.

### **Pupils' attitudes, values and personal development**

- 8 Pupils enjoy coming to school. They are very enthusiastic and want to learn. Many topics interest them and they are keen to find out more. Pupils are particularly enjoying learning to use the new computers and often use them at break and lunchtimes. A significant proportion of the pupils take part in and benefit from the very

good range of extra-curricular activities offered by the school. The school choir and sporting clubs are well supported.

- 9 Pupils behave well in most lessons. They behave well on the playground and indoors during wet playtimes. Pupils are generally very helpful and are keen to set out equipment and to tidy up. They respond very well to the merit system and are very proud when they gain one of the awards. There are no incidents of bullying, nor are there any exclusions. Occasionally older pupils behave inappropriately in lessons when tasks do not challenge or interest them sufficiently.
- 10 Relationships between pupils and with adults in the school are very good. Pupils work very well with each other in lessons, particularly when they are required to share apparatus, plan investigations or plan sequences together. Pupils share the limited playground space well and play happily together. In religious education lessons pupils show a respect for the beliefs and values of others. In "Circle Time" and personal and social education lessons pupils respect one another's feelings and learn to be sensitive to the feelings of others. There are many examples of pupils using initiative and exercising responsibility in the school. A group of Year 6 pupils edit and produce the school newsletter. Older pupils organise the collection of tokens for the supply of equipment. They take care of younger pupils when they first come to the school. They help to look after classes and play with pupils in their classrooms during wet playtimes. Pupils made a worthwhile contribution to the planning and building of the infant garden recently. Pupils carry out a number of other responsibilities that ease the organisation of the school, such as checking gates and registers and helping in assemblies. Although pupils carry out some research for themselves, they are not as involved in planning and evaluation and other independent learning activities as they could be. Pupils are generally kind hearted and eager to raise funds for charities. In the past year they raised around £500 for a national charity appeal.

#### **HOW WELL ARE PUPILS TAUGHT?**

- 11 Of the 48 lessons observed during the inspection, 96 per cent were satisfactory or better; 50 per cent of lessons were good and just under a quarter were very good. In Key stage 1, half the lessons seen were very good and in Key Stage 2, a third of the lessons seen were very good. Two lessons, equivalent to four per cent, were unsatisfactory.
- 12 Almost all lessons were well prepared, with appropriate resources to hand. Learning objectives were clear and teachers often – but not always - shared them with the pupils so that they knew from the outset what was expected of them. Teachers made good use of question and answer routines to recall and reinforce previous learning or to test pupils' understanding of concepts in subjects like science and mathematics. The teachers' in-depth knowledge of the pupils enabled them to direct their questions at particular pupils in order to extend their understanding or to check how well they had understood. In one good literacy lesson, young Key Stage 1 pupils re-told a story they had previously read together, while the teacher wrote their version of the story on the board, drawing attention to capital letters, full stops and some spellings. The pupils had a sense of ownership of the text produced which acted as a stimulus to their own individual efforts at writing the story. Good use was occasionally made of artefacts to involve pupils in the lesson. In one good lesson in religious education, a series of artefacts associated with the passion and death of Jesus stimulated Key Stage 2 pupils to recall episodes from the life of Jesus; in addition to consolidating their factual knowledge, the lesson also developed the pupils' powers of empathy.

- 13 Most teachers enjoy very good relationships with their pupils and maintain good classroom control. They develop pupils' confidence by the frequent use of praise and commendation and are quick to nip in the bud any potentially disruptive behaviour or to make timely interventions when noise levels threaten to become excessive. A failure to exercise good classroom control was a feature of one of the lessons judged to be unsatisfactory. The tasks presented to pupils are usually well matched to their needs; higher attaining pupils are often presented with a greater element of challenge to help them make the progress they are capable of making and pupils with special educational needs benefit from in-class support and tasks directed at helping them achieve the objectives set out in their individual education plans. In most lessons teachers' good subject knowledge helps to raise the standard of pupils' attainment. In one well constructed Key Stage 2 geography lesson, for example, the teacher's good command of the subject led to pupils being challenged to interpret information in graphical form, to consult atlases accurately and to make skilful use of an index to retrieve information. Teachers' good understanding of phonics has helped them to develop young pupils' ability to decode print into sound, while in most subjects teachers help pupils to develop their grasp of appropriate vocabulary. Good, confident teaching with an appropriate element of challenge inspires pupils to work hard, to stay on task and to behave well for the duration of the lesson.
- 14 The absence of one of the teachers due to illness has resulted in Class 6 receiving a succession of supply and part-time teachers. Parents are concerned that this situation is unsatisfactory and is reducing the standards the pupils in this class are capable of achieving. Inspection evidence indicates that the parents' concerns are well founded. The school is aware of the unsatisfactory nature of the present situation and is taking steps to ensure that the class receives more consistent teaching of a satisfactory quality in the future.
- 15 The school is introducing good systems for monitoring and supporting the quality of teaching, which is helping it to maintain and improve upon the generally satisfactory quality of teaching reported in the last inspection report. A large proportion of the teaching staff are relatively new to the school and there has been a broad restructuring of teachers' roles and responsibilities. Subject co-ordinators monitor all the planning in their subjects undertaken by teachers and have produced schemes of work to guide teachers' medium and short term planning. Under the aegis of the literacy and numeracy strategies, the headteacher and the deputy headteacher observed a broad cross-section of teaching throughout the school over the past year and provided teachers with valuable feedback. The roles of subject co-ordinators have recently been clarified and they are now beginning a programme of lesson observation with the aim of raising standards of teaching and learning. Teachers provide pupils with opportunities for homework and they regularly mark their work and sometimes grade it; marking usually includes some guidance to help pupils make improvements in the future. However, the school has not yet developed portfolios of assessed work which could help teachers acquire a surer grasp of how well pupils are attaining in National Curriculum terms. Attractive displays in both key stages, including several of pupils' writing and other work, have helped to create a stimulating learning environment throughout the school.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

- 16 Since the last inspection the school has improved the quality of the curriculum significantly. The school day has been re-organised and extended and is now slightly

longer than the recommended time at both key stages. The way the curriculum is planned has improved significantly. A whole school plan provides the long term overview. Schemes of work have been introduced for most subjects. Class teachers plan units of work for each subject. In Key Stage 1 teachers plan together effectively. Subject co-ordinators and the senior management team monitors the planning and the governing body now has specific curriculum monitoring responsibilities. The school is preparing well in readiness for the revised National Curriculum in September 2000.

- 17 Consequently the school provides a good quality and range of learning opportunities for pupils in both Key Stages 1 and 2. The school ensures that the appropriate statutory curriculum is in place and that the planned curriculum together with extra-curricular activities is accessible to all pupils. All the subjects of the national curriculum plus personal and social education are taught. The school has a suitable sex education policy. The time in which each subject is taught is well balanced and there is additional time devoted to teaching literacy and numeracy. The national literacy and numeracy strategies have been successfully introduced and are resulting in improved standards. The personal and social education is not effectively co-ordinated at present but the school has plans to audit provision and to fully co-ordinate this area of the curriculum.
- 18 The curriculum provided for children under the age of five is satisfactory. These pupils are taught alongside Year 1 pupils in a mixed age class as part of the first class in the school. The curriculum that is planned is more formal than is often found for this age of pupil and there are not enough opportunities for learning through structured play.
- 19 The school's provision for pupils with special educational needs is very good. The Code of Practice is followed appropriately. Pupils from stage 2 on the register have an individual education plan that is reviewed each term. The plans contain targets and detailed action plans that relate to literacy, numeracy and behaviour difficulties. All the detail that is needed to help teachers and learning assistants to plan suitable tasks to match individual learning needs is contained in the plans. However the detail is often set out as action rather than as specific targets. The school provides extra learning support assistance in addition to the learning support attached to specific statements. The special educational needs co-ordinator and the class teachers work very effectively with learning support assistants to ensure pupils with special needs are able to make progress towards their targets and have good access to the curriculum. They are taught both in small groups in the classroom and withdrawn from class for short periods.
- 20 The provision of extra-curricular activities is very good. There are many different sporting activities that are well attended. Pupils have regular opportunities to compete in sporting competitions. The choir is attended by around 30 pupils and they are rehearsing for a forthcoming production of Noah's Flood. Other activities include guitar group and French Club. The school organises a regular visit to London and to a centre for outdoor activities.
- 21 The school has established worthwhile links with the local community. Writers and poets visit the school. A health week was organised recently to promote an active lifestyle and was well attended by people in the local community. An arts week is planned for the autumn term. The school has benefited from established links with local industry. Local firms have donated significant amounts to help to fund the new computer room. Local industries, parents and pupils contributed a great deal to the building of the infant garden. Links with the pre-school group are very good and

ensure a smooth transition for the children under five years. Links with the local secondary schools are good. A number of subjects have arrangements to share equipment.

- 22 The provision for pupils' personal development is very good. The school provides very well for the pupils' spiritual, moral and social development. There is a clearly established code of conduct and teachers set very good examples for the pupils. They have very good relationships with pupils based on respect, consideration and high expectations of good behaviour. Pupils are well known individually and all, including those with special educational needs, respond well to teachers' high expectations and positive relationships. Pupils are given many opportunities to work in pairs or small groups; older pupils have opportunities to look after the library as well as to look after equipment in the hall and the classroom; on occasion – for example, during wet playtimes or when most pupils are absent on a school trip – older pupils look after younger pupils. Pupils also support a variety of charities.
- 23 The school's provision for pupils' spiritual development is very good. In the last inspection report the school was criticised for providing too few planned opportunities for promoting pupils' spiritual growth, including regular daily acts of collective worship. The school has taken steps to remedy this. Assemblies, which are mainly of good quality or better, provide pupils with opportunities to sing hymns – which they do tunefully – and to pray as well as opportunities to reflect on life's meaning; when assemblies are not held there is time for prayer and reflection after registration and each day pupils say grace before taking their lunch. Pupils are also taught to respect the environment and in religious education they learn to respect the customs and beliefs of members of faiths other than their own. In several subjects, such as art or science, pupils are encouraged to recognise the wonder of nature. The school is effectively fulfilling its aims of instilling respect for religious and moral values, and tolerance of other races, religions and ways of life; of helping pupils understand the interdependence of individuals, groups and nations; and of helping pupils appreciate human achievements and aspirations.
- 24 Provision for pupils' moral development is very good. There is equality of access to the curriculum for all pupils of all levels of ability. There is a clear code of conduct which pupils know and understand. Pupils who persistently flout it are dealt with firmly but fairly. The school takes pains to instil in pupils good attitudes to learning as well as the ability to express their individuality in unselfish ways. Teachers set good examples to pupils by means of their patient and friendly attitude towards them.
- 25 Provision for pupils' social education is also very good. Pupils are provided with many opportunities for working co-operatively with each other and their teachers. Pupils are encouraged to develop sustained answers to questions in class and their confidence is enhanced when they are given the opportunity to provide an explanation or to make an extended announcement in front of the whole class or even the whole school. The introduction of circle time in Key Stage 1 and of personal, social and health education (PSHE) further up the school, is providing pupils with opportunities for talking about their interests and feelings in ways which promote mutual sensitivity and respect for others.
- 26 Provision for pupils' cultural development is good. Pupils are introduced to a broad range of human achievements in most subjects, including art, science and English. They are developing an appreciation of their own culture in a broad range of subjects, such as English, history, geography, music and religious education, but they are also

learning through the same and other subjects to appreciate the customs, beliefs and achievements of other races and peoples. There are visits to places of historical and geographical interest and occasional visits to the school by writers and storytellers. Pupils' education is also enriched by their participation in a range of extra-curricular activities, including sports, the choir, and clubs for guitar and learning French. Pupils put on occasional productions and at present are rehearsing a musical based on Noah and the flood.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 27 The steps taken by the school to ensure pupils' welfare, health and safety are good. The school places high priority on the welfare of its pupils and has created an environment where pupils feel safe, secure and valued. The school has a good health and safety policy, which is well implemented with all statutory checks being undertaken. The comprehensive risk analysis which precedes school visits, is a particularly strong feature. Consistent, effective attention is paid to health and safety during lessons.
- 28 Child protection procedures are in place, are satisfactory and have improved since the time of the previous inspection. Awareness of child protection policy and procedures is raised annually with all members of staff.
- 29 There are good procedures in place to monitor and promote attendance and the school works closely with the Education Welfare Officer on isolated cases of poor attendance. The systems in the school to monitor behaviour and promote desired behaviour are good, enabling staff to identify patterns of behaviour, ensure consistency of approach and plan further initiatives.
- 30 Support for pupils at major changes in their school life is good. The integration of pupils into the reception class builds on good links with local pre-school provision and the transfer to secondary school is organised to give the pupils contact with staff from a range of secondary schools in Year 6.
- 31 A good quality assessment, recording and reporting policy is in place. The school carries out all statutory assessment requirements and reports the results to parents. In addition to statutory assessment, a range of other assessment procedures are in place. Termly grading for every pupil throughout the school is carried out systematically, as is the determination of end-of-year decimal levels. On-going assessment and individual target setting is a positive feature of the assessment process at this school. Data from all assessments are analysed and results inform future school planning. However, there is no system in place to agree grades across the school and to use these as a basis for moderation when making teacher assessments. Teacher assessments in the school tend to be lower than test results, especially in English, and underestimate the number of pupils who exceed national expectations.
- 32 Procedures for monitoring and supporting pupils' personal development are satisfactory, being largely informal at present and dependent on the staff's knowledge of the pupils. The school is currently investigating a range of strategies for implementing a personal, social and health education curriculum in September.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 33 The effectiveness of the partnership between the school and the parents of its pupils is high and parents are very satisfied with the school's provision and achievements. The parent's questionnaires completed for the inspection revealed that they are particularly pleased with the quality of teaching in the school, the way in which the school helps children to mature and become more responsible and the standards of behaviour in the school. They are very pleased at the expectations the school places on children, how closely it works with parents and they feel at ease when approaching school with any questions or concerns. Parents are unanimous in the view that the school is well led and managed. A very small minority does not believe their children get the right amount of homework, do not feel well informed about the progress their children are making and do not feel that the school provides an interesting range of activities outside of lessons. Inspectors endorse parents' positive viewpoints, judge homework and information about pupils' progress to be satisfactory and extra-curricular activities to be very good. However, some parents rightly expressed the wish to receive more advance information about the curriculum.
- 34 The quality of the information provided for parents is satisfactory. The school prospectus is informative and comprehensive and there is regular contact with parents through a variety of means including reading diaries, newsletters and an annual report on their child's progress. The school has a very good policy for reporting to parents but its implementation has been insufficiently rigorous. There are inconsistencies in annual reports; most tend to describe attitudes, effort and interest shown in the subject with only limited information on progress and attainment. They make no reference to attainment in relation to National Curriculum levels except at the end of each key stage. However, the better reports do give some indication of individual targets for pupils. Although all reports contain comments on information technology it is combined with design and technology and is not reported as a subject in its own right.
- 35 The school has an active Parent Teacher Association which contributes significant funds to the school each year and a number of parents provide cover each afternoon when there is no office staff employed. Parents support their child's learning through homework and a number help voluntarily in school with a variety of activities through the term. There has been significant parental involvement in the development of the infant garden.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 36 The headteacher, who took up post in September 1997, provides the school with very good leadership. He works closely with the deputy headteacher and the governors to provide the school with a clear sense of direction and to share with parents and teachers his own strong commitment to raising standards of attainment. He has appointed a large number of teachers new to the school and has helped wield them into a team by providing them with support, clear job descriptions and a clear sense of priorities. He has been a major force behind improvements to the school building which, in addition to the development of a new classroom, a new office and a new entrance, have resulted in valuable space in the existing building being released for teaching and learning. Improvements have also been made to the school's immediate environment through the creation, with the help of parental funding and practical help, of a fenced off garden area and pond.



- 37 The headteacher and staff have succeeded in improving and updating the curriculum of a largely successful primary school. The national strategies for literacy and numeracy have been effectively introduced and are contributing to the effective planning and teaching which are helping to raise standards in English and mathematics. There has been considerable improvement in the provision of new equipment in a dedicated room for information technology and the school is now part of the national grid for learning. The literacy and numeracy strategies have been well supported with books and other resources and improvements have also been made to the school libraries. The headteacher and deputy headteacher have also supervised the introduction of several new schemes of work.
- 38 The school development plan is a detailed and comprehensive document which charts the way forward for the school on a large number of fronts. It is practical and manageable, setting out priorities and the action needed to fulfil them along with personnel responsible, deadlines and costs. It is clearly linked to the school budget. However, the plan covers only one year and would be more useful if it included also a view of developments over a longer period of time; it also lists a large number of areas for action which might be usefully grouped under fewer and more strategic headings. While the school takes pains to evaluate its success, the success criteria against which the achievement of the priorities outlined in the plan will be assessed are not stated explicitly and future editions of the plan would benefit from including a retrospective assessment of how well past targets have been met as well as of what still remains to be done.
- 39 Communications between home and school are generally good. The headteacher carried out an analysis of the school's strengths and weaknesses shortly after taking up office, consulting parents, governors, teachers and pupils. This led to some useful innovations in response to suggestions from parents and others. Parents find the teachers and the headteacher approachable and responsive to suggestions and complaints. They receive helpful advance information about trips and visits and there is a regular newsletter which supplements other information sent home by the school. However, parents do not receive regular advance information about the curriculum, something some said they would like to have.
- 40 The school receives valuable support from a well informed governing body. Governors are linked to specific subjects and visit classrooms to see lessons being taught in the subjects concerned. This keeps them in touch with the realities of the classroom and helps to inform their decisions. Governors also appraise the headteacher and the deputy headteacher when reviewing their salaries each year and set them targets for the coming year. Each term the headteacher holds professional discussions with each member of staff, reviewing their work and setting targets for their future development. The headteacher has also released the deputy headteacher from his teaching commitments for one morning a week so that they can work together to manage the school effectively. These measures ensure that all members of staff, from the head down, are held to account for the quality of their work and contribute to the quality of the school's provision.
- 41 The school's accommodation is well suited to its purposes and has attractive features such as the hall and the reception area. As has already been mentioned, its usefulness for teaching and learning has been enhanced by recent extensions and modifications. The building is maintained in good order with a high standard of cleanliness. Its day-to-day running is assisted by efficient clerical and administrative staff. The school has made very effective use of specific grants and other funding to

fund the resources supporting the curriculum. It has received support from industries based in the locality and the active parent-teachers association raises a generous amount of money each year for items such as the computer room or the outdoor garden. Most recently a sum in excess of four thousand pounds was obtained from the lottery fund to support a week in the school devoted to the arts. The school applies the principles of best value when making new purchases. Recent spending on resources has been extensive and there is a good ratio of books and computers to pupils: the ratio of books to pupils is 48.1:1 and that of pupils to computers is 5.3:1. The school is in a sound financial condition albeit it has begun to spend more than its income. However, the headteacher inherited a large underspend and has been able to ensure that there is a sufficient sum carried forward each year to avoid deficit; he and the governors monitor the budget carefully, receiving monthly printouts of expenditure against income, and are prepared to take whatever action is necessary to maintain a balanced budget. The most recent auditors' report was generally positive and the few recommendations made are being implemented.

- 42 The effective systems of management include the careful gathering and analysis of assessment data, enabling the school to assess the quality of its provision and to set targets that will ensure its steady improvement. The school has given a good deal of thought to the curricular and other changes coming about in September 2000. It is well placed to cope with these and to improve on its past performance.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43 In order to improve further the quality of its provision and raise standards, the headteacher, teachers and governors should

- Raise standards in information technology at the end of Key Stage 2 by :
  - implementing the school's action plan for the subject
  - ensuring that pupils have the full range of knowledge and skills described in the National Curriculum. (Paragraphs 6, 79, 84)
  
- Raise standards in design and technology at the end of Key Stage 2 by:
  - the appointment of a full-time co-ordinator for the subject
  - ensuring that teachers offer opportunities for pupils to develop their design and evaluation skills. (Paragraphs 6, 94, 97)
  
- Assist the assessment and grading of pupils' work by:
  - assessing a body of work against the criteria set out in the National Curriculum level descriptors
  - and using this assessed work as a benchmark for future assessment. (Paragraph 31)
  
- Make more detailed and regular records of the progress of pupils who are under five. (Paragraph 57)
  
- Improve the provision of structured role play and outdoor play for children under five. (Paragraph 54)
  
- Promote investigative methods in subjects such as mathematics, science and history and incorporate pupils' self-assessment in assessment and target-setting. (Paragraphs 5, 67, 73, 103, 105)
  
- Ensure that annual reports report on IT separately and also that they state clearly the standard achieved in each subject. (Paragraph 34)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	50	23	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		153
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

### Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	7
	Girls	12	12	12
	Total	20	20	19
Percentage of pupils at NC level 2 or above	School	100 (54)	100 (81)	95 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	12
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (85)	100 (86)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	14	13	14
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	70 (65)	73 (59)	76 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	10
	Girls	14	13	15
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	70 (65)	76 (65)	76 (71)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	134
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.86:1
Average class size	25.5

#### **Education support staff: YR - Y6**

Total number of education support staff	3
Total aggregate hours worked per week	78.75

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	1999
	£
Total income	281480
Total expenditure	284170
Expenditure per pupil	1671
Balance brought forward from previous year	30850
Balance carried forward to next year	28160

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	1
My child is making good progress in school.	51	44	4	0	4
Behaviour in the school is good.	51	44	1	0	0
My child gets the right amount of work to do at home.	28	58	14	0	1
The teaching is good.	58	39	1	0	1
I am kept well informed about how my child is getting on.	37	47	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	4	0	0
The school expects my child to work hard and achieve his or her best.	60	36	3	0	1
The school works closely with parents.	46	49	5	0	0
The school is well led and managed.	54	41	0	0	5
The school is helping my child become mature and responsible.	58	38	0	0	4
The school provides an interesting range of activities outside lessons.	42	38	13	4	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

44 At the time of the inspection, the reception class contained seven Year 1 pupils and eighteen children of reception age, nine of whom were under the age of five. When children enter the school, their attainment ranges from those who are socially confident with some reading ability already established and good oral skills, to those who are less confident with less well developed language skills. Most children attend a local playgroup before they come to school but few have had nursery experience. Overall, their attainment on entry is above the level typical of the age group. During the time in reception, the children learn at an appropriate pace, largely because of the good quality of teaching that they receive, so that by the time they are five their attainment is still above expectations in all the desirable areas of learning. Evidence from the inspection is supported by the school's testing procedures which indicate that in 1998 most children had above average attainment in reading and mathematics on entry and, when re-tested at the end of reception, the majority had made average progress.

#### ***Personal and social development***

45 By the time they are five, the children operate confidently within the classroom. They readily become involved in the activities provided and interact sensibly with one another, demonstrating respect and consideration for other children and adults. During a discussion at story time, the children took turns appropriately, listened to other people's ideas and were able to explain what they meant by words such as 'friend' and 'lonely'. At the beginning of the day, the children are relaxed and confident when they enter the class and many begin to show interest in their work before lessons begin. In one lesson, a group of children played a language game without the need for adult supervision.

46 Children's progress in this area is prompted by the consistent relationships which the staff develop. The teacher and non-teaching staff manifest care for each individual and maintain a positive and encouraging attitude. During teacher directed activities children are encouraged to concentrate on their learning and are taught to recognise that adults can be used as sources of help. There are also opportunities for children to make choices but these are less common.

#### ***Language and literacy***

47 Children's oral skills are well developed so that by the time they are five, most form their words clearly and talk confidently about their experiences. They enjoy learning new words and listen intently to stories. They speak to the whole class and readily involve other children and adults in conversation. In a lesson based on the class reading book, some children were beginning to write their own sentences; others copied the teacher's writing accurately. The children enjoy books and some are beginning to read at a level which is well above what would be expected.

48 Good teaching and learning in this aspect effectively promote children's progress. Lessons are well planned, with different activities for children who are at various stages of development. There is a clear and appropriate emphasis on letter sounds which helps raise children's awareness of a key skill. Books are readily available in the classroom and captions on displays prompt reading development. A role play area is



available but does not contain well prepared activities; this limits the quality of children's interactions.

### ***Mathematics***

- 49 Children at the age of five have a good awareness of numbers. They count confidently and have a developing appreciation of the relationships between numbers. They are familiar with mathematical shapes and know a range of number rhymes and songs. In a practical mathematics lesson, children linked their knowledge of numbers to money problems and demonstrated that they could add, subtract and record the outcomes.
- 50 Mathematics sessions include well planned practical activities which interest and motivate the children. Teaching and non-teaching staff work well, prompting learning through carefully focused questions which are used to reinforce and develop children's ideas as well as to assess how well they have learned. Classroom displays are well constructed to support the development of mathematical knowledge.

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

- 51 By the time they are five, the children have a good awareness of the world around them. They talk about their own experiences and are beginning to appreciate that life in other times and places is different from their own. In science sessions, they learn about the movement of objects and are beginning to realise the difference between pushing and pulling, floating and sinking and can discuss their ideas. In model making, they think about how to make moving wheels for their vehicles. The children enjoy using computers and can use the mouse to control events on the screen.
- 52 Children's progress is prompted by the good range of activities available to support their development in this aspect. The staff make good use of the school's information technology suite, which provides a good level of experience in the use of computers. Science lessons have clear objectives and include well supervised practical activities. Activities which develop knowledge of places and other times are also planned.

### ***Physical development***

- 53 Children's control of their bodies develops satisfactorily, so that by the time they are five, they show good control of small equipment such as pencils, paint brushes and scissors. During a physical education lesson in the hall, the children improved their bouncing and catching skills with small foam balls and demonstrated that they have good awareness of space and other people.
- 54 A range of appropriate activities is provided for the development of children's fine and large physical skills. Lessons in the hall are well planned with a good focus on key aspects of their development. Art and design activities provide good opportunities for them to improve control of small hand movements. The lack of readily available outdoor play limits the range of the children's experiences.

### ***Creative development***

- 55 The children's artistic development is good. They produce good quality observational drawings of daffodils and include fine detail in sketches of household utensils. Their good control of paint is seen in well observed portraits. They enjoy singing and know a

good range of songs. In music sessions, they have a developing appreciation of rhythm and most can copy a four beat pattern using percussion instruments.

- 56 Staff provide appropriate experiences for children's creative development. Singing and poetry are a regular feature of classroom life and a range of media is used to extend observational and design skills. Opportunities for children to select from a range of media are less common.
- 57 The foundation curriculum provided by the school is broad, balanced and well taught. The teacher copes well with the wide range of attainment in the mixed reception and Year 1 class. However, the lack of regularly accessible outdoor play and well structured role play inhibits children's development. The school makes good use of a test of children's attainment when they enter reception. This provides useful information about strengths and weaknesses in language and mathematical development and helps staff in the planning of the curriculum and in the identification of children who have special educational needs. Repeating the test towards the end of the reception year helps the school to see the progress that is made in these aspects. Staff do not yet keep systematic records of children's attainment across the whole of the foundation curriculum and this limits their ability to plan work based upon what children already know and can do.
- 58 Relationships with the local playgroup are good and help to ease children's entry into the school. This system also helps with the identification of special needs and results in the speedy provision of appropriate support. Parents are made welcome in the classroom and this was evident at the start of the day when parents, children and staff mingled in a relaxed and supportive manner. The early years co-ordinator has appropriate plans for the development of the foundation curriculum and the school is in a position to improve its provision.

## **ENGLISH**

- 59 In the 1999 national tests for reading at the end of Key Stage 1, the percentage of pupils in the school achieving level 2 or better – 100 per cent – was well above the national average of 82 per cent. Likewise, the 45 per cent achieving level 3 or better was well above the national average of 29 per cent. In writing, the percentage achieving level 2 or better in the school – 100 per cent – was well above the national average of 83 per cent. The 20 per cent achieving level 3 or better was well above the national average of 8 per cent. In reading and writing, both boys and girls have been well above their respective national averages over the past four years.
- 60 At the end of Key Stage 2, the percentage of pupils reaching level 4 or better in English – 70 per cent – was exactly the same as the national average for 1999, and the percentage achieving level 5 or better – 33 per cent – was well above the national average of 22 per cent. Over the four years, 1996-1999, the performance of the pupils in English has been above the national average. In 1999, the pupils' average points score was above the average in all schools and above the average in similar schools, defined as schools with similar levels of achievement in Key Stage 1 national tests in 1995; it was in line with the average in schools with a similar proportion of pupils eligible for free school meals.
- 61 Inspection evidence indicates that the attainment of pupils is well above the national average at the end of Key Stage 1 and above the national average at the end of Key Stage 2. Pupils enter school with above average standards of speaking and listening.

These are further developed throughout both key stages, with pupils being able to make increasingly clear and well sustained contributions to classroom discussions in both key stages and developing their command of appropriate vocabulary as they progress through school. Pupils build up their powers of reading throughout Key Stage 1 so that by the end of the key stage most can read with good levels of fluency, accuracy and understanding, and almost all can decode unfamiliar words using phonic cues; higher attaining pupils at this stage can read relatively demanding texts with good understanding. By the end of the key stage, most pupils can write in simple, well constructed sentences and higher attaining pupils can write in more complex sentence patterns at greater length, with good control of the conventions of spelling and punctuation. At the end of Key Stage 2, pupils can successfully read more complex texts in a variety of styles and higher attaining pupils read longer books, including some written before the twentieth century, at a good pace and with good levels of understanding. In writing, most pupils have achieved legible cursive handwriting and on occasion the higher attaining pupils produce extended pieces of writing that show familiarity with different genres and a mature command of vocabulary, spelling and punctuation. Some pieces of extended writing are word-processed to a good standard, but the use of IT is not a strength of work in English.

- 62 The generally good quality of the teaching contributes to the good standards of attainment. The literacy strategy has been successfully implemented in both key stages and is helping teachers to plan well structured and executed lessons. Teachers in both key stages make good use of the “big books” to share texts with the whole class and to draw attention to various features of the language, such as the way certain words are composed or the way sentences are constructed or the features of the particular genre in which a text is written. Teachers make good use of questioning to recall previous learning or the salient features of stories read before; pupils are keen to answer, taking part in activities willingly and are generally confident when making contributions to discussions. Teachers draw attention to key terms in a passage, sometimes entering them on the board; these are then used by pupils when they come to write on their own. Pupils with special educational needs receive good support in lessons; on occasion, they are withdrawn in pairs or small groups for additional work to assist their basic skills in reading and writing. This helps these pupils to make satisfactory progress relative to their ability. Teachers make use of various ways of involving pupils; in one session in Key Stage 2, pupils took part in dramatic role play and “hotseating”, requiring them to enter imaginatively into typical conflict situations. In another lesson, the teacher played music to help pupils enter imaginatively into the world of the story they were reading. A good teaching format used in Key Stage 1 was the re-telling by the pupils in their own words of a story the class had read before; the teacher wrote the pupils’ version on the board, drawing attention to features of punctuation, vocabulary and spelling, and this version later acted as a stimulus to the pupils’ individual attempts at writing the story. Teachers mark pupils work conscientiously and most make constructive suggestions on how improvements might be made. Occasionally, teachers grade pupils’ work but it is not clear how the grades compare with national expectations for pupils of the same age. Teachers do not have a body of assessed work which might act as a benchmark for indicating the standards achieved against national expectations.
- 63 Pupils generally have very positive attitudes to English. They work well in lessons and are keen to answer questions and to take part in discussions. They enjoy the stories they read and speculate on “what happens next” with enthusiasm and intelligence. They are well motivated to learn and usually persevere till the end of the lesson.

These good attitudes are fundamental to the good or very good standards pupils achieve.

- 64 The subject is well supported by a practical and comprehensive scheme of work which has been produced by the co-ordinator. The co-ordinator helps to monitor the quality of work in the subject by maintaining an overview of all planning as well as through the purchasing of resources. The success of the literacy hour is due in no small measure to the broad range of good quality resources that have been purchased to support it. The co-ordinator also monitors pupils' exercise books as well as their reading records and is about to embark on a programme of lesson observation, beginning in Key Stage 1. Annual reports to parents are often informative and show a good grasp of the strengths and weaknesses of individual pupils, but reports do not usually give a clear indication of the standards pupils are achieving relative to national expectations for the age group.

## **MATHEMATICS**

- 65 At the time of the previous inspection, pupils' attainment was judged to be above average at the end of both key stages. The school has maintained its standards in this subject. In 1999 national tests, pupils at the end of Key Stage 1 attained standards which were well above the national average and at the end of Key Stage 2, pupils' attainment was above the national average. In comparison with similar schools, defined as schools with similar results in national tests at Key Stage 1 in 1995, pupils at Key Stage 1 attained standards above average, and at Key Stage 2, pupils' attainment was also above average. Girls did better than boys in the 1999 tests. Test results over the last four years, show pupils to be attaining above average standards at the end of both key stages. Inspection evidence shows a similar pattern, with pupils at the end of both key stages attaining above average standards. There was no evidence of a significant difference in the attainment of boys and girls. It should be borne in mind that, where tests involve only a small number of pupils, the results are less reliable.
- 66 By the end of Key Stage 1, pupils have acquired a good level of knowledge. They are familiar with ordinal and cardinal numbers and numbers greater than 100, they calculate using number bonds up to 20 and many can calculate multiples of 2,3,4,5 and 10. They apply their understanding of number to calculations involving money. Pupils are familiar with the names of 2D and 3D shapes and they can do practical measurements of area and perimeter. They know units of time, length and weight. Pupils use computers in mathematical situations - as when younger pupils use a program to help them produce graphs from information they have collected. Pupils also use their knowledge well in practical, problem solving situations.
- 67 By the time they are in Year 6, pupils have made satisfactory progress in the acquisition of mathematical knowledge and skills. They know how to calculate averages and how this operation can be performed using a computer spreadsheet. Their understanding of place value has developed to include decimal fractions. Pupils appreciate that numbers can be negative when used in relation to temperature. Understanding of the properties of shapes has improved to the point where pupils know about different angles and scale drawings and they can sketch nets for cubes. Pupils apply their knowledge to calculations involving money, weight and area and investigations of probability. They make effective use of their knowledge in other subjects such as science and geography. Their skills in using and applying

mathematics, devising and refining their own recording methods and searching for patterns in results are less developed.

- 68 Through both key stages, pupils with special educational needs make good progress. They are well supported by teachers and support staff who devise well focused activities designed to build upon what the pupils already know.
- 69 The school has made good progress in establishing the numeracy hour in its curriculum. This helps to maintain a consistent good quality in the combination of teaching and learning. Lessons are well planned with clear and appropriate learning objectives. Knowledgeable teachers give clear explanations and manage pupils by means of positive and caring relationships. Consequently, pupils understand the tasks, behave very well and learn quickly. Day-to-day assessments are made and those pupils needing extra help or greater challenge are identified and the information is used in the planning of future work. This was exemplified in a lesson for Year 2 pupils, where the teacher identified the objective of the lesson at an early stage, demonstrated her appreciation of the subject and of pupils' learning needs by her focused oral questioning, devised challenging, practical activities for pupils at different stages and helped pupils towards an assessment of their own progress at the end of the lesson. The whole resulted in pupils' developing their appreciation of how calculations involving money can be performed. The teacher then asked the pupils to work with their parents to calculate how much was in a purse or wallet in order to extend and reinforce their learning in a real life context. This approach to teaching also results in highly motivated pupils who work with concentration and positive attitudes to mathematics.
- 70 The subject is well co-ordinated and resourced and there is a detailed scheme of work which takes due account of the materials produced by the Qualifications and Curriculum Authority (QCA). The school has an effective system for target setting for groups and individuals. The co-ordinator takes responsibility for the monitoring of teaching and standards. These factors have a positive impact on the progress pupils' make. Good links are beginning to be made with information technology but these are not yet fully developed. The school is in a position to improve its good standards.

## **SCIENCE**

- 71 The school's performance in the 1999 Key Stage 2 test results were just below the national average. Compared with schools achieving similar results at Key Stage 1 in 1995, the 1999 science results were below average; compared with results in schools which have a similar proportion of pupils eligible for free school meals, they were well below average. In the 1999 teachers' assessment at Key Stage 1 the proportion of pupils attaining the expected level was very high compared to schools nationally but the proportion of pupils attaining higher than typically expected was below average.
- 72 At the end of Key Stage 2, pupils attain standards that are broadly in line with national expectations. As pupils move through Key Stage 2 they make satisfactory progress overall. Standards in science are similar to those found at the last inspection. There is no significant difference between the attainment of girls and boys. The difference between the standards achieved in the most recent tests and the present Year 6 is slight. The standards are improving as pupils move through the key stage because pupils' learning is planned more systematically and there is a close focus on improving pupils' investigative skills.

- 73 At the end of Key Stage 2, pupils use sound investigative skills to find out more about the forces of gravity and air resistance. They know how to ensure that tests are fair when a number of variables are involved. Pupils in Year 5 have particularly well developed investigative skills. These pupils planned their own investigations into friction. They raised their own questions, planned the approaches, and recorded and discussed their findings with clear reference to scientific principles. In other classes pupils' investigative skills are more limited when they follow instructions and they make few decisions for themselves. In some classes pupils write about investigations clearly but do not explain their findings in scientific terms. Pupils in Year 4 have a good understanding of the materials used for buildings and can describe their properties in relation to their function well. They know the difference between liquids, solids and gases. Pupils in Year 5 and 6 have good understanding of how night and day are caused. Higher attaining pupils can explain the movement of the earth around the sun and how this affects the seasons. Pupils with special educational needs make good progress because the teachers know the pupils well and they plan tasks that match their learning needs. Learning support assistants work very effectively alongside pupils with special educational needs.
- 74 At the end of Key Stage 1, pupils attain above average standards in science. This is an improvement since the last inspection. More pupils are achieving above average standards especially in their investigative skills. As pupils move through the key stage they make steady progress. In Year 1, pupils have a secure understanding of the forces of pushing and pulling. They can describe how different toys are either pushed or pulled. At the end of Key Stage 1, higher attaining pupils can identify the direction in which some forces are acting. In Year 1, pupils know whether a test is fair or not and recognise the need to measure. By Year 2, some average and higher attaining pupils can discuss the variables in an investigation and what to do to make the test fair. They recognise the need to measure accurately. Pupils have a good understanding of different types of changes to materials. Average and higher attaining pupils can describe these accurately. Pupils with special educational needs make good progress: teachers know their learning needs well and adapt tasks accordingly, and learning support assistant give effective support.
- 75 Pupils generally enjoy science lessons. They are curious and want to know more. During investigations they work very well in groups, listening to each other. They are keen to answer questions and older pupils often pose their own questions. Behaviour is very good in most lessons.
- 76 The quality of teaching in both key stages is good overall. It is consistently good in Key Stage 1 and is more variable in Key Stage 2. Occasionally teaching is very good or just satisfactory in Key Stage 2 but mostly it is good. Consequently in most lessons pupil make good progress and learn well. Teacher's knowledge of science is generally good and this ensures that pupils learn the appropriate facts and content. Teachers use a good range of formats to help pupils to write up their investigations. In the best lessons teachers encourage pupils to plan their own investigations. They use questions skilfully to encourage pupils to explain the outcomes. However investigation can be little more than following instructions and on these occasions the opportunity for pupils to think for themselves is restricted.
- 77 Lessons are well planned and organised. Consequently pupils know what they are doing and have ready access to equipment and there is a good pace to learning. Teachers generally have very good relationships with the pupils and they establish a good ethos for learning. They know the pupils with special educational needs well and

plan suitable tasks that match their learning needs. Teachers work very effectively with learning support assistants. In some classes teachers provide good extension tasks to challenge the higher attaining pupils. However, homework is not used systematically and there are few occasions when computers are used in science. Teaching that was just satisfactory was related to temporary teaching. The time taken to manage pupils' behaviour slows down the pace of learning and tasks are mundane and lack interest.

- 78 The subject is very well co-ordinated. Since the last inspection the introduction of new schemes of work and an overall curricular plan have helped to improve progress and continuity in learning. Better quality equipment and books are available. Planning and teaching are monitored closely by the co-ordinator and senior management. This has resulted in an appropriate focus on improving approaches to investigative science. Assessment procedures have improved. Teachers' assessments help to inform both lesson planning and curriculum development. However, there is no system in place to ensure that teachers agree standards based on previously graded pupils' work.

## **INFORMATION TECHNOLOGY**

- 79 In the previous inspection, pupils' standards were found to be in line with expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. The school has made good progress in the provision of resources and there has been improvement in the quality of pupils' experiences. By the end of Key Stage 1, pupils' attainment is in line with what would be expected for pupils of this age. However, by the end of Key Stage 2, although pupils have made progress, particularly in the development of their word processing skills, overall, they are still below the standard that is expected.
- 80 By the time they are in Year 2, pupils are competent when finding letters and numbers on the keyboard and they know that they can control what happens on the monitor, including the production of text. They can use a program to match colours and shapes and are beginning to use computers to handle information that they have collected when producing graphs of favourite football teams.
- 81 Pupils in Year 6 know how to use the Internet to find information. They are competent at word processing and have had experience in using computers to create simple databases and print out graphs. They know how to control the movements of a simple robot. Their skills in control technology are not fully developed, however, and they have not experienced the use of computers to monitor environmental phenomena such as temperature, light intensity and sound or to analyse and interpret the data collected.
- 82 Pupils use information technology in various forms through the school; audio cassettes promote reading skills, simple robots help with ideas of direction and sequencing, programs are used to practise mathematical skills and links to literacy are made when pupils type up and edit their writing. Links to design technology are made when Year 6 pupils make designs for models of Tudor houses. Pupils also use computer programs and the internet to find information for history and geography topics. This is a sound basis for future development but the use of information technology across the curriculum is not yet fully established.
- 83 Teachers are gaining confidence in this subject, thanks to the training they are receiving and the work of the co-ordinator. Whilst the teaching and learning in individual lessons are good and lead to pupils' rapid acquisition of skills, this

consistency has not been established long enough for it to have raised pupils' attainment at the end of Key Stage 2 to the expected level. An example of good teaching was seen in a lesson for Year 4 pupils when the teacher's good knowledge of the subject, clear objectives and calm but rigorous approach led to pupils quickly learning how to use the 'find and replace' function in the context of changing pronouns. There is good use of the computer to promote the development of pupils who have special educational needs so that they make good progress towards their targets as well as learning computer skills. Pupils are very keen to use computers and they concentrate for long periods; this is partly due to their personal interest levels but also results from the teachers' positive and encouraging intervention, helping the pupils to solve problems for themselves and giving praise for their achievements.

- 84 The quality of education in information technology has clearly benefited from the school's new computer suite and the provision of computers in classrooms. There is a comprehensive scheme of work and an effective plan to implement it. Pupils' enthusiasm for the subject is evident at lunchtimes when the computer suite and the internet links are busily employed. An Internet club helps to promote pupils' interest and skills. The school is well placed to continue its progress in this subject and to raise pupils' standards of attainment.

## **RELIGIOUS EDUCATION**

- 85 Pupils achieve standards in line with the local Agreed Syllabus at the end of each key stage. This is similar to the standard in the last inspection.
- 86 Over their time in school they develop a familiarity with the main events in the Christian calendar and learn about the bible, some of the major stories in both Old and New Testaments and about some of the major biblical characters. The exercise book of one Year 5 pupil, for example, contained writing on the bible as a book or a set of books, on Noah and the flood, on Joseph and his brothers, on Jesus in the desert (linked to the theme of Lent), and on Mary and Joseph and the birth of Jesus. In addition to learning about Christianity, pupils each year also study one other major faith, such as Judaism, Islam, Sikhism or Buddhism and they discuss the religious interpretation of life in relation to social and moral problems such as homelessness. Attention is drawn to the multi-faith approach in the displays in the hall and around the school which celebrate aspects of Sikh and Jewish religious life as well as aspects of Christianity.
- 87 The quality of teaching and learning is generally sound. In one good lesson, the local vicar used a series of visual aids and artefacts to remind pupils of the significance of Lent. The pupils had previously read the gospel accounts of the death, suffering and resurrection of Jesus and as the vicar revealed each new artefact, such as a crown of thorns or a nail or an empty purse, the pupils were quick to recollect and re-tell the incident in the life of Jesus to which it related. In addition to consolidating their knowledge of basic facts, the pupils developed a grasp of the symbolism of each item and an empathy for the significance of Lent in the lives of Christians. In another lesson, pupils made crosses with the palms associated with Palm Sunday and this contact with a concrete Christian symbol brought them closer to the story read earlier in the lesson about Jesus' entry into Jerusalem and the events that followed.
- 88 Pupils are well motivated to learn and take part willingly in discussions and activities. Some have a very good depth of knowledge and were able to ask as well as answer



questions. A few found it difficult to penetrate beneath the literal facts to the deeper meanings and their relevance to ordinary living.

- 89 The subject is well supported by a scheme of work which sets out its aims and objectives as well as the syllabus to be followed by each class. Guidance is rather vague, however, and there is a good deal of overlap between years and little means of avoiding repetition or gaps occurring in the coverage of significant events in Christianity and the other major faiths. A good deal is left to the discretion of individual teachers, each of whom is encouraged to develop an interest in and knowledge of one of the major non-Christian religions. Teaching is supported by visits to places such as a local church or a Sikh Temple in Grimsby and use is made of radio and video films. There is a good range of books, which should be added to over time, but the school has no artefacts of its own to support teaching.

## **ART**

- 90 The previous inspection found pupils' attainment to be in line with expectations by the end of Key Stage 2. Evidence from lessons and displays of work indicate that the school has maintained its standards and by the time pupils are ready to leave the school, their attainment is similar to what would be expected.
- 91 In Key stage 1, pupils develop their basic skills in drawing and colour mixing and by Year 3, they are able produce sensitive paintings of winter scenes in the style of Van Gogh. Pastel portraits in Year 4 are well observed and show considered use of colour and texture. By the end of Key Stage 2, pupils have made satisfactory progress in their appreciation of the work of other artists and in their use of two dimensional media. They create desired effects in paint, pastel and collage. Pupils also make good use of their skills in producing pictures and artefacts related to their work in other subjects. There is less progress in three dimensional work or in the use of sketch books. A link with information technology is evident in attractive prints created by Year 2 pupils.
- 92 The teaching and learning in lessons are satisfactory. Teachers provide appropriate resources, which interest and motivate the pupils, and give advice which helps pupils to achieve learning objectives. In a Year 2 lesson, the teacher used the work of another artist to help pupils appreciate how different colour tints can be created and then effectively demonstrated the correct technique to be used. Pupils used the resources prepared in advance to experiment and quickly acquired a key skill. During a Year 5 lesson, the teacher's advice about how to improve their work helped pupils to produce good quality paintings based upon the style of another artist. Teachers' positive management of pupils helps to ensure that behaviour is very good and pupils maintain positive attitudes to their work.
- 93 Artwork is supported by a comprehensive scheme of work but monitoring of standards in the subject has not taken place recently, largely because of the school's attention to literacy, numeracy and information technology. The breadth of the curriculum is limited in three dimensional work and there is insufficient evidence of the progressive teaching of skills in, for example, drawing. A positive feature is the school's acquisition of a grant to fund a community arts week, which will involve artists from a range of backgrounds working in the school. There is also a plan to adopt the materials prepared by the Qualifications and Curriculum Authority (QCA), which will promote the development of the subject.

## **DESIGN AND TECHNOLOGY**

- 94 The previous inspection found pupils' attainment to be in line with expectations. Whilst there was little teaching of design and technology during the week of the inspection, evidence from lessons, the sample of work and classroom displays indicate that standards at the end of Key Stage 1 are at the expected level, but pupils' attainment at the end of Key Stage 2 is below expectations for the age group.
- 95 The sample of work for Year 2 shows that they have had a range of appropriate experiences, closely linked to their science work, which have contributed to their knowledge and skills. They know about the qualities of different materials, how bread changes during heating and the effects of hot water on jelly cubes. They have considered the movement of vehicles, identifying different parts, and have designed cars for different people. Sewing activities develop their appreciation of fabrics. Their knowledge and skills are not fully developed through Key Stage 2 so that, although Year 6 pupils have designed, made and evaluated their own 'Voucher Meters', the quality of the products is below what would be expected. Whilst pupils in Key Stage 2 experience a range of making activities, there is insufficient progressive development of pupils' design and evaluation skills.
- 96 No teaching was seen in Key Stage 2. The teaching and learning in Key Stage 1 are good. Teachers have clear objectives, use focused vocabulary and manage pupils through constructive, positive relationships. They intervene effectively, encouraging pupils to work as independently as possible. Consequently, pupils understand clearly what they are doing, behave well and have the confidence to seek their own solutions though referring to an adult at moments of difficulty. Plenary sessions are well used to encourage pupils to perform simple evaluations of their products. Good support from teachers and support staff enables the good progress of pupils with special educational needs.
- 97 There is no co-ordination of design technology. The school has a summary scheme of work which provides a suitable framework for teaching but it has not resulted in appropriate rates of progress or levels of attainment. Resources in classrooms are not well organised. The school is not well placed to make progress in this subject.

## **GEOGRAPHY**

- 98 The previous inspection report indicated that insufficient evidence was found to make a judgement about pupils' levels of attainment. Evidence from this inspection indicates that, by the end of Key Stage 2, attainment is in line with expectations.
- 99 Pupils' skills and knowledge develop consistently throughout the school, until by the time they are in Year 6, pupils have a satisfactory range of knowledge and skills. Pupils are familiar with maps of Britain and the World and can name countries and describe the physical nature of the landscapes. When using maps for information, they make use of co-ordinates and grid references. In studies of their locality, they know about the local river systems and can describe how to measure weather phenomena and the impact that weather can have on life. They carry out studies of countries, researching information from books, CD ROM and the Internet. There is insufficient evidence of pupils raising geographical questions and then collecting information to answer them.

- 100 The progressive development of knowledge and skills is a feature not noted in the previous inspection, indicating that the school has made good progress in this area. This is largely due to the teaching and learning which are predominantly good. A lesson in Year 5 was marked by the teacher's careful questioning to ensure that the lesson built appropriately on pupils' existing knowledge. The resources provided helped pupils to learn how information about temperature variations can be converted into graphs to facilitate analysis and comparison. Linking the work to atlases helped the pupils to realise how collected data can help us to understand how and why climate variations happen. The support assistant gave effective help to pupils with special needs who were thus able to access the relevant knowledge and skills. Lessons are also typified by the positive management of pupils who consequently behave very well and have good attitudes to their studies. Teachers provide good opportunities for pupils to use their literacy and numeracy skills in the context of geographical studies.
- 101 The geography curriculum is supported by a comprehensive scheme of work, which has been recently revised in the light of the materials provided nationally. There is insufficient emphasis on the use of pupils' questions to drive study through enquiry. Nevertheless, the school has the necessary base from which to make further progress.

## **HISTORY**

- 102 The previous inspection reported pupils' standards as being in line with expectations. Although few lessons of history were taught during the inspection, the scrutiny of pupils' work and discussions with pupils indicate that the school has maintained the level of pupils' attainment in line with what would be expected by the end of Key Stage 2.
- 103 Discussions with Year 6 pupils indicate that they have sound recall of a number of historical periods, including the Tudors, the Ancient Greeks, the Egyptians, the Vikings and the Victorians. They can name significant people and events, describe details of life in the times and discuss their impact on modern living. They talk with enthusiasm about models they have made and about seeking information in reference books. Their knowledge of chronology, however, is less secure and they rarely raise questions for historical enquiry. Pupils make use of CD ROM and the internet to find information for history projects.
- 104 There is evidence in the sample of work that teaching results in satisfactory progress in pupils' acquisition of knowledge and skills. Whilst Year 2 pupils know about family trees and the history of people they know, and about famous people from the past, Year 3 pupils have more detailed knowledge about Tudor times. Teaching and learning in the lesson seen were good. The teacher built effectively on pupils' homework task of collecting newspaper cuttings about modern crime. These were well used to initiate learning about changes to laws and punishment and to help pupils appreciate similarities and differences. The teacher's sensitive handling of discussions and good knowledge of the subject produced a well structured lesson which had a considerable impact upon pupils' insights.
- 105 The co-ordinator is relatively new to the post and has not yet monitored the quality of teaching or outcomes in terms of pupils' work. There is an appropriate plan to change the current whole key stage topic system to a two year rolling program based upon the materials from the Qualifications and Curriculum Authority (QCA). Further, the co-ordinator rightly plans to promote an approach which provides more opportunities for

pupils to raise questions and research information. With these intentions in mind, the school is well placed to make further progress.

## **MUSIC**

106 In the previous inspection, pupils' attainment in music was found to be in line with expectations. The school has maintained this situation, with standards still in line with what would be expected by the time pupils leave the school.

107 Attainment is particularly evident in singing. Year 6 pupils sing with confidence, control, clear diction and awareness of phrasing. This quality is present throughout the school, so that singing in assemblies is tuneful and lends an appropriate atmosphere when the pupils are grouped together. Pupils are aware of different composers and types of music. They experience the use of tuned and un-tuned percussion and develop satisfactory skills in playing musical patterns by ear and notation. Recorder playing is also a feature, with pupils developing awareness of the elements of music and acquiring the discipline of playing in groups. Pupils with special educational needs are fully involved in all activities and make good progress.

108 The curriculum is enhanced by the provision of woodwind, keyboard and guitar lessons for those pupils wishing to participate. These instruments are often used in assemblies and contribute to the development of pupils' appreciation of tune and rhythm. Un-tuned percussion is also used to provide accompaniment to hymn singing, giving pupils the opportunity to further develop their performing skills.

109 The combination of teaching and learning is predominantly good. The music co-ordinator works with several classes and this helps to promote a consistent approach, with a consequent benefit to pupils' progress. The teacher's knowledge and expertise, along with calm but rigorous management of pupils, leads to a good pace of learning in a positive atmosphere. This was particularly evident in a Year 3 lesson: the teacher provided a sequence of learning which made progressively greater demands on the pupils within an orderly and encouraging atmosphere. The pupils responded well to the challenge and by the end of the lesson were successfully working in groups to develop rhythm sequences led by a 'conductor'.

110 The scheme of work is thorough and supported by a clear policy and guidelines. The co-ordinator has produced a wide range of materials including tapes, worksheets, teaching advice and multi-cultural links, which are a considerable support to the non-specialist teacher. The quality of teaching is monitored and examples of pupils' responses to music are collected. The feedback provided from this work leads to a consistent approach to the subject. Out-of-school activities enhance the music provision and provide suitable experiences within which pupils' knowledge and skills can develop. The school is in a position to continue its progress in this area.

## **PHYSICAL EDUCATION**

111 At the end of both Key Stages 1 and 2, pupils attain standards that are in line with national expectations and this is similar to the previous inspection. In Key Stage 1, pupils make steady progress as they move through the key stage and they achieve satisfactory standards. In Year 1, pupils use the space in the hall well. They listen to and follow instructions. Most pupils can bounce and catch a small ball confidently. At the end of Key Stage 1 pupils use movement imaginatively to express ideas and

emotions. Pupils use a good range of words to describe the movements. They are less skilled in planning simple dances for themselves.

- 112 In Key Stage 2, pupils continue to make steady progress and achieve the expected standards. In Year 3, pupils keep to the rules of simple games. They dance with co-ordination and a good sense of rhythm. Pupils are taught swimming in Year 3 only and most pupils achieve the standards expected. In Years 4 and 5, pupils plan and perform gymnastic sequences with control. Year 4 pupils include a good range of actions and some are challenging and difficult. Year 5 pupils need to include a broader range of actions and include some more difficult ones. Pupils' ability to evaluate performance in gymnastics is not well developed. In games activities, Year 4 and 5 pupils have reasonable catch and throwing skills. Year 5 pupils show a good understanding of basic attack strategies in a small invasion-type game. Year 6 pupils can warm up independently of the teacher. Pupils with special educational needs in both key stages make good progress because the teachers know their needs well and adjust activities accordingly.
- 113 Pupils enjoy lessons and work hard in them. They sustain good levels of physical activity and wear smart and safe kit. Pupils behave well in lessons. They work very well with each other when planning sequences or setting out apparatus.
- 114 The quality of teaching is good in both Key Stages 1 and 2 and this helps pupils to learn at a good rate. There is some teaching that is satisfactory in Key Stage 2 and all the teaching in Key Stage 1 is good. Teachers generally have very good relationships with the pupils and they establish a good ethos for learning. They expect pupils to be safely prepared in smart kit and to behave well and follow instructions. They ensure that pupils are physically active for much of the time. In the best lessons, pupils are encouraged not only to plan and perform in gymnastics, but also to improve the quality, range and difficulty of their actions. In the best games lessons, pupils are encouraged to work out the most effective attacking strategies. Planning is good overall. Teachers identify clear targets for lessons and ensure that pupils know what they are. However the lack of a detailed scheme of work means that it is difficult to plan for continuity in learning. In some lessons that are satisfactory pupils are not given enough guidance on how to improve either their games skills or the quality of their actions in gymnastics. On one occasion in Key Stage 2, the time taken to organise pupils' changing left too little time to make adequate progress.
- 115 The school offers a very good range of extra-curricular activities from which a significant number of pupils benefit, especially in Key Stage 2. The co-ordination of the subject is temporarily shared between the head and a newly qualified teacher and is effective. The long term curriculum plan ensures that the statutory curriculum and a suitable balance of activities is taught. However there is no detailed scheme of work and this leads to a lack of continuity in learning. The school benefits from good outdoor accommodation for Key Stage 1 and 2 pupils.