

# **INSPECTION REPORT**

## **EYRESCROFT PRIMARY SCHOOL**

North Bretton, Peterborough

LEA area: Peterborough Unitary Authority

Unique reference number: 110767

Headteacher: Mr Stephen Jenkins

Reporting inspector: Mrs Susan Walker  
21678

Dates of inspection: 17<sup>th</sup>-20<sup>th</sup> January

Inspection number: 189346

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Eyrescroft North Bretton Peterborough
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Appropriate authority:	Peterborough
Name of chair of governors:	Mrs Mary Healey
Date of previous inspection:	23 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Susan Walker	Registered inspector		What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
Liz Halls	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Corinne Boyce	Team inspector	Religious Education History	How good are curricular and other opportunities offered to schools?
Arlene Thomas - Ramasaut	Team inspector	English Music English as a second language	Teaching
Denise Morris	Team inspector	Information technology Geography Special educational needs	
Ian Newton	Team inspector	Science Design and Technology Physical education	How well is the school led and managed?
John Wilkinson	Team member	Mathematics Art Equal opportunities Under Fives	How good are the curricular and other opportunities offered to pupils?

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Inspection Quality Division  
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33 Kingsway  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Eyrescroft Primary is a large school for boys and girls aged 4-11. It has 401 full time pupils. Pupils' attainment on entry is below what might be expected nationally and few pupils have attended nursery, on a regular basis, before starting school. Similarly few pupils belong to white collar or professional families. Forty seven per cent of pupils come from outside the catchment area. Turnover on the estate is large, on the increase, and consequently there is a high degree of pupil mobility. About seven per cent of pupils are not of white ethnic origin, but only four per cent have English as a second language. Thirty per cent of pupils are eligible for free school meals. Strictly applied criteria mean that only twenty five per cent of pupils are on the register of special educational needs, but there is a steadily increasing number of pupils at Stages 3-5 of the Code of Practice. Nine pupils currently have statements of special educational need. There are more boys than girls, particularly in Year five and in the reception class.

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

Eyrescroft Primary is an effective school. The school achieves standards, which are well below the national average, but pupils achieve in line with their ability. There are very good procedures to support pupils and to care for them and the school has a strong partnership with parents. Standards of teaching are good in many lessons seen during the inspection, but this only has a satisfactory impact on pupils' learning, because of the high level of pupil mobility and the increasing number of pupils with special educational needs. The headteacher, staff and governors work well together to improve the school, and to raise standards. It provides good value for money.

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

- Teaching is good in Key Stages 1 and 2.
- The school is well led and has very good relevant aims, which it meets overall.
- The school integrates new pupils well.
- The school has very good procedures for child protection and pupils' welfare.
- There are very good relationships throughout the school and a good partnership with parents.
- The school has good provision for pupils' personal, social and health education. It uses its support staff effectively to support pupils with special educational needs.
- The school has very good procedures for pupils' social and moral development, which leads to pupils' positive attitudes and good behaviour.
- The school makes good use of its financial and other resources.

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

- Standards in writing, handwriting and spelling.
- Opportunities for pupils' independent learning and better opportunities for using and applying their mathematical skills.
- Links between teachers' assessment and planning for future lessons.
- Provision for pupils' spiritual development, both in assemblies and through the curriculum.
- Provision for a secure outdoors play area for pupils under five.
- Standards in design and technology and geography.
- Governors meeting all statutory requirements.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected in September 1996, Eyrescroft C.P. School was found to be a school with very good management and efficiency, but standards required some improvement. Most of the action points from the last inspection have been tackled appropriately, despite a serious fire immediately following the inspection. Teaching is substantially improved; standards and resources in information technology are markedly improved; the senior management team now makes a clear impact; art has improved; pupils' speaking and listening skills are better. In almost all lessons the curriculum meets the needs of all pupils regardless of ability. Standards in design and technology have not improved due to staff changes. The school has yet to provide sufficient opportunities to promote pupils' independent learning or to provide opportunities for outdoor play for children under five.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	D	E	E
Mathematics	C	D	D	C
Science	D	D	E	D

<b>Key</b>	
well above average	A
above average	B
Average	C
Below average	D
well below average	E

On entry to the school, pupils are assessed as having below average pre-reading, writing skills and numeracy skills. They are still below the national average when they enter the statutory years of schooling. Scrutiny of national assessment results in 1997 and 1999 show that standards have remained the same for pupils aged eleven in English, but have fallen in mathematics and science. Inspection findings show that pupils are below the national average in English, mathematics and science. The school has increasing numbers of pupils with special educational needs. However, due to the school's strict criteria for placing pupils on the special needs register, all eligible pupils do not appear in official totals. These additional pupils adversely affect the results of the standard assessment tests. In addition, the high degree of pupil mobility means that accurate comparisons between cohorts or pupils' progress in learning as they move though the school is difficult to assess. The school sets appropriate well-focussed targets for individual pupils, and this is a more meaningful procedure for a mobile population. Standards could be higher in writing, handwriting, and spelling, design and technology and geography. Pupils achieve in line with their ability regardless of age, gender or race and they make satisfactory progress and sometimes better.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show positive attitudes to learning.
Behaviour, in and out of classrooms	Pupils behave well in the school and the playground. Many parents choose to send their children to this school because of it.
Personal development and relationships	Relationships are very good. Pupils are eager and willing to take responsibility in class and around the school.
Attendance	Attendance is satisfactory.

Pupils' attitudes and values are a strength of the school. They allow effective learning to take place in a calm, orderly atmosphere.

## TEACHING AND LEARNING

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

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

Teaching is good overall. One per cent of teaching observed was excellent; nine per cent was very good; fifty four per cent was good; twenty seven per cent was satisfactory and five per cent is unsatisfactory (four lessons). Good progress in pupils' learning was seen in individual lessons. The teaching in English and mathematics lessons is good. Where teaching is good or better pupils work briskly, work is well matched to pupils' ability and support staff are used effectively. Introductions and endings to lessons are used well to support pupils' learning. However, this good standard of teaching only makes a satisfactory

impact on pupils' learning over time, as many pupils do not remain with the school throughout their primary education. Teachers do not plan sufficient opportunities for pupils to use their mathematical skills across the curriculum or record securely what pupils understand, know and can do in order to inform future lessons.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a broad range of curricular opportunities for all pupils, including those for children aged five and under.
Provision for pupils with special educational needs	The school provides a wide range of opportunities for pupils with special educational needs, both in the classroom and in withdrawal groups.
Provision for pupils with English as an additional language	The school makes satisfactory provision for such pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very effective provision for pupils' social and moral development. It makes satisfactory provision for their cultural development overall. However, the provision for spiritual development is unsatisfactory both in assemblies and across the curriculum. Collective worship does not always meet statutory requirements.
How well the school cares for its pupils	The school makes very good provision for the welfare, support and guidance of all pupils in a caring, supportive environment.

The curriculum promotes appropriately pupils' learning, except in its provision for pupils' spiritual development. It makes effective provision for pupils with special educational needs. The school works well with parents to support pupils' learning.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher, deputy headteacher and members of the senior management team. They respond well to the challenges presented to them.
How well the governors fulfil their responsibilities	Overall the governors fulfill their responsibilities effectively but they fail to ensure that some statutory requirements are met.
The school's evaluation of its performance	The school evaluates its own performance effectively.
The strategic use of resources	The school makes good use of its resources, including specific grants and other funding.

Leadership is effective; the headteacher, governors and staff have a clear sense of purpose. The school's strength is the effective manner in which it integrates new pupils into the school. Governors fail to ensure that statutory requirements are met in reporting to parents, publishing attendance data and collective worship. The refurbished accommodation is of good quality, but noise from adjoining classrooms interrupts pupils' learning. There are sufficient staff to teach classes, but insufficient to divide larger classes into three sets for literacy and numeracy. The school does not make best use of its part-time music teacher. The school is beginning to apply the principles of best value.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The approachability of the school.</li><li>• The good leadership and management of the school.</li><li>• The way in which the school helps children to become mature and responsible citizens.</li><li>• The high expectations that the school has and consequently the way children make good progress and behave well.</li><li>• Good teaching.</li></ul>	<ul style="list-style-type: none"><li>• Some parents are not clear about the range of extra-curricular activities, which the school provides.</li><li>• A few parents have concerns about homework.</li></ul>

The inspection team agrees with the parents' views. The school is approachable and well led. The school does have high expectations of pupils and pupils behave well. They make good progress in their learning in individual lessons, but because few pupils stay in the school throughout their school career, this is not reflected in the school's results in the national assessments at ages seven and eleven. The school provides a satisfactory range of extra-curricular activities for pupils in Years 4-6. The amount of homework is appropriate.

## **PART B: COMMENTARY**

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

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

1. On entry to the school pupils are assessed as having below average pre-reading and writing skills, and numeracy skills. Pupils in the current reception class are judged to be more able than the average intake, but even so, the 1999 baseline results show that 64 per cent of children are below average, and 24 per cent have special educational needs. Only twelve per cent are above average, but there is no one at the very top of the scale. Most children start the statutory years of education below the national expectation for many aspects of the areas of learning.
2. The school has increasing numbers of pupils with special educational needs. For example, 60 per cent of pupils are on the special needs register in the lower set of Year 4. However, due to the school's strict criteria for placing pupils on the special needs register, all eligible pupils do not appear in official totals. These additional pupils adversely affect the results of the standard assessment tests. In addition the high degree of pupil mobility means that accurate comparisons between cohorts, or pupils' progress in learning as they move through the school, is difficult to assess. It also accounts for the difference in inspection findings and national assessment results. Similarly, comparisons with similar schools are based on free school meals, and do not take into factors such as high levels of pupil mobility, this makes accurate comparisons of pupils' learning, difficult to assess.
3. The school sets appropriate well-focussed targets for individual pupils, and this is a more meaningful procedure for a mobile population. For example, the top set of Year 6 is aiming for Level 4/5 in maths.
4. Due to the above factors, good teaching only makes a satisfactory impact on pupils' learning over time, although good progress was seen in individual lessons. Many pupils do not catch up sufficiently to achieve the nationally expected standards. For example, the majority of pupils leave school almost two terms behind in their literacy skill development.
5. In English the results of the national assessment tests in 1999 show that 70 per cent of pupils aged seven achieved Level 2 in writing, which was well below the expected level, but pupils were close to the national average at the higher Level 3. In writing, pupils achieved a similar level in writing at Level 2, but were below the national average at the higher level. Boys' attainment was below national expectations and girls' attainment was well below national expectations. In comparison with similar schools, pupils perform well below average. Inspection findings show that the current cohort of Year 2 pupils is below what might be expected nationally.
6. The results of the national assessment tests in 1999 show that pupils aged eleven achieved 67 per cent at Level 4 which was well below the national average. Pupils achieved well below the national average at the higher Level 5. Both boys and girls attainment in English was well below national expectations. In comparison with similar schools pupils perform well below average. Inspection findings show that the current cohort of Year 6 pupils are below what might be expected nationally.
7. The National Literacy Strategy has been implemented well and this aids pupils' learning. Reading and writing skills are underdeveloped across both key stages and at least half the pupils are below national expectations in reading. In writing in Year 2, the majority of pupils understand the need for punctuation and can explain when capital letters or full stops are used, but they do not consistently apply these rules to their writing. Most pupils do not spell familiar words correctly. In Year 6 the picture is still the same for more than half the pupils. Pupils make little use of dictionaries or thesauruses. Many pupils continue to print and work is either short or left unfinished. However, a small minority write at or above the expected standard, although they still haven't mastered paragraphs when laying out their work.

8. In mathematics at Key Stage 1, on the basis of the 1999 National Curriculum tests 84 per cent of pupils aged seven reached Level 2 or above, which is below the national average. In comparison with national averages over the past three years the school has remained below average. Although, at the end of the key stage the standard of attainment of most pupils is still below national expectations, there is evidence of some improvement over the past year. At Key Stage 2, on the basis of the basis of the 1999 National Curriculum test results 56 per cent of pupils aged eleven reached Level 4 or above which was below the national average. In comparison with similar schools the pupils' performance is close to average. At the end of the key stage, the standards of attainment of most pupils are below national expectations.
9. The National Numeracy Strategy has been appropriately implemented and this aids pupils' learning. In Year 2, a few higher attaining pupils can add and subtract competently to one hundred, and clearly understand the concept of place value. However, although most pupils are beginning to develop strategies to help them tackle mathematical problems, they still do not have a secure grasp of basic number bonds. In Year 6, higher attaining pupils use addition, subtraction, division and multiplication satisfactorily and use brackets when laying out their work. However, although most pupils are beginning to develop basic numeracy skills, many have an insecure grasp of mental strategies for problem solving. Pupils showed little evidence of using or applying their mathematical knowledge in other subjects.
10. In science, pupils' attainment is in line with the national average at the end of Key Stage 1. In the 1999 National Curriculum teacher assessments the proportion of pupils gaining the expected levels was average, but it was above average when compared with similar schools. The proportion of pupils achieving higher levels was above average and it was well above average when compared with similar schools. The achievement of pupils of all abilities is therefore good in this key stage. Pupils' attainment is below average at the end of Key Stage 2. In the National Curriculum tests last year, the proportion of pupils gaining the expected level was well below average, as was the proportion gaining higher levels. Results are also below average when compared with similar schools. However, the school experiences a large degree of pupil mobility. Individual pupils of all levels of ability achieve results, which are satisfactory. Pupils' achievement therefore is satisfactory at Key Stage 2.
11. Standards in art, history, information technology, music and physical education are in line with the national expectations at the end of both key stages. Standards in design and technology and geography are below expectations at the end of both key stages.
12. Pupils with special educational needs make at least satisfactory progress in their learning, according to their ability. They benefit from the clear targets on their individual education plans and from the high quality commitment of staff who know them well. Work in classroom is matched to their needs to make inclusion possible, and setting in English and mathematics promotes the acquisition of skills, knowledge and understanding at the pupils' own pace.
13. The small number of pupils with English as an additional language make satisfactory progress. The structure and teaching of the literacy hour provides the pupils with a good model for formal language. However, there is no formal system for monitoring the language proficiency of pupils with English as an additional language. They do not receive any additional support from external agencies.
14. The small number of higher achieving pupils have been appropriately identified from optional assessment tests and placed on a register. They are taught in higher sets for literacy and numeracy and make appropriate progress in the majority of lessons across the school. However, in science due to the fact that the whole class completes the same piece of work, they do not make the progress of which they are capable.
15. There are more boys than girls in the school. Assessment results show that boys are comparatively better than girls. Inspection evidence shows that some top sets are almost entirely composed of

boys and this would account for their better performance in the standard assessment tests. No particular differences in attainment were observed in the majority of lessons seen.

16. The last inspection was carried out at the beginning of the academic year 96/97, when standards were reported as being in line with the national expectations for English, mathematics and science. However, the 1997 national assessments of pupils aged eleven showed that standards were well below in English, broadly in line in mathematics and below in science. Standards have fluctuated in the intervening years. The 1999 national assessments show that standards remain the same in English, but have fallen in mathematics, and science. Inspection findings suggest that standards are currently below the national expectations in English, mathematics and science for pupils aged eleven. The high pupil mobility and the increased numbers of pupils with special educational needs are the basic cause of below average standards. Standards have fallen in geography due to the extra time being allocated to numeracy and literacy. Standards have substantially improved in information technology due to improved resources and staff training which has increased staff confidence.

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

17. Most pupils like coming to school and settle quickly in lessons and activities. They show positive attitudes to their learning and behave well in and around the school. At the meeting prior to the inspection, and in their questionnaires, parents were happy with the attitudes and behaviour of their children. Most children, including those with behavioural or special educational needs, respond well to the school's rules and emphasis on positive behaviour. The school is often complimented on its good standards of behaviour and many parents choose to send their children because of this. Pupils behave well around the school and in the playground. They are friendly and generally well mannered, kind and considerate. In lessons, behaviour is generally good, on rare occasions it is unsatisfactory, but this is usually linked to the quality of the teaching. Pupils develop good personal skills and work well both independently and co-operatively in groups. These aspects make a significant contribution to their progress. Since the last inspection the school has successfully improved standards of behaviour and continues to fulfil its aims to give pupils responsibility and raise their self-esteem.
18. Relationships are very good throughout the school. The pupils form very good relationships with one another and the staff of the school. They respond well to the help and guidance available to them and to being valued. Bullying or harassment are very rare and pupils report that any incidents that occur are dealt with promptly and effectively eliminated.
19. Pupils make good progress in their personal development. They are eager and willing to take responsibility in class and in activities around the school; for example, showing new pupils or visitors. Monitors carry out their duties conscientiously and their active involvement helps support the school community. When given the opportunity, pupils work well independently. However, a key issue from the last inspection to increase opportunities for independent learning through use of the library and resource areas requires further development.
20. Attendance overall is satisfactory. Most pupils attend school regularly and arrive at school on time. Most absence is authorised and due to sickness or holidays during term time. Where an individual's attendance gives cause for concern the school works closely with the educational welfare service. However, attendance data is not fully reported to parents either in the parents' report, the school prospectus or the governors' annual report to parents.

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

21. Teaching was good or better in 64 per cent of the lessons observed, with 10 per cent being very good or excellent. Teaching was satisfactory in 31 per cent of lessons and unsatisfactory in five per cent (or four lessons). Overall, teaching was good in Key Stages 1 and 2. This standard of

teaching resulted in good progress in individual lessons seen. However, the overall good quality of teaching only results in pupils making satisfactory progress over time because of the high pupil mobility and the increasing number of pupils with special educational needs.

22. The quality of teaching for children under five is satisfactory overall, but ranges from unsatisfactory to very good. Good lessons are planned well with suitable resources provided to cover the six desirable learning outcomes, except in physical development. Most lessons are well paced and class management effectively supports learning. In other lessons, for instance handwriting, lesson objectives are inappropriate.
23. The introduction of the National Literacy Strategy and the National Numeracy Strategy has had a positive effect on teaching and learning throughout the school. Standards of teaching are satisfactory or better at both key stages. Pupils are placed in sets from Year 2 onwards to enable teaching to focus on the differing needs and pace of learning of the pupils of different abilities. This is effective in promoting pupils' learning, except where classes are too large to be split into two sets. For example, in Year 5, where pupils who could usefully be promoted to a higher set are unable to be moved, because of the limits of the accommodation and the lack of an extra teacher.
24. Basic skills are taught appropriately; for example in Key Stage 1, teachers pay suitable attention to letter-sound relationships, blends and the way that words are constructed. However, many pupils are not in the school for sufficient periods of time to gain the maximum benefit.
25. Where teaching is excellent role-play is used very effectively, for example in an English lesson in Year 2 to stimulate interest and place learning in the new context of writing a postcard from an imaginary holiday. Where teaching is good or very good, the pace is brisk and the pupils are fully involved in the lesson, for example as seen in a mathematics lesson at the beginning of Key Stage 2. The teacher gave a good introduction to "timetables practice" and involved all the pupils in the mental maths session, the follow up session provided extended tasks for the more able and the plenary consolidated work effectively. Most pupils sustain interest throughout the lesson and take a pride in their achievements. This was very evident in a very effective Year 2 art lesson where pupils behaved like "real artists" sitting in a circle sketching from different perspectives and then evaluating each others' work at the end of the lesson.
26. Teachers introduce their lessons clearly, revising earlier learning and explain the objectives of new learning. The use of subject specific vocabulary, which is introduced at Key Stage 1, is developed and reinforced so that pupils' vocabulary and knowledge is developed and extended well. Teachers have high expectations of pupils' behaviour in class and so the vast majority of pupils respond well. Throughout the school teachers use questioning well, for example, in Year 5, pupils were able to demonstrate that they have understood how pollution affects the environment because of the way in which the teacher guided them with effective questions.
27. Where learning support assistants are available in class, they are well prepared and have a very positive effect on pupils' learning. They work well with class teachers providing good support for identified pupils both in class and in withdrawal groups, where activities are tailored to the needs of pupils with special educational needs.
28. Teachers usually use their time well to support pupils' learning. Some lessons, such as counting to ten on pupils' fingers in Year 1, are delivered at a lively pace which sustains interest and pupils' participation, but a few are slow and unvaried so that some pupils begin to lose concentration. Some activities, such as handwriting in Key Stage 1, are taught for too long a time. Pupils lose interest and the quality of their work deteriorates. Plenaries are used effectively at the end of many lessons to reinforce pupils' learning, to allow pupils to say what they have done and to celebrate success.
29. In English and mathematics work is generally well matched to pupils' abilities, for example, in one Key Stage 1 mathematics lesson pupils recorded their learning through pictures or in writing. But in too many classes in science pupils are all required to do the same work; as a result higher

attaining pupils are not fully stretched and lower attaining pupils produce work that is scrappy and shows that they do not fully understand what they have been asked to do. Their work is not aided by their unsatisfactory literacy skills.

30. Teachers plan their lessons in year groups. Assessment procedures are not sufficiently rigorously linked to planning of future lessons, although some lesson plans identify assessment opportunities. Pupils' work is marked regularly and many classes have charts, which explain teachers' expectations to pupils. Teachers use pupils to demonstrate good practice, for example in physical education, or to give pupils the opportunity to evaluate other pupils' work, for example in art lessons.
31. In the occasional unsatisfactory lesson, teacher's knowledge and understanding of the subject is insecure. For example, in a music lesson the pupils became confused and were unable to give of their best. The pace of lessons is slow and the teacher has low expectations of what pupils can achieve.
32. Homework is satisfactorily used to support reading, spelling and mathematics. Occasionally homework is set in other subjects; for example, in history lesson Year 6 pupils were set a task, which had to be completed before the next lesson.
33. There has been a substantial improvement in the quality of teaching since the last inspection. However, teachers do not plan sufficient opportunities for pupils' independent learning and this was an issue in the last inspection.

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

34. The school provides a broad range of curricular opportunities for all pupils including those for children aged five and under. Programmes of study for National Curriculum subjects and religious education have been established and there is appropriate planning for the Desirable Learning Outcomes for the children under five. The curriculum is effectively organised to meet the wide range of special educational needs within the school, and is successful in meeting the very individual needs of each pupil.
35. The National Literacy Strategy has been effectively implemented and is beginning to make an impact on pupils' learning. The National Numeracy Strategy has been appropriately implemented.
36. A satisfactory range of extra-curricular activities are provided which are suitable for pupils of different ages and needs. For instance, there are football teams for both boys and girls as well as a writers' club, choir and Internet club held after school. At present the activities provided are limited to the pupils in Year 4 and above. Parents are uncertain about the provision for extra-curricular activities. Pupils also benefit from educational visits, including museum visits, and trips to the theatre.
37. The school has pupils with a wide range of ability and procedures are in place to ensure the curriculum provides equality of access and opportunity. Although some pupils with special educational needs are, for example, withdrawn from certain lessons for appropriate teaching, particular reference is made in the teachers' planning to ensure the pupils receive their correct curricular entitlement. Overall, all pupils benefit according to their needs from what the school provides.
38. The provision for personal, social and health education is a strength of the school. A well-organised programme of drug education and an appropriate programme for sex education are also in place. Aspects of personal development are referred to in "circle time", with pupils offered the opportunity to discuss their feelings openly mentioning similarities and differences between themselves and others. Tolerance and respect for others' views are fostered well. As part of

citizenship lessons, pupils are led to understand how vandalism is a crime against everyone in their community.

39. The school has developed suitable links with the community. Adults attend basic skills literacy classes, as well as information technology courses. Visits from the community police and the local Fire Officer also form a regular part of the timetable. The school benefits from good relationships with partner institutions. Each week a pre-school group meets regularly sharing large play apparatus with the under fives. The school is a member of a local cluster of primary schools and participates in communal activities such as carol concerts. Effective liaison has also been made with secondary schools.
40. Provision for pupils' spiritual development is unsatisfactory. Assemblies are held daily and are well planned to foster social and moral development. Pupils are suitably involved in asking and answering questions and taking part in simple dramas. However, they are given limited opportunities to reflect upon and appreciate the importance of faith in human lives. There are too few planned opportunities to reflect during lessons, for instance on paintings or pieces of music. Collective worship does not always comply with statutory requirements.
41. Provision for pupils' moral development is very good. The school helps pupils to understand the differences between right and wrong. There is a very positive approach to behaviour, which makes an effective contribution to pupils' moral development. A secure framework and class rules guide pupils' behaviour. The school values all pupils equally and fosters qualities of consideration and co-operation. In history, for instance, a comparison between the rich and poor allowed pupils to explore issues of fairness. The school has a very good programme of personal and social health education, for example, the school has provided suitable opportunities in Year 4 for pupils to consider discrimination and what factors make a bully. Pupils and staff are rightly proud of reaching the regional final of the "Children's Parliament" in 1999 where they debated green issues with other schools in the area.
42. Provision for pupils' social development is very good. Teachers and other adults in school provide very good role models and relationships between pupils and staff are very good. The pupils who speak English as an additional language and pupils with special educational needs are well integrated into school life. Many certificates around the school testify to pupils' involvement in the community and the emphasis on helping those less fortunate than themselves, such as those with cancer. The school provides good opportunities for pupils to develop responsibility. For instance, Year 6 pupils act as monitors throughout the school, Year 4 pupils help with book club and a paired reading scheme operates between older and younger pupils. A satisfactory range of after-school clubs operates weekly, and gives other pupils opportunities to co-operate and relate to each other. Pupils perform in productions and concerts in school and participate in sporting matches, and day and residential visits.
43. Provision for pupils' cultural development is satisfactory. Through music and art lessons pupils learn to appreciate the richness and cultural diversity of other cultures, for example the Caribbean. A planned visit from Japanese visitors which inspired work on the "Willow pattern story", example of oriental art and Japanese gardens in Year 5. Volunteers from America work with Year 3 pupils weekly. The school provides materials which are appropriate, reflecting the multicultural nature of British society. However, despite the high pupil mobility in the area, pupils understanding of their own local culture is less well developed. There are some limited opportunities for pupils to visit the cathedral and museum in Peterborough.
44. Overall the standard of the curriculum is an improvement since the last inspection when it did not meet statutory requirements to teach information technology. The provision for personal, social and health education has improved since the last inspection. The provision for pupils' moral and social development is better, but the provision for pupils' spiritual development is less good.

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

45. The school makes very good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. Emphasis is placed on the welfare of pupils from minority ethnic families and the school has a clear anti-racist ethos. This has a beneficial effect on pupils' learning and gives them the ability and confidence to cope very effectively with school life. Parents expressed the view that the school provides consistently good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is a very orderly, caring and sharing community, which abides by a few rules. These enhance the pupils' development of self-discipline, personal and social skills. This results in good standards and behaviour that encourage pupils to want to learn. The teachers and staff set very good role models and have a very good knowledge of individuals, which they use well to provide comprehensive policies and procedures that are appropriate to meet the academic and social needs of pupils.
46. Pupils' progress and personal development are monitored satisfactorily. There are good procedures to identify individual needs and to match work to pupils' level of understanding. The school maintains records of pupils' achievements in most aspects of the core curriculum and individual action plans are in place and used for pupils with special educational needs. However, assessment records are variable across the school and do not always contain precise information of what they do well and what they need to do next. The support provided to pupils with special educational needs is good and the school works closely with other agencies and support staff where necessary. Pupils are integrated well into classes, and where appropriate, given out of class support in small groups which are effectively assisted by teaching and support staff. Their progress is monitored well and achievable targets are set for improvement.
47. Procedures for monitoring and promoting attendance are satisfactory. Parents are generally conscientious in notifying the school and staff follow up any absences where no notification has been received. Punctuality is monitored carefully. The school works closely with the education welfare service where necessary. However, whilst teachers inform the headteacher if there are concerns about any individuals attendance, registers are not monitored closely enough to provide statistics to meet statutory requirements for annually reporting to parents. There are very good procedures in place for child protection and promoting the well-being and health and safety of all pupils, with high staff awareness of the issues. The school has very close links with other agencies and deals very effectively with any concerns they may have. The school is clean and well maintained and health and safety checks are carried out regularly. The school has been awarded the Health Promoting Schools award, and provides a comprehensive programme, which promotes healthy and safe living.
48. The school has very good measures to promote and maintain very good discipline and behaviour with a reward system which pupils understand and value. There are clear guidelines for staff. Appropriate procedures are in place for dealing with bullying or racial harassment and any incidents that arise are taken very seriously and promptly and effectively dealt with. Pupils with behavioural difficulties are managed well and the school is particularly successful with pupils who transfer from other schools with a history of unacceptable behaviour or who have been involved in bullying. The school has successfully maintained the effective provision for the support, guidance and welfare of the pupils and this is strength of the school.

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

49. The school's relationship with parents is good and benefits from the commitment of staff to working in partnership with parents. From the response to the parents' questionnaire and at the parents' meeting prior to the inspection, it is apparent that parents are supportive of the school. In particular they are very supportive of the events organised by the active "Friends Association". Significant funds are raised each year which are used to enhance the school's resources and educational experiences which the pupils receive. Parents comment very favourably on the openness of the school, say they are made to feel welcome and staff are very approachable. The

school has recently introduced a "Home School Agreement" which most parents have signed. Parents are encouraged to attend consultation appointments and have appropriate opportunities for both formal and informal discussions with staff.

50. The quality of information provided for parents is generally good. Parents are kept well informed through regular letters and newsletters about school life. However, neither the school prospectus or governors' annual report provide up-to-date information nor fully meet requirements. Annual written reports to parents are generally good and provide helpful information on work that has been covered, and pupils' progress. Some have pertinent comments on areas for improvement. Curriculum evenings have been provided for parents to explain what is taught; the meeting about the National Literacy Strategy was well attended.
51. Individual education plans for pupils with special educational needs are drawn up to provide appropriate targets, which are shared with those parents who attend meetings and reviews. Home school diaries are provided and where used are an effective communication tool.
52. Parents are appreciative of the opportunities they have to see school productions and concerts. A few parents, grandparents, and friends of the school come in regularly to help, in class, with swimming, with the school bank and with a "Big Toy" session for pre-school children. Some parents help at home with reading and any other homework. The home-school reading diary provides opportunities for parents to be involved in their children's learning, although this is not always used. A few parents would like more homework, and the school has identified the need to further develop links through a homework policy and diary.
53. The school has successfully built on the good relationships established with parents and continues to promote partnership in learning.

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

54. The headteacher, deputy headteacher and senior management team give clear and effective educational direction to the work of the school. They respond well to the challenges presented to them. The headteacher has a clear vision of what sort of school this should be. Consequently, difficult pupils are supported well and this is recognised by the wider community. Parents share the positive perception of this school. The school has a good shared commitment to improvement and the capacity to succeed.
55. The school delegates effectively responsibility to the deputy headteacher and senior management team. They have a clear impact on the management of the school. Leadership of the curriculum and assessment procedures has been delegated to subject co-ordinators and this is sometimes less effective as leadership of subjects is more variable, dependent on the subject priority in the school development plan. Leadership and management in English are very good and the National Literacy Strategy has been well implemented. Leadership in mathematics is satisfactory and the National Numeracy Strategy has been appropriately implemented, but leadership in geography is unsatisfactory.
56. The school manages the needs of pupils with special educational needs very effectively. The school interprets the criteria for placing pupils on the register of special educational needs very strictly and manages the needs of lower achieving pupils by placing them in lower sets in English and mathematics, which promotes the acquisition of knowledge, skills, and understanding at the pupils' own pace. However, there is too little time allocated to the co-ordinator to enable additional provision and the quality of pupils' learning to be regularly assessed and monitored.
57. The results of the National Curriculum assessment tests have fluctuated over the last three years; standards in English in 1999 remained the same, but standards in mathematics and science have fallen. The headteacher and senior management team have analysed the composition of cohorts with regard to the level of special educational needs and pupil mobility to ascertain what pupils are

capable of. However, the school has also put in place optional assessment tests in English and mathematics and the PIPS (Performance Indicators in Primary Schools) assessment to track pupils' progress throughout the school. Appropriate individual targets have been set for pupils in order to raise attainment.

58. The school has very relevant aims for its catchment area and these are visible in the day-to-day work of the school. However, the lack of a specific school aim, which supports the development of pupils' spiritual education, is unsatisfactory.
59. The school has in place good provision for monitoring, evaluating and developing teaching, for instance the joint monitoring with the local education authority. The National Literacy Strategy and the National Numeracy Strategy have both been appropriately monitored; teachers' planning is regularly monitored, as are a sample of pupils' books to ascertain standards. Teachers regularly move year groups and key stages in order to understand better how pupils' attainment develops as they move through the school. The school takes good care to make best use of teachers' strengths, when they place teachers in parallel classes, and this has a positive impact on pupils' learning.
60. The school has a good system of professional interviews, these lead to individual job descriptions which contain targets. Appraisal is in place. The school development plan has appropriate targets including a commitment to raise standards in literacy and numeracy. In addition, it has a plan for developing a healthy school, which includes items such as provision for drugs education.
61. The governors are active and informed about the work of the school through their involvement in committees. They have a clear understanding of the strengths and weaknesses of the school. They fulfil the majority of their statutory duties. However, the governors' annual report to parents is out of sequence as a result of the last fire; collective worship does not always comply with statutory requirements; attendance data is not fully reported to parents either in the pupils' report, the school prospectus or the governors' annual report to parents.
62. There are sufficient teachers with an appropriate range of qualifications to teach the number of classes. However, on occasion the largest classes such as Year 5, require more than two sets for literacy and numeracy in order for a greater range of activities to take place. There are a good number of support staff who are used effectively to support pupils with special educational needs. The school, which was refurbished after the last fire has a good range of specialist facilities, for instance, a sports hall, music room and changing rooms. However, the classrooms, which are built in pairs, have no facilities to restrict the noise from the adjoining class and this sometimes effects pupils' concentration. Children under five do not have a secure outside area for creative outdoor play and this limits their physical development, as most children do not have the benefit of nursery education. There is a good range of resources to support pupils' learning. The school effectively inducts teachers who are new to the school; for example, they recently took part in a local authority pilot scheme.
63. The school makes good use of its financial and other resources. It sets its budget with good regard to educational priorities, after full discussions, both amongst staff in school and with governors. In the long-term the school is clear about how it sees its principal priorities, maintaining single-age classes which are well resourced. This is appropriately reflected in the allocation of funds from year to year. In the shorter term, money is well targeted on specific needs; for example money has been spent recently improving the teaching of information technology and this has had a clear impact on the teaching of both literacy and numeracy. Similarly, specific improvements in pupils' progress in literacy have resulted in increased investment in literacy support. Financial administration is excellent, with frequent monitoring of the budget as each year progresses, and with a secure system for the ordering and paying for improved expenditure. The school has recently received an excellent audit report and it makes appropriate use of grants intended for specific purposes.
64. The school makes good use of information technology, in administration and in teaching. Teachers have easy access to computers on which to develop their skills and they make good use of them

when preparing their lessons. There are a good number of computers in school, well situated so that pupils have easy access to them; there is also a well-used network for the teaching of skills. Computers are frequently in use for a wide variety of learning activities and considerably enhance pupils' education.

65. The school has made a satisfactory start on applying the principles of best value. The school gives good value for money.
66. Since the last inspection the headteacher, governors and staff have maintained the good standard of leadership and management. The role of the senior management team has improved. There have been improvements in resources, especially in information technology and the parents feel that the quality of the library has improved. The quality of the accommodation has improved since its refurbishment, but the problem of noise from adjacent classrooms and the lack of a secure area for the under fives still remain.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67. In order to further improve standards the headteacher, staff and governors should continue to work together to:-
- (1) \*Raise standards in writing, handwriting and spelling at both key stages by putting into place existing plans;  
(Paras. 7. 28. 29. 83. 85. 86. 87. 103. 108. 120)
  - (2) Improve opportunities for pupils' independent learning and provide better opportunities for pupils to use and apply their mathematical skills across the curriculum by creating specific opportunities in daily and weekly plans;  
(paras. 19. 33. 97. 98. 99. 109. 122. 125)
  - (3) Improve teachers' links between assessment and curricular planning by ensuring that all identified assessment opportunities in short and medium-term planning are carried out and ensuring assessment records show what pupils do well and need to do next;  
(Paras. 30. 46. 55. 117. 140)
  - (4) Improve the provision for pupils' spiritual development both in assemblies and across the curriculum by ensuring that this is specifically planned for on a weekly basis;  
(Paras. 40. 44. 58)
  - (5) Provide a secure outside play area for pupils under five so that pupils have more opportunity to improve their balance, skills and poise;  
(Paras. 62. 66. 76. 77)
  - (6) Improve standards in design and technology and geography at both key stages by ensuring that sufficient time is allocated to the subjects and that teachers have a secure knowledge and understanding of the Programmes of Study.  
(Paras. 11. 16 115. 117. 119)
  - (7) Ensure that governors fully meet statutory requirements as outlined in the report.  
(Paras. 40. 50. 61)
- \* It should be noted that the school has already recognised this weakness and has put into place some initiatives to raise standards.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	59

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	9%	54%	31%	5%	0%	0%

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	401
Number of full-time pupils eligible for free school meals	0	120

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	100

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	13

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	48

### *Attendance*

#### **Authorised absence**

	%
School data	6.3
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.3
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	27	30	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	23
	Girls	24	21	25
	Total	40	35	48
Percentage of pupils at NC level 2 or above	School	70 (70)	62 (55)	85 (80)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	23	24
	Girls	25	25	27
	Total	44	48	51
Percentage of pupils at NC level 2 or above	School	77 (60)	84 (75)	90 (81)
	National	82 (81)	86 (85)	87 (86)

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

***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	37	29	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	22	27
	Girls	15	14	17
	Total	28	36	44
Percentage of pupils at NC level 4 or above	School	43 (62)	55 (47)	67 (63)
	National	70 (65)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	27
	Girls	15	18	18
	Total	31	48	45
Percentage of pupils at NC level 4 or above	School	47 (34)	61(63)	68 (56]
	National	68 (68)	69 (65)	75 (71)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	0
Black – other	2
Indian	4
Pakistani	11
Bangladeshi	0
Chinese	0
White	374
Any other minority ethnic group	0

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

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

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

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

***Teachers and classes*****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.4
Number of pupils per qualified teacher	25:1
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	17
Total aggregate hours worked per week	270

*FTE means full-time equivalent.*

***Financial information***

Financial year	98/99
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	£
Total income	633958
Total expenditure	628787
Expenditure per pupil	1553
Balance brought forward from previous year	32992
Balance carried forward to next year	38163

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	401
Number of questionnaires returned	69

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	3	1	0
My child is making good progress in school.	70	26	3	0	0
Behaviour in the school is good.	65	33	0	0	2
My child gets the right amount of work to do at home.	33	52	10	3	2
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	48	36	10	3	3
I would feel comfortable about approaching the school with questions or a problem.	75	22	1	0	2
The school expects my child to work hard and achieve his or her best.	70	26	3	1	0
The school works closely with parents.	60	29	8	1	2
The school is well led and managed.	74	25	0	0	1
The school is helping my child become mature and responsible.	74	24	2	0	2
The school provides an interesting range of activities outside lessons.	29	38	14	4	15

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

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

68. Children are admitted to school from the beginning of the school year in which they are five in line with the agreed procedure of the local education authority. At the time of the inspection there were 36 children who were under five, attending in two reception classes. Satisfactory arrangements are in place to admit children to school on a staggered basis to ensure a smooth transition from home to school.
69. Children under five enter school from a variety of backgrounds and a large majority have not attended nursery regularly. Attainment varies from year to year, but the present reception class is relatively able when compared to other year groups. The results of the 1999 Baseline assessments indicate that the majority of children on entry attain standards, that are well below national expectations. Although children respond well to the supportive environment, and good organisation in school, most children start the statutory years of education below the national expectation for many aspects of the areas of learning.
70. The curriculum for the under fives is broad and balanced and appropriately covers the six areas of learning. Both long and medium-term planning are in place and satisfactory assessment procedures to record children's progress and provide continuity of learning have been established.
71. Provision for the personal and social development of children is a strong feature of both reception classes. Teaching is good. After one term in school, it is clear that children have made good progress and settled well into planned routines. The class teacher and support staff provide good role models and children are beginning to demonstrate appropriate relationships with all adults. Relationships are good, fostered through praise and sensitive encouragement, though at times there is a tendency for the provision to be over directed and formal. The children are comfortable with visitors although a few are still developing the language skills to engage easily in conversation. By the age of five, most children start the statutory years of education marginally below the national expectation.
72. Children are making satisfactory progress in language and literacy overall and teaching is sound. The skills of speaking and listening are effectively fostered through focused activities. Children are encouraged, for instance, to sound out the syllables of their own name and listen attentively to others. Staff use effective questioning skills to encourage them to answer questions and many are beginning to talk confidently about their experiences. Large storybooks are used effectively by staff and children are introduced appropriately to the conventions of reading. Literacy skills are encouraged with all children encouraged to recognise and make the phoneme "m". Most children are beginning to recognise different letter sounds and attempting to write associated words. The majority of children have difficulty in making correct letter shapes and spaces, though a few higher attaining children are beginning to write recognisable words. By the age of five, the majority of children are not in line with the desirable learning outcomes.
73. Children make satisfactory progress in mathematics due to good teaching. On entry to school many children cannot recognise colours or identify different shapes. Children are introduced to sorting and matching everyday objects through a range of activities. Children are encouraged to place them in a recognised sequence. Their knowledge of number lines is developed through familiarity with singing different number rhymes and songs. Most children can count to five accurately and the higher attaining children can count to ten, some to twenty accurately. Teachers provide relevant, practical activities and so children are beginning to extend their vocabulary and are familiar with relevant terms such as "bigger than" and "in front of." They are becoming more aware of addition and subtraction, though most children require support with taking numbers away

from others. By the age of five, most children are still not in line with the desirable learning outcomes.

74. Children's knowledge and understanding of the world is developing well and overall they are making satisfactory progress due to sound teaching. On entry to school, their knowledge of the world around them is very limited. Following the visit of a Fire Officer many are able to discuss the dangers of playing with matches and use it in role-play in the classroom. In a more structured activity children investigate how waterproof they find a range of materials using pipettes and beakers of water. Most children need support to complete the charts though a few higher attaining children are beginning to work independently. Appropriate use is made of computers, to reinforce numeracy and literacy skills. By the age of five, most children are still not in line with the desirable learning outcomes.
75. Teachers provide suitable opportunities for children's creative development. They are making good progress. There are planned sessions for all children to join in singing choruses, to use a range of percussion instruments and to clap simple rhythms. In most activities the majority of children are developing competence in using a variety of tools and instruments to express their ideas. By the age of five, most children are still not in line with the desirable learning outcomes.
76. Children's progress in physical development is satisfactory over a narrow range of experiences. Teaching is satisfactory. The manipulative skills of most children on entry to the school are poor. A few are unable to hold or use a paintbrush efficiently. Clear evidence of progress in manipulative skills is evident in most children's ability to form a collage, cutting and pasting, based on the topic "Ourselves". Children have regular access to the hall and school playground where they are able to run, skip and hop. They co-operate well together and the opportunity is used to increase the children's self-confidence. However, though there is sufficient large play apparatus available there is no separate outdoor secure area for the under fives, as a result pupils' agility, poise and balance is under developed. By the age of five, most children are still not in line with the desirable learning outcomes.
77. Since the last inspection, provision to help children develop socially and linguistically has improved overall. However, teachers still need to be more aware of the necessity to intervene in pupils' learning when they not being directly taught as a class or a group. Access for outdoor play still has not been satisfactorily addressed.
78. The leadership of Early Years is satisfactory. The co-ordinator has a good grasp of the relevant issues, although currently he does not teach a reception class.

## ENGLISH

79. The results of the national assessment tests in 1999 show that 70 per cent of pupils aged seven achieved Level 2 in writing, which was well below the expected level, but pupils were close to the national average at the higher Level 3. In writing, pupils achieved a similar level in writing at Level 2 but were below the national average at the higher level. Assessment evidence also shows that the number of pupils who achieved Level 2B is well below the national average. Boys' attainment was below national expectations and girls' attainment was well below national expectations. In comparison with similar schools pupils' attainment is well below average. Inspection findings suggest that, overall, the present cohort of Year 2 pupils are below the national average.
80. The results of the national assessment tests in 1999 show that pupils aged eleven achieved 43 per cent at Level 4 which was well below the national average. Pupils achieved well below the national average at the higher Level 5. Both boys and girls attainment in English was well below national expectations. In comparison with similar schools pupils' attainment is well below average. Trends over time show that attainment in English is similar to that in 1997. Inspection findings suggest that, overall, the present cohort of Year 6 pupils are below average.

81. On entry to the school, pupils are assessed as having below average pre-reading and writing skills and, although there is evidence of progress being made within lessons and across key stages, many pupils do not catch up sufficiently to achieve the nationally expected standards. Pupils of all abilities make appropriate progress for their abilities because they are placed in sets for English.
82. The school has increasing numbers of pupils with special educational needs. However, due to the school's strict criteria for placing pupils on the special needs register, all suitable pupils do not appear in official totals. These additional pupils adversely affect the results of the standard assessment tests. In addition, the high degree of pupil mobility means that accurate comparisons between cohorts or pupils' progress in learning as they move through the school is difficult to assess. It also accounts for the difference in inspection findings and national assessment results. Similarly, comparisons with similar schools are based on free school meals, and do not take into factors such as high levels of pupil mobility, this makes accurate comparisons of pupils' learning, difficult to assess. The difference between inspection findings and previous assessment test results are accounted for by two different cohorts of pupils.
83. Reading and writing skills are under-developed across both key stages. In Key Stage 1, a small number of pupils in each class are making good progress. Such higher attaining pupils read well and understand what they have read. They have a secure grasp of the relationship between letter names and the sounds, which they make and they use a range of appropriate strategies to make sense of the texts. By Year 2, a large minority of pupils are at or approaching the expected standard in reading. These pupils are making satisfactory progress. Approximately half the pupils however, are well below the expected standards. They are experiencing a range of difficulties, such as poor letter recognition, uncertain knowledge of letter-sound relationships and how to build words; consequently their progress is slow.
84. The wide variation in reading attainment continues across Key Stage 2. A similar minority of higher attaining pupils attains good and sometimes very good standards. They read fluently and with good expression. They understand more challenging texts and accurately summarise what they have read. The majority of pupils at this key stage are below national expectations in reading and a large minority is well below national expectations. However, most pupils are making appropriate progress and are attaining the targets set for them over the year. Throughout the school, pupils understand how to find a reference book using the library catalogue system, but opportunities to use the library independently are limited.
85. At both key stages, writing skills are less well developed than reading skills for almost all pupils. By Year 2, a minority of pupils write independently using capital letters and full stops constantly to construct proper sentences. They spell familiar words correctly and use joined up writing. They write confidently and use an appropriate range of vocabulary, for example when writing a post card to a friend on an imaginary holiday. The majority of pupils understand the need for punctuation and explain when capital letters and full stops are used, but they do not consistently apply these rules to their own writing. Most pupils do not spell familiar words correctly. When practising handwriting in specific lessons, pupils demonstrate reasonable skill, but this is not transferred to independent work.
86. By Year 6, a small minority of pupils write well at or above the appropriate standard. They use complex sentence structures and a varied vocabulary, and write at length and for a variety of purposes. They write imaginative stories that include lively dialogues, but do not always remember to include paragraphs. Less than half the pupils are near to attaining the expected standards. They spell common familiar words correctly and have a satisfactory understanding of punctuation, which they use in story and report writing. They are developing a sound knowledge of grammar and their handwriting is satisfactory. Across the key stage, most of the pupils' spelling is weak and pupils make little use of dictionaries or thesauruses to improve their writing. Many pupils continue to print and much work is either very short or left unfinished as pupils do not work at speed.

87. Pupils' competence in literacy does not help them to record quickly and accurately what they know, understand and can do, in other areas of the curriculum, for example science.
88. Speaking skills are satisfactory and listening skills are good throughout the school. By the end of Year 2, most pupils speak clearly and are willing to ask questions and to explain what they are doing. They are confident when speaking in front of the class and in assemblies. Many pupils use subject specific vocabulary correctly. By Year 6, the majority of pupils communicate thoughts and ideas satisfactorily. They demonstrate confidence in asking and responding to questions. A minority of pupils debate issues using structured arguments. Pupils are attentive and listen well to each other's contributions. The vast majority of pupils know how to wait their turn and not to interrupt when someone else is speaking.
89. Since the last inspection overall standards have remained the same as judged by the 1997-98 national assessment results. Standards in speaking and listening have improved. Pupils have been well supported by the personal, social and health education programme and by the use of drama and role-play across the curriculum.
90. The quality of teaching is good overall; it ranges from good to excellent in lessons seen during the inspection. Due to increased special educational needs and high levels of pupil mobility, good teaching only makes a satisfactory impact on pupils' learning over time, although good progress was seen in individual lessons. Many pupils do not catch up sufficiently to achieve the nationally expected standards. For example, the majority of pupils leave school almost two terms behind in their literacy skill development.
91. Teaching is well planned so that most pupils are actively engaged in learning for the full time. Teachers in the top sets have high expectations and pupils respond with enthusiasm to challenging texts during shared reading. Such teachers' questioning techniques are very good and promote optimum learning by probing for understanding and encouraging pupils to understand their answers. All teachers know their pupils well and are skilful in posing questions at appropriate levels to include all pupils. They give pupils time to respond and praise pupils' efforts. Relationships are good and so pupils make confident contributions to oral work. Basic skills are taught satisfactorily in Key Stage 1. Big books are used effectively to build confidence and to sustain interest in reading. An excellent lesson was seen when the teacher used role-play to stimulate pupils to write. Generally, teachers use their time effectively in lessons to support pupils learning, they provide encouraging feedback and set appropriate targets. In a few classes where there are pupils with special educational needs, but there is no additional support, teachers find it difficult to meet all their needs, for example, when they are struggling with the text in shared reading. Where support assistants are available they are well prepared by the class teachers and provide good support for many pupils. Such support enables pupils to work at their own pace and make steady progress. In a few lessons the size of the group and the layout of the accommodation limits pupils' learning, such as when the pupils cannot see the board. Teachers use information technology in many lessons to support pupils' learning appropriately. Good quality information technology programmes foster pupils' writing and spelling skills. They are often able to "self-correct" thus consolidating their knowledge. Some of the older pupils undertake the desktop publishing of a school newsletter, and use differing fonts colours and styles to enhance presentation.
92. The subject is very well led by the co-ordinator who has very good subject knowledge and expertise. She is well supported by the co-ordinator for Key Stage 1. The National Literacy Strategy has been well implemented; teaching has been monitored and colleagues are provided with support and guidance through team teaching and demonstration lessons. The school is very well resourced; there are books of good quality on reading schemes, class libraries and the school reference libraries and these support pupils' learning well. Such resources make a good contribution to pupils' cultural development.

## **MATHEMATICS**

93. At Key Stage 1 on the basis of the 1999 National Curriculum tests, 84 per cent of pupils aged seven reached Level 2 or above, which is below the national average. In comparison with national averages over the past three years the school has remained below average. Although at the end of the key stage the standard of attainment of most pupils is still below national expectations, there is evidence of some improvement over the past year. In comparison with similar schools pupils' performance was above average.
94. Most Year 1 pupils are still insecure in weighing and comparing two objects by mass, competently. In number sequences most pupils recognise figures to ten and the higher attaining can attempt simple addition counting on their fingers. They recognise and use appropriate vocabulary, such as "edge" and "face", in describing a range of shapes. Most pupils require assistance in completing simple counting and computational tasks. Lower attaining pupils use apparatus in order to add and subtract smaller numbers up to ten. In Year 2, a few higher attaining pupils can add and subtract competently to one hundred and clearly understand the concept of place value. Although they can add on in tens, most pupils have difficulty in adding and subtracting an extra digit, by nine or eleven, to make the appropriate patterns and are uncertain as to how to proceed. They make simple adding mistakes, as they are unsure of their basic number bonds. A few lower attaining pupils are unable to complete set exercises without constant support. Overall, although most pupils are beginning to develop strategies to help them tackle mathematical problems, they still do not have a secure grasp of basic number bonds.
95. Throughout the key stage pupils, regardless of age or gender are making satisfactory progress according to their abilities. Pupils with special educational needs are making good progress, though many have short-term memory difficulties with the recognition of symbols.
96. At Key Stage 2, on the basis of the 1999 National Curriculum test results 55 per cent of pupils aged eleven reached Level 4 or above, which was below the national average. In comparison with similar schools the pupils' performance is close to average. At the end of the key stage, the standards of attainment of most pupils are below national expectations.
97. Most Year 3 pupils are able to make numbers to fifty using the four rules competently, and are beginning to recognise place value to one hundred. In completing their worksheets, most pupils cannot concentrate to work independently for long periods and require constant assistance. In Year 4, more able pupils can order in size different amounts of money correctly and add two sums of money competently. Less able pupils are beginning to add three digit numbers, but have difficulty with the "carrying" figure. In their work on area and perimeter, Year 5 pupils understand how to apply the basic formulae for calculation, but the knowledge of tables of less able pupils is too insecure for them to reach the correct answer. Higher attaining pupils in Year 6 extend their understanding of the relationship between the four operations by applying the "bodmas principle" and using brackets appropriately. In their work on vulgar fractions, most lower attaining pupils find ordering fractions difficult and are unable to apply the principle of the common denominator correctly to solving the problems. Overall, by the end of the key stage pupils are beginning to develop basic numeracy skills and to extend their understanding of appropriate mathematical concepts. However, many still have an insecure grasp of suitable mental strategies for problem solving. Although pupils are familiar with making block graphs, for instance, there are no examples of them using or interpreting this information in an appropriate manner.
98. Overall, all pupils regardless of age, race or gender are making satisfactory progress for their ability. Their progress is aided appropriately by being placed in sets for mathematics and by the effective use of information technology. For example, higher attaining pupils in Year 4 compete against themselves to achieve high scores in multiplication and division of numbers to 1000 using mathematical programmes. However, pupils' progress in learning is not supported by good opportunities to use their mathematical skills across the curriculum.
99. Since the previous inspection, standards have fallen due to high pupil mobility and increased numbers of pupils with special educational needs. Overall, in lessons observed and the scrutiny of

work there was little evidence of more independent research being encouraged. This was a key issue at the time of the last inspection and has not been satisfactorily resolved.

100. Throughout the school the quality of teaching and pupils' learning is satisfactory overall. There is a whole-school scheme of work, based on a commercial scheme, to support the staff and the overall planning does provide for some continuity and progression. In most lessons observed teachers have developed positive relationships with their pupils and consequently the quality of response of pupils to lessons is good overall. Most pupils are enthusiastic about their work and appear to enjoy their lessons. Lessons are suitably managed; the majority of pupils are able to work quietly and sustain concentration through their set work, with only a minor element of restlessness in a few lessons. Teachers make appropriate use of the resources available and most pupils generally treat resources with appropriate respect and take responsibility for the handling of books and equipment. Better lessons proceed with pace and rigour and deadlines are set for the completion of activities. Good use is made of the plenary session to encourage pupils to discuss their work competently. Most pupils answer questions willingly and when opportunities are offered are keen to contribute their ideas. In a few lessons the pace is slower and there is an inappropriate match of work to meet the needs of most pupils. One disruptive factor occasionally is the noise level from an adjacent class. Teachers know their pupils well and use day-to-day assessment effectively. Formal assessment procedures are beginning to be developed, though at present they are not used appropriately to inform any long term planning.
101. The subject is led appropriately by two co-ordinators. The school has implemented appropriately the National Numeracy Project and some monitoring has taken place.

## SCIENCE

102. Pupils' attainment is in line with the national average at the end of Key Stage 1. In the 1999 National Curriculum teacher assessments the proportion of pupils gaining the expected levels was average, but it was above average when compared with similar schools. The proportion of pupils achieving higher levels was above average and it was well above average when compared with similar schools. The achievement of pupils of all abilities is therefore good in Key Stage 1.
103. By the end of the key stage pupils, show an appropriate knowledge of topics such as the life cycle of common animals, and know that electricity only flows in complete circuits. In Year 1, pupils distinguish different types of sound, they find it difficult to record what they observe due to the standard of their literacy skills.
104. Pupils' attainment is below average at the end of Key Stage 2. In the National Curriculum tests last year, the proportion of pupils gaining the expected level was well below average, as was the proportion gaining higher levels. Results are also below average when compared with similar schools. However, the school experiences a large degree of pupil mobility and an increasing number of pupils with special educational needs. Individual pupils of all levels of ability achieve results, which are satisfactory. Pupils' achievement therefore is satisfactory at Key Stage 2. Results are less good than at the time of the last inspection, due to increased pupil mobility and an increased number of pupils with special educational needs.
105. By the end of the key stage, pupils show the expected level of understanding of current work in all attainment targets. For example, they apply their knowledge of mirrors to working out how to see around corners and know how the prevention of disease is related to their knowledge of bacteria and viruses. They understand how to ensure that an investigation is dependent on fair tests, for example when they investigate the rate at which food goes stale in a fridge.
106. Throughout the school, there are no significant differences between the standards achieved by boys and girls, or those achieved by pupils from different ethnic backgrounds.

107. Overall, the school has made satisfactory improvement since the last inspection; for example, the quality of teaching is now more consistent. The school has reviewed the scheme of work to ensure that pupils study all topics at Key Stage 2 several times, but the benefit of this will not be seen immediately. It has also provided in-service training to develop more challenging investigations for the more able pupils. This has been carried out in some classes but not in others.
108. Teaching is good overall, but ranges from unsatisfactory to very good. It has not had a sufficient impact on pupils' learning because of the quality of the scheme of work. Teachers have good knowledge and understanding. This enables them to explain new ideas clearly, to ask good questions and to develop and assess pupils' knowledge and understanding, for example, when discussing fair tests. Planning is generally sound, but occasionally there are inconsistencies between parallel classes in the same year group. Overall, teachers have high expectations. For example, in Year 6 pupils are expected to think out the solution for a problem about mirrors, rather than being told what to do; when challenged in this way, pupils respond with enthusiasm and make considerable effort to think out the problem for themselves. In the minority of unsatisfactory lessons, the teacher does not expect pupils to work quickly enough and their concentration wanders. In too many classes pupils are all required to do the same work, as a result higher attaining pupils are not fully stretched and lower attaining pupils produce work that shows that they do not fully understand what they have been asked to do. Pupils' literacy skills do not aid their recording of work. Only occasionally do teachers give pupils the opportunity to engage in independent work. Overall teachers manage pupils well, making objectives clear and creating an atmosphere in which pupils concentrate well. In a minority of lessons teachers allow pupils to talk when they are giving out information or instructions and this reduces pupils' concentration. Teachers make satisfactory use of resources and give pupils' helpful guidance in their marking of completed work. Pupils of all attainment learn well.
109. The two subject co-ordinators give good leadership. They have identified key changes that were needed to the scheme of work and consequently each topic will be studied more frequently and this should improve the continuity of pupils' learning. Currently every teacher carries out their own assessment of pupils' work and the arrangements for drawing together this information to inform curricular planning are unsatisfactory. However, the co-ordinators have already been on courses to learn how to improve assessment practices. There is a clear development plan identifying what needs to be done to improve teaching further and a shared commitment to achieve it. However, monitoring does not take place, as it is not a priority in the school development plan. The subject is well resourced and appropriate use is made of information technology, for example, to record data from an experiment and for pupils to research information.

## **ART**

110. Standards of attainment are in line with national expectation and pupils are making satisfactory progress in their learning. Those pupils who arrived in the reception class with below average skills have made good progress.
111. Throughout the school there is evidence of overall progress in skill development. In Year 2, pupils use charcoal to draw a still life of attractively displayed fruit and plants, recording a good level of detail in patterns of the tablecloth. Pupils in Year 3 confidently use the appropriate tools to make face masks from clay. In all classes pupils are able to mix paint correctly and have a clear understanding of colour mixing to produce different effects, as in Year 4 for instance, using powder paint to make different shades of green. In Year 6, pupils use pipe cleaners to model different types of movement in figures as well as depict distance in appreciating the elements of perspective.
112. In the previous inspection report art was identified as a key issue for development. There is clear evidence of improvement in the provision of the subject. Pupils are now given the opportunity to experience a wide range of materials and media, and are able to use a suitable range of techniques to achieve appropriate results. They are beginning to work equally well in pencil, pen, pastel,

modelling clay, and a variety of paints. Pupils' knowledge and understanding of art is also well developed. They are introduced to the style of different European artists, such as Picasso, Cezanne and Klimt and are encouraged to apply a variety of styles to their own work. Pupils are also introduced to Non-European styles based on work from Japan and the Caribbean.

113. The quality of teaching is good overall and the quality of learning is satisfactory (and sometimes better), for example for pupils with special educational needs. Lessons are well planned and so pupils' response to lessons is positive and they are always very involved in their work. Most pupils sustain interest throughout the lesson and take a pride in their achievements. This was very evident in a Year 2 lesson, where pupils behaved like "real artists" sitting in a circle sketching from different perspectives and then evaluating each others' work at the end of the lesson. All resources are readily accessible and pupils work well collaboratively, sharing resources, and assist with the distribution of materials sensibly. Teachers set clear objectives, which identify the skills to be taught, and also provides appropriate opportunities to apply those skills in the designated activity. Teachers display a secure knowledge of painting techniques and lessons are well paced with most of the pupils time spent involved in the activity. Towards the end of some lessons, pupils are encouraged to discuss their work, which they can evaluate in a manner appropriate to their topic.
114. The co-ordinator has made a clear impact on the improved standards in art due to enthusiasm and the raising of staff confidence to attempt more different media. A clear policy document and a scheme of work provide sound guidance for teachers. The accommodation is enhanced by the examples of pupils' art, which are attractively displayed in the classrooms and the corridors. Pupils visit local art galleries and people with a range of different expertise, from the secondary sector, are encouraged to visit the school and this aids pupils' learning. Art makes a good contribution to pupils' cultural development.

## **DESIGN AND TECHNOLOGY**

115. Standards in design and technology are below expectations at the end of both key stages. Pupils develop appropriate skills such as sewing in Year 1, measuring and cutting to make an owl in Year 4 and weaving in Year 6. However they do not play enough part in the design of what they are making. In Year 2, for example, they are told how to make a lighthouse and the electrical switch is made for them. Pupils in Year 4 are unaware of the role of the different components when analysing a light. In Year 6, pupils making a shadow puppet do not have sufficient choice in how to set about the task. As a result pupils' achievements fall short of what they could achieve, for all levels of ability.
116. The school has taken appropriate action to improve standards since the last inspection, but this has not yet been fully effective due to staff changes. For example, despite staff training a few years ago there is still insufficient focus on design and this reduces the impact of this element in pupils' work.
117. Based on work analysis and discussions with pupils overall, teaching and learning are unsatisfactory over time, but in lessons seen during the inspection lessons were satisfactory in both key stages, for all pupils of all levels of attainment. Overall, teachers have a sufficient knowledge of the skills they are teaching and communicate them effectively to pupils. However, teachers are not clear enough about the importance of design and choice when pupils make things. Teachers ask effective questions to assess pupils' knowledge and to develop it further. In most classes teachers manage pupils well and concentration is good. In other classes pupils work slowly and work is uncompleted. This is particularly true when the task is too difficult or the space is too small to allow the task to be carried out effectively. Teachers are generally clear about the purpose of the lesson and pupils also understand what they have to do. Additional staff and adults are used well. The school makes good use of the food technology area with pupils with special educational needs, to develop their confidence and social skills; they respond well to these opportunities and develop appropriate "sharing skills". Elsewhere teachers notice pupils who need additional support and quickly provide it. In most lesson pupils behave well and are interested in what they are doing.

Younger pupils in particular concentrate on difficult tasks with application and show little frustration when something goes wrong.

118. Leadership of the subject is satisfactory overall. The school has recently adopted a national scheme of work and projects cover a good range of media. However, it is still difficult for the co-ordinator to monitor either teaching or learning. There is as yet no development plan to set how the subject will improve in the future, but current resources and the food technology are good and make a positive impact on pupils' learning.

## **GEOGRAPHY**

119. The attainment of the pupils in geography is below average in both key stages. Pupils at Key Stage 1 are beginning to understand directions and can explain where things are. For example, they are able to explain which direction the "Roamer" is moving in, either forwards or backwards, and they are able to describe aspects of the environment such as hills, rivers, roads, islands and mountains. However, many pupils show little understanding of their immediate locality, and their use of geographical vocabulary is limited.
120. At Key Stage 2, pupils show awareness of environmental issues as they undertake discussion and argument about how buildings such as a leisure centre can change the environment. Higher attaining pupils ask pertinent questions and have a good idea about implementing a campaign to gain other pupils' support. Lower attaining pupils offer suitable suggestions due to the good quality support that is provided. However, all pupils find notetaking difficult due to their unsatisfactory literacy skills, and so they are not able to summarise their arguments. Their breadth of knowledge is below average, and their understanding of the impact of environmental or climatic changes is limited.
121. At the time of the last inspection report standards in geography were about average. There has been a significant decline in standards, since the time allocated to the subject has been squeezed recently to allow for new initiatives. The school is aware of the need to focus on standards in geography, and are awaiting the publication of the new curriculum documentation. The lack of priority over the past two years has led to the decline in standards.
122. Based on work analysis and discussions with pupils the quality of teaching and learning in geography is unsatisfactory overall, but in the three lessons seen during the inspection it was satisfactory. Teachers used good questioning techniques to foster learning. For example, in Year 2 when pupils discussed modes of transport, they identified geographical features accurately because of the specific questions and clear direction of the teacher. Similarly in Year 5, pupils were able to demonstrate that they have understood how pollution affects the environment, because of the way in which the teacher guided them with effective questions. When given the opportunity to study the subject, pupils enjoy it. They behave well in lessons and are enthusiastic about the topics. This is due to the positive relationships in classrooms, and to the use of some good quality resources. However, too often teachers do not allow pupils to undertake experiments for themselves. Pupils then become passive observers and have too few opportunities to learn from first hand experiences. This has a detrimental impact on the quality of learning that takes place. This was evident when pupils in Year 3 watched the teacher undertake an experiment on the water cycle. Too many pupils failed to understand the lesson, and some could not explain afterwards how clouds form, or where rain comes from.
123. Overall, leadership of geography is unsatisfactory. There is little monitoring of standards or of teaching, due to the fact that the subject has a low priority on the school development plan. The lack of an overall scheme of work inhibits the opportunity for pupils to follow a progressive range

of activities across the school, and has a negative impact on the standards that the pupils achieve.

## **HISTORY**

124. Attainment in history is in line with national expectations at the end of both key stages. Pupils in Year 1 identify satisfactorily a time line of a child growing to adulthood and gain a sense of change over time. In Year 2, pupils recall appropriate facts about the Fire of London and Samuel Pepys. At Key Stage 2, pupils recognise the characteristics of Victorian and Tudor periods. They contrast the lives of the rich and poor in Victorian times and note differences between modern and Victorian houses. Pupils in Year 6 examine pictures of aspects of World War 2 in order to formulate their own questions. Pupils correctly identify evacuees and air shelters, and show empathy with the characters in the pictures.
125. The previous inspection raised no particular concerns for history, but identified as a key issue the need to increase opportunities for independent learning. This has not yet been addressed in history lessons throughout the school, although Year 6 pupils are beginning to do a limited amount of research. The quality of teaching at Key Stage 2 has improved from satisfactory to good.
126. Few lessons were seen but teaching is satisfactory at Key Stage 1 based on work analysis and discussions with pupils. Teaching is good at Key Stage 2. Teachers plan their lessons well, they have good subject knowledge and their expectations are suitably high. They use a range of teaching strategies including access to evidence such as photographs, direct teaching, and question and answer sessions and this aids pupils' learning. In a few classes there is an over reliance on worksheets and this does not encourage the development of independent learning or research skills. The use of information technology is planned into lessons and this was successful in supporting pupils' learning in Year 5, where pupils confidently accessed information on Greek gods, but was less successful in Year 4 because pupils were given a less focussed task. Pupils have good attitudes to the subject and so teachers plan for them to work in pairs and in small groups and this supports their learning well. Classroom assistants effectively support pupils with special educational needs.
127. The subject is led by two temporary co-ordinators who have heavy responsibilities for other subjects. The subject is not high priority on the school development plan and consequently the co-ordinators have no opportunities to monitor teaching and thus improve standards. Resources, including good quality books, have a positive impact on pupils learning. The school misses opportunities to promote pupils' sense of time by the general lack of timelines around the school.

## **INFORMATION TECHNOLOGY**

128. The attainment of the pupils in information technology is broadly average. At Key Stage 1 pupils begin to explore a range of resources. They develop their skills, knowledge and understanding through the use of good quality equipment. They explore a range of control technology and use their own disks to store information. They show an awareness that information exists in different forms, and they display prior work proudly to illustrate how they have used the computer to write, draw and explore. Pupils of all attainment are able to give purposeful instructions to make things happen, as when pupils in Year 2 program the "Roamer" to move forwards and backwards, estimating accurately how many steps it will take to reach a certain point.
129. At Key Stage 2 pupils build on earlier learning as they use information technology to generate, develop, organise, and present work in a range of different subjects. For example, higher attaining pupils in Year 4 use information technology effectively to support their acquisition of numeracy skills. They compete against themselves to achieve high scores in multiplication and division of numbers to 1000 using information technology mathematical programmes. Lower attaining pupils in Year 4 and in Year 6, use information technology to support their spelling skills in literacy, they work in pairs to reinforce learning. Pupils across the key stage also use information technology

effectively to support their work in history, geography and art. They generate, enter, store, print and retrieve their work independently.

130. The high levels of additional support for pupils with special needs ensure that equality of access is good. Pupils' writing and spelling skills are fostered by good quality information technology programmes. They are often able to "self-correct" thus consolidating their knowledge. Pupils present their written work on disk, and use a range of options to emphasise certain points. Some of the older pupils undertake the desktop publishing of a school newsletter, and use differing fonts colours and styles to enhance presentation. A range of mathematical programmes is also used effectively to enhance pupils' numeracy skills. For example, in Key Stage 1, pupils reinforce their recognition of numerals by playing simple number games. In Key Stage 2, they undertake more in-depth mathematical investigations such as comparing or contrasting different items. They present their data in graph form. The constant use of these resources helps to improve pupils' mental and oral maths ability as they work together to achieve higher scores.
131. At the time of the last inspection, standards in information technology were below average at both key stages, and pupils had limited opportunities to use resources, which were inadequate. Since then many new resources have been purchased, and the schools' resources are now very good with a higher than average ratio of computers to pupils. Staff training has increased, and the majority of staff are competent and able to support learning effectively. Parents at the pre-inspection meeting reported that their children were now more confident users of information technology. The new resources and training have had a very positive impact on standards.
132. The quality of teaching and learning in information technology is good. This also has a positive effect on standards. The well-prepared lessons and good teacher knowledge enables pupils of all abilities to meet the aims of the lessons. The enjoyment of pupils in their use of information technology is closely linked to the quality of relationships that exist within the subject. Staff and pupils enjoy using the exciting resources, and work together very well. Teachers give clear instructions and allow pupils to explore and experiment for themselves. This was particularly evident when pupils in Year 5 explored patterns as they attempted to solve problems. They worked in pairs and succeeded through trial and error. The quality of pupils' learning is best where teachers use their knowledge to ask specific questions to encourage thinking and exploration. This was evident where a group of Year 5 pupils built simple procedures for themselves. They began to show awareness, through the good questioning, of how the models that they made, had implications in real life. Pupils across Key Stage 2 benefit from good quality extra-curricular teaching, which enables them to access the Internet and search for information.
133. There is an effective co-ordinator for the subject who has undertaken some monitoring of lessons. The school has recently set up a new computer suite, with several smaller satellite suites around the school. These are high quality resources. The good overall management and organisation of the subject ensures that pupils of all abilities receive appropriate access at their own level. This enables them to work towards their own targets and ensures success.

## MUSIC

134. Standards in music are satisfactory at both key stages. By Year 2, pupils can recognise and name a variety of tuned and untuned instruments and decide which instrument best produces the sound they want to make. Most are able to perform simple musical patterns by ear and appraise the effectiveness of the instruments they have chosen. Pupils can sing a range of songs from memory and are beginning to develop control of pitch, dynamics and breathing. In Key Stage 2, pupils are able to model more complex patterns using tuned and untuned instruments and to explain why they have chosen them. They understand that sound creates mood and compose short musical patterns to accompany a well-known story such as "We're going on a bear hunt". By the end of the key stage, pupils satisfactorily perform simple harmonic accompaniments and sing a range of songs in unison, sometimes following notation. They are unable to sing two-part songs and have only a limited awareness of the different elements such as timbre, texture and structure.

135. Since the last inspection, a greater number of pupils regularly learn to play the recorder. There is a school choir, which the parents spoke about enthusiastically at the pre-inspection meeting. There is now a music policy.
136. The quality of teaching and learning is satisfactory overall. However, pupils are not being provided with sufficient opportunities to experience the full breadth of the music curriculum. The school has a very well equipped music room and employs a part-time music specialist to support teaching and learning. Her role is not clearly defined and consequently her skills and expertise are under-used. Where teachers are well prepared and confident about teaching this subject, they communicate an enthusiasm to the pupils, who enjoy their lessons and try to perform well. Pupils listen carefully to their teacher's instructions, and choose their instruments sensibly. They are keen to talk about the sounds they are creating and to try to improve them. The pace of the lesson is good. In the unsatisfactory lesson observed the teacher had insecure subject knowledge, the pupils became confused and were unable to give of their best. The pace of the lesson was slow and the teacher had low expectations of what pupils could achieve. In general throughout the school class management is satisfactory. Pupils co-operate well with each other and show appreciation of good work. The vast majority of pupils behave well in the music room with only occasional lapses into silliness.
137. The subject co-ordinator has been in the school for a year and is in the early stages of developing a profile of music across the school. The co-ordinator is aware of the shortcomings in the subject, which will be addressed in the School Development Plan this term.

## **PHYSICAL EDUCATION**

138. Standards in physical education are in line with expectations at the end of both key stages and pupils of all levels of attainment achieve the standards of which they are capable. By the end of Key Stage 1, pupils throw and catch beanbags with appropriate accuracy and move around apparatus with appropriate skill. They climb wall bars and ropes, jump off "horses" and balance on bars. By the end of Key Stage 2, pupils move with considerable accuracy, imitating each other in pairs, and in dance they identify successfully with the changing mood of the music.
139. Since the last inspection the school has made satisfactory progress in developing the subject. The teaching of gymnastics has improved as a result of in-service training. There is now better provision for the most able pupils through after-school clubs. However, although good opportunities are provided in many lessons there is no overall approach to their needs applied consistently throughout the school.
140. Teaching and learning are good, for pupils of all levels of ability. Teachers have good subject knowledge and make good use of demonstration to focus pupils' attention on key learning points. Occasionally, teachers fail to use demonstration to focus pupils' attention sufficiently on key learning points. Planning is good, with pupils set short focussed tasks in all lessons into which they put a good level of effort and concentration. Teachers manage pupils well in almost all lessons and have high expectations of their behaviour. Consequently pupils are very positive about the subject and behave well in lessons. Teachers set good targets and encourage pupils to achieve them, ensuring that pupils with special talent work hard too. In many lessons teachers use their own imagination to set pupils more challenging tasks, such as when pupils have to move entirely within an imaginary box. Pupils respond well, performing in creative ways in both gymnastic and dance activities. Teachers' planning identifies assessment opportunities satisfactorily and demonstrations by pupils are used as good opportunities to give feedback on their performance. However, there is no systematic approach to assessment and therefore there is no feedback from it into regular review of the scheme of work. Resources and school accommodation are good and make a positive impact on pupils' learning.

141. The co-ordinator gives effective leadership, for instance the scheme of work covers all aspects of the National Curriculum and is supported by a satisfactory range of extra-curricular activities for older pupils.

## **RELIGIOUS EDUCATION**

142. By the end of Key Stage 1 and Key Stage 2, pupils' attainment is in line with the expectations of the locally agreed syllabus. Many pupils have a satisfactory understanding of some of the major religions, such as Christianity, Islam and Judaism. Most pupils gain sufficient knowledge of the special artefacts, events and places in such religions. Pupils in Year 2 explore feelings and issues in the parable of the "Lost Sheep" and are developing a sound sense of compassion and their powers of perception. They understand that a parable is a "story with a meaning". Pupils in Year 6 show good understanding of the story of the "Exodus". During role play, they offer their own ideas which show increasing perception and a sense of fair play. They articulate their thoughts on Hebrew slavery and a sense of fair play.
143. The previous inspection report raised concerns about some unsatisfactory lessons. Inspection evidence found no evidence of unsatisfactory teaching and overall progress since the last inspection has been satisfactory.
144. The quality of teaching and learning is satisfactory. Teachers plan and prepare their lessons well and incorporate a good range of artefacts and strategies and this aids pupils' learning in most lessons. However, in a well-prepared lesson on Islam, in a Year 3 class with a greater than normal number of pupils with special educational needs, pupils displayed very little knowledge of Islam. In the most successful lessons, the good quality questioning allows pupils to articulate their thoughts and explore feelings and relevant issues well. For example, in a Year 6 lesson where pupils were given good opportunities to question a volunteer "Pharaoh" about his life and times. In one lesson, the teacher successfully enabled pupils to share ideas, by encouraging them to make notes on the whiteboard. Where the teaching is relatively less successful, pupils are not actively encouraged to participate and there are fewer opportunities for discussions and this does not aid their learning. Classroom assistants support pupils with special educational needs effectively and this allows them to make the best progress of which they are capable. Most pupils listen courteously to each other and to their teachers. Effective class management and good behaviour allows valuable learning to take place.
145. The co-ordinator gives satisfactory leadership to the subject. There is a policy and a scheme of work based on the locally agreed syllabus. The co-ordinator has undertaken a twelve day course in order to support colleagues in their teaching and planning. The co-ordinator has a satisfactory vision for the future and is keen to involve information technology more widely in the subject. Religious education supports effectively personal, social and health education and the spiritual development of pupils.