

# INSPECTION REPORT

## **BISHOP CREIGHTON PRIMARY SCHOOL**

Vineyard Road, Peterborough, PE1 5DB

LEA area: Peterborough

Unique reference number: 110732

Headteacher: Elaine Bown

Reporting inspector: Boyd Gunnell  
12360

Dates of inspection: 12<sup>th</sup> to 15<sup>th</sup> June 2000

Inspection number: 189365

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: 4 to 11

Gender of pupils: Mixed

School address: Vineyard Road

Peterborough

Postcode: PE1 5DB

Telephone number: 01733 343895

Fax number: 01733 352320

Appropriate authority: The Local Education Authority

Name of chair of governors: Mrs Dorothy Ball

Date of previous inspection: 30<sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Boyd Gunnell	Registered inspector	Science, Information Technology, Design and Technology	Summary; What sort of school is it? What should the school do to improve further? The school's results and achievements; How well are pupils and students taught? How well is the school led and managed?
Donya Urwin	Lay inspector		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
Hefina Petrie	Team inspector	Under Fives, Equal Opportunities, Mathematics, Music, Physical Education, Religious Education	How good are the curricular and other opportunities offered to pupils or students?
Susan Metcalfe	Team inspector	Special Educational Needs, English as an Additional Language, English, Art, Geography, History	How well does the school care for its pupils or students?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Bishop Creighton is an average size primary school in the centre of the City of Peterborough. Two hundred and fourteen pupils representing a wide range of ethnic backgrounds attend the school, of which there are 118 boys and 96 girls. In most years many more pupils of below average attainment join the school than those of above average attainment. The proportion of pupils entitled to free school meals is above average and a high proportion of pupils speak English as a second language. The number of pupils on the register of special educational needs is above average, of whom six have a formal statement.

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

Bishop Creighton is a very effective school. Good and often very good teaching enables pupils to make good progress. The standard of pupils' work is in line with that of similar schools. With the exception of a small minority of boys, pupils' behaviour is good and they are keen to learn. The school curriculum is well matched to the needs of its pupils and there are very good arrangements to look after their well being. The school is well led and managed which has led to good improvement, especially during the last twelve months. The school provides good value for money.

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

- Good and often very good teaching enables pupils to make good progress. Class teachers are effectively assisted by specialist teachers and learning support workers.
- Pupils with special educational needs make good progress. Those for whom English is not the language used at home make good and sometimes very good progress.
- The strategies for teaching literacy are excellent and those for teaching numeracy are good.
- Pupils are enthusiastic learners and the behaviour of the vast majority is good.
- There are excellent procedures for promoting good behaviour and personal development.
- There is a good curriculum that makes very good provision for pupils' personal, social and health education, and offers very good equal opportunity.
- Pupils benefit from very good arrangements for their social and moral education, and good provision for their spiritual and cultural development.
- The school staff are very good at caring for their pupils and there are very good arrangements for monitoring academic achievement.
- There are good procedures for monitoring and promoting better attendance.
- Good use is made of assessment information to help raise standards in English, mathematics and science.
- Overall the relationships with parents are good and well-written reports are provided about pupils' progress.
- The recently appointed headteacher provides very good leadership and management. She is well supported by the governing body and a hard working team of teaching and non-teaching staff.
- School staff are strongly committed to securing improvement, are successful in doing so, and are well placed to secure even more improvement.

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

- The standard of pupils' work in Information and Communication Technology (ICT), which is unsatisfactory.
- The governing body's involvement in formulating and evaluating the school improvement plan, and establishing long-term targets.
- The work of subject co-ordinators, especially the use of assessment information to guide curriculum development in non-core subjects.
- Some aspects of the ways in which the school works with parents.
- The attendance rate of pupils.
- The accommodation for infant pupils.

*The school has far more strengths than areas it needs to improve on. The areas for improvement will form the basis of the governors' action plan.*

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

The school has made good and sometimes very good progress in meeting the key issues raised by the previous inspection in 1996, and the further issues raised by an HMI monitoring visit in 1998. Standards in English, mathematics and science have significantly improved. Satisfactory improvements have been made to most other subjects, although it is good in religious education and music and unsatisfactory in information and communications technology (ICT). Good improvements have been made to the curriculum, the way assessment is carried out, and how this information is used to guide curriculum development. A co-ordinated special educational needs register is in place, and the different roles and responsibilities of the headteacher, governors and staff are clearly understood. Good progress has been made in ensuring the needs of able pupils are identified and met in English, mathematics and science: for other subjects progress is satisfactory but further improvement is needed. Progress in developing effective procedures for securing school improvement is very good, especially in English, mathematics and science. There have also been good improvements in teaching and learning.

## **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	D	E	D	C
mathematics	E	D	D	C
science	E	E	E	C

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

Children in the Reception class make good progress and most are on schedule to or have already achieved the national standard in each of the required areas of learning, including literacy, numeracy and the world about us.

Pupils' achievement during Key Stage 1 is good. Class work shows that the standard attained at the end of Key Stage 1 by most pupils is in line with or better than national expectations in English, mathematics and science. Overall achievement during Key Stage 2 is also good. The standard of most pupils' class work by the end of this key stage is in line with or above national expectations. Pupils with special educational needs make good progress throughout the school in the core subjects of English, mathematics and science, especially when they are supported by learning support assistants. Their achievement in other subjects is mostly satisfactory. Pupils whose home language is not English make very good progress when supported by their specialist teacher, and good progress overall. The achievement of more able pupils is generally good at both key stages, although less strong in the early stages of Key Stage 2. No significant difference in the achievement of boys and girls was observed, apart from a small minority of boys, whose achievement in a few lessons was less than it should have been. Pupils' performance in 1999 in national tests at the end of Key Stages 1 and 2 was below the national averages for all schools, but mostly in line with the performance of similar schools. The trend in the results for reading, writing and mathematics is roughly similar to the trend in the national averages at Key Stage 1. At Key Stage 2, English and mathematics results are improving faster than the national average, while science is improving roughly in line with the average. The school is on schedule to meet the targets it has set for pupil achievement.

Standards in ICT are below national expectations at the end of Key Stages 1 and 2 and achievement is unsatisfactory. Achievement in religious education is good and this is an improvement since the previous inspection because the school is now working to the locally agreed syllabus. Pupils make good progress in singing and standards are high. Their progress in composing and performing music



is satisfactory. Achievement is satisfactory at both key stages in art, geography, history, design and technology and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and are keen to learn.
Behaviour, in and out of classrooms	Overall pupils' behaviour in class and around the school is good. There is a small minority of boys who sometimes demonstrate very challenging behaviour, but these and others who are occasionally naughty, respond well to firm instruction from adults.
Personal development and relationships	Pupils' personal development is good. Their relationships with each other and with adults in school are good. Some relationships are excellent, which allows teachers to reprimand pupils without destroying the trust between them.
Attendance	Attendance is well below the national average because of high levels of authorised absence sanctioned by some parents. The level of unauthorised absence is similar to the national average.

## TEACHING AND LEARNING

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

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

The quality of teaching was very good in twenty-four per cent of the lessons observed and good in a further forty-eight per cent. Twenty-five per cent of the lessons were satisfactorily taught while a very small amount, three per cent, was unsatisfactory. The National Literacy and Numeracy Strategies, especially the former, have been very successfully implemented.

Teaching is stronger in the Reception class and Key Stage 1 than at Key Stage 2. It is much stronger at the end of Key Stage 2, where learning is mostly good, than at the start where learning is satisfactory overall. In part this is because the Year 4 class has begun to re-learn how to concentrate after an extended period of frequent change in their teaching. English, mathematics and science teaching is good and often very good: it is mostly good for other subjects. The specialist teaching of pupils whose home language is not English is very good. Learning support assistants and bilingual staff work well alongside teachers and make a good contribution to pupils' learning, such as those with special educational needs.

Much of the teaching entuses pupils to learn because it is energetic, humorous, imaginative and highly motivating. Teachers usually set high expectations for academic achievement, independence, and work rate, to which pupils respond very well. Calm and persistent behaviour management strategies are normally successful in maintaining pupils' interest and concentration. Teachers have a very good subject knowledge and understanding and plan lessons well. In the best lessons, tasks are well planned to meet the different needs of pupils, such as those with special educational needs. Teachers are good at questioning pupils and respond sensitively when their answers are wrong, as a result, pupils confidently volunteer their own ideas. Teachers often explain what pupils are expected to learn and are good at demonstrating how to be successful. They are very good at evaluating how well pupils have learned in lessons. All pupils have targets to help improve their learning and/or behaviour. Occasionally lessons lack sufficient variation and pace and for higher-attainers there is insufficient challenge to motivate pupils. Sometimes tasks take too long and occasionally pupils lose concentration because insufficient guidance is provided to enable them to manage tasks on their own.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and mostly well balanced. Apart from unsatisfactory provision for ICT and insufficient attention to some aspects of music, there is a good quality and range of learning opportunities.
Provision for pupils with special educational needs	There is good provision for pupils on the school's register of special educational needs.
Provision for pupils with English as additional language	There is also good and sometimes very good provision for pupils whose home language is not English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The arrangements for pupils' social and moral development are very good. Those for spiritual and moral education are good. There are excellent arrangements for monitoring and promoting pupils' personal needs.
How well the school cares for its pupils	The school is very good at caring for its pupils. The procedures for monitoring and encouraging better attendance are good, and those for monitoring and promoting good behaviour are excellent. Academic achievement is monitored very well. Good use is made of assessment information to help raise standards in English, mathematics and science, but these procedures are not well enough developed for other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management. She is effectively supported by a deputy head and key stage managers. Teaching and non-teaching staff, including lunch-time supervisors, work very well together. The school is strongly committed to improvement and is successful in doing so at a good rate.
How well the governors fulfil their responsibilities	The governing body is effective in meeting its statutory responsibilities, and makes a good contribution to the day-to-day operation of the school. Governors are developing the ways in which they monitor school activity, but are insufficiently involved in formulating and evaluating the school improvement plan, and establishing long term targets.
The school's evaluation of its performance	The school is good at monitoring and evaluating the success of its key priorities, such as raising standards in English, mathematics and science, and many other aspects of school development. There is insufficient monitoring by co-ordinators of non-core subjects.
The strategic use of resources	Resources are adequate overall but limited quantities and a lack of ICT equipment is constraining pupils' learning and prevents the school from implementing the national curriculum. Although adequate, overall, the accommodation for infant children is too small and limits the range of learning opportunities that are provided.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• Behaviour in the school is good.</li> <li>• Most are satisfied with the homework pupils are set.</li> <li>• Teaching is good and the school expects pupils to work hard and achieve their best.</li> <li>• Most parents believe the school is approachable.</li> <li>• The school does help their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant minority are unhappy with homework.</li> <li>• Some parents do not feel they are kept well enough informed about their children's progress.</li> <li>• Some parents do not feel the school works closely enough with them.</li> <li>• Many believe the school does not provide an interesting range of activities outside lessons.</li> <li>• Some believe the school is not well managed.</li> </ul>

The inspectors agree with parents that their children like school, behave well and make good progress. Inspectors believe the school is very well led and managed and that parents' concerns about this aspect of the school may well be a result of the high turnover of staff in recent years, combined with a change of headteacher and deputy. The inspectors found that teachers set a reasonable amount of the right types of homework, but the school has not made its homework policy clear to parents. Parents are correct; teaching is good and teachers do expect pupil to work hard and give of their best. The school is approachable and good written reports are provided about each child's progress during the year. However, inspectors believe the school has not given enough attention to finding ways of working more closely with parents because it has focused its efforts, correctly, on improving teaching and raising standards. The school provides a reasonable range of activities outside the classroom and has already planned ways to improve them.

## **PART B: COMMENTARY**

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

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

1. Children achieve well and make good progress during their year in the Reception class. This is a notable achievement because in most years many more children of below average attainment join the Reception class than those of above average attainment, and a high proportion do not use English at home. This year children under the age of five are on schedule to or have already achieved the national standard in each of the required areas of learning, such as literacy, numeracy and The World About Us. Some children are already successfully learning work from the National Curriculum programmes of study. Children in the Reception class with special educational needs, and those for whom English is not their home language, make good progress.

2. Pupils' achievement during Key Stage 1 is good. By the end of the key stage the standard of class work produced by most pupils is in line with national expectations. Pupils' overall achievement during Key Stage 2 is also good, but it is much stronger near the end of the key stage compared to the start. The school's performance in national tests at the end of Key Stages 1 and 2 in 1999 was below the national average, but generally in line with the performance of similar schools. The trend in these results is roughly similar to the trend in the national averages at Key Stage 1. At Key Stage 2, English and mathematics results are improving faster than the national average for all schools, while science is improving roughly in line with the national average. The school is on schedule to meet the targets it has set for pupil achievement, and these give appropriate emphasis to improving the weaker aspects of pupils' learning in the core subjects of English, mathematics and science.

3. Work samples show pupils' achievement in English during Key Stages 1 and 2 is good and standards are in line with national expectations by the end of the key stages. Standards in English have improved in recent years. There is no significant difference in pupils' achievement in reading, writing, speaking and listening. Pupils on the school's register of special educational needs make good progress in English at both key stages. Those for whom English is not their home language make very good progress when receiving specialist support, and good progress overall as they move through the school. Pupils' performance in national tests at the end of Key Stage 1 in 1999 was below the national average for all schools in writing and well below in reading, but in line with the performance of similar schools in writing and below in reading. Pupils' performance in national English tests at the end of Key Stage 2 in 1999 was below the national average for all schools, but in line with that of similar schools. The school has correctly identified that boys' performance in writing tests is weaker than girls, and has made this a priority in its improvement plan. However, in the work samples seen during the inspection there was no significant difference in the work of boys and girls. Pupils are beginning to make effective use of their literacy skills across the curriculum. They make good progress in learning the important vocabulary of a range of subjects, such as in geography and mathematics. For example, in a mathematics lesson, Year 4 pupils recognised a range of different words associated with division, such as quotient and remainder.

4. Achievement in mathematics, as shown by work samples, is good and standards are in line with national expectations at the end of Key Stages 1 and 2. This represents an improvement in mathematics in recent years. There is no significant difference in the

achievement of boys and girls, or more able pupils. Pupils on the school's register of special educational needs and those for whom English is not their home language make good progress in mathematics. Results in the 1999 national mathematics tests at the end of Key Stage 1 were below that of similar schools and well below the national average for all schools. At the end of Key Stage 2 pupils' performance in national tests in 1999 was in line with the performance of similar schools and below the national average for all schools. Pupils' achieve equally well across the different areas of mathematics, such as number, algebra and data handling. They are beginning to apply their mathematical skills in other subjects. For example, Year 5 pupils successfully presented the results of their scientific investigations by plotting line graphs, sometimes with two or more sets of results on the same graph.

5. Standards in science are in line with national expectations at the end of both key stages. Achievement is good for the vast majority of pupils during Key Stages 1 and 2, including higher-attaining pupils, and those on the school's register of special educational needs. Pupils for whom English is not their home language also make good progress in science. Pupils have a satisfactory knowledge and understanding of science and are beginning to make use of it to explain why things happen. The standard of science investigation work has significantly improved during the current academic year. Many pupils now achieve national expectations by the end of Key Stages 1 and 2, and a significant proportion exceed these expectations in science investigation. For example, Year 6 pupils know how to plan and carry out their own scientific investigations, how to make sure tests are fair, and confidently use scientific ideas such as friction, when talking about their results. Class work reveals no significant difference in the achievement of boys and girls. In 1999 national tests at the end of Key Stage 2 pupils' performance was in line with that of similar schools although well below the national average for all schools.

6. Standards in ICT are below national expectations at the end of Key Stages 1 and 2 and achievement is unsatisfactory. Pupils' achievement in word processing is strongest and close to, but not yet reaching, national expectations. Pupils make limited progress in learning how to draw using computers. Pupils do not learn how to use e-mail, databases, spreadsheets and other software. Insufficient progress has been made since the last inspection. In recent months, the school has put in place appropriate plans to overcome this weakness that is largely the result of inadequate equipment and a lack of staff expertise.

7. Achievement in religious education is good and this is an improvement since the previous inspection because the school is now working to the locally agreed syllabus. Pupils make good progress in singing and standards are high. Their progress in composing and performing music is satisfactory. Achievement is satisfactory at both key stages in art, geography, history, design and technology and physical education. Overall pupils on the schools register of special needs make good progress especially in English, mathematics and science, and when they are supported in class. At other times and in other subjects their progress is satisfactory. These pupils make good, and sometimes very good, progress when working in separate groups, for example, with their specialist teacher for those whose home language is not English, or when working on tasks specifically matched to their needs and abilities in class. This happened in additional language support groups when pupils identified different letters, sounds and blends, and used them to construct a variety of words, and then used them in sentences to show their meaning.

8. Pupils whose home language is not English make very good progress when supported by their specialist teacher, and good progress overall. For example, the standards achieved by these Year 6 pupils in recent tests has shown their performance to

be in line with or better than other Year 6 pupils. The achievement of more able pupils is generally good at both key stages although less strong and occasionally unsatisfactory in the early part of Key Stage 2. During the inspection, no significant difference in achievement was observed between boys and girls, apart from a small minority of naughty boys, who are not on the school's register of special educational needs, and whose achievement in some lessons is less than it should be.

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

9. The ethos of the school is very positive and successfully promotes a positive climate for learning. As a result pupils' behaviour is good in classrooms, around the school and in the playground. The school aim to 'develop a sense of pride, purpose, self-motivation and autonomy' is well met in practice. The school ethos promotes honesty and respect, as a consequence pupils have a very good understanding of the impact of their actions on others. Pupils from different ethnic backgrounds work and play happily together. Pupils collaborate well in lessons, in part because adults working in the school provide good role models, and listen carefully to each other during discussions. Pupils are polite and friendly: holding doors open for others and saying 'thank you' are a regular feature of the pupils' behaviour even during lively and boisterous play at break and lunch-times. Pupils act responsibly and show respect for one another and school property. Pupils' good attitudes, values and personal development are similar to those described by the previous inspection.

10. There is an absence of bullying, sexism and racism in the school and there are appropriate procedures to respond to such incidents if they occur. Staff work hard to ensure pupils whose behaviour can be very challenging gain a good education, while making sure they do not significantly disrupt the learning of others. As a result, the level of exclusions is small. Parents and pupils believe unacceptable behaviour is dealt with quickly and efficiently, and that 'polite days' and 'pupil of the week' encourage thoughtfulness towards others. Pupils respond well to the ways in which the school reinforces the importance of good behaviour and the clearly defined sanctions and rewards. As a result, supported by class teachers, pupils consider their actions and identify solutions to their problems for themselves. Overall, relationships between pupils themselves and with adults is good and in many instances excellent. Even pupils whose behaviour is sometimes very challenging work well with adults for most of the time, and are usually interested in lessons and take an active part in learning.

11. The school provides an organised community that is successful in encouraging achievement and progress. For the vast majority of the time pupils are well motivated and interested in learning. When teachers set high expectations, pupils respond enthusiastically, and their learning improves. Occasionally teachers expect too little of pupils, and, as a result, a minority becomes restless and disturbs the learning of others. A minority of boys behave badly at times, especially when they do not have support from learning support assistants or other adults. Pupils make an effective contribution to setting their own targets, and reviewing how well they are met. They demonstrate good personal responsibility, for example, in fulfilling a range of tasks around the school, and many older pupils are able to manage their own work. Pupils also act on their own initiative, such as when Year 5 pupils planned a jumble sale to help cover the cost of a school trip.

12. Pupils with special educational needs, and others for whom English is not their home language, respond very positively to the help they receive in class or in separate groups. They arrive ready to get started, work hard and enjoy themselves. For example, one group of pupils, when reading a shared text, continued to follow the text and offered support to each other even when it was not their turn to read. Pupils concentrate, listen



carefully and take appropriate care with the presentation and quality of their work. These pupils develop the skills needed to co-operate and collaborate in learning, share resources, take turns and value and respect the opinions of others because they are supported. Occasionally pupils get disheartened when unsupported in class, or when work is not tailored for their specific need, because they are uncertain about their tasks and insecure in their understanding of what they are to do, especially those who lack advanced literacy skills. When required, pupils who have difficulty behaving well have access to a Social Inclusion Support Worker with whom they have a good relationship.

13. Attendance is unsatisfactory because it is well below the national average although slightly better than that reported by the previous inspection. There is a higher than usual incidence of authorised absence caused by a significant minority of pupils whose parents fail to support the notable efforts made by the school to improve attendance at the school. A significant minority of pupils are regularly late for lessons because parents do not allow sufficient time to get them to school. Despite the lateness, teachers ensure lessons begin promptly and pupils do not miss out on learning.

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

14. The overall quality of teaching is good, and ensures good learning by pupils. The National Literacy and Numeracy Strategies, especially the former, have been very successfully implemented. There have been good improvements in teaching and learning since the previous inspection and an HMI monitoring visit in January 1998.

15. The teaching of twenty-four per cent of the lessons observed during the inspection was very good and this led to good and sometimes very good learning. Good teaching occurred in a further forty-eight per cent of all lessons. Teaching was satisfactory in twenty-five per cent of lessons and unsatisfactory in only three per cent. Teaching is stronger in the Reception Year and in Key Stage 1 than in Key Stage 2. Teaching is much stronger at the end of Key Stage 2, where learning is mostly good, than at the start, where learning is mostly satisfactory. In part this is because the Year 4 class has begun to re-learn how to concentrate and manage their own work, after an extended period during which there have been many changes of their teacher and variations in the quality of teaching. The teaching of English, including literacy, and science is good and often very good. Mathematics teaching, although ranging from very good to unsatisfactory, is good overall. Where ICT is used it is satisfactory, but it is used very little in, for example, English and mathematics. The teaching of other subjects is mostly good and sometimes very good. Pupils for whom English is not the language used at home benefit from very good specialist teaching. Learning support assistants and bilingual support staff work well alongside teachers and enable good learning by pupils with special educational and other needs.

16. A high proportion of the teaching enthuses pupils to learn because it is energetic, humorous, imaginative and highly motivating. This teaching sets high expectations in terms of academic achievement, independence, behaviour, and work rate, to which pupils respond very well. For example, in a Year 6 science lesson pupils worked well in pairs to describe the trends shown by line graphs, and enjoyed sharing their ideas, even when they were not sure they were right. Pupils with special educational needs took an active part in this lesson because learning support assistants worked closely with them, and the teacher made sure she listened to what they had to say. In the vast majority of lessons a calm, persistent and often subtle approach to behaviour management is used successfully, such as when a Year 4 teacher secured pupils' concentration in a mathematics lesson by asking questions of the few whose attention was waning. These strategies are equally successful

in maintaining pupils' interest and concentration, including a small minority of boys, some of whom occasionally exhibit very challenging behaviour. Occasionally the strategies used to manage the behaviour of these boys are not effective enough and as a result they disturb, usually for short periods, the learning of others. This occurred in a Key Stage 1 lesson when the teacher waited too long before firmly prompting the need for better behaviour.

17. Teachers are good at questioning pupils. They wait patiently for answers and respond sensitively when answers are unclear or wrong. Teachers make clear to pupils that their ideas are important, as a result pupils volunteer their own ideas during whole-class discussions. Teachers are good at demonstrating to pupils how to be successful. For example, Year 2 pupils improved their response to the rhythm and beat of music because they were shown how to do so, and then pupils were asked to share their good performances with each other. At the start of lessons it is common for teachers to explain what pupils will learn. Sometimes teachers review with pupils how well they have achieved the learning objective at the end of the lesson. All pupils agree with teachers' targets to help improve their learning and/or behaviour. These targets are attractively displayed in classrooms.

18. Lessons are very well planned and benefit from teachers' very good subject knowledge and understanding. Teachers have a good knowledge of their pupils; for example, they know their stages according to the SEN code of practice, and their specific needs within that code. Assessment information is well used by the specialist teacher for pupils whose home language is not English, to help prepare work that supports and motivates pupils appropriately. She also tracks pupils' progress and shares information with class teachers, enabling them to plan appropriately for these pupils. In English and mathematics lessons in particular, as well as better lessons in other subjects, teachers plan challenging tasks that are well matched to the age and prior attainment of pupils. Teachers use resources that are different, and carefully matched to pupils specific needs. A Year 6 art lesson had many of these features. The teacher focused on improving pupils' drawing skills so that they could draw parts of a human face, such as eyes and eyebrows. The session was very carefully planned, brisk, well resourced and pupils received good guidance amidst mature banter between them and the teacher. At the same time, a well-briefed support assistant worked with a statemented pupil who by the end of the lesson produced work which was as good as other pupils in the class, the overall standard of which was high. Ethnic minority pupils often learn well and enjoy lessons because they are organised to work in groups that include pupils who can support their language development by giving them good linguistic role models, or their group activities are supported by an adult. Occasionally, these pupils are grouped with pupils with special educational needs, and this slows the progress of both sets of pupils. Teachers are very good at evaluating how well pupils have met the intended learning outcomes for each lesson for all subjects. Teachers make good use of the ideas provided by the National Literacy and Numeracy Projects, although mathematics plenary sessions are not as effective as other parts of numeracy lessons.

19. Learning support workers are well deployed in lessons, work well alongside teachers, and work effectively with pupils, such as those with special educational needs and those for whom English is not their home language. This happened in a Reception class lesson when one child with special educational needs worked alone with a helper, while a class support assistant reinforced their understanding of mathematical terms such as 'above', 'below' and 'by the side' as children put away a bag of shopping. Additional literacy support is well organised and effective. For example, the specialist teacher for pupils whose home language is not English led a very effective guided reading session to which all five pupils contributed. She then introduced them to what the rest of the class was

working on before returning them to their classroom. Occasionally well-planned lessons do not motivate pupils because, when presented by the teacher, they lack sufficient variation, pace and sometimes enough challenge for higher-attainers. This occurred during a Key Stage 2 mental mathematics session which did not help pupils learn because they were not shown how to count back in tens and hundreds after they had got the answer wrong. Subsequent work took too long to introduce and did not focus higher-attaining pupils on learning targets above the level expected of average-attaining pupils of their age.

20. While the majority of parents responding to a questionnaire were satisfied with the work pupils are expected to do at home, a high proportion of parents, about a third, expressed dissatisfaction. The inspectors found that teachers set a reasonable amount of the right types of homework, for example, reading, observation tasks to reinforce number work, and research to help with class work. However, the homework seen was not varied to meet the different needs of pupils, such as those of different attainment. The school knows it needs to make its homework policy clear to parents and provide guidance about how parents can contribute to their children's learning, including those who do not use English at home.

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

21. Overall the quality and range of the curriculum is good and well matched to pupils needs and interests. The curriculum is broad even though a high proportion of time is allocated to implementing the National Literacy and Numeracy Strategies. With the exception of information and communication technology (ICT) the curriculum satisfies statutory requirements.

22. Since the previous inspection, effective improvements have been made to the balance of the curriculum. The core subjects of English, mathematics and science now fully cover the national curriculum programmes of study. Appropriate emphasis is now given to pupils to using and applying their knowledge to investigations in mathematics and science. However, the provision for ICT remains unsatisfactory and insufficient emphasis is given to composing in music. Detailed schemes of work are now available for all subjects that guide the development of skills, knowledge and understanding as pupils move through the school. Joint planning by teachers and the effective use of assessment data to guide subject planning has also improved. The curriculum is well organised to exploit teachers' specialist skills, and so raise standards of achievement. For example, at Key Stage 1 teachers swap classes so more pupils benefit from the music co-ordinator's expertise and the enthusiasm and skill of a dance teacher. The arrangements for personal, social and health education are very good and a strength of the school. This part of the curriculum is very well planned, given appropriate lesson time, and covers topics such as fairness, drug awareness and sex education.

23. The provision for pupils for whom English is their second language, and for pupils with special educational needs, is often very good because they are supported by adults, especially in the core subjects of English, mathematics and science. At other times it is mostly satisfactory. Teachers adapt tasks and offer extra support or extension activities in core subjects to meet pupils' individual educational programmes. They frequently use mixed ability groupings in other subjects to enable pupils to learn from each other.

24. The way in which the National Literacy Project has been implemented is excellent. As a result it has greatly enriched pupils' language development across a range of

subjects. The implementation of the National Numeracy Project has also been effective. It is already contributing to learning across the curriculum, for example, through the graph work in science. Standards in literacy and numeracy are rising because of the successful implementation of these projects.

25. The school has very good arrangements to ensure equality of opportunity. Because they know their pupils well, teachers are able to ensure their needs are met and that they have access to all the school has to offer. Teachers are successfully targeting boys to ensure they learn well, so that the standard of their work rises and is similar to the work produced by girls. Opportunities are also provided for pupils for whom English is their second language to communicate using their first language.

26. At the meeting for parents, and in their questionnaire responses, about half of the parents expressed dissatisfaction with the range of activities provided outside lessons. Inspectors judge the quantity and range of these activities to be satisfactory. Most clubs are held on one afternoon after school and there is reasonable attendance from pupils in both key stages. Pupils with special educational needs take part which gives them opportunities to develop their social skills, especially when playing as a member of a group in a sporting or arts based activity. The school is expanding its range of extra-curricular activities and has plans to increase the range of clubs. For example, despite the lack of appropriate expertise among staff, the school intends to provide competitive team sport for boys. Year 5 pupils enjoy their additional mathematics sessions which are raising their interest and self-confidence.

27. At present there are no residential visits for pupils, in part because the school is correctly concerned about the financial implications for parents and the school's budget. However, visitors and day visits make a satisfactory contribution to pupils' learning. For example, pupils' interest in religion was noticeably increased when a church minister answered prepared questions from Year 4 pupils and talked about his experiences of Christianity. A recent visit to the village of Helpston by Year 5 and 6 pupils, as part of their work on "Cities, Towns and Villages", also contributed to their social development and learning in several subjects. A visit to the school's wildlife garden was well used to help Year 2 pupils learn about plant life. Other local features within walking distance of the school are used well, such as the Cathedral, local churches and mosque, library and supermarket. Pupils and staff are invited to attend events at the local secondary school and regular meetings are held between headteachers. This enables good and constructive links to be made between schools and increases curricular opportunities available to all pupils. Reception staff visit local playgroups and nurseries to establish useful links before children join the school.

28. The very good relationship that exists between staff and pupils helps provide a secure and safe environment where pupils' spiritual, moral, social and cultural development flourishes. There have been good improvements to pupil spiritual, moral, social and cultural education since the previous inspection. The school has good arrangements for pupils' spiritual development. Pupils develop an insight into a range of values and beliefs because they share their own ideas and are encouraged to value the ideas offered by teachers and others in their class. This was particularly true of numeracy and literacy lessons. It also happens in Religious Education lessons, especially at Key Stage 2, where pupils' different religious beliefs are discussed openly. Collective worship provides well-managed opportunities for reflection in prayer. Pupils' good and tuneful singing adds to the spiritual atmosphere of these occasions. Teachers also plan ways to amaze pupils, such as when Key Stage 1 pupils watched their class teacher slowly move a magnifying glass towards her eye, and to their astonishment, her eye seemed to get larger and larger.

29. There is very good provision for pupils' moral and social development which pervades the everyday life of the school. All adults working in the school sensitively ensure that pupils understand the difference between right and wrong. The way staff conduct themselves and the excellent working relationships between them provide a powerful role model for pupils. Moral stories are used well in assemblies to reinforce pupils' understanding of moral and social issues. For example, one story was about sharing with others and the risks and consequences of losing friends if they do not. Collective worship, assembly times when parents visit, and singing together all add to the well-established community spirit within the school. Very good opportunities are provided for pupils to accept and fulfil responsibilities in class and about the school. For example, the youngest pupils are made responsible for tidying away properly. In classrooms, jobs are allocated amongst pupils, such as sharpening pencils prior to lessons. The oldest pupils are given responsibility for organising the hall for assembly, operating the overhead projector, being door monitors at playtime, and are expected to use their initiative in carrying out these and other tasks.

30. The school is a multicultural community in which everyone is valued. Good provision is made for cultural development which draws appropriately on the cultural and ethnic diversity of pupils within the school and their parents. A good example, was the meaningful celebration of Diwali to which parents contributed. Books and resources for learning reflect the range of cultures within the school. Cultural development is further enriched by pupils working with visiting artists, such as when they worked on a large wooden piece of art along the Millennium Green Wheel and when they studied original works of art loaned to the school.

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

31. The school has very effective procedures to ensure the care and welfare of pupils which make a major contribution to pupils' learning. For example, there are good and effective procedures for monitoring pupils' personal development and academic performance, especially in English, mathematics and science. This is a good improvement since the previous inspection and has led to pupils benefiting from very good support and guidance for academic matters and excellent support and guidance to help meet their personal needs.

32. Teachers and non-teaching staff work hard to ensure the wellbeing of pupils, and they volunteer personal and academic help when needed. The school has a strong sense of community within which staff have created an environment in which pupils feel respected, valued and emotionally secure. A social inclusion worker plays a key role in providing effective and well directed support for pupils who find self-discipline and control difficult. Pupils receive sensitive yet firm guidance throughout their day-to-day activities in the school. The school has excellent procedures for monitoring and promoting good behaviour, and very good procedures for monitoring and eliminating oppressive behaviour. The school and class rules are clearly understood by pupils. Pupils are well motivated to behave by a range of rewards and personal targets. Pupils who have a behavioural or emotional need are identified early and individual educational programmes are drawn up to support their specific needs. A small minority of pupils who find it difficult to consistently behave well have effective individual education plans that set appropriate targets for them. Teachers usually employ appropriate strategies to manage such behaviour, and there is a system where pupils are encouraged to work with adults to identify their own problems and draw up targets to help them improve.

33. The school continues to provide a caring and supportive environment which engenders a strong sense of order and security. The school is held in high regard by the local community for the 'safe haven' that it provides. Pastoral care is good because there are good relationships in the school, effective community involvement, and the diversity of pupils' backgrounds is celebrated. The school has good procedures for monitoring and improving attendance delivered through a 'social inclusion' project, and these are starting to improve attendance rates. There is a comprehensive health and safety policy, and all staff respond promptly to issues that might cause concern. The school has very good procedures for child protection and close liaison is maintained with relevant authorities concerning the well-being of pupils.

34. The school has very good procedures for assessing pupils' attainment and progress especially in the core subjects of English, mathematics and science, and for pupils on the school's ethnic minority and special educational needs registers. Teachers are very good at evaluating the progress pupils make in each lesson and use this information to assist the planning of future work. Periodically, pupils take part in a range of assessment activities, the results of which enable teachers to target support and to meet their specific needs. Pupils are assessed when they join the school, and the results are used effectively to guide lesson activities. Pupils with an academic or physical special educational need are identified early in their school career and offered appropriate support from school staff and, if appropriate, outside agencies. National test data and work samples are used effectively to guide curriculum development in English, mathematics and science and evaluate the success of improvement action plans. However, academic assessment and its use to guide curricular planning and raise standards is weak in foundation subjects, for example, in design and technology.

35. The attainment and progress of the ethnic minority pupils in the school is carefully monitored which enables focused support to be given to those in most need. Effective arrangements are in place to look after new arrivals and to ensure data about the progress of all pupils is updated. For example, the ethnic minority teacher carefully analyses national test results by ethnicity and gender and uses this information in planning sessions to help raise achievement. This information, and an initial assessment of the skills these pupils bring to the school, is shared with class teachers, which enables them to plan for the range of different needs in their class. Bilingual support for these pupils is very good.

36. The school fulfils the requirements of SEN code of practice. Pupils with special educational needs have individual education programmes (IEP) and statements that include realistic and attainable targets which are regularly reviewed. These targets cover personal development, behaviour and physical development, including manipulative and other skills as well as English and mathematics. Individual Education Plans (IEPs) are useful working documents that are discussed with teachers, parents and teaching assistants and written by the class teacher with the special educational needs co-ordinator.

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

37. The school has good links with most parents who have positive views about what the school does. For example, most parents are pleased that their children like school, and believe they are taught well and make good progress. A good range of information is provided to parents through a prospectus, newsletters, consultation evenings, home visits, and liaison by bilingual staff. The headteacher maintains an 'open door' policy and complaints are taken seriously and resolved quickly. Annual written reports are detailed,

informative and provide a good analysis of pupils' attainment and progress. Personal targets are included and clear guidance is offered about what should be done in the future. These reports are complemented by regular consultation evenings when parents and teachers can discuss progress and explore expectations. However, the school has not given enough emphasis to finding ways of working even more closely with parents because some, for example, believe they are not kept well enough informed about their children's progress. There is a lack of information for parents about some aspects of school policy, for example, homework and new curriculum developments, such as the numeracy hour. The few parents who attended the meeting with the registered inspector were concerned more about ensuring information got home rather than its quantity or quality, with which they were pleased.

38. Very effective relationships are developed with parents when children start school because they are invited to visit the Reception classroom, and staff visit new children at home. The majority of parents make an effective contribution to pupils' education through their involvement in shared reading and homework, and by supporting the celebration of a range of religious festivals. Family assemblies and special events are well attended and enjoyed by parents. Special educational needs staff talk with parents about their children's IEPs and other matters that affect the support for pupils, especially the involvement of other agencies such as the educational psychology service. Whilst the school has attempted to introduce a Home-School Agreement, about half of the parents have not yet responded. The school has no formal process to monitor the ongoing effectiveness of relationships with parents.

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

### **Leadership and management**

39. The leadership and management of the school is good and this has led to good and sometimes very good improvement in a wide range of school activities since the previous inspection. The school is, in the main, good at managing improvement, meeting its targets, and is very well placed to continue improving at a good rate. These improvements have been achieved despite many changes in the management of the school in recent years. For example, a new headteacher was appointed in September 1999, and following a gap of twelve months, a new deputy head took up her post in April 2000. The inspectors do not agree with the view of a minority of parents that believe the school is not well managed.

40. The headteacher is a very good leader and manager. She has a clear view of the school's strengths and weaknesses. She has put in place effective actions to overcome day-to-day problems, such as managing the challenging behaviour of a minority of pupils. She has also worked successfully to minimise disruption to the teaching of one class, the causes of which were beyond her control. An effective strategy is now in place that is helping these pupils recover lost ground. The school has successfully raised standards in English, mathematics and science because the headteacher has worked closely with staff to plan, implement and evaluate effective improvement strategies. A well considered approach is being taken to planning further improvement, such as seeking expert advice to help determine what can be done to raise boys' performance and how to achieve it. The headteacher regularly monitors how well pupils are taught and uses this information effectively to reassure staff as well as ensure school policies are consistently implemented. She has struck a good balance between delegating responsibilities, supporting individuals in fulfilling them, and contributing directly to pupils' academic and personal development. For example, she teaches classes and makes herself available to parents and pupils, and

is quick to support staff, such as when lunch-time supervisors needed to help a pupil in distress.

41. There is a strong team spirit among teaching and non-teaching staff all of whom are committed to securing the well being of the pupils in their care, and securing high standards of behaviour and academic achievement. Those with management responsibility fulfil their tasks well. Key stage managers effectively support the headteacher by, for example, evaluating work samples and the quality of teaching, and use this evaluation to guide and support improvements within their key stage. The very recently appointed deputy headteacher has already made significant progress in fulfilling her responsibilities. The good co-ordination of English, mathematics and science has enabled the very successful implementation of the National Literacy and Numeracy Strategies, and the school's own plans for improving science investigation. The co-ordination of support for pupils with special educational needs and for those for whom English is not their home language is very good, and leads to them making good and sometimes better progress. The co-ordination of other subjects such as, music and history is satisfactory. For these subjects, co-ordinators plan schemes of work, organise resources, and contribute to the school improvement plan by planning appropriate subject improvements. However, there is insufficient use of, for example, work sampling and lesson observation, to identify the strengths in pupils' work in these subjects and plan ways of raising standards in the weaker areas of their understanding.

42. The governing body is well organised, fulfils its statutory responsibilities and makes a good contribution to the school. For example, the governor with responsibility for special educational needs meets regularly with the headteacher to ensure the targeted financial resources are appropriately spent. Governors, even though many are new to the school, know the main strengths and weaknesses of the school and have begun to develop ways in which they monitor the school's performance. For example, governors visit lessons and receive regular reports from the headteacher. The school improvement plan identifies the right priorities and includes, for example, good detail of how subjects, special educational needs, and support for pupils whose home language is not English will be developed. It is used to guide budget allocations and includes some standards-based success criteria. However, although the headteacher has a clear view of how the school should develop in the near future, the plan does not give enough attention to long-term developments, such as the provision of hardware for ICT. The school has been far too slow in responding to the criticisms of ICT raised in the previous report and how these will be financed. The governing body is insufficiently involved in the formulation of the school's improvement plan and evaluating the progress made.

43. The school has successfully managed its way through a period of high staff change and a new and appropriate management structure is being put in place. The school benefits from a good number of well-qualified staff, including a specialist teacher for pupils whose home language is not English, who are effectively supported in classrooms by learning support assistants. These staff are well supported by non-teaching staff such as the secretary, a well organised team of lunch-time supervisors, and the cleaner in charge. The absence of a caretaker puts unnecessary pressure on the head-teacher to carry out minor day-to-day repairs. Arrangements for professional development are effective and lead to improvements in teaching and the standard of pupils' work, such as literacy and science. Learning support assistants also receive training to support the children they work with and their own needs. A good strategy is in place to overcome the weaknesses in teachers' knowledge of ICT. However, although during this school year appropriate steps have been taken to acquire ICT equipment, during the inspection week insufficient hardware and software was available to give pupils access to the National Curriculum for



ICT. Generally the range of teaching resources is adequate, but in some subjects limited quantities restrict the range of teaching strategies that can be used to interest pupils in learning, such as in science and maths. While accommodation is adequate overall, the Key Stage 1 unit is small which leads to lessons being taught against a background of high noise levels and limits the range of learning opportunities available to pupils. There is also little space to store learning resources. The school's finances are well managed, including specific budgets, such as for special educational needs. The school carefully considers how best to make changes, for example, to school management systems, and which purchases to make before acting, and so demonstrates the principles of best value.

44. The school is good, and in part very good, at meeting its aims and, in the main, consistently and effectively implements its policies. The excellent arrangements for encouraging high standards of behaviour are consistently implemented with sensitivity and perseverance even when dealing with the most challenging behaviour of a small minority of boys. There is a 'happy, secure and welcoming environment' within the school and pupils are 'valued and respected'. Pupils 'enjoy being at school and are eager to learn'. This is also the view of parents and was illustrated by a Reception class child who volunteered to the teacher "I like learning these things". The school does 'recognise the ability of all children' and in the main 'recognises their individual needs by a differentiated and exciting curriculum'. There is a 'staff team, the members of which have a high expectation of children's performance' which is a strong feature of the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the school's good rate of improvement, the governing body, headteacher and staff should:

1. Continue to work to raise standards in English, mathematics, science by using the school's existing and effective strategies for school improvement. (56, 58, 64, 69, 70)
2. Further raise standards:
  - by applying these successful improvement strategies to foundation subjects; (e.g. 79, 97)
  - by improving on the weaker aspects of teaching identified in this report; (16, 18, 19)
  - in information and communication technology by, where appropriate, implementing existing plans for:
    - (i) acquiring sufficient hardware and software in the short and long term; (93)
    - (ii) training staff; (90)
    - (iii) ensuring statutory requirements (21) and the school's scheme of work are met in full. (91)
3. Further develop the management of the school by:
  - extending governor involvement in:
    - (i) formulating the school improvement plan; (42)
    - (ii) evaluating the progress made; (42)
    - (iii) identifying long-term targets. (42)
  - developing the role of subject co-ordinators, especially the use of assessment information to guide curriculum development in foundation subjects. (34, 41)
4. Further develop relationships with parents by:
  - identifying those areas about which parents have misunderstandings and putting in place actions to overcome them, including the issues raised in this report; (20, 26, 37, 38, 39)
  - continuing to work with parents to raise the attendance rate of pupils. (13)
5. Investigate means of improving accommodation, especially for infant pupils, by increasing the space available for teaching pupils in Years 1 and 2. (43)

### Minor Issues

The school should continue to update its resources, for example, in mathematics (67) and science (72).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	48	25	3	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)		214
Number of full-time pupils eligible for free school meals		75

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		62

English as an additional language	No of pupils
Number of pupils with English as an additional language	56

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	8.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	10
	Girls	10	11	11
	Total	21	22	21
Percentage of pupils at NC level 2 or above	School	72 (74)	76 (69)	72 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	9
	Girls	10	11	10
	Total	21	21	19
Percentage of pupils at NC level 2 or above	School	72 (58)	72 (97)	66 (82)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	13	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	9	9	8
	Total	12	13	12
Percentage of pupils at NC level 4 or above	School	60 (52)	65 (52)	60 (55)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	3
	Girls	9	9	8
	Total	13	13	11
Percentage of pupils at NC level 4 or above	School	65 (48)	65 (45)	55 (55)
	National	68 (65)	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	2
Black – African heritage	14
Black – other	11
Indian	4
Pakistani	29
Bangladeshi	2
Chinese	1
White	125
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	7	2
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)	9.0
Number of pupils per qualified teacher	23.7
Average class size	26.8

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

Total number of education support staff	9
Total aggregate hours worked per week	160

### ***Financial information***

Financial year	99 to 00
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	£
Total income	397831
Total expenditure	391152
Expenditure per pupil	1966
Balance brought forward from previous year	19850
Balance carried forward to next year	26529

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	27	5	0	2
My child is making good progress in school.	54	37	7	0	2
Behaviour in the school is good.	47	46	5	0	2
My child gets the right amount of work to do at home.	35	28	25	11	2
The teaching is good.	59	32	2	2	5
I am kept well informed about how my child is getting on.	32	34	17	14	3
I would feel comfortable about approaching the school with questions or a problem.	59	27	7	3	3
The school expects my child to work hard and achieve his or her best.	59	36	2	0	3
The school works closely with parents.	27	36	19	12	7
The school is well led and managed.	42	36	14	3	5
The school is helping my child become mature and responsible.	47	41	7	0	5
The school provides an interesting range of activities outside lessons.	20	22	29	14	15

### Other issues raised by parents

Parents at the consultation meeting expressed views similar to those given in the questionnaire responses. In addition, they suggested that parents are more concerned about the uncertainty with which information reaches them, for example, the unreliability of pupil post, rather than the quality and amount of information they receive, which they are pleased with.

## **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**

45. The attainment of children when they join the Reception class varies significantly from year to year. Usually, many more children achieve base-line tests results below the national average rather than above it. However, in September 1999, the attainment of children joining the school was similar to the national average, with roughly similar proportions of higher-and lower-attainers. In most years a high proportion of children begin school with weaknesses in one or more areas of language and mathematics. A significant minority of these children have learning difficulties and many come from homes where English is not their first language. Children make good progress in their Reception Year. By the time they are five, the majority meet national expectations in all areas of learning, and several exceed these expectations.

46. The personal and social skills of all four-year-olds develop well and children make good progress. Their attainment is in line with or better than that expected by age five: this year many children have exceeded the national expectation. Children are familiar with class routines. They come confidently into their classroom, settle quickly and behave well. Children listen attentively when asked to do so, and respond appropriately when warned of misdemeanours. They know what is right and what is wrong and have a good understanding of what is acceptable and unacceptable behaviour. For example, when walking to the hall for assembly, children know they are expected to behave respectfully and do so. Children work independently and maintain concentration. For example, they get out and put away equipment, they concentrate well when making clay models, and successfully follow instructions to make shape pictures. Children interact well with each other and work successfully in groups such as when they take turns and share toys. They have very good relationships with adults and other children in the class.

47. Four-year-olds make good progress in the development of language and literacy skills. Children who use English as a second language make very good progress and, as a result, benefit from all class activities. This happens because these children receive very good support from bilingual teachers, which rapidly increases their confidence. Baseline assessments in 1999 revealed weaknesses in children's language and literacy skills. However, because these children have made good progress, the attainment of the majority is now in line with that expected for their age. Children's speaking and listening skills are developing well. Children listen attentively in large and small groups, even when distractions occur, such as when people walk through their work area. Adults encourage children to offer their own ideas or share experiences; as a result they are keen to talk about events at home, particularly birthdays. Children have a good range of opportunities to express themselves carefully and all adults working with them deliberately help them extend and practise their vocabulary. This occurred in a lesson about shape, when children practised their newly acquired vocabulary to describe objects.

48. Children have a satisfactory knowledge of the letters of the alphabet, their sounds, and most can form them correctly when writing. All children recognise their own name, for example by finding their name card on arrival at school, and placing it in the correct pot. Most children can write their names, and the lowest-attainers manage the initial letter. Children are beginning to recognise rhyming words such as 'hill' and 'will'. Higher-and average-attainers write simple sentences. These children readily recognise initial sounds in words, and use this skill effectively to help them read simple texts and attempt to write words unaided. Lower-attaining children are not yet secure in identifying simple words and

show incorrect letter formation. Children handle books carefully and show pleasure in talking about pictures and reading accompanying sentences. The availability of attractive and often humorous books is successfully helping to develop a positive attitude towards reading among children. All aspects of language and literacy are enhanced by the good opportunities children have to participate in purposeful role-play activities. However, there is insufficient activity of this type because the teaching space for infant children is too small.

49. Children make good progress; most achieve the nationally expected learning outcomes in mathematics by the age of five, and several have exceeded this expectation. Children confidently, and with great enjoyment, join in number rhymes and counting activities. Nearly half of the children can count accurately on their own to twenty, and most of the others confidently count up to ten. Children willingly try out their newly acquired vocabulary to, for example, name and describe a range of three-dimensional shapes. Children's learning is reinforced well. For example, a group of low attainers and children with special education needs played a game jumping from one large shape to a similar one to reinforce their ideas about shape and colour recognition. Children are developing and using positional language with increasing accuracy, such as 'above', 'below' and 'alongside'.

50. The majority of children make good progress in developing their knowledge and understanding of the world and reach national expectations. A few lower-attainers who have weak language skills make satisfactory progress in this area of learning. Children's experience of the world about them is well planned. For example, children were asked to observe a range of plants in order to make them curious and encourage them to use questions to find out more. Children are encouraged to explore features of the living world, such as when they discovered differences in the appearance between the inside and the outside of an imaginative selection of fruits. Children use a computer to help them learn, which is especially effective when they are helped by a learning support assistant. A fabric calendar and weather chart is put to good use each day to help children describe the day's weather, learn the days of the week and the date.

51. Children's physical development is in line with that expected by the age of five. They develop their physical skills through appropriate outside play and during physical activity in the hall. Children's co-ordination improves noticeably when they use a bat and ball. However, few children have well developed throwing and catching skills, but they thoroughly enjoy trying. Their ability to climb and play on large apparatus is no better than satisfactory because, although a secure outside area for energetic activities is available, both the space and range of large play equipment is limited. Children move around indoor and outdoor areas safely and confidently. They make steady gains in control and co-ordination, such as when they join small and large parts of clay to create animals, or fit pieces in a jigsaw puzzle, or use scissors with increasing control to carefully cut round shapes to make a picture.

52. Children's creative skills are in line with national expectations by the age of five. They enjoy singing and make good progress in responding appropriately to rhythm and staying in tune. Children can mix and use their own paints to represent a fruit of their choice. They use and respond to their senses in a variety of ways, such as smelling and tasting fruit juices as they mix them to create their own drink, or their sense of touch when using playdough to make model insects and cakes. Children show imagination in many ways, such as when they made models from construction kits, or became absorbed in making up their own story and remained in character for a considerable period of time.

53. The curriculum for the under-fives is securely based on national guidance and well



planned to lead into the National Curriculum. The quality of teaching is good and often very good in the Reception class. This is because the teacher and support workers form an effective team and have a very good understanding of what young children need. They set high expectations of behaviour and learning and are successful in helping children become independent. A well-organised and stimulating classroom environment is created where purposeful play and firsthand experience are used to help children learn. Lower-attainers, children with special educational needs, and those for whom English is a second language, are very well supported which enables them to make good progress. The quality of children's learning continues to be high, which is similar to that reported by the previous inspection.

## **ENGLISH**

54. The standard of children's work in English at the end of Key Stages 1 and 2 is in line with national expectations, which is an improvement since the previous inspection. Pupils make good progress in English during both key stages. Pupils with special educational needs and those for whom English is an additional language also make good progress.

55. The previous inspection reported improving attainment at Key Stage 1 in English. This up-ward trend has continued and now, at the end of Key Stage 1, standards across the different aspects of English are in line with national expectations. In 1999 national tests at the end of Key Stage 1 the percentage of pupils reaching or exceeding national expectations was well below the national average for all schools in reading and below the average in writing. In comparison with similar schools, pupils' performance was below average in reading and in line with the average for writing. In these tests the performance of boys was weaker than girls.

56. By the end of Key Stage 2 standards in English are in line with national expectations. This is an improvement since the previous inspection because then only half of the pupils achieved national expectations in reading and writing by the end of the key stage. In 1999 national tests in English at the end of Key Stage 2, the percentage of pupils achieving at least Level 4 was below the national average. In contrast, the percentage reaching the higher Level 5 was above the national average. Pupils' overall performance in these tests was in line with the average for similar schools. In 1999 the school exceeded its target of 52% with 60% gaining a Level 4 or above in English tests. School data shows that the higher target of 76% set for English in 2000 is close to being met. Standards in English are rising because the National Literacy Strategy is being used effectively to help pupils learn. However, achievement in some aspects of English is not well enough developed, for example, their ability to write for a range of different purposes.

57. By the end of Key Stages 1 and 2 the standard of pupils' speaking is satisfactory and for listening it is mostly good. Pupils listen attentively to teachers and each other, and answer questions using an appropriate vocabulary in sentences that are usually correctly formed. A small minority of pupils, especially those for whom English is an additional language, have a limited vocabulary, but their love of words is helping them add daily to those they know and use. Most pupils listen to and follow instructions accurately and are able to work out a logical order for giving simple instructions. Drama is used well to help these pupils improve their speaking and listening. For example, pupils discussed the actions and emotions of a range of characters before miming the parts of different people in a story. In other areas of the curriculum pupils take time to answer because they try to use the vocabulary of the subject accurately. This was particularly noticeable in a Year 2 art

lesson in which pupils were examining flowers using magnifiers and identifying what they were going to draw. Pupils know what they want to say, and many have a sufficient range of language to fully convey what they mean. Pupils attempt to formulate and extend sentences so that they give detailed descriptions and can contribute to debate. Older pupils use humour well when talking to teachers and each other. More able pupils at both key stages are able to expand their sentences to more fully convey their ideas and opinions.

58. By the end of Key Stage 1 the standard of pupils' reading is satisfactory overall and most pupils make good progress. Pupils read a wide range of material such as storybooks, poems, information texts and worksheets, that contain factual and fictional writing. Most pupils can identify characters in stories, recall the plot and often they are able to predict what will happen next. By the end of the key stage pupils are beginning to use the content pages of books to help find information. The school's reading scheme has enabled pupils to gain a range of skills to help them read unknown words, such as using the sounds of the first letters and identifying the separate sounds that follow to build up words. Higher-attainers usually recognise errors in their reading and correct them without help. These children read fluently and with expression. Pupils take books home and the school works hard to encourage families to share reading with them. By the end of Key Stage 2 the standard of pupils' reading is satisfactory overall, although higher-attainers are occasionally not challenged enough by the material they read, and this limits the development of their vocabulary. Older pupils use a wider range of techniques to help them understand text, such as referring to the context of what they read. Pupils can use an index and content page to help find information and are able to scan text for meaning rather than read each word. Pupils are beginning to differentiate between opinion and fact, as well as recognising bias and stereotyping in written text. Pupils have a reasonable range of favourite authors and illustrators, and read and recognise a range of different types, such as horror, environment and history.

59. Pupils make good progress in writing during Key Stages 1 and 2 and the standard of their work is as expected for the pupils' ages and prior attainment. Pupils know how to use story sequencing and writing outlines to write stories and prepare factual writing. Pupils use the pattern of letter sounds to help them spell, and are learning and using the key vocabulary provided by the National Literacy Strategy. Pupils have begun to produce pieces of extended writing, and then redraft and edit their work. The literacy hour is being used successfully to improve pupils' grammar and punctuation, as well as to extend their knowledge of a range of different texts. For example, Year 2 pupils write simple stories, letters, instructions, news and poetry. Key Stage 2 pupils know about adjectives, adverbs, nouns, commas, exclamation and question marks and use them in their writing. By the end of Key Stage 2 pupils write in a range of styles, and higher-attainers regularly produce pieces of extended writing, using a variety of argument forms. Some work is redrafted which leads to the further development of pupils' ideas. Handwriting and the quality of work presentation are mostly good.

60. The overall quality of teaching is good at Key Stage 1 and very good at Key Stage 2. No unsatisfactory teaching was observed and almost half was very good. This good and very good teaching enables pupils to make good progress. Teachers make good use of ideas from the National Literacy Strategy. They are raising standards in English because they provide challenging work, encourage positive attitudes to learning, and set high expectations of behaviour. As a result pupils learn rapidly in lessons and successfully complete all of the set tasks. Teachers use questions skilfully to challenge pupils and guide their learning. They often allocate a high proportion of lesson time to direct teaching and carefully plan how pupils are to be actively involved in lessons. Teachers know their pupils

well which enables them to plan lessons effectively. Teachers assess pupils' progress at the end of each lesson and make good use of this information to plan future work. In this way teachers ensure all pupils receive a curriculum matched to their ages and abilities. For example, the school is working hard to raise the standard of writing by using writing frames. Pupils who have a special educational need are well taught and work is well planned to meet their needs. Pupils who use English as an additional language are also well supported by a specialist teacher and bilingual support assistants. Teachers' marking of work is constructive and helps pupils know how well they have progressed. At Key Stage 2 marking gives more emphasis to spelling and grammar. It is sometimes complemented by examples of good practice and an analysis of work content, such as when pupils were encouraged to write for a range of audiences. Occasionally teachers give too many instructions and do not plan work carefully enough to meet pupils' individual needs, especially higher-attaining pupils.

61. The National Literacy Strategy is helping improve standards and the overall effectiveness of the school's strategy for teaching literacy is excellent. For example, pupils successfully learn to write in tightly structured sessions that sharply focus on a small range of new writing skills. However, occasionally teachers structure lessons too tightly and, as a result, do not provide enough opportunities for pupils to extend and expand their speaking and reading skills. The English curriculum supports work in other subjects, especially geography, history, religious education, mathematics and science, but makes insufficient use of ICT. Pupils' progress is regularly assessed and this information is well used to identify what pupils can and cannot do and forecast pupils' likely performance in national tests at the end of each key stage. The school makes good use of assessment information to plan ways in which standards can be improved. For example, this led to the introduction of Booster classes for specific groups of pupils and guided staff training and the acquisition of new resources. Resources for English are good and the school has spent wisely on reading materials and has adequate plans to obtain more resources to meet the needs of specific groups of pupils.

## **MATHEMATICS**

62. Standards in mathematics have improved since the previous inspection. Samples of work show that by the end of Key Stages 1 and 2 most pupils achieve national expectations, and many higher-attaining pupils at Key Stage 2 exceed these expectations. Pupils' performance in national tests at Key Stage 1 in 1999 was well below the national average for all schools and below that of similar schools. However, the percentage of pupils achieving the level 2b or above was in line with that of similar schools. At Key Stage 2, pupils' performance in the 1999 national tests was below the average for all schools but in line with that of similar schools. The proportion of pupils exceeding national expectations in these tests and reaching the higher Level 5 was high when compared to the performance of pupils in similar schools.

63. The quality of learning is good at Key Stage 1 and pupils make good progress in acquiring and using their numeracy skills. Pupils with special educational needs, and those for whom English is not their first language, receive very good support from class teachers, classroom assistants, bilingual teachers and support staff, which enables them to make good progress. Key Stage 1 pupils are able to count forwards and backwards in twos, fives and tens and they recognise odd and even numbers. Lower-attaining pupils calculate addition and subtraction facts to twenty. Higher-attaining pupils use numbers accurately to one hundred and beyond, and some delight in adding and subtracting three from numbers greater than a thousand. Whilst many in Year 1 find it difficult to articulate their working out,

by the end of the key stage most are able to do so confidently. This improvement occurs because teachers provide good opportunities for pupils to listen carefully to others and to explain and provide reasons for their answers. When describing their thinking, pupils demonstrate their understanding and use of mathematical terms and strategies. Pupils for whom English is an additional language also respond confidently in oral sessions and demonstrate an understanding of and an increasing use of mathematical vocabulary. During whole-class sessions, and work in small groups, pupils discuss their ideas effectively and develop appropriate and different methods to solve problems.

64. Pupils' achievement at Key Stage 2 is good overall but varies between classes due to differences in the quality of teaching. Sometimes pupils' achievement is unsatisfactory in the early years of Key Stage 2 because pupils are set undemanding work. Near the end of the key stage pupils' progress accelerates because they are set work that is challenging and well matched to their prior attainment. Pupils with special educational needs receive effective support so that they can participate fully in numeracy sessions and as a result they make good progress. Pupils successfully apply their numeracy skills to other subjects like science and geography. This happened when Year 5 pupils used graphs to present the results of their science investigations, and when Year 3 recorded the weather data they had gathered. Pupils perform mental calculations with increasing dexterity and with larger numbers, including decimals. They can explain how they calculate answers in their head, such as when adding together 4005 and 3990. Pupils' strategies for problem solving are well developed and average-and higher-attainers make judgements about the suitability of different strategies for solving different numerical problems. Lower-attainers successfully solve simpler problems, often because they receive good support from adults. Pupils show a good understanding of how to use numeracy skills in real life situations. This occurred when pupils were challenged to plan a visit using data provided, but with restrictions placed on the time, cost and location.

65. Pupils enjoy vibrant, well-planned and well-paced lessons. As a result their response to mathematics lessons is mostly good and often very good, and they sustain their keenness throughout. They collaborate well in pairs or in small groups when discussing their work and ideas. Frequently average-and higher-attaining pupils use their initiative in extending their work. For example, younger pupils decided for themselves to use larger numbers to make up sums, and older pupils worked out their own strategies to win a "noughts and crosses" game. Pupils, especially at Key Stage 1, enjoy using attractive and well-chosen resources, and this increases their enthusiasm for learning. Pupils concentrate well during oral work. They are keen to respond to questions from their teacher and listen well to others' answers. This was demonstrated well in Key Stage 2 when a pupil with learning difficulties, keen to follow the success of others in his group, explained his method of calculating the addition of three digit numbers. His success was spontaneously applauded by the whole class.

66. The quality of teaching at Key Stage 1 is good overall and ranges from very good to satisfactory. At Key Stage 2 teaching is good overall but ranges from very good to less than satisfactory. Unsatisfactory teaching occurs when tasks are provided that do not challenge pupils sufficiently. Teachers have enthusiastically and successfully worked on implementing the National Numeracy Strategy. The co-ordinator, for example, believes the "fun" has been put back into mathematics. Their enthusiasm for numeracy is conveyed to pupils, which increases pupils' motivation to learn and makes a good contribution to raising standards in mathematics. Teachers have a secure knowledge and understanding of mathematics which enables careful and effective lesson planning. Work is regularly marked and dated, and this clearly shows the progress each pupil makes. Oral sessions for mental calculation are lively and enjoyed by the pupils because teachers value their contributions. Patient and probing

questioning is used to ensure pupils understand what is expected before they start work on their own, or in pairs, and this increases their confidence in the task. Teachers deliberately and successfully target boys during lessons in order to ensure their achievement is the same as the girls. Teachers have good relationships with pupils, which helps to establish a classroom ethos that promotes effective learning. Humour is successfully used to keep pupils interested in their work. Pupils are firmly, but kindly, managed and inappropriate behaviour is suitably handled so that learning for others is not disrupted. During lessons pupils normally receive clear feedback that enables them to improve. The effectiveness of plenary sessions varies and, overall, they are not given sufficient attention, and so opportunities to reinforce and extend learning that has taken place earlier in the lesson are lost. All classes have good quality numeracy displays that are used effectively during numeracy sessions, and provide additional opportunities for pupils to respond to mathematical problems. Information and Communication Technology is not used enough in mathematics lessons.

67. Mathematics is effectively co-ordinated and the school has made good progress since the previous inspection in overcoming the weaknesses identified and in raising standards. The numeracy strategy has been used successfully, for example, to improve considerably pupils' ability to use and apply their mathematical knowledge to solve problems. Assessment information is well used to guide developments in the curriculum and teaching. The school rightly intends to continue using the analysis of pupils' work to increase standards further. Although the range of resources for mathematics is adequate, limited quantities constrain the range of teaching approaches that can be used.

## **SCIENCE**

68. Pupils make good progress in science and standards, as shown by work samples, are in line with national expectations at the end of Key Stages 1 and 2. Pupils' performance in the national science tests at the end of Key Stage 2 in 1999 was well below the national average for all schools, but in line with the performance of similar schools. The trend in these test results, up to and including 1999, is roughly in line with the national trend. Pupils achieve well as they move through the school and while they make good progress overall, it is stronger at the end of Key Stage 2 than at the start. The school's own test results and work samples show that pupils whose home language is not English make good progress. Pupils on the school's register of special educational needs also make good progress in science. Although Key Stage 2 test results show girls perform slightly better than boys, there is no strong evidence of this in their class work.

69. Pupils have a satisfactory knowledge and understanding of science. Year 1 pupils are able to identify the parts of plants, and higher-attainers can write their own picture story about how plants grow from seeds into flowering plants. Average and many lower-attaining pupils in this year group, with teacher help, can recall how plants grow. Year 2 pupils know that ice turns into water and that the water will evaporate, and higher-attainers have begun to understand why this happens. Pupils in Year 4 have a weak knowledge and understanding of science because they have been taught by several teachers. Higher-attaining pupils achieve standards above national expectations, and some of these are pupils for whom English is not their first language. For example, Year 6 pupils know about body organs and their function, how to change the brightness of electric lamps and that materials dissolve differently in water. Some Year 6 pupils are able to apply scientific concepts for themselves, and can explain, for example, how air resistance acts on a bouncing ball. Average and lower-attaining pupils, including those with special educational needs, have a satisfactory range of knowledge and understanding but do not use these

ideas to explain why things happen. There are some gaps in pupils' knowledge, for example, they do not seem to realise that heart rate returns to the level it was before exercising if you rest for long enough. The quality of pupils' written work in science is variable with some being clearly recorded and tidily presented and other work, especially for low-attainers and those on the school's register of special needs, is sometimes incomplete and untidily recorded.

70. Standards in science investigation have improved significantly during this school year, especially for Year 2 pupils. This is because the school has given this aspect of science priority. Teachers have been trained and more time has been devoted to science investigation and this has led to good improvements in science investigation across the school. Higher-attaining Year 2 pupils, including those for whom English is not their home language, are familiar with the need to make tests fair. They contribute to the planning of investigations, make predictions and observations and record their results in bar charts. These higher-attainers are beginning to attempt to explain why things happen, such as why some materials dissolve in water and others do not. Average-and low-attainers are less familiar with the idea of fair testing, and while they make predictions and observations, many need the help of the teacher to do so. By the end of Key Stage 2 higher-attaining pupils, including those for whom English is not their home language, are able to plan science investigations, and identify for themselves what to change and what to measure when carrying them out. They record their results in graphs, draw conclusions from their results and suggest reasons for them, such as trying to explain why some things fall faster than others. Average-attainers perform similarly with the exception that they are less successful in explaining their observations. Lower-attainers use prompt sheets to help them record plans for investigations and successfully record conclusions. Pupils are beginning to make more use of mathematics in their science. For example, Year 5 and 6 teachers are now giving more emphasis to the use of graphs to present results, and younger pupils take measurements such as temperature. Pupils do not use ICT to support their work in science.

71. Pupils learn well and make good progress in science lessons because the overall quality of teaching is good at Key Stages 1 and 2. The teaching in two-thirds of the science lessons observed was good or better and the remainder satisfactory. No unsatisfactory science teaching was observed. Pupils learn well because teachers have a very good understanding of the science they teach, especially science investigation. In many lessons pupils are expected to manage their own work and they normally respond well to these challenges. For example, Year 4 pupils who are not used to working independently, successfully worked in groups to prepare plants to find out what would happen if light did not reach some of the leaves. High expectations of scientific understanding are often set and pupils work hard to meet them, such as when pupils in Year 2 worked hard when investigating the conditions needed for healthy plant growth. Similarly, Year 5 and 6 pupils openly discussed their ideas in whole-class work and in small groups, when learning how to present and interpret data in the form of complicated line graphs. Occasionally tasks are not sufficiently challenging for the higher-attaining pupils and this weakens their learning. Learning activities are well chosen to interest pupils. They are complemented by effective questioning that is successful in encouraging pupils to offer their ideas and in helping them reflect on whether they are right or not. Questioning is used well to refocus pupils whose attention is drifting. Teachers use effective behaviour management strategies to engage the vast majority of pupils in learning and minimise the impact on others of those, particularly boys, a minority of whom find it difficult to concentrate or behave well. Occasionally pupils lose concentration because they lack sufficient guidance to ensure they remember what to do, especially during independent group work. The recording of pupils work is sometimes made harder than it needs to be, especially for average-and low-attaining pupils and those with special educational needs. For example, instruction writing

learned in literacy lessons is not well enough used in some classes to make investigation planning easier, and in one class Key Stage 2 pupils drew their own squares for plotting graphs rather than using grid paper.

72. Science is well led and managed and this has led to good improvement since the previous inspection. There has been a marked improvement in the teaching and standard of science investigation during the current academic year. Assessment information has been used effectively to guide developments in teaching and the curriculum. Professional development is having a strong impact on classroom practice. The school is about to update its scheme of work and this should eliminate existing repetition, such as the overuse of investigations into pulse rate. The school's approaches to teaching, recording and assessing science are mostly consistent. For example, all teachers are very good at regularly evaluating how successful their teaching has been. In contrast, there is varied use of prompt sheets to help pupils record science investigations, and often these are not used to record how investigations have been made fair. The range of resources for science is adequate but the quantity is limited and constrains the range of teaching approaches that can be employed.

## **ART**

73. Few art lessons were observed during the inspection but the analysis of school documents, teachers' planning, pupils' work and discussions has enabled judgements to be made. Overall pupils at both key stages make satisfactory progress in art and for many it is good, which is similar to the art described by the previous inspection. Pupils for whom English is an additional language and those on the school's register of special educational needs make similar progress. Pupils are developing manual dexterity so that they are able to, for example, manipulate a pencil, brush and other tools and practise shading and sketching techniques. They are developing patterning skills by using their knowledge of colour and texture and they successfully blend them to match those by famous artists such as Van Gogh. When painting, pupils mix colours and match materials to produce a finished piece of work, such as a fruit printing, or to represent their own ideas based on themes from other areas of the curriculum, such as story characters. Pupils work with a range of materials, such as malleable doughs and clays, and use textiles in collage. They make close observational studies of flower using magnifying glasses. Older pupils make three-dimensional sculptures of Victorian characters from their work on village life. Pupils are encouraged to analyse their own work, and that of others in their class, as well as appreciate the work of famous male and female artists.

74. Pupils at both key stages work well on their tasks; younger pupils especially enjoyed being able to 'make a mess' with paint and glue while developing fine motor skills. Most pupils are able to produce a piece of work that matches the objectives set by teachers. Pupils concentrate well, persevere and take responsibility for their own work. When required, they analyse the work of others, practise, experiment and problem-solve without feeling that they must produce a finished product, and are proud of being able to complete tasks successfully. Most pupils are able to use resources independently, and get out and tidy away appropriately. Older pupils in particular enjoy the opportunity to work for extended periods and are able to use their initiative in selecting colours, brushes and papers. Pupils have positive relationships with others and their class and teachers, and are self-critical, and prepared to rework to improve.

75. Art at both key stages is taught through specific skills on a step by step basis as well as using art to support other areas of the curriculum. Teachers are generally

enthusiastic and share their enthusiasm with their class. They use an appropriate vocabulary and give careful descriptions of what is wanted and what pupils need to do to complete their tasks and learn. Pupils have opportunities to practise each stage of skill development and skills are reinforced by teachers reminding them of how to do tasks. For example, younger pupils were reminded how to use a stapler to join materials. Teachers have good management strategies and use supporting adults very well, carefully briefing them about the tasks and expected outcomes. They organise pupils well, match appropriate resources to them and encourage independence.

76. Resources are appropriate for art. The art co-ordinator has a clear understanding of developments in the subject and ensures that resources match the scheme of work appropriately. Improvement in art has been satisfactory since the previous inspection.

## **DESIGN AND TECHNOLOGY**

77. Work samples show that pupils at Key Stages 1 and 2 make satisfactory progress when they work on design and technology projects. In lessons, of which only two were observed, most pupils, including those for whom English is not their home language and those with special educational needs, make satisfactory and sometimes better progress.

78. At Key Stage 1 pupils develop a satisfactory range of making skills, such as how to work clay, cut complicated shapes and join card using a variety of techniques. Some pupils find these elementary making tasks difficult, for example, some Year 1 pupils are not sure how to overlap card to make joins using glue. Pupils recognise that products need designing and making and perform these tasks for themselves. For example, Year 1 pupils have studied seed packets and then drawn their own designs and added written instructions. At Key Stage 2 pupils have developed a wider range of making skills and know to join fabrics such as felt, and cut, shape and join wood strip. For example, Year 3 pupils made felt clothes, many of which are of good quality, and have made use of paper patterns and templates to develop their design and cut felt to the right size and shape. Groups of Year 5 pupils have made a range of different types of weather vane of satisfactory quality from wood and an assortment of other materials. Year 6 pupils designed and built lifting cranes from construction kits. Overall, there is a narrow range of materials and techniques evident in pupils' work.

79. Pupils' designing skills are not as strong as their making skills at Key Stages 1 and 2. Pupils successfully record their designs in the form of drawings. For example, in Year 3 many add labels to outline drawings, such as part names or the material the parts will be made from, and most final products resemble the intentions shown by the drawings. In Year 5 pupils record their designs using more sophisticated line drawings. Higher-attainers in design and technology at Key Stage 2 prepare instructions to outline the sequence in which products will be made. These pupils have also begun to evaluate the quality of their products and sometimes suggest how improvement might be made. There is little evidence of pupils stating in detail what their product should be able to do and how well it meets these design criteria.

80. Two lessons were observed during the inspection, one in each of Key Stages 1 and 2, the teaching of which ranged from good to satisfactory. Teachers plan lessons carefully to ensure pupils gain the skills, knowledge and understanding needed before being asked to design and make their own products. Pupils respond well to the activities provided, for example, most Year 1 pupils concentrated well on learning how to join and cut materials in different ways, although a few needed reminders to keep them on task. Pupils enjoy



practical tasks and teachers make use of this interest to help them learn in design and technology. For example, to help Year 4 pupils understand how books are made, their teacher introduced them to the appropriate vocabulary and then asked them to find out how books are assembled by taking old ones apart. They worked enthusiastically on this task and through well-timed intervention by the teacher and support from adult helpers, pupils gained a reasonable understanding of how books are put together. Teachers are very good at evaluating how well pupils have learned during lessons.

81. Design and technology is satisfactorily led by the co-ordinator who has prepared an appropriate improvement plan for aspects of the subject. Overall, satisfactory improvements have been made in design and technology since the previous inspection. For example, there is now a more structured approach to teaching the subject and an appropriate scheme of work is in place that is soon to be updated. There are sufficient resources to support the curriculum and these are well organised. However, there is insufficient monitoring of both the standard of pupils' work across the school and the quality of design and technology teaching. Assessment information is not used to guide curriculum development, the subject improvement plan or to identify professional development needs. The school is aware of these shortcomings, which are common to all foundation subjects, and has given them priority in its school improvement plan.

## **GEOGRAPHY**

82. Overall pupils are making satisfactory progress in geography, which is similar to the findings of the previous inspection report. A particular focus of pupils' work is the development of their geographical language and their ability to investigate at first hand features of the local environment. Just before the inspection, older Key Stage 2 pupils visited a local village and studied its environment and buildings, location and employment, and linked this to village history, especially life during Victorian England. Pupils also successfully use secondary evidence, such as photographs and video programmes, to develop their observational and analytical skills. Pupils make use of maps, globes and atlases, and conduct experiments, such as working out routes for holiday journeys and considering how to travel to different destinations, and make observations based on their investigations. Pupils are aware of the different needs for land use and are able to locate landmarks from different perspectives. For example, younger pupils were able to compare the climate and land use in South Africa, and were interested in comparing the fruits found in England and South Africa.

83. Pupils enjoy much of their geography work. They are keen to look at photographs and maps, and enthusiastically identify features they know, such as their school and homes. When learning tasks are challenging pupils maintain concentration, discuss what they have seen, ask questions and suggest answers to other's questions. They are proud of what they have achieved. They work hard, take responsibility for their own work, concentrate and persevere with the tasks set for them. Pupils co-operate well when sharing resources and are quick to learn new geographical words.

84. Across the school the teaching of geography is mostly satisfactory and for older Key Stage 2 pupils it is good. Teachers have a good knowledge of the geography curriculum, as well as resources, and make good use of them to support pupils' learning. Teachers' own geographical skills are well used to help pupils learn, especially the development of their language and observational skills. Lessons are well planned, based on the school's

scheme of work, and set high expectations of pupils.

85. The geography curriculum is appropriately focused on building up pupils' research skills and their use of geographical techniques through their practical application. As a result, pupils have good opportunities to practise map-reading skills, investigate environmental issues, discuss recycling, and consider and make suggestions for improvements to the local area. Currently the school does not have a co-ordinator with oversight for the subject, and as a result the monitoring of learning and teaching is underdeveloped. The school is appropriately resourced to support the curriculum.

## **HISTORY**

86. Samples of pupils' work and a small number of lesson observations indicate that pupils are making satisfactory progress in history. This is similar to the findings of the previous inspection. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress in history. Pupils are developing an appropriate sense of chronology, especially at Key Stage 1, by considering changes in people's lives over time, and a more detailed study of their personal history, local people, their school and the Victorian period. Older pupils at Key Stage 2 satisfactorily develop their awareness of change over time by, for example, making an in depth study of the Victorians, their houses, homes, and in particular customs and learning about key events in the country and in a local village. These studies are appropriately linked with work in geography. In the past pupils have made in depth studies of the Egyptians, Tudors, Ancient Greece, life in the 1930s and the Anglo-Saxons.

87. Pupils are all learning how to work as historians. They further develop research skills by considering the differences between spoken traditions and those recorded in writing and photographs or represented by artefacts, such as when pupils visited a nearby village. Key Stage 1 pupils understand the importance of secondary sources of information, like factual texts and records, as well as the value of first-hand information which they gain, for example, by talking to local people. Older Key Stage 2 pupils are aware that first-hand accounts can contain bias, for example, because of a speaker's political point of view. These older pupils make good progress in understanding chronology by learning how past times can have similarities as well as differences to the way we live today. Many pupils have written to local villagers with questions about life in the past to help them to compare it with the present.

88. Pupils have positive attitudes to history and behave well in lessons. They work well on tasks, sustain their concentration, persevere and work hard. Pupils effectively use a range of resources to extend their learning, especially texts, occasionally ICT, and other information sources to seek new knowledge.

89. Teachers have good knowledge of history and a good understanding of the curriculum for the class they teach. As a result they provide appropriate activities to develop pupils historical research skills and historical language. Pupils are encouraged to use the appropriate range of resources, including artefacts, to identify key elements in the past and compare them with today.

## **INFORMATION TECHNOLOGY**

90. Standards in information and communications technology (ICT) are below national

expectations at the end of Key Stages 1 and 2. All pupils make unsatisfactory progress during both key stages including pupils with special educational needs and those for whom English is not their home language. During the current school year an appropriate and carefully considered ICT improvement plan has been put in place, and some improvement has occurred. However, a prolonged delay in the delivery of hardware, a significant shortfall in teacher's expertise, and a limited range of software have contributed to the school's failure to implement many aspects of the statutory national curriculum for ICT. This represents a significant lack of improvement.

91. Most pupils are able to use a computer mouse to operate on-screen icons and the very young can move images to assemble a picture on a screen. Word processing is the strongest aspect of ICT. The standard of word processing is near to but not in line with national expectations and, overall, represents unsatisfactory achievement, especially by higher-attainers. Pupils are able to enter text into the computer, although the weak keyboard skills of low-attainers makes this a slow, laborious, process. By the end of Key Stage 2 most pupils can correct mistakes, change the presentation of letters and lay out work to match the needs of the intended reader. However, low-attainers lack familiarity with basic operations such as highlighting text. Many pupils can add clip art images to make their work more attractive. For example, Year 6 pupils have produced invitations, menus and journal articles using a combination of text, the style of which they have varied, and clip art pictures. The use of computers for drawing has been improved in recent months, and the oldest pupils are able to draw clear simple images, such as leaves and the details of veins within them. Pupils do not use spreadsheets to make calculations or to present data in the form of graphs. Although CD-ROMs are beginning to be used, such as by Year 4 pupils in geography lessons, there is far too little use of information stored on computers including databases. While the school has a computer-controlled vehicle, pupils learn little about how to use computers to control how things behave, nor do they learn much about the impact of computers on their everyday lives.

92. Pupils enjoy using computers and work with them responsibly during lessons and at other times, such as lunch-times. Teachers provide appropriate workcard guided learning activities based on a recently introduced commercial scheme of work. Pupils use these cards successfully to practise their keyboard skills. In one lesson a teacher successfully showed pupils how to use a CD-ROM. Although pupils could not see the small computer screen easily, and this led to some needing firm teacher prompts to regain their attention, pupils were amazed at the pictures revealed by the atlas. A small amount of software is used appropriately to reinforce work in other subjects, such as their range of English vocabulary. Overall there is very little use of ICT to support the work of English, mathematics, science and other subjects. Teachers make effective use of ICT on the few occasions it is used with pupils, and are very good at evaluating how well pupils have learned ICT skills.

93. The ICT co-ordinator is effective in fulfilling her responsibilities. She has made improvements to ICT in difficult circumstances. Pupils' experiences of ICT, although very limited, are better organised than they were at the time of the previous inspection and give appropriate emphasis to teaching computer skills. There have been improvements to the amount of work pupils carry out using word processing and drawing software. An ICT improvement plan provides a realistic way of improving ICT hardware and of providing professional development in the short term. However, the school does not have a long-term plan for updating and maintaining sufficient ICT hardware and software to ensure pupils achieve national expectations. The school is aware that there is insufficient use of assessment information to guide curriculum development in ICT.

## MUSIC

94. Overall, pupils make satisfactory progress in music during Key Stages 1 and 2. The standard of their singing is much higher than other aspects of music. There is no significant difference in the performance of different groups of pupils, such as those for whom English is an additional language.

95. Pupils at Key Stage 1 demonstrate their good achievement in singing by producing a good quality of sound and maintaining rhythm and tune, for example, when they joined in a two-part song. They also recognise and follow changing rhythm patterns. Pupils put their numeracy skills to good use by counting beats and by producing increasingly complicated rhythms on chime bars. Because they listen carefully to their own music, pupils recognised, for example, that the use of bells adds to the expressive nature of their performance. Key Stage 2 pupils are skilled singers. They confidently sing a wide range of songs from their own and other cultures with clear expression and diction. The importance teachers give to diction helps improve pupils' literacy skills. Pupils are able to maintain the rhythm and tempo and stay in tune, such as when Years 3 to 6 sang a four-round song, conducted by Year 6 pupils. Pupils recognise changes in the character of music, changes of instrument and tempo when listening to and appraising music. This awareness of music helps improve their work in dance lessons. Many pupils find it difficult to express their ideas using a musical vocabulary. Older pupils are beginning to recognise ways in which music reflects the time and place in which it was created, which happened when Year 6 pupils listened to music from the 1960s.

96. Pupils have very positive attitudes to music. Key Stage 1 pupils convey their pleasure by making, singing, and playing simple pieces of music on percussion instruments while handling the instruments with care. Key Stage 2 pupils listen attentively in order to appreciate music and are willing to discuss their preferences and offer reasons for them. All pupils very clearly enjoy singing sessions during which they participate well and exude much enthusiasm. Pupils with special educational needs and those pupils whose home language is not English, take part with similar enjoyment and enthusiasm.

97. The quality of music teaching at Key Stages 1 and 2 is good overall. Teachers are good at encouraging pupils to enjoy learning about music which increases their motivation to learn. This encouragement is particularly strong during whole-school singing sessions, where good teaching enables good and enjoyable learning to take place. A scheme of work for music is well used by class teachers to carefully plan the step by step development of pupils learning. Lessons are well organised so that good use is made of the time available to develop pupils' musical understanding. However, there are gaps in the curriculum, particularly in elements of music composition at Key Stage 2. In part the gaps are due to the class teachers' limited knowledge of music and confidence to teach it. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development in assemblies through joyous 'singing together' sessions.

98. The co-ordinator for music is also responsible for mathematics and she has correctly given priority to implementing the new National Numeracy Strategy. As a result she has had little opportunity to develop music within the school. She is aware that the school is making slow progress in improving musical provision. However, her enthusiasm and musical expertise has enabled her to prepare sound strategies for making the necessary improvements to music in the school. For example, she recognises that the expertise of class teachers needs to be developed to ensure that their expectations are high enough, so that all pupils, including the more musically able, can achieve their

potential. Piano lessons are offered during one lunch-time on a weekly basis by a parent, but no other instrumental tuition is available. At present there are no extra-curricular music clubs although improvements are planned. Regular visits by an accomplished pianist to accompany pupils' singing during collective worship, and the collective singing sessions, are well used to enhance pupils' musical experience. There is a satisfactory range of musical resources that is well maintained and represents a wide range of cultures. Overall there have been good improvements in music since the last inspection.

## **PHYSICAL EDUCATION**

99. In most of the areas of physical education observed during the inspection pupils make satisfactory progress at Key Stages 1 and 2. At Key Stage 1 in dance, pupils' make good progress. Pupils with special educational needs are fully involved in physical education lessons and make similar progress to other pupils. Key Stage 1 pupils are able to perform sequences of movement in dance. For example, when working in pairs, they carefully listened and responded to music and conveyed their feelings and moods very expressively as they echoed the movements of each other. Pupils respond to changes in tempo, for example, by changing from slow, deliberate actions to more powerful movements at increasing speed, while continuously changing the height of their reach. Pupils make good progress in improving their performance because they watch others perform and respond well to instructions and reminders from their teacher. At Key Stage 2, pupils make satisfactory progress in raising their athletic performance in a range of skills. For example, the majority recognise and demonstrate the difference between jogging, sprinting and walking. Ball and quoit throwing developed satisfactorily in response to the teacher's demonstration. Pupils understand the purpose of warm-up and cool-down activities at the start and end of each lesson.

100. Pupils at Key Stage 1 have positive attitudes to learning in physical education and respond well to their teachers' enthusiasm and expectation that all should achieve high standards. Lessons are keenly anticipated and favourite activities, such as dancing in 'spiky' movements, or performing as the bumble-bee in a sunflower dance, are eagerly performed. At Key Stage 2 most pupils contribute well and make efforts to improve their performance during physical education lessons. However, at the lower end of Key Stage 2 many boys lose concentration in dance and fail to improve their performance, while girls continue to refine and improve their efforts. The quality of teachers' relationships with pupils is good and this contributes much to pupils' positive attitudes.

101. The quality of teaching at Key Stage 1 is very good. Good class management is established from the start with energetic teaching capturing the attention of pupils. This has a significant effect on the quality of learning. Teachers insist on pupils listening very attentively to music, which is well chosen to be appealing and this retains their attention. Also, because teachers provide suitable opportunities for pupils to demonstrate their achievements, pupils begin to evaluate their own and others' work. While teaching overall at Key Stage 2 is satisfactory some aspects are unsatisfactory. Teachers are normally effective in motivating pupils to improve because they offer encouragement and provide good demonstrations of the skills that pupils are expected to gain. However, in some lessons insufficient opportunities are provided for pupils to demonstrate skills and techniques, and as a result they do not make enough progress in learning how to evaluate their own performance. Teachers regularly evaluate pupils' learning in lessons and keep detailed records of pupils' performance.

102. During the inspection Year 2 pupils experienced their first school swimming lesson

and for several it was their first visit to the local swimming pool. Despite their trepidation, all entered the water and enjoyed their first steps in learning to swim.

103. The school has satisfactory resources and facilities for indoor and outdoor activities, but road traffic noise is intrusive when lessons take place on the field. Commercially produced schemes of work, together with the local education authority's scheme, are well used by teachers to guide their teaching. The co-ordinator does not have the opportunity to monitor lessons and therefore has only informal means of identifying the strengths and weaknesses in the teaching of physical education. The school's involvement in competitive sports with other schools is very limited but pupils do take part in, for example, a swimming gala and netball matches. There is a reasonable range of after-school clubs. While approximately 60 pupils participate in soccer activities supported by a local professional football club, the school does not have a football team to compete with neighbouring schools. The school is aware of the need to expand the range of competitive sports. Overall there have been satisfactory improvements in physical education since the previous inspection.

## **RELIGIOUS EDUCATION**

104. Standards of attainment in religious education at Key Stage 1 and 2 are in line with the expectations outlined in the locally agreed syllabus.

105. During Key Stage 1 pupils gain insights into Christian beliefs and practice and learn that others have different religions from their own. They know that most Christians celebrate special occasions during the year, such as Christmas, and that the Bible is a special book for them containing stories about Jesus. They find out that other religions have writings that are special to them. Pupils achieve valuable insights into other world faiths by discussing these with other pupils in the class, and respecting their beliefs and practices. For example, when finding out about a Jewish family they understood the respect given to their holy writings, the Torah scrolls and their special symbols. At Key Stage 2, pupils build steadily on their prior knowledge and achieve deeper understanding of Christianity and other principal religions. For example, in preparation for a visit to the class by a local minister of religion, pupils prepared perceptive and searching questions to develop their understanding and appreciation of how Christians use the Bible in the house and places of worship. On another occasion their knowledge of the respect that holy writings are held in other religions was increased following a Muslim pupil's contribution about the Quran. Pupils achieve a good range of specialist vocabulary and, for example, use it to talk about artefacts concerned with Buddhism. A good contribution is made to pupils' literacy skills as they read the Lord's Prayer with increasing fluency and recognise its traditional style.

106. Pupils have positive attitudes to religious education. Personal development for all pupils, including those with special educational needs, is enhanced by very good relationships. This is a contributory factor to their open and tolerant opinions and their sensitivity towards others. They are enthusiastic and respectful to visiting speakers. They have enquiring minds, they know the use and purpose of religious artefacts and have the confidence to express what they know about religious practices.

107. Teaching is good overall in both key stages. Planning is very carefully matched to the guidelines in the locally agreed syllabus, which ensures that learning and progression is continuous between both key stages and year groups. This feature has been improved since the last inspection. Lessons are very well organised and resources used well to

capture pupils' interest. The very attractive classroom displays, together with visits to the Cathedral, local churches and the Mosque, enhance learning well. Parents' contributions are valued by teachers, such as when they helped extend pupils' knowledge of Jewish family life. Teachers use the extensive range of artefacts and books relating to religious education well to develop all pupils' learning. Valuable cross-curricular work is done, such as through contributing to work in English, geography and art. Teachers are skilled with their questioning and are able to encourage quite profound insights for some pupils, thus developing further their speaking abilities.

108. The co-ordinator is enthusiastic in her role and ensures that religious education has a high profile around the school. The implementation of the locally agreed syllabus has increased teachers' knowledge and understanding, which has led to clear improvements in the quality of provision over the last two years.