

# INSPECTION REPORT

## **St Barnabas CE Primary School**

Darwen

LEA area: Blackburn and Darwen

Unique Reference Number: 119456

Inspection Number: 189086

Head Teacher: Miss M Mitchell

---

Reporting inspector: Ms C Dutton  
15565

Dates of inspection: 18 – 21 October 1999

Under OFSTED contract number: 707534

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

© Crown Copyright 1999

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 Education (Schools) Act 1992 and the Education Act 1993, 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:	Primary
Type of control:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Knowlesly Road Darwen Lancashire BB3 2JA
Telephone number:	01254 702996
Fax number:	01254 701463
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Natrass
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
C Dutton	Mathematics Art Geography Equal opportunities	Characteristics of the school Attainment and progress Teaching Leadership and management The efficiency of the school
L Buller		Attendance Accommodation Support, Guidance and pupils welfare Partnership with parents and the Community
M McCabe	English History Information technology	Assessment Staffing Spiritual, moral, social and cultural development
P Graham	Special educational needs Science  Music Physical education Design and technology Areas of learning for children under fives	Attitudes, behaviour and personal development The curriculum Learning resources

The inspection contractor was:

Eclipse (Education) Limited  
14 Enterprise House  
Kingsway  
Team Valley  
Gateshead  
NE11 0SR

Tel: 0191 487 2333

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

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

# REPORT CONTENTS

Paragraph

## MAIN FINDINGS

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

## KEY ISSUES FOR ACTION

### INTRODUCTION

1 - 9

Characteristics of the school  
Key indicators

### PART A: ASPECTS OF THE SCHOOL

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

10 -38

Attainment and progress  
Attitudes, behaviour and personal development  
Attendance

#### Quality of education provided

39 - 73

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

#### The management and efficiency of the school

74 - 87

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

### PART B: CURRICULUM AREAS AND SUBJECTS

#### Areas of learning for children under five

88 - 103

#### English, mathematics and science

104 - 133

#### Other subjects or courses

134 - 174

### PART C: INSPECTION DATA

#### Summary of inspection evidence

175 - 177

#### Data and indicators

178 - 181

## MAIN FINDINGS

### What the school does well

- Pupils' attainment in English in Key Stage 1 is above the levels expected for pupils of this age.
- Pupils with special educational needs make good progress.
- The provision for the social development of pupils is very good.
- The quality of teaching is good.
- Provision for pupils' spiritual, social and cultural development is good.
- Links with the community are good. Good use is made of the local environment.
- Good use is made of teaching and support staff, especially when supporting children with special educational needs.
- Financial planning and control is good.
- The school makes good use of its resources.

### Where the school has weaknesses

- I. Schemes of work identifying the knowledge, skills and understanding that are to be taught are not in place for some subjects.
- II. Assessment of what pupils have learned in lessons is not used effectively in planning work and the marking of pupils' work is inconsistent.
  - Teachers do not have high enough expectations of higher ability pupils in Key Stage 2 and these pupils are insufficiently challenged.
- III. In spite of a commitment to improvement there is insufficient focus on promoting high standards of achievement.
- IV. Procedures for monitoring pupils' progress and personal development are weak. For example with the exception of English, information gained from various sources of data is not used effectively to ensure effective support and guidance to aid pupils' progress.
- V. The monitoring and evaluating of teaching and the curriculum is not as rigorous as it should be.
- VI. The curriculum for information technology does not meet statutory requirements.

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

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

The school has made a number of improvements since the previous inspection. They have particularly raised standards in the teaching of English, which was a key issue in the last inspection. The teaching of the subject is now good. The governing body is effective and has had an impact in raising standards by analysing data and identifying areas of weakness. They, along with the head teacher and staff, have used this information to target resources and address identified weaknesses. The school now has an assessment policy and has introduced annual testing for each year group. However, schemes of work are still not yet in place for some subjects. There has been very little improvement in the monitoring and evaluating of teaching and the curriculum and what improvement has taken place is very recent. There has been some improvement in assessment and recording since the previous inspection but this has been insufficient. Overall improvement is satisfactory.

The school has the capacity to improve further. The governing body are fully aware of areas that require further development and have already drawn up action plans to improve standards further. Realistic targets have been set.

## STANDARDS IN SUBJECTS

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

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

The information in the table relates to the 1999 cohort of Key Stage 2 pupils who have now left the school. It indicates that in the National tests in 1999 for 11 year olds standards in English were average, standards in mathematics were below average and in science were well below average. When compared with schools that have a similar numbers of pupils eligible for free school meals standards in English are average and in mathematics and science are well below. The English, mathematics and science results in 1999 are better than those gained in the 1998 tests and show improvement. The inspection judgements are that standards in mathematics and science are better than indicated by the National test results.

Standards in information technology are below national expectations.

Although early in the term, the inspection findings show that pupils' attainment in mathematics and science is improving and does not differ significantly from the national averages. In mathematics this is due to the recent implementation of the Numeracy Strategy which is setting high standards in teaching and also providing a solid mathematics curriculum for the school to follow. In science more time is being allocated to the teaching of science and the school makes use of its specialist teachers to teach this subject.

When children enter the reception class their overall attainment is broadly typical for children of this age, although the full ability range is represented. Children make satisfactory progress in the reception class and by the age of five most children are close to the levels expected of this age.

### Quality of teaching

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

Forty four lessons were seen during the inspection. Teaching was at least satisfactory in 89 per cent of lessons. It was good in 57 per cent and very good or better in a further 14 per cent. Less than satisfactory teaching was seen in 11 per cent of lessons. Where teaching was less than satisfactory a contributory factor was the misbehaviour of a minority of pupils that was not challenged by teachers. The quality of teaching throughout the school is good in English and mathematics, but some teachers lack confidence in information technology and this subject is not taught often enough to allow pupils to make the progress they should.

## Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory overall, although the behaviour of a small but significant number of older pupils is unsatisfactory.
Attendance	Satisfactory. Levels of attendance have been maintained since the last inspection. The number of pupils taking holidays in term time hinders the capacity for further improvement.
Ethos*	Sound. There is a caring atmosphere, satisfactory relationships and a commitment to improve standards. Attitudes to learning are good.
Leadership and management	Satisfactory. The school is managed soundly on a day-to-day basis. The management of the school has moved forward in the analysis of data handling and target setting. The weakness in management is in the monitoring and evaluation of teaching and the curriculum.
Curriculum	Unsatisfactory. The curriculum for under fives is appropriate. Although the curriculum for Key Stages 1 and 2 includes all subjects it lacks balance and insufficient time has been allocated to some subjects for pupils to cover an appropriate curriculum. Not all aspects of the National Curriculum Programmes of Study are taught in information technology and design and technology.
Children with special educational needs	The school makes good provision for pupils with special educational needs and these pupils make good progress.
Spiritual, moral, social & cultural development	The schools spiritual and cultural provision is good. There is very good social provision. Moral development is satisfactory.
Staffing, resources and accommodation	There is a good range of staff to meet the schools' needs. Accommodation is satisfactory overall. However, the open plan nature at times has a negative impact on the delivery of the curriculum as noise from adjacent classrooms makes it difficult for pupils to concentrate. The range and quality of learning resources are sufficient to meet the needs of the National Curriculum, with the exception of information technology.
Value for money	Satisfactory. Pupils make steady progress, although they could do better.

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

## The parents' views of the school

### What most parents like about the school

- VII. The caring, Christian nature of the school.
- VIII. The relationships between pupils and staff.
- IX. Parents are encouraged to play an active part in the life of the school.
- X. Their children like going to school.
- XI. Staff are approachable.
- XII. The quality of learning in Reception.
- XIII. The religious ethos which exists in the school and the way it permeates through individual classes.
- XIV. The open access policy for parents is appreciated.
- XV. The Year 6 after school club is well received and described as "A real bonus which makes learning fun".
- XVI. Teachers provide feedback on issues raised.
- XVII. The choir and recorder clubs give opportunities for musical development.

### What some parents are not happy about

- XIX. Incidents of bullying that are not always
- XX. The timing of parents meetings where both
- XXI. Some parents feel that insufficient part from the annual report. Parents of Key Stage 2 meetings and feel that more curriculum information, is required in order for them to assist at home.
- XXII. The open plan aspect of the school and



XVIII. New homework diaries.

Inspectors' judgements support parent's positive views but agree with them that the open plan aspect does not have a positive impact on pupil behaviour. It would be helpful if more consideration was given to working parents when deciding the timings of parents evenings and parents would be able to help at home more effectively if they knew what work their child was going to be covering. With respect to incidents of bullying, no such incidents were seen during the inspection and pupils commented that they felt confident that if it did happen then it would be dealt with effectively.

## KEY ISSUES FOR ACTION

To further improve the quality of education, the governing body, head teacher and staff should;

- a) Raise attainment in information technology by the ages of seven and 11 by:
- Improving teachers knowledge and confidence in information technology;
  - Providing pupils in Key Stage 1 with the opportunities to work with floor robots;
  - Improving resources available to support the measurement and control aspects of information technology;
  - Providing pupils in Key Stage 2 with opportunities to monitor, measure and control the physical environment;
  - Broadening the range of opportunities for pupils to use databases and spreadsheets;
  - Devising a scheme of work of information technology to ensure that pupils are taught the full programmes of study.

(paragraphs 23, 41, 82, 157-162)

The school had already identified this area in the school development plan.

- a) Improve the rate of pupils progress who are capable of higher than average attainment by:
- Raising teacher's expectations of what these pupils are capable of;
  - Provide more challenging/demanding/harder work;
  - Identifying precisely what skills teachers expect pupils to learn in their lessons;
  - Identifying appropriate activities for higher attaining pupils to challenge them more effectively.

(paragraphs 42, 44, 77, 103, 106, 114, 123, 132, 156)

- a) Improve the curriculum by:
- Defining time allocations for subjects to ensure all areas of the curriculum receive an appropriate amount of time to deliver effectively;
  - Clarify what pupils are expected to learn in each year group in each subject.

(paragraphs 49, 53, 77, 133, 136, 139, 146, 149, 151, 161, 168, 174)

· The school had already identified this area in the school development plan

- d) Make better use of assessment of pupils learning in the planning of their work by:
- Identifying opportunities to assess pupils' attainment and progress;
  - Making use of these assessments to help plan the next stage of pupils' learning;
  - Agree marking criteria that will specify how pupils need to improve their work and apply this consistently throughout the school.

(paragraphs 44, 56, 58, 59, 66, 79, 115, 174)

- a) Improve the management of the school by establishing and implementing a properly rigorous system to monitor the work of the school and act effectively on the findings.  
(paragraphs 58, 74, 79, 85, 124, 140, 161)

The school had already identified this area in the school development plan.

- b) Improve the behaviour of the minority of pupils who disturb learning by:
- Reviewing the school's behaviour policy to include guidelines for all staff, including lunchtime supervisors, on strategies to deal with unacceptable behaviour.
  - Implementing the policy consistently.
  - Dealing more firmly with the minority of pupils who behave inappropriately in lessons.
- (paragraphs 68, 74, 81, 105, 113, 114, 123, 131, 155, 165-167, 172)

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

- Improving pupils' progress in design and technology in Key Stage 2. (paragraphs 49, 141, 143, 145, 146)
- Meeting statutory requirements in respect of the School Prospectus and Annual Report to Parents. (paragraph 78)

## · INTRODUCTION

### · Characteristics of the school

1 St Barnabas CE Primary School is a one-form entry school situated in the southern edge of Darwen. It has strong links with the Church of St Barnabas. A mixture of detached, semi-detached and terraced housing surrounds the school. The children come from a variety of backgrounds and the school draws from a wider catchment area than the immediate locality.

2 Of the 224 pupils on roll fifteen per cent have special educational needs and 1 per cent of these have a formal statement. Sixteen per cent of children are eligible for free school meals. Fifty per cent of the pupils have previously attended nursery. Attainment on entry to the reception class varies but most pupils have satisfactory, linguistic, numerical and social skills.

3 The school aims are:

- To ensure that every child has access to all relevant areas of the National Curriculum and RE appropriate to their needs.
- By bringing a Christian perspective to every aspect of school life, we seek to develop the children's awareness of 'Our Faith' and so to aid their spiritual, moral and emotional growth. We join together in daily acts of Christian worship.
- To give every child the opportunity to achieve their full potential.
- Every member of the school will be encouraged to show tolerance, care and understanding of each other while acquiring self-discipline, self-esteem and knowledge of their value within the school community.
- The vicar is fully involved in the daily life and worship of the school.
- To develop existing links between school, home and parish for the mutual benefit of all connected with the school.
- The school actively encourages Parental Involvement within the working life of the school.
- The school seeks to enhance the education of the children by involving local industry and the use of the surrounding environment in school projects.
- To develop and enhance the school's resources, both building and educational. This involves maintaining a pleasant and functional environment around the school, taking account of budget restraints and the School Development plan.

4 The key issues raised in the last inspection were as follows:

“To improve standards of attainment the school should:

Improve unsatisfactory English teaching by:

- Specifying clearer learning objectives;
- Planning suitable content which challenges all pupils;
- Appraising and discussing with teachers their strengths and needs in the teaching of English;
- Providing appropriate training and support;
- Develop schemes work in the core subjects which specify clear learning objectives and provide continuity and progression;
- Introduce an effective assessment and recording policy which builds upon the previous attainment of pupils and informs future planning;
- Review the provision and organisation of the activity session at Key Stage 1.

The head teacher and governors should strengthen the educational leadership by:

- Providing greater curriculum direction and co-ordination throughout the school;
- Developing the roles of the subject co-ordinators in planning, monitoring and evaluating the teaching and learning in each subject.

The school has set targets in the school development plan and amongst other issues, these include:

- to improve and develop provision in ICT extend teacher expertise and pupils learning;
- to update and bring into line all areas of curriculum schemes of work;
- to further develop the monitoring of teaching and learning and curriculum content”.

## Key indicators

### 5 Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:		Year	Boys	Girls	Total
		1999	19	16	35

  

National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	17	17	14
	Girls	13	13	13
	Total	30	30	27
Percentage at NC Level 2 or above	School	86% (97%)	86% (97%)	77% (76%)
	National	82% (77%)	83% (81%)	87% (84%)

  

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	14	15
	Girls	13	13	13
	Total	29	27	28
Percentage at NC Level 2 or above	School	83% (97%)	77% (94%)	80% (88%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Number of registered pupils in final year of Key Stage 2 for latest reporting year:		Year	Boys	Girls	Total
		1999	19	15	34

  

National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	13	12	12
	Girls	12	7	7
	Total	25	19	19
Percentage at NC Level 4 or above	School	74% (65%)	56% (41%)	56% (41%)
	National	70% (65%)	69% (59%)	78% (69%)

  

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	12	11
	Girls	10	9	9
	Total	22	21	20
Percentage at NC Level 4 or above	School	65% (59%)	62% (50%)	59% (32%)
	National	68% (65%)	69% (65%)	75% (72%)

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

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

2            **7        Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	4.8
	Unauthorised	School	5.7
	Absence	National comparative data	0.1

2

2            **8        Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	3

2            **9        Quality of teaching**

Percentage of teaching observed which is:	Very good or better	%
	Satisfactory or better	14
	Less than satisfactory	89

## 2 PART A: ASPECTS OF THE SCHOOL

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

#### 2 Attainment and progress

10 When children enter the reception class, their overall attainment is broadly typical for children of their age, although the full ability range is represented. Overall, children make good progress in the reception class. They make good progress in their personal and social development, they become increasingly confident and develop good relationships with adults in the school. Staff have high expectations that the children will become independent and develop appropriate social skills. By the age of five, in speaking and listening, and reading and writing, children exceed the expectations of the national targets for their age. In mathematics and all other areas of learning their attainment meets the levels expected for their age. Although the school does not have the facilities to offer the full range of physical activities, including opportunities for outdoor play, there is no evidence that this impacts adversely on the development of children's physical skills.

11 Pupils make steady progress as they move into Key Stage 1. Progress is clearly better when teachers focus their planning to identify precisely what they expect pupils to have learnt. This happens in English and mathematics as a result of the implementation of the Literacy and Numeracy Strategies. Progress for pupils of high ability is slower as teachers do not always set tasks to match the abilities of these pupils. Progress is good in Key Stage 1 and satisfactory overall in Key Stage 2, but this varies between classes. Progress is slower in Key Stage 2 because teachers expectations do not match the abilities of their pupil and tasks are insufficiently challenging for the more able pupils and work is not always matched to the need of individual pupils. The exception to this is for those pupils who have special educational needs in English who, when working with the specialist teacher make good progress.

12 Pupils make good progress in Key Stage 1 and by the end of Year 2, standards in English are above what is expected of seven years olds. Standards in mathematics and science are in line with the levels expected, but in information technology they are below that level.

13 In the English national tests for pupils at the end of Key Stage 1 in 1998, pupils' results in reading and writing were well above average. In the same tests in 1999, the percentage of pupils reaching higher than average levels were above that of 1998, but when compared to schools with a similar percentage of free school meals they are average. Results in the mathematics national tests in 1999 were close to the levels expected and the teacher assessment in science show that the majority of pupils reached the levels expected for their age.

14 By the end of Key Stage 1 pupils' attainment in speaking and listening is above average and they make good progress. Standards in reading are above the national average and pupils make good progress in lessons. They are able to predict what might happen next in a story and can give reasons for a characters behaviour or actions. In writing attainment is above the levels expected and pupil make satisfactory progress in lessons. They are able to identify the need for capital letters and full stops. Most spell simple words accurately and their handwriting is generally clear and legible.

15 In the national tests for pupils at the end of Key Stage 2 in English in 1998, the proportion of pupils reaching the expected level was close to the national average but those reaching higher than expected levels were well below the national average. In the same tests in 1999, the percentage of pupils reaching higher than expected levels fell from those in the previous year. At the end of both key stages, girls achieve higher levels than boys do overall. Inspection findings broadly correspond to these results.

16 In Key Stage 2 pupils' attainment in speaking and listening is slightly below the levels expected and progress in this area is not as good as it should be. Pupils are given opportunities to develop these skills at the end of the key stage through participation in debates or talks. Attainment in reading is average and progress is satisfactory. The more able pupils at the end of Key Stage 2 read expressively and are able to change expression to indicate that different characters are speaking. Younger pupils develop appropriate

strategies to enable them to identify words they do not initially recognise. Attainment in writing is average and pupils make satisfactory progress. They are aware that different styles of writing are required for different tasks, such as persuasive writing as in writing a tourist brochure to encourage tourists to visit Jamaica.

17 The last inspection found that standards in mathematics were in line with national expectations at both key stages and this remains the same, although early indications are that with the implementation of the Numeracy Strategy and good teaching in mathematics standards are improving.

18 By the end of Year 2 pupils' attainment in mathematics matches the levels expected for seven year olds. In the 1999 national tests for seven year olds standards in mathematics are close to the national average. These results are similar to those from the previous year.

19 By the end of Year 6 pupils' attainment is close to the levels expected for 11 year olds. In the 1999 national tests for 11 years old standards in mathematics are well below the national average, but show an improvement on the previous years results. Although the results of the national tests indicate that standards are lower than the national average in Key Stage 2, the inspection findings do not concur with these. In all lessons seen during the inspection, except for pupils with special educational needs, standards of achievement were in line with those expected. This is due to a high proportion of good teaching, successful implementation of the National Numeracy Strategy and effective use of data analysis undertaken by a member of the governing body.

20 In the 1998 National Curriculum Science assessments for seven year olds, almost nine-tenths of pupils reached the standard expected for their age. This was in line with the national average. The number of pupils exceeding the expected level was well below the national average with no pupils achieving the higher level. In the 1999 assessments, the percentage of pupils reaching the expected level was similar to 1998 but there was a significant improvement in the amount of pupils whose achievement was above the expected level.

21 In the 1998 national science tests for 11 year olds, approximately four-tenths of pupils reached the level expected for their age. This was well below the national average. Only one pupil achieved the higher level. This was also well below the national average. Compared with similar schools, the percentage of pupils reaching the expected level was very low and the percentage exceeding it was well below average. Girls' performance was slightly better than that of boys. In the 1999 tests, there was an improvement in the number of pupils reaching the expected level.

22 Evidence from the inspection indicates that pupils' science attainment is broadly in line with the national expectation by the end of both key stages. However, there are presently few pupils working at levels beyond those expected for their age.

23 The last inspection found that standards in information technology were above national expectations at both key stages. On this occasion the inspection findings do not concur with those of the previous report. Standards of attainment for all pupils are below those expected and they make unsatisfactory progress. Some of the aspects of information technology are not being taught and standards being achieved are restricted to a very narrow range of skills.

24 The last inspection found that standards in art were in line with those expected of pupils of similar age in both key stages. Evidence from this inspection generally concurs with that of the last and by time pupils leave school they are working at a satisfactory level overall, although their observational skills are more frequently developed in Key Stage 2 than their skills and techniques in other aspects. Pupils make good progress in art in Key Stage 1. Progress at Key Stage 2 varies between classes, this is due to different time allocations and teachers not focusing on the skills that are to be taught during the lesson.

25 By the time pupils leave school they are generally working at a satisfactory level overall in design and technology although their skills in making things are better than their design skills. In Key Stage 1, most



pupils, including special educational needs, make steady progress. Pupils' progress in Key Stage 2 is unsatisfactory due to insufficient provision for them to develop design skills.

26 The last inspection found that standards in history were in line with those expected of pupils of similar age in both key stages. Evidence from this inspection broadly concurs with that of the last and pupils make satisfactory progress in both key stages.

27 Pupils make good progress in geography in Key Stage 1. This is a result of good teaching and clear identification what geographical skills are to be learnt during the lesson. Pupils make satisfactory progress in Key Stage 2 although they could do better. Their progress is slowed by low level tasks which do not reinforce what has been taught or give opportunities to practice their geographical skills.

28 The satisfactory standards in music identified in the previous inspection report have been maintained. By the time they reach 11, pupils' musical skills, knowledge and understanding are satisfactory. Most pupils, including those who have special educational needs make satisfactory progress.

29 Most pupils, including those with special educational needs, make good progress in physical education in Key Stage 1 and satisfactory progress in Key Stage 2, and by the age of 11, most pupils have skills which are appropriate for their age.

30 Pupils with special educational needs make good progress in relation to the academic and social targets which are set for them in their individual education plans. Their progress is reviewed on a regular basis with new targets being set as appropriate. For example, as pupils develop the ability to concentrate for longer periods, teachers modify their work accordingly.

31 Pupils' literacy skills are developed well in the literacy hour and are also used effectively to support the work in other subjects. For example in mathematics, pupils are taught mathematical vocabulary. Pupils enjoy using their literacy skills to support their learning in other subjects. For example when researching information about Vikings or ancient Greece in their history studies.

32 Pupils' numeracy skills are effectively developed in mathematics and there is a clear emphasis on developing pupils' mental calculation strategies. Pupils are encouraged to explain how they solve problems or what strategies they used to arrive at an answer. Other subjects make a contribution to numeracy, for example pupils produce graphs and charts in science and use their measuring and estimating skills in design and technology and art.

2

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

33 Children under five show a great interest in their work and persevere until activities are completed. They enjoy the activities provided for them, are keen to be fully involved and take a pride in their achievements. For example, when taking on the role of letter and number detectives, children are clearly delighted to find the hidden numbers and letters. They relate well to adults and to one another, showing concern for the needs of others as well as themselves. They demonstrate high standards of behaviour, listen carefully to their teacher and each other, and develop their confidence and self-esteem.

34 In Key Stages 1 and 2, most pupils' attitudes towards their work are good. They are interested in their work, concentrating well whilst being taught and when carrying out activities. Pupils in the Reception class and in Year 1 show high levels of concentration. Many pupils work well together in pairs and small groups particularly in classes where the teacher is assisted by educational support staff. A small minority of pupils (mainly older boys) display insufficient interest in their work and they lack both concentration and perseverance. The open plan nature of the accommodation sometimes hinders pupils' attempts to concentrate as noise from other classes is clearly audible in many of the classrooms.

35 Pupils' behaviour in and around school, is satisfactory overall although the behaviour of a small but significant number of older pupils is unsatisfactory. There have been four exclusions over the past year,

all for misbehaviour and all boys. The behaviour of some pupils deteriorates in lessons where the teacher does not employ effective strategies for promoting good behaviour. Most pupils are polite and courteous to adults and other pupils and they confidently engage visitors in conversation. Most pupils form good relationships with each other, but a small minority have a lack of respect.

36 In most cases, pupils show appropriate respect for the feelings and beliefs of others. Through religious education lessons, they develop an awareness of a variety of different faiths and discuss their own and others' feelings.

37 Pupils' personal development is good. Many older pupils take their duties seriously. Through carrying out a variety of tasks such as recycling drinks cans, looking after the school guinea pigs, setting out the hall for lunch and helping to clear away, pupils develop a sense of responsibility. They enjoy helping to look after younger pupils at lunch times when they play board games with them. Pupils increasingly develop their confidence and use their initiative to benefit others. For example, pupils suggest various causes which could benefit from their efforts and they instigate charitable activities and fund raising. Recently a group of pupils planned and organised a bring and buy sale in aid of the Blue Peter Appeal.

## 2 **Attendance**

38 Attendance is satisfactory. Levels of attendance have been maintained in line with national figures since the time of the previous report. Unauthorised absence continues to be below the national average. The number of pupils taking holiday in term time hinders the capacity for further improvement in levels of attendance. The majority of pupils arrive at school on time, however there are one or two pupils who regularly arrive late. The school has procedures in place to deal with lateness but this is having little effect on these families. This results in these pupils missing part of the Collective Act of Worship and the contribution it makes to pupils' spiritual and personal development.

## 2 **QUALITY OF EDUCATION PROVIDED**

### 2 **Teaching**

39 There has been a marked improvement in teaching since the last inspection. The quality of teaching is now a strength of the school. In the previous inspection 26 per cent of teaching was unsatisfactory and 74 per cent of teaching was satisfactory or better. During this inspection 89 per cent of teaching was satisfactory or better and of this 57 per cent was good or better. The very good teaching was mainly seen in Key Stage 1, but good teaching was seen in nearly every class. There was no unsatisfactory teaching in Key Stage 1. Teaching in the reception class is consistently at least good and often very good. The teacher has high expectations and uses effective strategies to promote pupils' learning.

40 A positive aspect running through the teaching in the school is that all teachers have a good personal knowledge of pupils in their classes. They develop good working relationships with pupils and this supports their effective use of questioning in many lessons. For example, in Year 4 when questions requiring more mental agility were pitched towards the higher attaining pupils in mathematics. In Key Stage 1 the special needs teacher when working together with the Year 2 teacher, keeps a record of the frequency and content of pupils contributions during the lesson and this is used to target questions in the next lesson towards those who have not contributed. Although teachers know their pupils well, they do not always have high expectations in terms of what they expect them to achieve.

41 Teachers have a good knowledge and understanding of English and mathematics. They use the National Literacy and the National Numeracy Strategies to guide their work. The content and the structure of these schemes ensures that pupils are taught knowledge and skills progressively. In other subjects where teachers do not have this structure to support them their subject knowledge is less secure. For example in information technology in both key stages and design and technology and art in Key Stage 2.

42 The setting of high expectations for pupils is a less effective aspect of teaching in Key Stage 2, especially the high attainers, who often lack challenge. On occasions low level tasks are set and this does not

develop their knowledge, skills and understanding in the subject. For example in a Year 6 geography lesson the task set for pupils was a word search which required no application of geographical skills.

43 All teachers use a variety of strategies to match the need of the pupils and the curriculum. This is done most effectively with pupils who have special educational needs in English and are supported by the special needs teacher within their lessons. Pupils with special educational need are taught very well when they are withdrawn to work in small groups with the special needs teacher. During these lessons, mainly in English, work is carefully matched to each individual pupil's needs and regular assessments are carried out to check that they are making appropriate progress. For example in Year 2 a lesson was on the text 'Everyone Says No' and questions were carefully distributed around the class based on previous observations. However, these pupils are less well supported in other areas of the curriculum

44 Although teachers planning is adequate to support their lessons, a weaker aspect of teaching in the school is that teachers do not make sufficient use of assessment opportunities to find out what pupils know, understand and can do and use this when planning the next stage of their work. This means that pupils do not always make the progress that they could. The marking of pupils' work is not always consistent between classes and does not always identify how the pupil can improve. Teachers would benefit by having clear subject guidelines to assist them with their planning, identifying the knowledge, skills and understanding that pupils are to learn in each class. All teachers use good questioning techniques to assess and evaluate what the pupils have learnt during the lesson, but their planning does not always identify what skills or knowledge the pupils will learn during their lesson. The exceptions to this are in the teaching of English and mathematics, where teachers are clear on what they want the pupils to achieve and these objectives are shared effectively with the pupils. This has a very positive impact on the pupils' learning during the lessons as they are clear about the purpose of the lesson. Teachers make good use of the resources available to them and many supplement these with items of their own.

45 Teachers generally manage pupils well. They use a variety of strategies to correct inappropriate behaviour, although not always successfully. They do have high expectations of pupils' attitudes and behaviour, but this is sometimes undermined by a minority of pupils. The school has a very positive focus on personal and social development and this contributes well to the good relationships and behaviour of the majority of pupils. In Year 1 and in the reception class, high standards of discipline are achieved and relationships with and between, the pupils is very good.

46 Pupils with special educational needs are well taught by class teachers, by the co-ordinator for special educational needs and by skilled staff from the local authority support services. Pupils are withdrawn from class and also supported in class during lessons in English. Teachers have a thorough knowledge of these pupils' needs.

47 Teachers make effective use of homework especially in English and mathematics. Pupils in Key Stage 1 take home reading books regularly and older pupils are regularly set mathematics work linked to work covered in their lessons. The school has recently reviewed its homework policy and Key Stage 2 pupils have homework diaries and files which are appreciated by parents.

## 2 **The curriculum and assessment**

48 The curriculum for pupils under five is appropriate and enables them to attain the Desirable Learning Outcomes and to move into Level 1 of the National Curriculum. High priority is given to the development of language and literacy, mathematical and personal and social skills. Activities planned are imaginative and relevant to the age group and they enable children to make good progress. There is a sound balance between teacher-led and well-structured independent play activities. However, the outdoor curriculum is mainly limited to playtimes. For example, there are no opportunities for children to use large wheeled toys.

49 Whilst the curriculum for Key Stages 1 and 2 includes all of the subjects of the National Curriculum and religious education, it lacks balance and is therefore unsatisfactory. Not all aspects of the

National Curriculum programmes of study are sufficiently well represented in information technology. For example, pupils are not given enough opportunity to develop appropriate knowledge, skills and understanding in control and data handling. As a result of these deficiencies in the curriculum, statutory requirements are not met and this has an adverse impact on pupils' attainment and progress in these areas. In design and technology, there is insufficient emphasis placed on the development of design skills at Key Stage 2. The school has revised the curriculum recently to accommodate the National Literacy and Numeracy Strategies but presently insufficient time has been allocated to some subject to enable the pupils to follow a worthwhile curriculum. Schemes of work have not yet been revised to match the amount of time now spent on each subject and the school lacks guidelines to ensure that all pupils receive a broad and balanced curriculum.

50 A suitable programme of health education which includes sex education and drugs awareness is provided through various subjects including science and religious education. The curriculum is effective in promoting the personal and physical development of pupils. Pupils' intellectual development is generally promoted effectively but on some occasions, insufficiently challenging work, particularly for higher attaining pupils, results in their becoming bored which has a negative impact on their behaviour and hinders progress.

51 The provision for pupils' intellectual, physical and personal development prepares them appropriately for the next phase in their education with the exception of their development of information technology skills. Homework is linked to the curriculum and this both supports pupils' learning and makes a sound contribution towards preparing them for secondary education. All pupils have equality of access and opportunity, but because pupils do not cover all of the National Curriculum programmes of study for information technology, they do not receive sufficient access to the National Curriculum.

52 The school's strategies for literacy and numeracy are satisfactory. The introduction of the literacy hour has had a positive impact on pupils' standards in English and early indications are that the numeracy hour is beginning to accelerate pupils' progress in mathematics.

53 The previous inspection report commented that schemes of work had not been completed for all subjects. Whilst there has been progress in this area and schemes of work now exist for some subjects it has been insufficient. Schemes of work are not in place for information technology and design and technology and in subjects where they are in place, they are not always followed, for example, art and science. As a result, there is no effective framework which ensures that in these subjects, pupils build systematically on their prior knowledge, skills and understanding. Where schemes of work are in place, their content does not always reflect practice within the school. For example, the scheme of work for science is not followed consistently and it is not specific enough about what knowledge and skills will be taught. The lack of a long term curriculum overview prevents teachers from having a clear understanding of the whole school curriculum. Medium term and short term planning is satisfactory where schemes of work are in place and being followed. In English and mathematics where the plans are detailed and identify clearly what it is pupils are expected to learn, pupils build more effectively on their prior knowledge, skills and understanding.

54 The curriculum is enhanced by various educational trips to museums and the local area. The school has a sound range of extra-curricular activities for pupils in Key Stage 2. These include recorders, choir, football, netball, cricket and rounders. Pupils compete against other schools in various sports and competitions. These activities are run voluntarily by a group of teachers. They are well supported and enjoyed by the pupils and they enrich the curricular provision.

55 Arrangements for pupils with special educational needs fully meet the requirements of the National Code of Practice for these pupils. Their individual education plans are regularly reviewed in conjunction with the class teacher and parents are involved appropriately in these reviews. The recording of this involvement needs to be more clearly identified in the appropriate space on pupils' individual education plans. No pupils are disapplied from subjects or aspects of the National Curriculum or from the National tests at age seven and 11. The timetable has been carefully adjusted to ensure that pupils who are withdrawn for individual or group support do not miss important aspects of subjects or lessons. The needs of pupils with statements of special educational needs are properly reviewed on an annual basis.

56 Provision for assessing and recording pupils' attainment and progress is broadly satisfactory. The last inspection identified the need to introduce an effective assessment and recording policy to build on previous attainment and to inform future planning. The school now has a satisfactory policy for the assessment, recording and reporting of pupils' work and has put in place some of the elements of the action plan drawn up after the last inspection. Not all of the systems described in the policy and the action plan have been fully implemented. Pupils' attainment by the age of five is effectively assessed using the baseline test approved by the local authority. Pupils' attainment in mathematics, including the results of the statutory end of key stage assessments, have now been collated using a computer program designed by a member of the governing body. This system enables the school to identify the progress of individual pupils and groups over time. It has only been introduced this year and a similar system has not yet been introduced in the other core subjects of English, science and information technology. Procedures for assessing pupils' attainment in English are satisfactory largely through the records kept of their progress in the National Literacy Strategy. In science, the school has just begun to assess pupils' progress through the national tests provided for pupils who have not yet reached the end of Key Stages 1 and 2. Provision to assess pupils' progress in information technology is unsatisfactory. This is largely due to the absence of a scheme of work for the subject which allows all strands of the subject to be taught to all pupils. Procedures to assess pupils' progress in the foundation subjects are satisfactory with the exception of design and technology and art where the curriculum is narrow.

57 Procedures to assess the progress of pupils with special educational needs are good. The co-ordinator for special educational needs works in close collaboration with class teachers especially in Key Stage 1 and the school makes good use of the services of outside agencies and professionals. Each pupil's progress is carefully noted on his or her individual education plan. These plans are then regularly reviewed and adjusted according to the progress being made. These procedures are a strength of the school. Care needs to be taken to ensure that the involvement of parents is appropriately recorded on the plans. Arrangements to involve pupils formally in the review of their own progress which are at an early stage should be further developed.

58 The use of assessment procedures to inform teachers' planning for other pupils is unsatisfactory. Although a good system is now in place, for example in mathematics, the information gained is not being used effectively in all subjects. Teacher assessments in the 1998 and 1999 national tests at Key Stage 2 in mathematics and science do not reflect the actual attainment gained in the tests and this raises issues on the accuracy of teachers assessments. The school has not produced portfolios of pupils' work in English, mathematics and science as prescribed in its policy. Comments in pupils' reports are often too general and do not provide sufficient information for parents on what their children know, understand and can do. The schools' marking policy is not consistently applied by all teachers and pupils are not always informed of where their work should improve. The presentation of pupils' work is often untidy which leads to a lack of pride in their work. Teachers often review their weekly plans and add comments as to where lessons should be adjusted. These procedures are not consistently used by all teachers. They are not monitored by senior staff or by subject co-ordinators in such a way as to allow teachers' longer term planning to be adjusted to match pupils' progress. Current procedures are not sufficiently rigorous to monitor the progress of higher attaining pupils and consequently work for these pupils is not sufficiently challenging.

59 Although some improvements have taken place since the last inspection in the assessment of pupils' work and in the use of this assessment to inform teachers' planning, overall improvement remains insufficient.

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

60 The school's provision for spiritual, moral, social and cultural development is good overall. This broadly reflects the position at the time of the last inspection.

61 The school makes good provision for the spiritual development of pupils. All pupils join in hymns and prayers in assemblies which often make a good contribution to pupils' spiritual development through their planned themes and the use of candles and music. They focus on appropriate themes, for example that

everyone has talents which are unique and are given by God. They often provide opportunities for pupils to reflect on what they have heard although this is not always consistent. For example, each assembly finishes with a blessing during which pupils are encouraged to join hands with each other. In some assemblies, older pupils are self-conscious and only the younger ones join hands. However, in a very good assembly, demonstrating the specific talents of individuals and groups of pupils, a genuine sense of appreciation and recognition is generated and all pupils spontaneously join hands with each other for the blessing. Opportunities are taken to promote pupils' sense of awe and wonder through the curriculum as for example, when pupils examine flowers in art.

62 Provision for pupils' moral development is satisfactory. The school ensures that all parents receive a summary of the school's behaviour policy. Last year, the school specifically focused on pupils' behaviour and two members of staff received additional training. There is a team system in school which awards and deducts points for behaviour. This system is reinforced by weekly assemblies during which pupils' achievements including good behaviour are recognised. Although there are rules in the school, these are not consistently and prominently displayed. Only a few classes have made and displayed their own rules and involved pupils in drawing them up. In some classes, instances of unacceptable behaviour are not addressed by teachers which sets an unwelcome example for other pupils.

63 The school makes very good provision for pupils' social development. Social development is well promoted by extra-curricular clubs such as the recorder club which is popular and very well attended. The school has participated in a large number of charitable fund-raising activities and raised considerable sums of money, for example to send a blind child from the local area to Disneyland. A feature of these activities is that the school encourages pupils themselves to identify worthy charities or activities and then provides the framework through which pupils can set about raising funds. Considerable emphasis is also placed on awareness of environmental issues and pupils are currently involved in a number of recycling initiatives. Older pupils carry out a wide variety of tasks and undertake duties such as looking after the younger pupils at lunchtime.

64 Provision for pupils' cultural development is good. Pupils are made aware of local cultural traditions and activities through a wide range of visiting performers including orchestras, theatre and music groups and puppet shows. Muslim pupils are encouraged to talk to their fellow pupils about significant events in their religious calendar and a practising Buddhist spoke last term to pupils in Year 6. In geography, pupils learn about life in Jamaica and in history they study the lives, legends and cultural heritage of the ancient Greeks. Pupils in Year 6 have learnt about African music and dance and many pupils were encouraged to make contributions to National Poetry Week for which the school was formally recognised. Although the Key Stage 2 library contains a small number of books from a range of cultural traditions, these are insufficient as are the range of practical examples such as musical instruments from a range of cultures.

65 Pupils with special educational needs play a full part in the life of the school and there are no problems associated with their withdrawal from lessons for individual or group support.

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

66 The provision for the support, guidance and welfare of pupils is satisfactory overall. The strength of this provision continues to be the caring, Christian ethos which is valued by parents and has been maintained since the time of the previous inspection. A variety of data from formal tests is used to monitor pupils' academic progress in English, mathematics and science. Records of pupils' progress in other subjects are less detailed. With the exception of English, this information is not used sufficiently well to ensure effective support and guidance is provided to aid pupils' progress. Teachers know their pupils and their families well. They use this knowledge effectively to monitor pupils' personal development and to plan activities to support future development. Children under five are introduced to the school with understanding and guidance is provided to their parents and carers to enable them to support their children's first stages of education. Parents particularly valued the extra support provided after school to pupils in Year 6 which they feel makes learning fun and prepares them effectively for their next stage in education.

67 Pupils with special educational needs are generally well supported within their class groups or during the periods when they are withdrawn for extra support. Support for pupils who have social or emotional problems is well provided through the careful management of teachers. The school involves specialists from the local authority in making provision for pupils when this is considered appropriate. Recent arrangements to involve pupils more fully in reviews of their progress need to be more fully developed.

68 The school has systems in place to encourage good behaviour. The policy for the management of behaviour gives clear guidance to teachers and in the main is operated consistently. The section of the policy which deals with anti-bullying is brief. Parents expressed concern regarding the handling of incidents of bullying and are unsure of the process involved. This concern was raised with the school during the inspection. No incidents of bullying were observed by the inspection team. There is a system of rewards which recognises pupils' good behaviour and attainment. In the main pupils respond positively to these rewards, however there are a few pupils in many classes whose response is unsatisfactory, these pupils continue to display unacceptable behaviour. This has a negative effect on both their attainment and progress and that of the other pupils in their classes.

69 Procedures for monitoring and promoting attendance and punctuality are satisfactory. Class teachers regularly monitor attendance and alert the Head teacher to any areas of concern. In the main parents support the school by ensuring they notify teachers promptly of the reason for their child's absence and in ensuring their children arrive at school on time. When this is not the case the head teacher involves outside agencies as appropriate.

70 The procedures to ensure pupils' welfare, health and safety are satisfactory. The school is a community with a strong caring ethos. However staff are not always consistent in reminding pupils of safe day-to-day practices. For example many pupils do not sit correctly on their chairs and often swing on the rear legs. Teachers do not routinely correct this behaviour and as a result one pupil was seen to fall from his chair. Child protection arrangements comply with the guidelines of the local education authority and several staff including the head teacher as the designated person with responsibility have attended training. First aid, fire safety and medical arrangements are satisfactory. There are regular checks of the premises and any concerns are dealt with promptly.

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

71 The partnership's between the school and parents is satisfactory and continues to have a positive effect on pupils progress as identified at the time of the previous report. Parents are kept well informed about school routines and events through the school information booklet and regular correspondence. Parents of Key Stage 2 pupils at the meeting held before the inspection expressed the view that information regarding the curriculum and topics being taught in each class is less satisfactory. Parents appreciate the opportunities provided for them to discuss their children's work and progress although they find the timings of some of these meetings inappropriate. This was particularly the case with the meetings held following the issues of the annual report of pupils attainment and progress which is held at the beginning of the following term, two months after the report has been issued. Inspection findings support parents views. A very successful information session was held for parents regarding the subject of numeracy. Parents and the school share the view that this has resulted in a positive impact on pupils attainment. In the main annual reports provide parents with satisfactory information but some comments are sometimes too general and do not provide parents with sufficient information, although there were also examples of very good information being provided in other classes. These reports provide clear information as to what it is that pupils have been taught, their attainment and progress in each subject together with targets for future progress. Parents of pupils with special educational needs are fully involved in review meetings and are provided with guidance as to how best to support their children at home in reaching their targets. This involvement needs to be more formally recorded in the appropriate places on pupils' individual education plans.

72 Parents are welcome to visit the school and some provide valued support in classrooms. Homework diaries are used well as a means of communication between home and school and enable parents

to support their children's work at home. This has a positive effect on the standards attained. Other parents support the work of the school as members of the Parent Association raising funds to purchase additional resources.

73 The school has good links with the community and business. Strong links have been maintained with the local church, support continues to be provided to the elderly of the community at Harvest Time and local businesses support pupils understanding of their environment. This promotes pupils social, cultural and spiritual development well. As a result of these links pupils learn to understand the feelings of others and gain pride in their local community and heritage. Visits and visitors enrich the curriculum and extend pupils' learning. Pupils learn about the world of business in the producing of their own newspaper and they learn about their country's heritage through first-hand experiences provided by visits to museums such as Eureka.

## 2 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 2 Leadership and management

74 The leadership and management of the school is satisfactory overall. There are strengths in providing a caring environment, the provision for social development, effective use made of teaching staff and in the analysis of test data to raise standards. However there are weaknesses in the monitoring and evaluation of teaching and the curriculum and this has an impact on pupils attainment and progress. The quality of management provided by the governing body is good but the internal management of the school is not as effective as it should be in this area. The monitoring and evaluation of teaching and the curriculum was a key issue in the last inspection and although some monitoring has taken place in literacy and numeracy, it is still not rigorous enough to identify where improvement is needed. Subsequently schemes of work are still not yet in place for all subjects. Teachers do not set high enough expectations in what pupils can achieve and some misbehaviour of a minority of pupils is sometimes unchecked. This is having a negative impact on pupils' attainment and therefore is still a key issue in this report, as improvement in this area has been insufficient. The role of the subject co-ordinators, although improved since the last inspection is still insufficient in the area of monitoring and evaluating their subjects to improve standards further.

75 The school and management has moved forward dramatically in the analysis of data and target setting, assisted by a governor, and through this they have been successful in identifying areas of weakness in the core subjects. They have successfully used this information to target resources and staffing effectively within English and this is having a positive effective in raising standards in this subject. This approach has the potential, if applied, more widely to raise standards in other subjects. Early indications in mathematics show that standards are improving due to the successful implementation of the National Numeracy Strategy and good teaching, but would benefit from the targeting of resources and staffing as has been effectively undertaken in English.

76 The school development plan has correctly identified priorities for development and the compilation involves all staff and governors, but as reported in the last inspection, there are more targets than can be realistically achieved and not all are costed sufficiently.

77 The school is successful in promoting its aims, values and beliefs and the head teacher sets a very good example in this area. These values and beliefs are shared by staff, governors and parents, who commented on this area as a strength of the school. The inspection team concurs with this statement. Provision for pupils' spiritual, moral, social and cultural development are good overall and the head teacher provides good leadership in this aspect. The provision for pupils with special educational needs is very good and is having a very positive impact on the attainment and progress for these pupils. The co-ordinator for special educational needs is a skilled and experienced teacher who liaises well with class teachers and other specialists. The head teacher and governors are kept properly informed and the recently appointed special needs governor is ensuring that she has the necessary knowledge and information to discharge her role



effectively. The school has a wish for high achievement but presently this is not translating into effective practice due to the lack of schemes of work, challenge for the high attainers and teachers expectations.

78 Not all statutory requirements are met. The recently published governing body's annual report to parents, does not comply with new requirements, namely information relating to the admission of pupils with disabilities and facilities for such pupils is omitted and the school prospectus lacks sufficiently detailed information on the curriculum. The school does not meet statutory requirements in relation to the curriculum for information technology. All other requirements are met.

79 The governing body is effective and fully involved in the life of the school. The governing body and head teacher, working together, have the capacity for improvement. They have made progress in improving the teaching of English, which is now very effective in Key Stage 1 and satisfactory in Key Stage 2. However, some issues, such as monitoring and evaluating teaching and the curriculum, the use of assessment to inform teachers planning and the curriculum still require further action.

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

80 The last inspection report commented favourably on the staffing of the school and this position has been maintained. The number of teaching staff is sufficient to meet the needs of the curriculum, although the class with 36 pupils would benefit from greater support. There is generally a good match of teachers' qualifications and considerable experience to their responsibilities within the curriculum. Records on teachers training kept by the head teacher, indicate that staff have undertaken a good range of recent and relevant additional training. The school also ensures that where necessary, extra teaching support is provided for pupils with special educational needs and the expertise of outside specialists is used appropriately for these pupils. In common with many schools, the nationally agreed scheme for teacher appraisal is not being used pending current review. However, the school has introduced a useful system of personal interviews for all staff in which they meet with the head teacher to identify professional development needs which are also relevant to the school's own priorities. Student teachers and trainee nursery nurses are placed in the school and care is taken to ensure that arrangements for these meet the requirements of the colleges and institutions, which they attend.

81 The accommodation is satisfactory overall, however, little improvement has been made since the time of the previous report. Space in Key Stage 2 classrooms remains limited. Pupils in Year 4 continue to store equipment in large boxes, which limits the amount of space they have on their desks and this can effect the quality of presentation of work. The accommodation identified for use by the support teacher is good and contributes to the effective support of those pupils with special educational needs. The shared library area within Key Stage 1 impacts positively on the development of pupil's literacy skills. The open plan nature of the school at times has a negative impact on the effective delivery of the curriculum. Noise from adjoining classrooms makes it difficult for all pupils to hear their teacher, this results in pupils losing concentration and behaviour deteriorates. Many areas of the school are cluttered, untidy and dirty. Decoration is in need of attention and furniture in many classrooms is old. This prevents pupils in developing a pride in their school surroundings and results in times when they do not always treat property with respect. The outdoor areas of the school are extensive and satisfactorily maintained.

82 The range and quality of learning resources are sufficient to meet the needs of the National Curriculum except in information technology. Resources for English are good and since the last inspection there has been an improvement in the range and quality of reading material at Key Stage 2. The school has bought a variety of high quality resources to support the National Literacy Strategy and these make a good impact on pupils' progress and the standards achieved. Resources to support the learning of children under five are satisfactory overall but there are no large wheeled toys to support their physical development. Resources for information and communications technology are unsatisfactory. There are not enough computers and those, which are available, are mainly old and inappropriate for the demands of the National Curriculum. There are not enough relevant computer programs to support pupils' learning in other subjects. Resources for pupils with special educational needs are good. Pupils make good use of specially designed programs on the school's laptop computers.

## **The efficiency of the school**

83 The efficiency of the school is good and the governing body, head teacher and staff make good use of the resources available to them. The financial planning undertaken by the governing body is of a very high standard and extends over three years. The governors and head teacher have put effective systems in place and priorities for expenditure on resources and the allocation of finance is linked to targets within the school development plan. The finance committee of the governing body is fully involved in the construction and monitoring of the budget with the support of the head teacher. School accounts are accurately reconciled monthly and an accurate record of expenditure is circulated to all governors prior to meetings.

84 Expenditure on resources is lower than similar sized schools, although this does not have an adverse effect on pupils' attainment. The exception is in information technology. Although the school has a substantial surplus this has been created by prudent management by the governing body and head teacher to cover projected staffing expenditure and imminent large repair bills e.g. roof repair and internal decoration. Funding for pupils with special educational needs is provided through the school's general budget and through the funding attached to the statements of individual pupils. Good use is made of this funding through the purchase of resources and the provision of extra adult support. Planned spending on pupils with special educational needs is good and in this area resources are used well, especially to support literacy. This approach is successful and has the potential if applied more widely to raise standards in other subjects. Teachers with responsibility for subject areas are allocated funds and manage their budgets carefully.

85 The school runs efficiently on a day-to-day basis and the administration of finances is well managed by the school administrator and the head teacher. Administrative support is below the national averages in terms of hours and expenditure and is supplemented by time put in by the head teacher which hampers her from spending more time on the monitoring and evaluating of teaching and the curriculum.

86 The accommodation is used well, especially the room allocated for the teaching of pupils with special educational needs. The open plan design has a negative impact on teaching and learning as noise from adjacent classrooms often distracts pupils and disrupts their concentration.

87 Pupils' standards of attainment on entry are broadly average and they generally make satisfactory progress as they move through the school, although many could do better. Inspection findings show that pupils attainment generally matches the levels expected for 11 year olds in English, mathematics and science, but is below the levels expected in information technology. Pupils' personal and social development is good and pupils with special educational needs make good progress. The school provides sound value for money.

## 2 PART B: CURRICULUM AREAS AND SUBJECTS

### 2 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

88 By the age of five, most children show the attainment expected for their age as described in the desirable learning outcomes for five year olds. Children demonstrate high standards in their attitudes to learning and in their behaviour. They are interested in all activities available, and most concentrate well, persevering until the task is complete. They become increasingly confident and they develop good relationships with adults within the school. As the children settle into the Reception class, they develop their social skills. They usually remember to say 'please' and 'thank you', and they often listen courteously whilst others speak and answer questions. Physical education lessons demonstrate the children's rapidly growing ability to become independent in changing their own clothes. They wash their hands at appropriate times, often without having to be reminded, and they take care to place used paper towels in the bin. Behaviour is good and the children follow class routines very willingly. They share, take turns and listen increasingly well to adults and each other. Equipment is handled carefully and usually tidied up, at least in part, by the children.

89 The teaching of pupils personal and social development is good. The teacher and classroom assistant in the Reception class work well together to provide a good range of activities, which promote the children's personal and social development. Staff have high expectations that the children will become increasingly independent, take care of their own personal needs, and develop appropriate social skills. They maintain close supervision whilst giving the children good opportunities to do things for themselves.

90 In speaking and listening, reading and writing, children exceed the expectations for children by the time they reach five. The children have an appropriately wide vocabulary and most speak clearly using sentences. They speak confidently and happily talk to adults about events in their lives such as what they did over the weekend. The children often initiate the conversation, such as the child who began a discussion with an adult by saying, "I'm going to hospital because I can't hear properly".

91 Many children recognise their names within a few weeks of joining the Reception class and they make good progress in recognising other words. The children have made a good start in recognising letter shapes and associating sounds to them and they identify the initial sounds of some words such as 'o for orange' and 'o for ostrich'. They enjoy books and they listen attentively to stories.

92 Letter formation skills are developing appropriately, and most children make good attempts at writing letter shapes, showing good pencil control for their age. Children increasingly develop their writing skills, tracing over their names and eventually writing them without prompts, and showing developing skills as they write the 'letter of the week'.

93 Progress is at least good in all aspects of language and literacy. The children develop a good awareness of books during the first weeks in school and this lays a good foundation for future work. Children respond well to the planned and spontaneous conversations with adults, which in turn develops speaking and listening skills, and supports early writing skills.

94 The quality of teaching of language and literacy is very good. The teacher has high expectations and uses very effective strategies to promote pupils' learning. The children are given very good opportunities to be involved in the lessons, which are lively, fun and stimulating. Consequently, they are very keen to learn. When acting as 'letter detectives', they thrive on their success when locating the hidden letters. The children benefit greatly from the high quality teamwork of the teacher and the nursery nurse. Children are given very clear instructions, provided with well-prepared resources and supported well.

95 Pupils arrive at the school with average mathematical knowledge, skills and understanding and they make steady progress so that by the age of five, their attainment meets that expected for their age. They are familiar with number rhymes and songs such as 'Five Currant Buns in a Baker's Shop'. Many instances were recorded of children counting to ten and beyond. Most children develop appropriate number recognition

and within a few weeks of starting school many recognise numbers to five. The children use mathematical language to describe shape, position and relative quantity and size. For example, they identify and name shapes such as triangle, rectangle, square and circle and when describing them, they refer to the number of sides and corners.

96 The quality of teaching of mathematics is good. The teacher motivates the children well through her enthusiastic and supportive approach and through providing a good range of interesting activities. Consequently, the pupils are keen to learn. The teacher uses everyday events well to help develop the children's mathematical understanding. For example, she made very good use of a child's birthday to help develop the children's understanding of the number five as she talked about the number of candles on his birthday cake.

97 Children's attainment in their knowledge and understanding of the world is in line with the national expectation for five-year-olds. They talk about where they live, their families and events, which are important, to them. For example, one boy talked enthusiastically about plans to go shopping during the half-term holiday. They know that their bodies contain bones and that hygiene is important. They wash their hands after going to the toilet, before eating and after partaking in 'messy' activities, and in many cases, they do this on their own initiative. They enjoy finding out new information and they readily ask questions to develop their knowledge.

98 The children talk enthusiastically about making raspberry buns, identifying the need to wash their hands before beginning, measuring and mixing the ingredients and then baking them. When making models from construction toys such as large wooden blocks and Lego, the children explore and select appropriate materials. They play on the computer and learn how to control the mouse.

99 The quality of teaching is good. Children are provided with a good range of opportunities to develop their knowledge and understanding of the world.

100 By the age of five, the great majority of children's physical development is in line with that expected for their age. There is no outdoor equipment such as wheeled toys available to supplement the development of children's physical skills but regular physical education lessons are held in the school hall. Within these lessons, the children demonstrate satisfactory ability and control for their age. They make effective use of space and successfully avoid others as they move around the hall in a variety of ways including walking, skipping, hopping and jumping. They use their bodies creatively to make a variety of shapes such as a 'thin pin', a 'curly whirly' and a 'narrow arrow'. When using apparatus, they do so safely, waiting their turn and following instructions. As they move along a bench, climb onto a box and then jump to the ground, all children display sound co-ordination and appropriate landing techniques. The children develop satisfactory manual dexterity for their age and are able to use pencils, crayons and scissors appropriately.

101 The quality of teaching is good overall with some very good teaching in physical education lessons. These lessons are very well planned, children are managed very effectively and the teacher has a wonderful manner with them. She joins in the activities, enthuses them and encourages them to be fully involved in the lesson.

102 Attainment is in line with the Desirable Learning Outcomes set nationally for creative development by the time children reach five. They know several songs and rhymes and often show signs of enjoyment as they sing. They recognise and can name colours and select various colours of crayons and paints to create pictures. They use cutting and tearing to prepare materials for a collage and in doing so expect that the papers they are using will cut and tear. They play in the 'home' corner and act out the roles of shop keepers and café owners.

103 Teaching is satisfactory. Work is well matched to other subjects. For example children are encouraged to look at shapes they have cut out for a collage. The teacher provides clear instructions and good support for children, and educational support staff are well briefed and used effectively to aid children's learning. However, on occasions, the teachers' expectations are not high enough and the tasks are

insufficiently challenging in this area.

2

## **ENGLISH, MATHEMATICS AND SCIENCE**

2

### **English**

104 The last inspection found that standards in English were in line with national expectations at both key stages. This position has now improved for pupils at the end of Key Stage 1 where standards are now above the national average. In the national tests for pupils at the end of Key Stage 1 in 1998, pupils' results in reading and writing were well above average. In the national tests in 1999, the percentage of pupils reaching higher than average levels was above that of 1998.

105 Standards for pupils at the end of Key Stage 2 are average. In the national tests for pupils at the end of Key Stage 2 in 1998, the number of pupils reaching the expected levels were close to the national average but those reaching higher than expected levels were well below the national average. In the national tests in 1999, the percentage of pupils reaching higher than expected levels fell from those in the previous year. At the end of both key stages, girls achieve higher levels than boys do overall. Inspection findings broadly correspond to these results. There are no apparent reasons for the higher attainment of girls other than that a minority of boys, particularly in Key Stage 2 present unacceptable behaviour in lessons which is not always checked by teachers. Pupils enter the school with average levels of attainment and they make good progress through Key Stage 1 so that their levels of attainment at the end of this key stage are above average.

106 Pupils' progress in Key Stage 2 is satisfactory overall but there are weaknesses because the high standards in Key Stage 1 are not maintained and pupils' attainment overall falls from above average to average. Progress in lessons was good in half of those observed because of the way teachers are using the National Literacy Strategy and because lessons are well planned and managed. However, a minority of teaching in English is unsatisfactory because work given to pupils is not sufficiently challenging for the higher attainers and is not clearly explained for lower attaining pupils. Additionally, the National Literacy Strategy has not been regularly and consistently used for all pupils in the key stage over the past year.

107 At the end of Key Stage 1, standards in speaking and listening are above national expectations and pupils make good and in some cases, very good progress. They persevere in trying to explain something that they are finding difficult saying for example, "How can I explain it?".

108 By the end of Key Stage 2 pupils' standards in speaking and listening are slightly below national expectations and progress is not as good as it should be. Although the majority of pupils are confident speakers and generally listen well to the teacher, a minority are reluctant to offer explanations and they do not listen carefully enough to what the teacher is saying. Earlier in the key stage, standards in speaking and listening are higher. Pupils are confident to offer opinions as to the easiest way to indicate that a character in a story is speaking, choosing between speech bubbles, play-script and speech marks. They make good suggestions as to appropriate dialogue for the characters in a story about Victorian chimney sweeps saying for example that the young sweep might say, "I don't like the idea of this". There are few examples of pupils being able to develop higher order speaking and listening skills at the end of the key stage through participation in debates.

109 Pupils' standards in reading are above average by the end of Key Stage 1 and they often make very good progress in lessons. Pupils become increasingly familiar with terms such as "author", "title" and "illustrator" although lower attaining pupils still show some confusion over the function of the illustrator. Lower attaining pupils and those with special educational needs make very good progress because of the very good partnership between class teacher and the co-ordinator for special educational needs. For example, when one teacher is conducting the lesson, the other carefully records the frequency of pupils' contributions to the lesson. These notes are then used to ensure that all pupils are actively engaged in lessons by the use of appropriate questioning.

110 Standards of attainment in reading meet expectations by the end of Key Stage 2. Higher attaining pupils read expressively and fluently observing punctuation and changing their expression to indicate that different characters in a story are speaking. Lower attaining pupils struggle with the pronunciation of more complex words such as “illustrator” but are able to guess from clues provided by the teacher explaining that the person draws pictures in books. Higher attaining pupils develop the skill of scanning text for example looking for clues that would tell them that “The Borrowers” are small people. They identify that a human being wouldn’t drink from a hazel shell. Younger pupils in the key stage develop appropriate strategies to identify words, which they do not initially recognise.

111 Standards in writing by the end of Key Stage 1 are above average and pupils make good progress. They identify the need for capital letters at the beginning of a sentence and remember the class rule that “A full stop is used because the sentence is full”. Higher attaining pupils in Year 1 successfully count the number of sentences on a page and one says, “You just count the full stops”. They also explain that speech “Goes in the middle of speech marks”. Their handwriting is generally neat and well formed.

112 Standards in writing at the end of Key Stage 2 meets expectations and pupils make satisfactory progress in lessons. Pupils show an awareness of the style of writing which is appropriate for different audiences saying for example that a leaflet they are writing for parents on the care of a Guinea Pig should be, “Short and to the point”. Pupils are secure with the structure of sentences and they write using capital letters and full stops. Most recognise and name more sophisticated punctuation such as exclamation marks and apostrophes but they do not consistently use them in their own stories. Although most pupils are capable of neat and maturely joined handwriting, they do not consistently use it unless specifically prompted by the teacher. Pupils’ work shows a variety of written styles such as articles and reports in a school newspaper and poems written as part of the school’s participation in the National Poetry Day. Pupils attempt to find rhyming words such as “fudge” and “smudge” although their spellings are not always secure and they do not regularly use class or their own dictionaries to check for accuracy. The writing skills they develop as part of the National Literacy Strategy are not consistently or sufficiently used in other subjects and the use of information technology to present their work is underdeveloped. Pupils’ writing skills earlier in the key stage are better developed as progress slows down later in the key stage. In Year 4 for example, the majority of pupils correctly identify the past and present forms of target verbs and they use words and structure for effect.

113 Pupils in Key Stage 1 have very good attitudes to English. The youngest pupils sustain their concentration for long periods and are confident to ask for help when they need it. Pupils in this key stage are well behaved and listen carefully to what the teacher is telling them. They are well versed in classroom routines such as finishing the sentence they are on before stopping their work. Pupils’ response to English in Key Stage 2 is satisfactory but is not of the same high level as that in Key Stage 1. At the beginning of the key stage, pupils’ response is better. They offer good suggestions in lessons for example in their enthusiastic suggestions as to how the wolf could convince the pigs of his friendship. They are confident to read out their work to the rest of the class. Later in the key stage, a minority of pupils try to avoid participating in lessons or giving answers. They deliberately put up their hands late and a couple of boys try to disrupt other pupils by rocking their chairs or pulling hair. Other pupils generally make good attempts to ignore this but it does have an unsettling effect on their ability to concentrate.

114 The quality of teaching overall in Key Stage 1 is never less than good and in the majority of lessons observed it was very good. Teachers have a good understanding of the National Literacy Strategy, which they use to good effect in the planning, and content of their lessons. They manage pupils well and their questions prompt pupils to think carefully about what they are learning. The quality of teaching overall in Key Stage 2 is satisfactory but there are considerable variations. Half of the teaching observed was good. This good teaching is at the beginning of the key stage where there are high expectations of pupils and good methods to help pupils to understand. For instance, a teacher shows pupils how to use a skeleton diagram to build up the structure of a story. Later in the key stage, a minority of teaching is unsatisfactory. On these occasions teachers’ planning is very brief and the lesson changes direction without proper explanations so that pupils do not understand what is happening. Work which is prepared for pupils is too easy for some and they get bored and misbehave whilst it is too hard for other pupils and they make unsatisfactory progress.

115 English is co-ordinated by two teachers one in each key stage. Both co-ordinators have undertaken the full training for the introduction of the National Literacy Strategy. The school tries to ensure that they are regularly released from classroom teaching to monitor the subject but this is inconsistently done. The head teacher carries out monitoring of teaching in English. There is not at present a common format for the assessment and recording of pupils' progress in literacy across the school. This is a priority, which should be addressed to ensure that all pupils; particularly the higher attaining pupils make appropriate progress. There are good arrangements to ensure that pupils with special educational needs make good progress in English. Their work is carefully monitored by the special needs' co-ordinator who liaises closely with class teachers. The school has good arrangements to pay for additional support for these pupils from the local authority where this is considered necessary. There are inadequate arrangements to ensure that pupils' literacy skills are enhanced in other subjects. The co-ordinators are aware of this issue. The last inspection identified the need for the two co-ordinators to plan more closely together and this issue has not been fully addressed. The last inspection also identified the need to develop the library for Key Stage 2. This has now taken place and the library is a satisfactory resource. The school arranges for pupils in Year 3 to develop close links with the local library to develop their individual reading interests and skills. This is a good arrangement, which is repeated for each new year group.

## 2 Mathematics

116 The last inspection found that standards were in line with national expectations at both key stages and this remains the same, although early indications are that with the implementation of the National Numeracy Strategy and good teaching in mathematics standards are improving.

117 By the end of Year 2 pupils' attainment in mathematics matches the levels expected for seven year olds. In the 1999 national tests for seven year olds standards in mathematics are close to the national average. These results are similar to those from the previous year.

118 By the end of Year 6 pupils' attainment matches the levels expected for 11 year olds. In the 1999 national tests for 11 year olds standards in mathematics are well below the national average, but show an improvement on the previous years results. Although the results of the national tests indicate that standards are lower than the national average in Key Stage 2, the inspection findings do not concur with these. In all lessons seen during the inspection, except for pupils with special educational needs, standards of achievement were in line with those expected. This is due to a high proportion of good teaching, successful implementation of the National Numeracy Strategy and effective use of data analysis undertaken by a member of the governing body.

119 Pupils make steady progress in developing their knowledge and understanding of mathematics in Key Stage 1. In Year 1 pupils learn to count forwards and backwards to twenty sometimes starting at other places than 1 or twenty. Most are able to add and subtract single digit numbers together and subtract single digits from two digit numbers. They are able to identify simple two-dimensional shapes and know the days of the week and can recite them in sequence. By the end of Year 2 pupils can count in two's to a hundred and know the number bonds to 10. They learn the mathematical names for two and three-dimensional shapes such as pyramid, cylinder, pentagon and hexagon, although they are less secure in their knowledge that a right angle is a measure of a quarter turn, though most are able to recognise a right angle in a square or rectangle.

120 Pupils continue to make steady progress in most aspects of mathematics in Key Stage 2. In Year 3 pupils make good progress in lessons although the attainment of many is presently below that expected for their age. The majority can count in tens and use mental strategies such as doubling single digit numbers to solve simple problems. In Year 4 pupils learn a variety of strategies for multiplying and how to use doubling to find answers to more complex problems and they are secure in their knowledge of place value to thousands, hundreds, tens and units. By Year 5, most pupils have a good recall of their tables to ten and are able to use this knowledge in mental calculations. Most can divide by three, four and five with a high level of accuracy, understand the concept of a remainder and the use of inverse operation to check their answers. By

Year 6, pupils can count accurately in tens, hundreds and decimals. They learn about percentages and equivalent fractions and are able to name quadrilaterals and the appropriate mathematical vocabulary such as adjacent and parallel. They know how to construct a variety of graphs such as bar charts, line graphs and pie charts and they are able to interpret these and draw conclusions.

121 Pupils' numeracy skills are improving. In every lesson seen pupils were given opportunities to discuss and explain their reasoning and methods of work. This was particularly effective in Year 4 when pupils found a different methods to the teacher's example and explained their strategies to the rest of the class. In Year 1 one pupil explained a rectangle as two squares put together. Numeracy targets are not presently a feature of individual education plans for pupils with special educational needs and specific activities for these pupils are not always identified in teacher's planning. Where classroom support is available, for example in Year 3, pupils are given different work and the special educational needs teacher is able to target these pupils and they make good progress.

122 Pupils attitudes to mathematics are generally good and they enjoy their lessons. They are enthusiastic and keen to demonstrate what they know, understand and can do. For example, in Year 1, when counting in front of the rest of the class. There is some adverse behaviour in Key Stage 2 by a minority of pupils in each class and this usually occurs during independent work where the lesson is less structured.

123 The quality of teaching of mathematics is good. Good teaching was seen in almost all classes. In the one class where teaching was satisfactory rather than good, this was due to misbehaviour by a minority of pupils and this occurred due to the task being either too challenging for the less able or too easy for the more able and therefore behaviour deteriorated. Teachers have implemented the Numeracy Strategy successfully and this is having a positive impact on the standards of teaching. Teachers use a variety of strategies to teach number and consistently use a range of correct mathematical vocabulary, which encourages its use by all pupils. For example in Year 1 the teacher used a 'Lotto' game to reinforce pupils knowledge of days of the week. In Key Stage 2 classes games are used to gain pupils interest and motivation and nearly all classes display the vocabulary to be learnt during the lesson. Teachers have good relationships with their pupils and make their lessons interesting and fun and this has a positive impact on the pupils' attainment. All teachers have good subject knowledge of mathematics and lessons are planned well following the National Numeracy framework. Where teaching is less successful this is due to the mis-match of tasks to the needs of the pupil and where the teachers' expectations of what the higher attainers are capable of achieving are too low and as a result this pupils are insufficiently stretched. There are some exceptions to this, for example in Year 5 tasks were set for all abilities and successfully met the needs of all the pupils in the class. Teachers' generally have good classroom management and organisational skills that enable them to promote good behaviour and relationships.

124 The school has responded positively to the concern identified by low performance in the national tests at Key Stage 2. A governor has analysed test results and the school has used this information effectively. The mathematics curriculum is broad and meets National Curriculum requirements. The curriculum is co-ordinated by two co-ordinators, one for each key stage and both have undertaken training for the National Numeracy Strategy. The school intends to ensure that they are regularly released to monitor classroom teaching, but this is not happening at present.

## 2 Science

125 In the 1998 National Curriculum assessments for seven year olds, almost nine-tenths of pupils reached the standard expected for their age. This was in line with the national average. The number of pupils exceeding the expected level was well below the national average with no pupils achieving the higher level. In the 1999 assessments, the percentage of pupils reaching the expected level was similar to 1998 but there was a significant improvement in the amount of pupils whose achievement was above the expected level.

126 In the 1998 national tests for 11 year olds, approximately four-tenths of pupils reached the level expected for their age. This was well below the national average. Only one pupil achieved the higher level.



This was also well below the national average. Compared with similar schools, the percentage of pupils reaching the expected level was very low and the percentage exceeding it was well below average. Girls' performance was slightly better than that of boys. In the 1999 tests, there was an improvement in the number of pupils reaching the expected level.

127 Evidence from the inspection indicates that pupils' attainment is broadly in line with the national expectation by the end of both key stages. However, there are presently few pupils working at levels beyond those expected for their age. Inspection evidence indicates that a significant number of Year 6 pupils who were tested in 1998 made insufficient progress in Key Stage 2. Whilst their attainment was satisfactory at the age of seven, by the time they reached 11, their performance was below that expected for their age. This suggests that the quality of teaching was unsatisfactory. However, indications are that subsequent Year 6 classes have made better progress. This can be attributed, in part, to the secure subject knowledge displayed by teachers and the arrangements for specialist teaching.

128 By the end of Key Stage 1, pupils have satisfactory experimental and investigative skills. They make effective use of their observational skills, record what happens in their investigations in words and pictures and are beginning to predict what will happen and make generalizations. For example, when investigating which objects float and which sink, they reach the conclusion that stones sink. Most pupils have a secure knowledge and understanding of life and living processes. They demonstrate their knowledge of living things when describing the conditions which are important to their survival such as water. Pupils know that their own health is affected by the quality of their diet and they show awareness that some foods are healthy and some are not. Many pupils understand simple life cycles. Pupils' knowledge and understanding of materials and their properties is satisfactory. Pupils have a sound knowledge of physical processes. They know that shadows are formed when light cannot pass through an object and that pushes and pulls are forces which cause objects to move or change shape.

129 By the end of Key Stage 2, pupils have satisfactory scientific investigation and experimentation skills. They use a variety of different measuring instruments, such as scales and force meters, to collect information, although they do not always use these accurately. As pupils plan their investigations, they show a sound understanding of the need for tests to be fair. The outcomes of these investigations are recorded in a variety of ways including written accounts, charts, pictures and graphs. Most pupils have a secure knowledge of life processes and living things. They use the correct scientific terms for parts of a plant such as the 'stamen' and 'sepal'. Pupils understand that living things depend on each other and they identify food chains in nature, often using appropriate scientific vocabulary such as 'predator' and 'producer'. Pupils know that their skeletons provide support for their bodies and protection for their internal organs. Pupils' knowledge and understanding of materials and their properties is sound. They identify the three states of matter and they know that some changes, such as that from water to ice, are reversible, whilst others such as wood to ash are not reversible. Most pupils have a satisfactory knowledge and understanding of physical processes. They know that magnets attract magnetic materials and they identify some magnetic materials such as iron. Pupils know that gravity and friction are forces and they explain shadows by the fact that light travels. When pupils talk about the topic of light, they use insufficient scientific vocabulary. For example, they do not use the words 'transparent', 'translucent' or 'opaque'.

130 The significant majority of pupils, including those with special educational needs, make satisfactory progress in developing their scientific skills, knowledge and understanding. The progress of some higher attaining pupils is not so rapid as it might be. In Year 1, pupils name the five senses and explain what they are used for. They compare objects and group them according to various characteristics. For example, they distinguish things which are living from things which are not. This is further developed in Year 3 when pupils classify living things into plants and animals and identify the characteristics of living things. They name parts of a plant such as stem, bud, root and seed, develop an understanding of how seeds are dispersed and increasingly develop their use of scientific vocabulary. When investigating the growth of plants in different conditions, they develop their understanding of the need for fair tests. By Year 4, most pupils identify the materials from which various objects are made and they identify the properties which make materials suitable for certain uses. For example, metal is good for a saucepan because it is strong and 'gets hot quickly', but plastic is better for the handle because it does not become so hot. Pupils' understanding of

materials and their properties are further developed in Year 5 as they learn the characteristics of solids, liquids and gasses. In lessons where pupils do not make satisfactory progress, it is mainly due to a combination of unsatisfactory teaching and poor behaviour by small numbers of pupils who disrupt the lesson for other pupils.

131 Most pupils have positive attitudes towards science. They enjoy carrying out investigations and many are keen to offer suggestions and answer questions. Overall, pupils are attentive, interested, and keen to learn. Most pupils' behaviour is appropriate although a small but significant minority of mainly older pupils show little respect for their teachers, do not listen sufficiently well and lack concentration. The same pupils do not show respect for resources or other pupils as they snatch equipment and do not share amicably.

132 Overall, the quality of teaching is satisfactory. Of the 4 lessons observed during the inspection, two were good, one satisfactory and one unsatisfactory. Teachers have a secure knowledge of the subject. The scientific content of the lessons is accurate and teachers give clear explanations, often showing an enthusiasm for the subject which has a positive effect on many pupils. Lesson planning is generally satisfactory, if somewhat brief, but it does not identify with sufficient clarity what pupils are expected to learn. Teachers' methods are satisfactory and lessons provide a sound balance of explanation, practical work, question and answer and investigation. The best lessons are planned effectively, clearly identifying what knowledge, skills and understanding pupils are expected to develop, there is a good structure which includes an appropriate range of activities which interest and motivate the pupils, and teachers use questioning effectively to challenge pupils to think about the topic. For example, in a Year 1 lesson on the senses, the teacher's effective questioning challenged pupils to make good use of their sense of touch to identify objects in the 'feely bag' and to describe them using appropriate vocabulary. Where teaching is unsatisfactory, the teacher's strategies for managing pupils' behaviour are ineffective, resulting in some pupils misbehaving, failing to concentrate and disrupting others. This impedes the progress not only of those who misbehave but also many others in the class.

133 The science curriculum is broad and balanced and meets statutory requirements. The scheme of work is outdated and does not provide sufficient structure for the science curriculum nor is it followed by all teachers. It does not identify clearly what should be taught and when. The school is aware that there are deficiencies in the scheme of work and plans to make amendments. Whilst the curriculum planning makes a satisfactory contribution to providing appropriate challenge to pupils of different prior attainment, work provided for the higher attaining pupils sometimes lacks challenge. The curriculum provides a sound contribution to pupils' spiritual development through providing pupils with opportunities to reflect on the natural world and life cycles. Pupils' social development is promoted through opportunities for collaborative working. The present lack of consistent procedures for the assessment of pupils' attainment results in pupils not always building efficiently on their prior knowledge, skills and understanding. This is particularly evident with regard to higher attaining pupils. Where effective assessment procedures are in place, these have a positive impact on curriculum planning so that topics which are not understood by pupils are appropriately addressed. For example, in Year 4, there is clear evidence of the teacher using information gained from assessment to help plan future lessons. However, overall, there is insufficient analysis of test results to identify curriculum-planning needs. The science curriculum makes a satisfactory contribution to pupils' development of literacy and numeracy skills. Pupils' numeracy skills are developed through the opportunities provided for recording findings in the form of tables and graphs, and their literacy skills are developed through opportunities to acquire and use appropriate scientific vocabulary and through written accounts of investigations.

## 2 OTHER SUBJECTS OR COURSES

### 2 Art

134 The last inspection found that standards in art were in line with those expected of pupils of similar age in both key stages. Evidence from this inspection generally concurs with that of the last and by time pupils leave school they are working at a satisfactory level overall, although their observational skills are more frequently developed in Key Stage 2 than their skills and techniques in other aspects.

135 Pupils make satisfactory progress in Key Stage 1. They study the work a variety of artists including Rembrandt, Picasso and Vincent Van Gogh and successfully combine the practical skills of investigating and making with their own knowledge and understanding. In Year 1 pupils make models of the hand using play dough relating to their topic on ourselves and are able to include detail, such as nails and knuckles. Pupils in this class have also made African masks which contribute to the pupils' cultural understanding. In Year 2 pupils experiment with colour during their work on Autumn leaves and present their work in a variety of media such as press print, acrylic paint, paper weaving and pastels, as in their work on observational drawing of lemons.

136 Progress in Key Stage 2 varies between classes, where different time is allocated to the teaching of art and where some teachers do not adhere to scheme of work to ensure pupils make progress in developing a variety of skills and techniques. Where progress is good this depends upon the teacher focusing upon the skills and techniques to be taught and good subject knowledge. For example in upper Key Stage 2, where pupils were focusing on observational drawings of flowers. There are limited opportunities for pupils to develop their skills in printing or fabric as much of the work in Key Stage 2 is focused on observational drawings. Where pupils made clay brooches to support their work on Vikings, this was linked to making in design and technology, as seen in lower Key Stage 2. Overall progress is satisfactory.

137 Pupils' attitudes towards their art work are satisfactory overall and often good in Key Stage 1. The younger pupils enjoy their art lessons and are able to concentrate on their work until it is successfully completed. They take care when handling equipment such as scissors and are mindful of the safety of others. The older pupils generally enjoy their lessons, although there is some inappropriate behaviour from a minority of pupils' which impinges on the concentration of others. Where the pupils' are motivated they take a pride in their work and are keen to do their best.

138 The quality of teaching is generally satisfactory in lessons but there are weaknesses in the teaching of the subject where teachers do not focus sufficiently enough on the skills and techniques to be taught. Planning is often brief and does not identify the skills to be taught and the scheme of work is not always adhered to. Teachers' expectations are often low and pupils are not challenged to produce work of a higher quality. Teachers subject knowledge is weak in many classes, the exceptions being at the end of both key stages. In some cases there is a mismatch of task to curricular objectives where teachers are unclear on what they want the pupils to achieve and why. Where art is taught well teachers have a good subject knowledge, use a variety of media and pupils are encouraged to develop their own styles and techniques. For example as seen in lower Key Stage 1 where pupils were given time and resources to experiment with when investigating modelling shapes of the hand. There were some good examples of using art to support numeracy when teachers used the art lesson to reinforce vocabulary on shape.

139 The curriculum is generally broad but lacks balance in the variety of media used and explored. For example, in Key Stage 2, much of the work seen related to observational drawing, with the exception of some three-dimensional work in the lower Key Stage 2 classes. There is a very new scheme of work and this has not been fully implemented or used consistently throughout the school or key stages. Good use is made of the environment with local landmarks, for example Darwen Tower, being used as a focus for observational drawing. In some instances it is not made clear which subject is the focus in the lesson and design and technology and art often overlap. The school has not yet clarified time allocations for each subject and art is often omitted when pressure from other subjects overrides teachers' original plans. Art is used well to support other subjects and forms an integral part of topic work in both key stages.

140 The monitoring and evaluation of the subject is unsatisfactory. The co-ordinator has not yet begun to assist or observe art lessons to develop teacher expertise or confidence in the subject or monitor pupils' progress within the acquisition of skills and this is hampering the pupils' progress in this area.

## 2 **Design and technology**

141 By the time pupils leave the school they are generally working at a satisfactory level overall in

design and technology although their skills in making things are better than their design skills. In Key Stage 1, most pupils, including those with special educational needs, make steady progress. Pupils' progress in Key Stage 2 is unsatisfactory overall due to insufficient opportunity for them to develop design skills.

142 The youngest pupils in Key Stage 1 begin to develop their design and technology skills through their use of a range of construction materials. They gradually become more accurate and confident in using simple tools such as scissors. They make satisfactory progress in developing the knowledge and skills required to join materials. For example, they use sticky tape and glue. By the end of Key Stage 1, pupils have had experience of working with a range of materials and the tools needed to cut, shape and join them. They cut round a printed monkey and then use paper fasteners to create joints which move. Pupils in Year 2 design a healthy sandwich for the Lighthouse Keeper's lunch, paying attention to the different ingredients, only to make it from paper rather than using their chosen ingredients to make a real sandwich.

143 Pupils develop their make skills further in Key Stage 2 but their development of design skills is not sufficiently systematic. In Year 3, when pupils made raspberry buns, they mixed the ingredients, use a variety of utensils and wash up afterwards. Year 4 pupils designed and constructed a bridge. They incorporated structures designed to give their bridges strength. They are beginning to identify shapes which help to give strength to their products. Whilst pupils draw accurate plans, which incorporate measurements, for their bridges, they did not create a design sheet which identifies the tools and materials which they plan to use, and which include instructions. In Year 6, pupils design and make board games and kites. Their designs are mainly in the form of an illustration and these make little reference to how they will make their product and what they will use. When making their kites, pupils use a variety of materials including wood, paper and plastic. Pupils do not carry out sufficiently thoughtful and critical evaluations of their work where they consider how well their product matches their design proposal and where they identify suggestions for improvement.

144 Pupils enjoy practical activities, and many concentrate well and persevere with their tasks. They listen carefully, follow instructions willingly and do what is asked of them. Pupils' behaviour is satisfactory. Relationships between pupils are satisfactory. As they carry out their tasks, pupils discuss their work and sometimes help each other. The resources are used appropriately.

145 Insufficient direct teaching of design and technology was observed during the inspection and therefore it is not possible to make a judgement on the quality of teaching. Teachers' planning indicates that the planned development of skills specific to design and technology is not always clear. The limited observation of lessons along with discussions with both teachers and pupils and a scrutiny of pupils' work indicates that some teachers are insufficiently confident in teaching design and technology and they lack subject knowledge. This results in some teachers being unclear whether the work is art, science or design and technology.

146 The curriculum for design and technology is sufficiently broad and balanced at Key Stage 1 but at Key Stage 2 there is insufficient opportunity for pupils to develop their design skills systematically. There is no scheme of work for design and technology and therefore, when planning their lessons, teachers do not have the benefit of a structured framework which ensures that pupils build effectively on their prior skills.

## 2 Geography

147 Very few geography lessons were seen, but there was sufficient evidence available from displays, pupils' previous work and discussions with teachers and pupils to allow judgements to be made.

148 Pupils make good progress in Geography in Key Stage 1. They study symbols and learn about contour lines and how to interpret simple symbols on maps, such as a church, river and rail track. Older pupils are able to map simple co-ordinates, discuss where the best place would be to locate a village and know that it would not be sensible to build a house near a volcano as it would be "Too hot and not safe". As

seen in Year 2 work on the Giant's Island. Pupils make good progress in extending geographical vocabulary and understand the meaning of words such as headland, coastline, and estuary.

149 Pupils make satisfactory progress in Key Stage 2. The progress slows down from that achieved in Key Stage 1 because geography is not always consistently taught and activities for the pupils are low level and do not challenge them or develop their geographical understanding. For example in the upper key stage after watching a video on Jamaica pupils were required to complete a word search, which did not develop their geography skills. Time allocations for the pupils to carry out their individual studies is very short for example in the same lesson pupils only had ten minutes for their own work.

150 The quality of teaching is satisfactory in Key Stage 2 and often good in Key Stage 1. Where teaching is good lessons are planned clearly identifying the intentions of the lesson and these are shared with the pupils. Geographical vocabulary is written on the board for them to refer to during the lesson and in their own individual work. In the Year 2 class, pupils responded well to this and were able to discuss their work using the desired vocabulary. Where teachers make the lesson interesting and motivate their pupils this has a substantial impact on the pupils' interest, involvement and attainment. Where teaching is less successful this occurs when the lessons lack pace and the subject matter is not pitched appropriately at the pupils' interest level or ability. In such unstimulating lessons pupils become bored and do not achieve the standards they are capable of.

151 The curriculum for the subject is now broad and balanced. The co-ordinator has recently introduced a new scheme of work which, if followed will, ensure that geographical skills will be taught consistently and progressively. The time allocation for the subject has not yet been clarified and there are discrepancies between classes in the same key stage. For example in Key Stage 2 one class indicates 5 per cent of teaching time is allocated to geography, yet another only 2 per cent. The school has not yet addressed the use of assessment to inform teachers planning within geography and this is an area for the school to develop.

## 2 History

152 The last inspection found that standards in history were in line with those expected of pupils of similar age in both key stages. Evidence from this inspection broadly concurs with that of the last and pupils make satisfactory progress in both key stages.

153 Timetable arrangements meant that it was not possible to observe the teaching of history in Key Stage 1. Judgements are therefore based on talking to staff and pupils, scrutiny of pupils' past work and teachers' planning. Pupils in Key Stage 1 show good recall of work they had completed in the previous term. They remember that older toys such as teddy bears are generally in poorer condition. They know that different materials such as metal and glass were used in their manufacture and that these would not be allowed today because they wouldn't be safe. They know that older lamps had no plug and had a switch "that you turn with a candle inside". They clearly identify that there was no television one hundred years ago and that people "went to show".

154 Pupils in Key Stage 2 complete work on the Vikings and life in ancient Greece. They are able to "translate" their names into runes. They also know that the Vikings were skilled craftspeople and pupils have made good quality replica jewellery and weaponry of the period. Pupils know that Hercules was a legendary Greek hero and that he had twelve labours to complete. They know that the Greeks built theatres outdoors because the weather was warm and they use this knowledge to deduce that Ancient Greeks would wear light clothing. Pupils also learn to use visual clues to identify the period during which particular photographs are taken and they check their answers against information which has been previously compiled on the computer. Progress in this lesson however was unsatisfactory because activities and resources provided are insufficient to challenge pupils for the whole of the lesson.

155 Pupils' response to history is generally satisfactory. Pupils in Key Stage 1 had obviously enjoyed their previous term's work and were keen to talk about it. Response in the majority of lessons in Key Stage 2 is satisfactory but for a minority of pupils it is unsatisfactory. They lose interest because the work becomes repetitive and as their attention wanes they begin to talk to each other or go to wash their hands for lunch before being allowed by the teacher.

156 The majority of teaching of history in the lessons observed in Key Stage 2 is satisfactory. Teachers have adequate subject knowledge and a good range of resources are provided. A minority of teaching is unsatisfactory because lessons are not sufficiently challenging and work provided for pupils becomes repetitive. Pupils are given insufficient opportunity to record their work or to develop their own lines of enquiry.

## 2 **Information technology**

157 The last inspection found that standards in information technology were above national expectations at both key stages. On this occasion the inspection findings do not concur with those of the previous report. Standards of attainment for all pupils are below those expected and they make unsatisfactory progress. All the aspects of information technology are not being taught and standards being achieved are restricted to a very narrow range of skills. Very little direct teaching was seen during the inspection. Judgements are based upon discussions with the co-ordinator, staff and pupils and scrutiny of past and present work and planning.

158 The vast majority of pupils' work taking place during the week of the inspection and evidenced in previous work is confined to the use of word processing packages and a small amount of artwork. A minority of pupils had used word processors to complete their poems for entry into the National Poetry Week. There was evidence that fonts had been changed and printing had taken place in different colours. Discussions with pupils revealed that a small minority had very high level skills in the manipulation of files on the different types of machine. But it was clear that they had learnt these skills at home. In one class in Key Stage 2 pupils were using information which had been saved on a database to research information in a history lesson. Pupils were unable to explain how the information had been entered into the database and they were interrogating the information on a hard copy provided by the teacher rather than on the screen. Pupils with special educational needs make good progress in the development of their spelling skills on a program being used on the laptops for this specific purpose. They do not load or save information however and this work does not promote their skills in information technology other than to increase their familiarity with the use of the keyboard and the touch sensitive mouse. No evidence was seen of pupils using information technology for controlling, monitoring and modelling and only a very small example of data handling.

159 Pupils enjoy using the computers and they treat the equipment appropriately and with respect. Pupils with special educational needs enjoyed the success they had on the programs being used on the laptops.

160 Only one lesson was observed which was indicated as information technology on the timetable. This lesson involved the use of information previously entered on a database. No specific skills of information technology were taught during the lesson although a minority of pupils extracted some information from the data presented to them on a worksheet.

161 The lack of a planned curriculum that fully addresses all the National Curriculum programmes of study means that the school is not meeting statutory requirements. The subject is not planned in away that ensures that pupils regularly build on previous skills in information technology. Two teachers co-ordinate the subject, one for each key stage. They acknowledge a lack of proper equipment to enable the subject to be properly taught and the absence of effective monitoring procedures for the teaching of the subject. For

example, the school has no programmable robots to use in teaching the skills of controlling and modelling. The school has been in protracted negotiation with the local authority and has produced good documentation to support bids for extra resources. However, the lack of a proper scheme of work, which will enable these and existing resources to be effectively used, should be addressed as a matter of considerable urgency by the school.

162 The range of different types of machines in use restricts the range of programs available to support pupils' work. Although some resources are old and unreliable, the school has some modern machinery including three laptop computers. The school has been accepted into phase 3 of the National Grid For Learning which will provide the hardware, training and support they need to implement the Information Communication Technology curriculum in September 2000. The co-ordinator has ensured that the majority of available software has been installed on the hard drives of these machines but there is no list of the software available to assist teachers in the planning of their work.

163 The satisfactory standards identified in the previous inspection report have been maintained. By the time they reach 11, pupils' musical skills, knowledge and understanding are satisfactory. Most pupils, including those who have special educational needs make satisfactory progress.

164 Pupils in Key Stage 1, develop their knowledge of different musical instruments and identify and name numerous instruments such as the tambourine. They correctly identify high and low sounds and clap in simple rhythms. They sing songs from memory and confidently tackle unfamiliar songs when given the words. As they move through the Key Stage, pupils become increasingly aware of the structure of musical pieces and they begin to identify the chorus and verses in songs.

165 Overall, pupils in Key Stage 2 build effectively on their musical knowledge, skills and understanding. However, in Year 3, pupils' progress in some lessons is unsatisfactory as their behaviour is poor and some lack self-discipline. For example in a Year 3 lesson during the inspection, pupils showed insufficient understanding of how to match the playing of instruments to either the mood of the music or words and their knowledge of a range of percussion instruments was insecure. Where pupils have more positive attitudes, they make better progress and by the end of Key Stage 2, many pupils sing tunefully and have a sound understanding of pitch, rhythm and tempo. They are beginning to understand the characteristics of different styles of music such as jazz and blues and they both listen to and draw comparisons between an appropriately wide variety of music. Pupils develop an understanding of how music is created. They read simple notation and understand the role of the conductor for an orchestra. When members of the choir sing a wide variety of songs unaccompanied, they do so very well. The recorder group play accurately from notation a range of pieces.

166 Pupils' response to music lessons is generally satisfactory although a small but significant minority of pupils in Key Stage 2 display poor attitudes and behaviour. Most join in musical activities willingly, try hard to improve their musical performance and enjoy singing and playing. Where pupils' behaviour is poor, for example, in the Year 3 class, instruments are not treated with appropriate care and respect and there is a lack of respect shown to the teacher, whose instructions are disregarded by most of the pupils in the class.

167 The quality of teaching is satisfactory overall with clear evidence of some good teaching and with one lesson being unsatisfactory during the inspection. Resources are generally used well by teachers. There is no music specialist on the staff but the co-ordinator is enthusiastic and she makes a significant impact on the quality of music in Key Stage 2. Teachers make good use of recorded music to support their lessons. The quality of singing in assemblies and particularly the choir, indicate good teaching of music. Where teaching is unsatisfactory, it is the result of ineffective strategies for managing the behaviour of the most challenging pupils who not only make little progress themselves but also disrupt the learning of others.

168 The music curriculum is broad and balanced and it provides appropriate opportunities for pupils to develop musical knowledge, skills and understanding. The school intends to revise the scheme of work as part of its plans to develop the subject further. There are presently no whole school procedures for assessing and recording pupils' attainment and progress. The subject is led by a dedicated and enthusiastic co-ordinator who has a significant impact on the standards attained, particularly in singing. Annual musical events, such as the Christmas concert, give pupils good opportunities to develop their musical skills and perform together, as do the choir and recorder group. Whilst resources are satisfactory overall, there is under-representation of instruments from other cultures.

169 Most pupils, including those with special educational needs, make good progress in Key Stage 1 and satisfactory progress in Key Stage 2, and by the age of 11, most pupils have skills which are appropriate for their age.

170 Pupils in Key Stage 1 develop a good range of skills. They are physically active and use their body



appropriately whilst taking part in a range of activities. Pupils become increasingly aware of safety procedures such as when moving around the hall and when moving apparatus. They develop a sound understanding of the need to follow instructions. In dance lessons they move well in response to different types of music. They demonstrate good control, co-ordination, balance and poise as their movements tell the story of happy and angry people. They move around the hall in appropriate ways and use gesture well to capture the theme and mood of the music.

171 Most pupils in Key Stage 2 make sound progress in gymnastics and games, and good progress in dance. In Year 3, pupils demonstrate sound co-ordination as they develop jumping skills using one and two feet to take off and land. They create interesting and appropriately co-ordinated sequences of jumps as they travel around the room using space effectively and avoiding the other pupils. By Year 5, pupils are developing appropriate games skills as they learn various netball, basketball and football skills. They send and receive the ball using varied throwing techniques. When playing football, pupils display satisfactory techniques when they are taking throw ins, controlling the ball as it comes to them and then passing it to other players. By Year 6, pupils respond well to music during dance lessons. They relate their movements to the mood of music and are often creative and imaginative as they work individually and in small groups. By the time they leave the school nearly all pupils achieve their 25 metre swimming award.

172 Pupils' responses to physical education lessons are good. Most pupils enjoy their lessons and they listen carefully to the teachers, try hard to improve their skills and behave well. A small number of pupils in Key Stage 2 do not behave appropriately and distract others.

173 The teaching of physical education is good overall with one third of lessons observed during the inspection being very good, one third good and one third satisfactory. Teachers generally plan and prepare their lessons appropriately and the activities provided for pupils are usually fun and interesting. This promotes pupils' motivation. Through changing into appropriate clothing and through demonstration and joining in with the activities, some teachers provide good role models for the pupils. Teachers provide good opportunities for pupils to demonstrate their skills to others in the class. Where teaching is most effective, such as in Years 2 and 6, the teachers have high expectations of behaviour and the lessons provide good levels of challenge which both motivate and stimulate pupils. In these lessons, the teachers demonstrate ideas and movements well and join in activities with enthusiasm. This has a strong impact on pupils' attitudes, particularly those that lack confidence.

174 The curriculum for physical education is broad and balanced and provides an appropriate range of activities to develop pupils' physical skills. The scheme of work for Key Stage 2 is insufficiently specific about what skills will be taught and when. There are presently no formal assessment systems for physical education except for an award scheme in swimming. Within the physical education curriculum, boys and girls are provided with equal opportunities to develop skills in a variety of activities including football, cricket and netball. But there are few opportunities for pupils to play in mixed teams against other schools. For example, although boys and girls play football in school, only boys play in teams against other schools. A suitable number and range of extra-curricular sporting activities helps to enrich the physical education curriculum for pupils in Key Stage 2.

## 2 PART C: INSPECTION DATA

### 2 SUMMARY OF INSPECTION EVIDENCE

175 Four inspectors visited the school for a total of 14 inspector days and observed 44 lesson or parts of lessons. In addition, inspectors listened to pupils read and talked to pupils about their work. A comprehensive sample of pupils' current and previous work was examined. This included work completed in all areas of the curriculum, and provided a representative sample from pupils of all ages and prior attainment. The displays of pupils' work in classroom and public areas were closely examined. A number of assemblies, playtimes and lunch breaks were observed. A number of extra-curricular activities were also observed.

176 Teachers' planning files and records, policy documents and the school development plan for 1999-2000 were examined. A wide range of documents relating to the organisation and management of the school, including the previous inspection report and the governing body's action plan, were also examined. Documents and records relating to pupils with special needs were examined. Inspectors interviewed all teachers, non teaching staff, the school secretary and representatives of the governing body, including the chair of the governing body. Discussions were held with parents, other adults helpers and visitors to the school. The head teacher met daily with the registered inspector, and was interviewed by all members of the inspection team.

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

2

### DATA AND INDICATORS

#### 2 178 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	224	2	33	35

#### 2 179 Teachers and classes

##### 2 Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	8.9
Number of pupils per qualified teacher:	25.16

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

Total number of education support staff:	8
Total aggregate hours worked each week:	96.5

Average class size:	32
---------------------	----

Financial year:	1998-1999
	£
Total Income	338,319
Total Expenditure	329,147
Expenditure per pupil	1,419
Balance brought forward from previous year	35,419
Balance carried forward to next year	44,591*

\* High balance created by prudent management by the governing body and head teacher to cover projected staffing expenditure and imminent large repair bills.

2      **181**  
**SURVEY**

**PARENTAL**

Number of questionnaires sent out:	166
Number of questionnaires returned:	79

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	55	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	54	3	0	1
The school handles complaints from parents well	20	60	18	1	1
The school gives me a clear understanding of what is taught	18	72	8	1	1
The school keeps me well informed about my child(ren)'s progress	26	61	8	4	1
The school enables my child(ren) to achieve a good standard of work	30	61	6	4	0
The school encourages children to get involved in more than just their daily lessons	28	58	12	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	66	7	5	0
The school's values and attitudes have a positive effect on my child(ren)	33	61	6	0	0
The school achieves high standards of good behaviour	25	64	8	2	0
My child(ren) like(s) school	52	48	0	0	0