

# INSPECTION REPORT

## **HAXEY CofE PRIMARY SCHOOL**

Haxey, Doncaster

LEA area: North Lincolnshire

Unique reference number: 118011

Headteacher: Mrs J. Thompson

Reporting inspector: Mrs M. Cooper  
15175

Dates of inspection: 31 January – 3 February 2000

Inspection number: 189527

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 category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Haxey Church of England Primary School The Nooking Haxey Doncaster
Postcode:	DN9 2JQ
Telephone number:	01427 752294
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R. Johnston
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Cooper	Registered inspector	Special educational needs English Art Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils' taught?
John Kerr	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Debbie Kerr	Team inspector	Under fives Mathematics Geography History Religious education	How well is the school led and managed?
Roger Purdom	Team inspector	Equal opportunities Science Information technology Design and technology Music	How good are the curricular and other opportunities offered to pupils?

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The Office for Standards in Education  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

This school is a voluntary controlled Church of England primary school, located in the Isle of Axholme, a rural area of North Lincolnshire. It is smaller than average with 182 boys and girls, aged from 4 to 11 years, and all but one attend full-time. It is a popular school and growing steadily. Most children show broadly average attainment on entry, though with well-developed personal and social skills. Forty-two pupils have special educational needs, which is in line with the national average. The socio-economic circumstances of families is generally favourable. A notable characteristic of the school is the extent to which it values and supports and is itself valued and supported by the community it serves.

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

This is a very effective and successful school. From average attainment on entry the pupils progress well to achieve above average standards by the age of 11. Achievement is also good for children under five and at Key Stage 1. The pupils demonstrate excellent attitudes towards their learning and very good behaviour. Their personal development and relationships are outstanding. The quality of teaching is good throughout the school, with many lessons very good or excellent. Leadership and management are very strong features of the school, including excellent leadership provided by the headteacher, and with active and effective support from the governors. Although the school has a relatively high income, in terms of its effectiveness and efficiency it provides good value for money.

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

- High overall standards by 11, and very high standards in numeracy, science and religious education.
- Good achievement throughout the school, including very good achievement in music.
- The quality of teaching and learning is good throughout the school, and very good in numeracy, religious education and music.
- The school fosters very good attitudes to learning, behaviour, personal development and relationships.
- Spiritual, moral, social and cultural development are promoted very well.
- The school establishes very good links with parents and the community.
- Very strong leadership is provided by the headteacher, which has a powerful impact on all aspects of the life and work of the school.
- The governing body provides strong and effective support for the school.
- The school provides a broad curriculum of high quality, including arts education, and visits, visitors and the community are used well to promote pupils' learning.
- The school's aims and values are successfully reflected in all its work.

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

- Standards in writing, as they are not as high as in reading or in other subjects.
- The monitoring role of the co-ordinator, and inconsistencies in the implementation of agreed policies throughout the school including, for example, teachers' marking.
- Some health and safety issues, including risk assessment and pupils' handling of gymnastic apparatus.

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

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

There has been substantial improvement since the last inspection in September, 1996. Standards by the age of 11 in the core subjects have improved well, notably in reading, numeracy, information technology and religious education. The above average standards in mathematics, and well above average standards in science have been successfully maintained. Achievement overall has improved, and this is seen in design and technology, history and music, and good achievement has been maintained in art. Achievement has improved for children under five, pupils at Key Stage 1 and for higher attainers. The quality of teaching and learning has improved significantly as the result of professional development and improved monitoring. Very good attitudes to learning, behaviour, personal development of pupils and relationships have been maintained. The response of the leadership to the previous inspection has been very positive and effective. There has been considerable professional development to develop assessment procedures and plan an appropriate early years curriculum. National strategies in literacy and numeracy have also been introduced. The active co-operation and support of staff and governors, together with efficient school development planning, have resulted in all the key issues from the previous report being successfully addressed, and achieved an overall increase in the school's effectiveness. The shared commitment to improvement and capacity to succeed is excellent.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	All schools			similar schools	
	1997	1998	1999	1999	
English	B	A	B	B	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	A*	A	A	
Science	B	A*	A	A*	

Overall, standards in national tests at the end of Key Stage 2 are well above the national average and well above those attained by similar schools. There is some variation between subjects, and results in science are the highest. Although standards in English are good, they are relatively weaker than mathematics and science. Standards have risen broadly in line with the national trend over recent years, with some variations. However, in a school with a small number of pupils in each year group, individual differences can have a disproportionate effect on percentages when compared to national averages. The school is successful in meeting its targets for improved standards. The evidence from inspection shows a similar picture. Standards in speaking and listening and in reading are good, but overall attainment in English is constrained by relatively weaker standards in writing. Attainment in mathematics is above average, and the use of numeracy is particularly good. Standards are well above average in both science and religious education, and above average in information technology. Children under five and pupils at Key Stage 1 also achieve well. Achievement in foundation subjects throughout the school is good overall. It is at least sound in all subjects, good in design and technology, history and art, and very good in music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages show excellent attitudes. They enjoy coming to school, are keen to learn, take pride in their efforts and approach their school experiences with confidence.
Behaviour, in and out of classrooms	They behave very well at all times, in lessons, the dining hall and around the school. They are courteous to others, and treat property with respect.
Personal development and relationships	Pupils form excellent relationships with adults and with other children. They work well as part of a group, and respect the feelings and values of others. They are willing to take the initiative, and accept responsibility in their own work and in the daily routines of the school.
Attendance	Attendance is good and pupils arrive at their lessons promptly.

A notable feature is the extent to which children under five can organise their own activities, and work co-operatively in a small group. The positive attitudes towards learning and motivation to do well make a strong impact on pupils' achievements. The good relationships extend between year groups, as seen during the family service dining arrangements, and between different groups of pupils so that pupils with significant special educational needs are equally valued.

## 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.*

Teaching is good throughout the school and results in good quality learning at all stages. All but one of the lessons seen was at least satisfactory, eighty-four per cent were good or better, and thirty-seven per cent were very good or excellent. Teaching is at least satisfactory in all subjects, and good in English, mathematics, science, information technology, design and technology, history and art. Numeracy, religious education and music are taught particularly well and promote very good achievement. Although literacy is taught well, provision for writing is relatively weaker than for reading. Teaching promotes good progress for all pupils, including talented and gifted pupils and those with special educational needs. Both boys and girls attain well above average standards, but variations in their performance in some subjects are not monitored closely enough. Particular strengths of teaching are the range of teaching methods used, the skill with which Key Stage 2 pupils are managed, and the very good use made of time, support staff and resources. These help to achieve the good pace of learning, and the extent to which pupils work with interest, concentration and independence. Relative weaknesses within otherwise sound or good lessons include insufficient use of assessment information to ensure work is matched well to the needs of all pupils, and undue attention given to pupils who do not consistently conform to the class routines during whole class activities.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The quality and range of learning opportunities is very good for children under five and at both key stages. The school makes good provision for literacy, numeracy, National Curriculum subjects and religious education, with a strong focus on the arts. It is enriched by the use of visits to places of educational interest, as well as visitors to the school, to stimulate learning.
Provision for pupils with special educational needs	The school meets the curricular requirements of pupils on the Code of Practice register, including those with statements of special educational need. They receive their entitlement to a broad and balanced curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for spiritual development is excellent. It promotes moral and social development very well, and pupils' cultural development well.
How well the school cares for its pupils	There is good concern for pupils' welfare. All adults contribute to the friendly, supportive and caring environment in which pupils feel secure. Procedures for monitoring pupils' attainment and progress are very good.

The school's curriculum meets statutory requirements, and science, numeracy, religious education and music are particular strengths. Provision for extra-curricular activities is adequate. Parents hold the school in high regard, are closely involved in the life and work of the school, and make a positive contribution to pupils' learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides dedicated and committed leadership. Other key members of staff share her vision and contribute very effectively to the very good leadership and management of the school, although subject co-ordinators do not monitor planning and progress sufficiently.
How well the governors fulfil their responsibilities	The governors fully comply with their statutory responsibilities. They monitor the work of the school closely, support the headteacher and staff, and make a positive contribution to the overall effectiveness of the school.
The school's evaluation of its performance	The school has effective procedures for evaluating its performance including monitoring standards, and the effectiveness of financial decisions.
The strategic use of resources	The school makes very good use of the teaching and support staff, accommodation and resources available.

The leadership and management of the headteacher are strengths of the school. She is valued by parents, governors and staff with whom she has established excellent relationships. This results in a shared commitment to providing the highest quality school environment and to raising standards of teaching and learning. She receives strong and effective support from the governing body. There is currently no deputy but co-ordinators carry out their responsibilities conscientiously. Their roles have been strengthened since the last inspection. The school effectively applies the principles of best value to financial and resource planning. The school is well provided with suitably qualified and experienced teaching and support staff, as well as learning resources. The accommodation, although attractive and well maintained, provides only adequate space for the number of pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects children to work hard and achieve their best.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• The school helps children become mature and responsible.</li> <li>• Behaviour in the school is good.</li> <li>• The children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons,</li> <li>• A reduced amount of homework for younger pupils.</li> </ul>

The evidence from inspection supported the parents' very positive views of the school. The range of extra-curricular activities was found to be adequate but could be improved, particularly in the winter months. The inspectors agreed with parental concern over the amount of homework for younger pupils, and the school is already taking steps to consult further over the matter.

## **PART B: COMMENTARY**

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

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

1. Pupils achieve high standards by the age of 11, and good achievement is seen for all groups of pupils within the school, showing significant improvement since the previous inspection. Standards have risen from satisfactory to good in English and information technology, and from satisfactory to very good in religious education. Above average standards in mathematics have been maintained, and improvement has been made in achieving well above average standards in numeracy. Well above average standards in science have also been maintained. Progress has improved from satisfactory to good in design and technology and history, and from good to very good in music. Progress has also improved for children under five, pupils at Key Stage 1, and for higher attainers. The good progress made by pupils with special educational needs has been maintained. In particular, standards in reading at Key Stage 1, a key issue in the last report, have improved considerably.
2. Analysis of the Key Stage 2 National Curriculum tests in 1999 shows that, compared with all schools, standards are above average in English, and well above average in mathematics and science. Compared with similar schools, standards are above average in English, well above average in mathematics and very high in science. Although above average, standards in English are not as high as in mathematics and science, and standards in science are the highest. Compared to similar schools the proportion of pupils achieving level 5 is relatively weak in English, and very high in science. Teachers' assessments are similar to test results in mathematics and science, though higher than test results in English.
3. Although, taken over four years, the performance of both boys and girls has been well above the national average, there is some variation between subjects, and boys' performance tends to be marginally higher than that of girls. This is particularly marked in English, although girls perform better than boys in science. Standards are rising at a broadly similar rate to the national trend, although in 1999 there was a slight dip in English and mathematics, and a significant rise in science. However, in the context of a school with a small number of pupils in each year group, the standards achieved by individual pupils can have a disproportionate effect on percentages when compared to the national picture. The school has set appropriate targets for English and mathematics based on prior attainment, which were virtually achieved in 1999. The school also sets targets with an increased level of challenge, and effectively monitors its progress towards achieving them.
4. The evidence from inspection shows a similar picture. By the age of 11 pupils achieve high standards in English, including literacy, and this is seen particularly in their speaking and listening, and in their reading. The pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature, and they show understanding of a range of texts, showing well developed levels of understanding. Standards in writing, although sound, are not as high. Pupils write appropriately in a range of forms, using grammatically complex sentences and with most words spelt correctly, but few sustain and develop their ideas in varied and interesting ways, and use vocabulary imaginatively and with precision.
5. Standards in mathematics are above average, and attainment in using mental strategies is well above average. By Year 6 pupils have very good recall of their tables and the four rules of number to two decimal places, and a good understanding of shape, measurement and handling data. Standards in science are very high, and this is seen in, for example, their knowledge of living things and life processes, and materials and their properties. They show understanding of fair testing when planning their own experiments and their predictions and conclusions are

- based on secure scientific knowledge and interpretation of data.
6. Attainment in information technology is also above the national expectation. Pupils show well developed skills in changing font and colour, incorporating two forms of information, copying and pasting, and using information on CD Roms for research. Attainment in religious education is very high. Year 6 pupils have extensive knowledge of many topics from the local agreed syllabus including Christian denominations and the major world faiths of Judaism and Hinduism.
  7. In the reception year and at both key stages the pupils achieve well and make good progress from their average attainment on entry to the above average standards by the end of Key Stage 2. The high standards and good progress are the result of good teaching, a well-planned curriculum, and the positive attitudes and endeavours of pupils to the challenging demands made of them.
  8. Children under five show good achievement in the reception class. They settle quickly into the routines of the school, and make good progress in all the areas of learning to attain high standards by the age of five. Children soon learn to work independently and as part of a group. They re-tell stories and some can read simple texts and write short sentences. The children can count and sequence numbers up to ten, identify shapes and recognise patterns. They move confidently with increasing control and co-ordination and an awareness of space and others, and can throw and catch bean bags accurately.
  9. High standards are also being achieved by the age of seven. Analysis of the Key Stage 1 National Curriculum tests in 1999 shows that, compared with all schools, standards were above average in reading and writing, and well above average in mathematics. Compared with similar schools, standards are also above average in reading and writing, and well above average in mathematics. However, standards in mathematics are higher than those in English, and there is greater variation when level 3 performance is compared with similar schools. Attainment at level 3 is well above average for mathematics, above average for reading but below average for writing. Teachers' assessments are broadly consistent with test results, showing above average standards at level 2, and average standards at level 3.
  10. Taken over four years girls have performed better in reading, and boys have performed better in writing, with no significant difference in mathematics. Standards are rising at a rather better rate than the national trend in spite of a significant dip in 1998.
  11. The evidence from inspection supports this picture. The good progress achieved in the early years is sustained so that high standards are achieved by the end of Key Stage 1 in the core subjects of English, including literacy, mathematics, science and information technology, and very high standards in religious education. Standards in numeracy are also well above average. By the age of seven pupils talk confidently in different contexts and, through their relevant comments and questions, show they listen effectively. They read story and information books fluently and accurately, and understand the main points. Meaning is communicated clearly in writing in a sequence of sentences though few pupils develop and extend their ideas.
  12. In mathematics, Year 2 pupils work confidently and accurately with tens and units, know some tables facts by heart, and show above average standards in using and applying mathematics. In their science work they are able to plan, organise, carry out and record a simple investigation. In information technology the pupils can use a computer to assemble text, communicate ideas, control and use the printer. They know some of the familiar Bible stories, and show an awareness of their responsibility towards the world they live in and towards other people.

13. Pupils at both key stages also show good achievement overall in the foundation subjects. Pupils achieve well in art, and this is seen in the increasing accuracy of their recording, and capacity to work with a growing range of media and techniques. Achievement in design and technology is also good. During Key Stage 1 they have made animal litter bins from different materials and a variety of paper structures. By the end of Key Stage 2 they have learnt to work with a variety of tools and materials to create musical instruments, photograph frames and calendars. The limited evidence of work in geography and history available during the inspection indicates that achievement is at least sound in both subjects, and probably good in history. The pupils are increasing their knowledge of place and physical features such as volcanoes, and developing their sense of chronology and knowledge about features of life in the past, including the Victorian period. Achievement in music is very good at both key stages in composing and performing, listening and appraising. Year 1 pupils, for example, perform and sing a variety of songs and play simple instruments. Achievement and progress is satisfactory in physical education. The pupils show developing capacity to perform and link together rhythmic patterns of movement and gymnastic activities, and respond to mood in dance.
14. The achievement of pupils throughout the school is good and, although there is some variation between subjects, achievement is never less than satisfactory and sometimes very good. At Key Stage 1, achievement is at least sound in all subjects, and good in English, including literacy, mathematics, science, information technology, design and technology, history and art. It is very good in numeracy, religious education and music. At Key Stage 2, achievement is at least sound in all subjects, and good in English including literacy, mathematics, information technology, design and technology, history and art. It is very good in science, numeracy, religious education and music. Teachers have high expectations of attainment and progress, and make provision that is challenging and puts demands on their pupils. The pupils, through their interest in the experiences provided, their confidence and motivation to do well, respond well to their learning opportunities.
15. There is no significant variation in achievement overall between any groups of pupils, including talented pupils who show good achievement compared to their earlier attainment. The monitoring of the comparative performance of boys and girls is not currently addressing slight discrepancies within some subjects, such as writing at both key stages. Pupils with special educational needs also achieve well. They work confidently and productively, with sensitive and effective support provided by classroom and special needs assistants. Those with physical and emotional needs, as well as those with learning difficulties, make good progress towards the targets in their individual education plans and across the curriculum.

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

16. The attitudes, behaviour and personal development of pupils are a real strength of the school. Pupils enjoy coming to school and they have an obvious sense of purpose as they go about their activities. They are very keen to learn, engaging in tasks willingly and confidently and, from the earliest years, are prepared to face a challenge. They ask sensible questions to increase their knowledge and are very prepared to discuss their work with strangers, expressing their views and opinions clearly. Pupils with special educational needs approach their learning with confidence, as a result of sensitive help from support staff that does not constrain their developing independence. Since the last inspection report, the school continues to foster excellent attitudes and values where children can work and play together in an atmosphere free of oppressive behaviour.

17. Children under five have well developed personal and social skills. They understand and quickly settle into classroom routines. They are courteous to others, concentrate and persevere in their learning, and work well as part of a group or independently.
18. Pupils respect the standards of behaviour expected of them. They are involved in setting those standards and naturally come to order when asked to do so by their teachers. Even when a Key Stage 1 class had become a little over-exuberant through their enthusiasm for a music lesson, they settled quickly to the next lesson. Behaviour throughout the school day is very good. Older children have a concern for younger children and age groups mix freely. They are trustworthy and courteous to staff and to each other, and treat property with respect. Pupils are given time to reflect on any inappropriate behaviour and are expected to apologise to their class and their teachers. There have been no exclusions from the school for many years, and parents are entirely satisfied with the behaviour in and around the school.
19. As pupils mature they become increasingly involved in the life of the school. They are polite and well mannered to visitors, including other parents and grandparents from the community. Year groups take an active part in organising assemblies and the Christmas play involves every child. They support each other well in class, working together as required. They are able to plan work either together, such as in design and technology classes or on their own using their homework diaries. Year 6 pupils were seen to cope with pressure well when things did not go entirely to plan in the Candlemas service. They simply altered the plan without fuss.
20. Relationships in the school are excellent and are a notable feature of its superb atmosphere. Pupils work and play well together and have an easy yet respectful relationship with staff. They sit in family groups of mixed ages at lunch where the oldest pupils bring food and look after the younger children. Older pupils also escort younger children on the way to church. Pupils in a physical education lesson showed they valued the efforts of a pupil with special educational needs.
21. Pupils engage in lively discussion, introducing interesting ideas. In a personal and social education lesson Year 3 pupils used their initiative in discussion. Reception children listen well to each other and are willing to take turns. Pupils will question the actions of others, including adults, listening to decisions and reflecting on the reasons. Both parents and teachers confirm there is very little bullying, and pupils are confident that any problem would be resolved quickly. Attendance is broadly in line with similar schools and unauthorised absence is well below the national average.

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

22. The quality of teaching is good in the early years and at both key stages, resulting in good learning throughout the school. Of the lessons seen during the inspection, almost all were at least satisfactory, eighty-four per cent were good or better, and thirty-seven per cent were very good or excellent. This shows substantial improvement since the previous inspection when only one lesson in ten was very good or better, and one in five was less than satisfactory, including one or two lessons that were judged to be poor. It also reflects the effectiveness of the staff's efforts to improve the quality of their teaching, which is helping to achieve higher standards. There has been significant improvement over the weaknesses described in the previous report in the teaching of English at Key Stage 1, teaching in the early years, inaccurate assessment, and poor provision for higher attainers. This improvement is having a positive impact on learning and standards throughout the school.
23. Teaching and support staff in the reception class demonstrate good knowledge and

understanding of the needs of younger children, as well as the curriculum and learning outcomes. The range of activities are carefully planned, and take account of the need for children to have some opportunities to initiate activities and take responsibility. In a very good physical education lesson the teacher had very effective organisational strategies for moving children from one activity to the next at a good pace, and used individual demonstrations to extend learning. This resulted in children keeping on task, trying hard to improve, and showing both confidence and enjoyment. The nursery nurse was used well, was clear about learning intentions for the lesson and her own role, and both staff intervened skilfully to support and praise individuals. By the end of the lesson the children had made clear improvement in their skills, as well as in their capacity to work with a partner and as part of a group.

24. Teaching is at least satisfactory in all subjects of the curriculum, and is good in English, mathematics, science, information technology, design and technology, history and art. Very good teaching in religious education and music is leading to very good learning in these subjects. The quality of teaching mental strategies in mathematics is also very good and resulting in very high standards in numeracy. Although literacy is taught well overall, writing is not taught as effectively as reading, and is resulting in some variation in attainment between the two elements. This relative weakness is largely the result of an imbalance in the time allocated to writing within English and across the curriculum rather than shortcomings in teachers' expertise in the subject.
25. Teachers have good levels of knowledge and understanding of the subjects they teach, plan lessons carefully and effectively, and have high expectations of pupils' attainment and progress. As a result all pupils, including those with special educational needs, work productively and improve their skills, knowledge and understanding at a good rate. Particular strengths in teaching include the effective teaching methods used at both key stages, which are matched very well to the teachers' learning intentions for the pupils. Examples include the use of role-play in history, skilful questioning techniques in science, and very good use of visual aids and artefacts in numeracy, geography and religious education. These help bring the subjects to life, capture pupils' interest and concentration, and motivate them to work independently and at a good pace. In an excellent Year 5 and 6 history lesson, for example, teacher and pupils dressed and performed in role in a Victorian school. This was planned carefully to build on the significant knowledge already learned about the period. As a result of the well-managed activity, the pupils were fully involved in their roles and activities and extended their understanding of how it would feel to be a Victorian pupil.
26. Another significant feature is the management of pupils, and this is particularly strong at Key Stage 2. Teachers establish very good relationships in the classroom and create a purposeful working atmosphere. They are skilled in giving clear explanations and instructions, holding the pupils' attention and engaging their interest in the activity, with the result that pupils are keen to answer questions, settle to tasks quickly and work on them with care, confidence and pride. Although pupils in Key Stage 1 are managed well, on occasion teachers give undue attention to pupils who are not conforming to the routines for taking turns and listening to others during class discussions. This interrupts the flow of the lesson and affects the concentration of other pupils.
27. Very good use is made of classroom and special needs support staff and nursery nurse, who are clear about their roles, provide good quality teaching and make a positive contribution to the pupils' achievement. Classroom assistants help pupils make good progress, for example, during group reading sessions and additional literacy periods. The help and guidance provided by special needs assistants helps the pupils learn without discouraging their capacity to gain independence. A very good example was seen in a Year 5 English lesson in which the support

assistant provided sensitive and effective help to a pupil with a significant level of need, and the teacher was skilful in the extent to which he ensured the pupil played a full part in every aspect of the lesson. In this way, the complementary roles of teacher and support assistant resulted in significant self-confidence and good quality learning for the pupil, and also promoted good social development for all the pupils in the class. Another notable feature of the school is the good quality support provided by numerous volunteer helpers, including many parents and a volunteer teacher. Class teachers prepare them carefully for their roles and responsibilities, and the support provided has a significant impact on the progress made in many subjects of the curriculum including reading, information technology, and design and technology.

28. There are relatively few weak features within lessons that are otherwise satisfactory or good. In some lessons, including examples in English and science, teachers do not make enough use of their knowledge of children's ability to match work closely to the differing needs of pupils within the class. The tasks are too easy for some and too demanding for others, and this results in variations in the concentration and progress of pupils.
29. In a small minority of lessons, notably in physical education and English, insufficient awareness of equal opportunity issues resulted in inappropriate grouping of boys and girls, and boys' domination of a class discussion. This affected the quality of learning for a few pupils within each class. Weak features within the one unsatisfactory lesson seen were insufficient attention to safety procedures when pupils moved gymnastic apparatus, and some shortcomings in subject expertise which limited the quality of learning and the progress pupils were able to make.
30. Homework is provided for all pupils to reinforce and extend what is learned at school. Some parents are concerned about the amount in addition to reading being expected of younger pupils and the school is planning to consult parents further on this matter.

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

31. The quality and range of learning opportunities across the school is very good. The previous inspection report found provision for the under fives to be unsatisfactory. This key issue has been successfully addressed and the curriculum and other opportunities show considerable improvement. The curriculum for children under five is broad, relevant and practical, and successfully covers all the recommended areas of learning, with a strong emphasis on personal development, language and mathematics. All the children, including those with special educational needs, have very good opportunities to learn and make progress, building on their existing knowledge and skills. There is good provision for purposeful play and talk, as well as opportunities for children to choose their own activities. The teacher and nursery nurse plan and work well together to build on children's existing knowledge and skills
32. The school provides a well planned curriculum at Key Stages 1 and 2 which is also broad, balanced and relevant to the pupils' interests and needs. A strong feature is the high quality of arts provision, largely through music and art, despite increasing demands on curriculum time. The school has implemented the national strategies for numeracy and literacy, and the teaching of numeracy is very good. The school also teaches reading very well though writing is a weaker element of literacy. The opportunities for extended writing, particularly in subjects other than English, are not fully exploited, and planning for writing for a variety of purposes in subjects other than English is underdeveloped. Additional literacy support is provided for a number of pupils in Years 3 and 4 by well-trained assistants, and this has an impact on the progress they make. There is an Able Children's Workshop for Key Stage 2 pupils. This enables pupils from

different schools to work together over a two day period on a particular topic. The programme has been running for about five years and is proving successful with pupils and staff.

33. The curriculum is enhanced by a number of visits arranged for all pupils. There is a variety of day trips to places of educational interest including a Victorian school room, a nature area and a sculpture park. Year 5 and 6 pupils go on a residential trip each year, alternating between Derbyshire and a coastal centre. The curriculum is also enriched by the many visitors who come into the school, including a theatre company who performed *A Christmas Carol* on a recent visit. Peripatetic music teachers provide a range of instrumental lessons and also perform for the pupils, for example giving wind, brass and stringed instrument concerts. One concert was given using medieval instruments. A potter who comes into school enables pupils to have hands-on experience of making their own artefacts.
34. There is a range of extra-curricular activities throughout the year although there were few during the week of the inspection. They consist largely of sports and musical activities. The provision of extra-curricular activities is satisfactory but not enough are provided during the winter months, which parents have indicated they would appreciate. Year 6 pupils are preparing to sing in a new musical written by a local Scunthorpe composer and some pupils may join a larger schools' choir to perform the musical in the London Dome.
35. The curriculum promotes pupils' intellectual, physical and personal development effectively. Provision for personal, social and health education is good and includes a clear programme of sex education and attention to drug misuse. A carefully structured approach reflects the ethos of the school which values personal responsibility and care for others. The curriculum gives careful attention to the development of the whole person and growth in self-esteem. The development of these qualities prepares pupils well for the next stage of their education.
36. Pupils are given equal access and opportunity to enjoy all curriculum subjects and aspects of school life. The school recognises, and provides for, the range of special educational needs and meets the curricular requirements as set out in individual education plans and statements. Pupils with special educational needs take a full part in the life of the school and are given high quality support by classroom support assistants.
37. Very good community links established by the school enrich all pupils' education. The school welcomes many visitors such as local vicars and ministers, the police, support staff, parents and grandparents. Pupils visit old peoples' homes, sometimes interviewing the residents as part of a project. There are very good links with local primary and secondary schools and there is a successful scheme for the joint use of resources across these schools. A business partnership with British Steel provides a small sum of money for the school to use annually. The school has recently linked on to the Internet. There have been some initial problems but this will provide another valuable resource linking the school to many areas within the wider national and international community.
38. The provision for personal development, including spiritual, social, moral and cultural development, is very good overall. This has improved very positively since the previous inspection.
39. Provision for the pupils' spiritual development is excellent and is a strength of the school. Collective acts of worship provide an excellent input, particularly the Candlemas service which was held during the inspection. Time is given for reflection and prayer. Pupils are encouraged to explore values and beliefs and to reflect on their own experiences. These aspects are explored very effectively through songs, bible readings, praise and prayer. Religious education



lessons promote spiritual development by helping to develop an understanding of what faith means in everyday life. Experiences in music and art encourage pupils to value beauty and feelings, and there is a sense of excitement and amazement promoted in many curricular subjects which makes a valuable contribution to the pupils' spiritual development.

40. Provision for pupils' moral development is very good. Expectations of good behaviour are high and this helps to encourage and develop positive attitudes. Respect for pupils is shown by all adults and helps to foster respect among the pupils themselves. They are taught the difference between right and wrong and this is seen throughout the school. Unacceptable behaviour is effectively dealt with by the class teacher or other members of staff. Pupils are taught to be considerate towards each other and to accept those who are different from themselves. This very good provision helps to promote very good behaviour and very good relationships.
41. Social development is also very good. This is promoted well from the reception year and throughout the school. There are good opportunities in the reception class for social development through imaginative role play, and the vast majority of pupils throughout the school work well together. Movement around the school is very good and orderly. Older pupils are encouraged to help the younger pupils. This is clearly demonstrated in the dining hall arrangements. The social skills of waiting, serving, eating together and talking quietly to each other are developed in a very positive way. The supervising adults provide encouragement by choosing a 'best table' each day. Pupils are eager to accept responsibility and classes have a system of monitors to carry out tasks that help with the smooth running of the classrooms. The shoe box charity appeal gives all pupils an opportunity to support others who are less fortunate.
42. The provision for pupils' cultural development is good overall. It is promoted through work in many subjects including visits to places of interest linked to learning in history and geography. Year 4 pupils have completed a geography project looking at life in Chembakolli, a village in India. The curriculum in art and music supports various cultural aspects. For example, the introduction of a steel drum in music leads to discussions about life in an Afro-Caribbean culture. The study of world faiths gives pupils an awareness of the culture of other religions. Pupils have a developing knowledge of their own culture, and there are a number of displays around the school which increase pupils' awareness of other cultures. At present there is insufficient attention given to promoting an awareness and understanding of life in a multicultural society. The school is aware of this and is planning to set up links with a town school where there are a number of pupils from ethnic minorities.

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

43. The previous inspection report raised a key issue for action that an effective system for the assessment of pupils' attainment is established and used accurately and regularly by all teachers. This has been addressed very well and there are now very good procedures in place for assessing pupils' attainment and progress.
44. Baseline assessment is used well in the reception class. It provides useful information for planning appropriate learning objectives, and helps build on the school's knowledge of the children. Individual education plans are in place for pupils from Stage 2 of the Code of Practice register to guide teaching and monitor the progress of pupils with special educational needs throughout the school. The school meets the requirements set out in individual education plans and statements.
45. The school has introduced an effective assessment book for each teacher, which contains a daily planning log and child assessment sheet. This is used for detailed weekly plans for English and mathematics, with appropriate plans for each lesson, covering the main activity,

learning objective, differentiation, assessment criteria and method of recording. An accompanying assessment sheet is used to note down assessment comments for individual pupils where appropriate, although written comments do not always give due weight to how pupils are being assessed nor what they have achieved. The school has a marking policy but it is not applied consistently. In some cases it does little to encourage pupils to improve their work. In good examples it provides a diagnostic and constructive approach which supports the pupil and helps in further development.

46. In addition to the teacher's book, there are more detailed assessment sheets for English, mathematics and science and these help to give a comprehensive picture of how well each pupil is getting on in the core subjects. The school has a portfolio of levelled work in English, mathematics, science, information technology and religious education, and also in many foundation subjects, which helps the teachers achieve consistency in their assessments. All teaching staff contribute to assessment recording, although tracking of progress in all aspects of learning, particularly basic skills across subjects, is complicated where pupils are reorganised into mixed age classes in the afternoons.
47. The role of the subject co-ordinators in monitoring the use of the assessment procedures varies. The procedures for assessment across the school are very good. However, the assessment data collected is not always used effectively to inform further curriculum planning or monitored rigorously enough to strengthen the very good work done on assessment since the previous inspection.
48. The school provides good systems of care for its pupils, who are supervised carefully and sensitively at all times. Healthy eating is actively promoted within the school and, through the family service dining arrangements, the younger children are able to build trusting relationships with older pupils, as well as teachers and other staff. They work in a safe environment, which is free from harassment and bullying, and where teachers know the needs of each child well. The nursery nurse is the designated first aider, and procedures for child protection, which follow locally agreed practice, are good. Training is up to date and new teachers are made aware of the procedures on joining the school.
49. Regular health and safety checks are made by the headteacher and the caretaker who is also a governor. Most inspections are attended by an agency maintenance expert. Points for immediate action are recorded and dealt with. However, there are some matters outstanding that are a potential risk to safety and need to be resolved. The surface of the playground has become very abrasive and there is a need for a traffic safety barrier at the school gate. A full risk assessment has not been carried out since 1995 and needs immediate attention. The procedures for pupils moving physical education equipment are inappropriate in some lessons.
50. The quality of supervision at playtimes and during lunch breaks is good. The school nurse also attends on a regular basis and there are qualified first aiders in school. The school implements the provision set out in statements of special educational need, and makes good use of external specialist agencies. Pupils with specific medical requirements feature on the staff noticeboard, with treatment details and a photograph. The staff work well together to promote good behaviour, regular attendance and punctuality. Registers are correctly called and kept in the school office during the day. The education welfare officer attends regularly.
51. Behaviour management is skilful, discreet and as a result teachers earn the respect of their pupils. Bullying is not tolerated and when necessary, a behaviour management advisor works

with staff to devise strategies for pupils with behaviour difficulties. Parents are very satisfied with the way that behaviour is managed in and out of school. They also say that awards are effective and encourage progress. The school works closely with the parents of any pupils who show inappropriate behaviour, and they receive full parental support.

52. The school acknowledges outstanding progress and achievements in school life at award assemblies. These have a stimulating effect on pupils and allow the efforts of the less able to be recognised. Since the previous inspection the key issues and recommendations have been addressed, and the school continues to foster a very supportive ethos. The school continues to provide the high quality guidance and concern for pupils' welfare from the last inspection, and has considerably improved its assessment procedures to support gains in pupils' achievement and standards.

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

53. The school has maintained the strong partnership with parents since the last inspection, who continue to make a valued contribution to the life of the school and the education of their children. Parents are very appreciative of the school, particularly with the way it is managed and the standards it achieves. Their few concerns are of a minor nature. For example, they consider the range of extra-curricular activities to be limited, although this would seem to be only over the winter months.
54. The school works very closely with parents and is regarded as a valued asset in the community. Parents value the teachers, the quality of their teaching, their professionalism and their willingness to discuss any concern. They also acknowledge that the school deals with complaints well and fairly. There is a flourishing parent-teacher association which regularly discusses suggestions put forward by parents.
55. Parents are well informed, and frequently consulted over aspects of school life such as the recently introduced home-school agreement. They receive numbered newsletters from the school and the parent-teacher association also issues a newsletter. The prospectus is helpful and the governors' annual report is set out clearly. Annual reports to parents are factual but give insufficient information about the strengths and weaknesses of their children's achievements and of targets set for the following year. Parents of pupils with special educational needs are invited to reviews and kept well informed of their children's progress. Many support their children at home to help them reach the targets on their individual education plans. The school is currently improving the opportunities for parents and pupils to contribute towards planning the targets on individual education plans.
56. Parents are very supportive of the school, and this impacts on the quality of learning for their own children and for the whole school community. There are regular volunteers who help with reading schemes and school visits. Plans are in hand to consult the parents further over the amount of homework provided for younger pupils which is a cause of concern for a few parents. However, almost all parents hear their children read at home and help with spelling, tables and other homework. This makes a very important contribution to children's learning and confidence. Workshops are arranged to inform parents of such topics as the teaching of literacy and numeracy and the need for drugs awareness. Parents were kept informed about the building of the new classroom, and were involved in the fund raising activities for this extension. They have also made valuable contributions to new computer systems through the parent teacher association.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school benefits from a dedicated and committed headteacher who, with the support of the governing body, provides strong and effective leadership. The key to her success is the respect which she generates and the excellent working relationships she has established with governors, parents and staff. This results in a shared commitment to providing the highest quality school environment and to raising standards of teaching and learning. The school's aims and values are universally understood by the school community and are reflected in all its work. This is seen most clearly in the high standards of behaviour and personal development that the pupils display.
58. The governing body, through its pattern of regular meetings, its monitoring visits and its expertise fulfils its statutory responsibilities very effectively. The chair of governors and the headteacher work in close partnership to ensure very good communication and involvement at all levels. This enables the governing body to monitor the school's performance and progress towards agreed targets closely. The school management plan is a practical and detailed document appropriately focused on agreed areas for development but has only an outline plan beyond the current academic year. Nevertheless, the headteacher and senior staff have a good understanding of the school's major strengths and weaknesses, and informal plans for future development are in place.
59. All staff share the headteacher's vision for the school and teachers meet regularly with subject co-ordinators to plan for curriculum development and training. Time and resources are allocated appropriately to subjects that are in focus in the school management plan, and monitoring of teaching and learning takes place in these subjects. For example, the mathematics co-ordinator has been able to observe the numeracy hour being taught in other classes. However, the subject co-ordinators' role in monitoring pupils' learning in their subjects is underdeveloped, particularly in systematic scrutiny of teachers' planning and pupils' work. This results in some inconsistencies in standards of work and in teachers' marking and planning that are not being identified. The headteacher carries out her monitoring role conscientiously. However, because there is no deputy headteacher in the current management structure, the headteacher's administrative workload is unusually heavy and limits the time available for classroom monitoring. Until last year, a staff appraisal system had been in place for several years and had been used effectively to ensure that staff development was well focused on identified areas for improvement. The system is to be reinstated in the next academic year.
60. The school makes very good use of new technology, leading to high standards in information technology. Educational priorities are supported through careful financial management and specific grants, such as money allocated for pupils with special educational needs, and these are used for their designated purposes. Governors monitor spending closely to ensure best value principles are applied. The school has very efficient financial procedures and all recommendations on the latest auditors' report have been carried out.
61. The school building is attractive and well maintained, although it provides only adequate space for the number of pupils. Similarly the outdoor environment provides appropriate hard surface and grassed space, as well as a conservation area, but does not have an appropriately enclosed outdoor space for children under five. Plans are in hand to build an extension which will address both these concerns. The school has a good supply of books and other learning resources which are readily accessible and used well by teachers to support and stimulate learning.

62. The school is appropriately staffed with both teaching and support staff and careful planning goes into ensuring that teachers are deployed to greatest effect. Nevertheless, because of the numbers of pupils in each year group, the class arrangements are complicated by some mixed year group classes in the afternoons, making it difficult for teachers to track pupils' progress in basic skills across subjects. A strength of the school is the contribution made by support staff and voluntary helpers whose input has a significant impact on pupils' learning.

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

63. In order to raise standards further the headteacher, governors and staff should list the following specific matters as issues for action in the school's post-inspection plan:
- (1) Improve standards in writing throughout the school by
    - providing more frequent opportunities for independent writing, including writing for sustained periods of time,
    - making better use of learning in subjects across the curriculum to promote progress in writing; (Paragraphs 4, 9, 11, 24, 32, 80 )
  
  - (2) Achieve greater consistency across the school in all aspects of the school's provision by
    - developing the monitoring role of subject co-ordinators,
    - agreeing the procedures by which co-ordinators monitor standards and progress in their subjects,
    - monitoring the implementation of all the school's agreed policies, for example, the marking policy. (Paragraphs 45, 47, 59, 81 )
  
  - (3) Ensure the health and safety of pupils and adults within the school by:-
    - carrying out a full risk assessment at the earliest opportunity,
    - establishing safe procedures for pupils moving gymnastic apparatus and equipment,
    - addressing the two concerns relating to traffic safety and the playground surface mentioned in the report. (Paragraphs 49, 124 )

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- (1) Build further on the improved assessment procedures now in place by using the assessment information more effectively to match work to the differing needs of pupils in all classes. (Paragraphs 28, 47 )
  
- (2) Develop, implement and monitor an equal opportunities policy.  
(Paragraphs 15, 29 )

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	19

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	11	24	7	1	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)		182
Number of full-time pupils eligible for free school meals		17

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		42

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

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

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	5.4
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0
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	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	14	15	15
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	92 (94)	100 (81)	100 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	14	14	14
	Total	23	25	25
Percentage of pupils at NC level 2 or above	School	88 (88)	96 (94)	96 (100)
	National	82 (81)	86 (85)	87 (86)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	10	8	18

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	6	6	7
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	83 (82)	83 (90)	89 (86)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	7	6	7
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	89 (91)	83 (95)	89 (95)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	154
Any other minority ethnic group	0

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

**Teachers and classes**

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

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	24.6
Average class size	28

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	157

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	1998
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	£
Total income	294172
Total expenditure	284320
Expenditure per pupil	1703
Balance brought forward from previous year	8948
Balance carried forward to next year	18800

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	188
Number of questionnaires returned	69

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	1	0	0
My child is making good progress in school.	67	32	0	0	1
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	46	41	12	0	0
The teaching is good.	65	32	0	0	1
I am kept well informed about how my child is getting on.	55	41	1	1	1
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	68	28	4	0	0
The school is well led and managed.	81	17	0	0	1
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	30	39	19	1	10

### **Summary of parents' and carers' responses**

The evidence from inspection supported the very positive views of the school expressed at the parents' meeting and through questionnaires and written comments. The parents are very pleased that the school expects children to work hard and achieve their best, that they feel comfortable about approaching the school with questions or a problem, and the school is well led and managed. They believe the school helps children become mature and responsible, and that behaviour is good. They consider their children to make good progress, the teaching is good, and their children like school. Parents are kept well informed about how their children are getting on, and the school works closely with parents. The

majority of parents were satisfied with the range of activities provided outside lessons, and the amount of homework, although a minority of parents would like to see improvement in these two areas. The inspectors found the range of extra-curricular activities to be adequate but that this could be improved, particularly in the winter months. The inspectors agreed with parental concern over the amount of homework for younger pupils, and the school is already taking steps to consult further with parents over the matter.

### **Other issues raised by parents**

Other views expressed referred to the happy working environment, that individual needs are met well, that pupils behave well out of respect for others, and the good links with the pre-school playgroup.

## **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**

64. The school makes good quality provision for its youngest children. It has taken full account of the weaknesses noted in the last report and put into place a broad, relevant and practical curriculum which promotes high quality learning. As a result, the youngest children make a confident and secure start to school and are well on course to achieve the standards expected for pupils beginning compulsory schooling in all areas of learning, with a good proportion achieving higher standards. This represents a significant improvement since the last inspection.

#### **Personal and Social Development**

65. Children's personal and social development flourishes in the reception class. They feel confident and secure in the classroom and understand what is expected of them. They work and play well both in groups and independently. This was demonstrated clearly during the inspection by groups of children playing in the role play corner where they organised themselves sensibly and helped each other dress up in the Three Bears outfits. Other children playing with the sand and water co-operated quietly together. Children move sensibly around the classroom and the school, take turns at the toys and books and show respect for adults working with them. A notable strength in their development is the way in which they work together with a minimum of supervision whilst their teacher is engaged with another group. Children organise themselves independently and responsibly, putting completed work away and tidying up when requested. Their behaviour is consistently good and when correction is necessary they respond positively. Very few incidents of inappropriate behaviour were observed during the inspection.

#### **Language and literacy**

66. Teaching of the key skills of language is consistently good. Tasks are well matched to children's needs and careful records are kept on their progress. Children with special needs are identified early on and they receive extra support. By the time they are five, with few exceptions children listen attentively, talk confidently and handle books carefully. Some can talk about the books they like or re-tell a story from a picture book and some can already read simple stories. During the inspection, groups of children sorted pictures from the Goldilocks story into the correct order. They are developing their writing and can copy letter shapes correctly. The most able can write simple sentences. The youngest children show confidence in attempting their names and some familiar words.

#### **Mathematics**

67. Children develop their mathematical skills very effectively through well planned activities often linked to the class theme. For example, one group observed working practically with the nursery nurse sorted their numbered teddy bears into 1 - 10 order whilst the higher attaining children worked on number worksheets with the class teacher. Most children can recognise, count and sequence numbers up to ten and they are all learning to identify shapes, recognise patterns and sort and sequence different objects. They record their work effectively in a variety of ways and play number and shape games together to reinforce their learning. The quality of teaching is good. Detailed records of progress ensure that tasks are well matched to children's understanding and extension work is provided for children who need it.

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

68. Children are developing their knowledge and understanding of the world appropriately through topic work and science. Children observed working with different materials could sort them into hard and soft to help them decide which would be suitable for making teddies. Children making teddy bear biscuits were able to use simple equipment such as pastry cutters safely and could explain clearly what they were making. Other children making card bears with moving joints had tested various joining mechanisms to help them decide which worked best. The children feel secure with information technology. They confidently use programmes such as Kidpix, Little Monster at School and Tizzy's Toybox. They can use the CD Rom of Goldilocks and the three bears.

### **Physical development**

69. Children under five make sound progress in this area. The teacher plans well structured physical education lessons and uses the children to give clear demonstrations of what is expected. There are high expectations of response and behaviour and children follow instructions well. In a very good PE lesson observed, children throwing and catching bean bags listened carefully to instructions, used space sensibly and threw and caught their bean bags accurately. By the time they are five they have developed physical skills at least in line with those expected for children of their age. Physical development is also supported through good play opportunities presented in the classroom. However, opportunities for children to use wheeled toys or large outdoor play apparatus are severely limited because the school does not have a fenced area or suitable equipment for this purpose. This shortcoming will be rectified later in the year when the new reception unit is built. Well-planned computer activities support children's progress in developing hand control and keyboard skills, and the children's use of tools and equipment such as scissors, paste spreaders and construction toys shows well developed manual dexterity.

### **Creative development**

70. The teacher and nursery nurse use the class topic to plan a wide range of experiences in art, craft, music and dance. Children achieve good standards in this area of development. They are encouraged to work imaginatively and respond creatively. The themed play corner outside the classroom provides good opportunities for imaginative role play. Children use paint and craft materials appropriately, for example for painting portraits, and art and craft skills were very well developed in the art work and collages displayed in the classroom. Sand and water activities also provide opportunities for creative and imaginative play. In the music lesson observed, the children's singing and playing was of a very high standard.
71. The school has worked hard to put a stimulating Early Years curriculum in place. The quality of teaching is consistently good across all areas of learning and the nursery nurse supports and complements the work of the teacher very effectively. The children are well organised and approach their work with confidence. They co-operate with each other in shared activities and show interest in their work. There is generally a calm and settled purposeful learning atmosphere in the room, although noise levels can be high during tidying up.

## ENGLISH

72. Pupils are achieving high standards in this subject. Analysis of the Key Stage 2 National Curriculum tests in 1999 shows attainment at the age of 11 above the national average, and also above that achieved by similar schools. Standards in English have risen over the previous four years showing improvement that is consistent with the national trend. Although attainment is good, test results are not as high as in either mathematics or science, particularly in the proportion of pupils achieving level 5, above the national expectation. Test results also indicate that boys perform better than girls in this subject when compared to national averages.
73. There is a similar picture at the end of Key Stage 1. The 1999 National Curriculum tests at the age of seven show results that are above the national average in both reading and writing, as well as above the average for similar schools. They also show improvement in standards over the past four years that is consistent with the national trend. Analysis of the results shows well above average standards in reading and writing in the proportion of pupils achieving level 2, the national expectation. However, the proportion of pupils achieving higher standards is not as strong, and standards in writing are weaker than in reading. Test results in English are not as high as in mathematics. There is also some variation in attainment between boys and girls, with boys' attainment broadly in line with the national average whilst girls perform well in reading, but below average in writing.
74. The evidence from inspection is consistent with the national test results. Attainment is good overall and above average in speaking and listening, and in reading. However, whilst standards in writing are satisfactory at both key stages, this is a relatively weaker element and could be improved. Throughout the school pupils convey their thoughts clearly through talk in small and large groups, including formal presentations as seen when Year 6 pupils performed a playlet and Bible reading during a Candlemas service. They read fiction and information texts clearly and fluently and with well developed levels of understanding, and express their preferences of genres and authors. Year 6 pupils use deductive and inferential reading skills, and are able to compare the similarities and differences between written and filmed versions of a story. They locate information well from books and computer, though some are not familiar with the library classification system. By the age of 11 pupils write appropriately in a range of forms including story, diary, poem, letter and account. They achieve high standards in spelling, and in developing a neat and joined style of handwriting. There is little evidence, however, of pupils organising and developing their ideas in extended pieces of writing.
75. There has been significant improvement since the previous inspection. Overall standards have risen and there has been particular improvement in reading standards throughout the school. The National Literacy Strategy has been effectively planned and implemented. There has been considerable development in procedures for assessment which are now good, although assessment information is not used effectively to guide planning in all classes. There has also been significant improvement in the quality of management, particularly in systematic monitoring, evaluating and improving teaching and pupil performance. Substantial investment in books over the past year is also ensuring access to a good quality and range of reading texts for all pupils.
76. The quality of English teaching is good at both key stages and also shows improvement since the previous inspection. It contributes to the good progress pupils make in this subject, including those with special educational needs. Of the lessons seen, all were at least satisfactory. Two-thirds of lessons were good or better, and a third were very good.

77. Most teachers have high levels of subject expertise, as well as good knowledge and understanding of the requirements of the National Literacy Strategy. This means that well-planned lessons and clear explanations promote good progress in pupils' knowledge, understanding and skills. The organisation of guided reading is particularly effective with books carefully chosen to meet the interests of the pupils but also matched well to their needs. Questioning is used skilfully by teachers to ensure pupils extend their learning, particularly at sentence and whole text level. Teachers also use support assistants well to support pupils with special educational needs who, as a result, work confidently and productively. A feature of very good lessons is a lively delivery that enthuses pupils. As a result the pupils are very keen to learn, are quick to settle into their tasks, and work confidently and at a good pace.
78. Relative weaknesses within otherwise satisfactory lessons include insufficient care to match tasks to the differing stages of learning within the class, which means that work is too demanding for a few pupils and too easy for others. In some cases, the word and sentence activities planned for independent work have a limited capacity to excite or challenge the pupils, which results in pupils' concentration and pace of working both diminishing to some extent during this part of the lesson.
79. A notable feature in the quality of learning is the good behaviour and positive attitudes that pupils bring to their work in English. They are interested, well-motivated, try hard to carry out all their activities correctly and take pride in their efforts. This makes a strong contribution to their levels of achievement.
80. The school meets statutory requirements for the subject and has introduced both the National Literacy Strategy and additional literacy support which are contributing to the improved standards. However, current planning is not making effective provision for extended writing, including opportunities for pupils to write for a sustained period of time, and this is limiting the progress made. Pupils practise their literacy skills across the curriculum, with good examples seen in religious education, but insufficient use is made of learning in other subjects to plan writing opportunities for a range of purposes and audiences. There are good assessment procedures for the subject but assessing and recording the standards and progress of individuals in speaking and listening, reading and writing are complicated by the reorganisation of Key Stage 2 pupils into mixed age classes in the afternoons. Provision of an Able Children's Workshop for pupils at Key Stage 2 is also contributing to the good progress made by higher attainers.
81. The subject is managed well. The school has identified writing as an area requiring improvement, and has already made plans for further in-service training. There has been considerable monitoring of teaching, and also development in monitoring performance, including a new system being introduced for tracking individual progress over time. Monitoring of teaching and planning, however, is not yet ensuring that the high quality planning seen in most lessons is consistent across all classes, and the school has no agreed procedures for monitoring equality of opportunity for boys and girls. The curriculum is enriched by opportunities for pupils to take part in book week activities, meet authors, and enjoy theatre group presentations, which help to maintain pupils' positive attitudes towards their work in English.



## MATHEMATICS

82. Standards in mathematics are good throughout the school, reflecting the results of last year's national tests in which the percentage of pupils reaching the level expected for their age was well above average. The trend over the last three years is one of steady improvement, in line with the national trend, and the school's good results are being sustained and improved. Further improvements are likely this year in numeracy and in particular, pupils' mental arithmetic. Time devoted to this aspect of mathematics has been increased with the introduction of the numeracy hour and pupils are developing a wide range of strategies for working out calculations in their heads. Year 2 pupils work confidently and accurately with tens and units, and know some tables facts by heart. By year 6 most pupils have very good recall of their tables to 10 and can use the four rules of number to 2 decimal places.
83. The use and application of mathematics is stronger at Key Stage 1, where there are good opportunities for practical work, than at Key Stage 2. Nevertheless, pupils show a good understanding of other aspects of mathematics and all areas of the curriculum are represented in the new mathematics scheme. For example, Year 3 pupils are familiar with a range of 2D and 3D shapes and when questioned in the lesson the higher attaining pupils could explain that the cross section of a prism is the same at any point along the shape. Lower attaining Year 6 pupils learning about angles could construct them accurately using a protractor and calculate missing angles on a straight line. Opportunities to develop mathematical and numeracy skills are taken appropriately in other subjects. For example, Year 5 pupils studying the earth in space in their science lesson were using sunset and sunrise data to plot graphs to determine daylight hours throughout the year.
84. Pupils have developed very positive attitudes to the subject. The older pupils in particular sustain concentration for long periods of time. They support one another in lessons and will take time to help each other tackle a problem. Younger pupils work enthusiastically and contribute readily in oral sessions, but do not always listen as carefully to one another.
85. The standards being achieved represent an improvement at Key Stage 1 since the last inspection, with the good standards being sustained at Key Stage 2. There is now more evidence for work in data handling at both key stages. There has also been an improvement in the quality of teaching so that standards at both key stages are now consistently good, with some very good features. This results in pupils making good progress in their learning. Lessons are planned effectively in line with the National Numeracy Strategy and are very well structured. In group work, interesting activities are planned to match the different levels of attainment. As a result, the majority of pupils, including those with special needs, work on tasks which build effectively on previous learning and consolidate their knowledge and understanding of mathematical concepts. Teachers make very good use of visual aids such as number lines and activities such as games to add interest to lessons and make learning fun. Mathematical vocabulary is on display in most classrooms to support learning. Teachers mark work regularly but few teachers in Key Stage 2 use marking effectively to make clear to pupils how well they are doing and how they can improve their work.
86. The co-ordinator has worked hard to implement the National Numeracy Strategy, support staff and monitor teaching but his role in monitoring standards of work, planning and consistency in marking is currently underdeveloped.

## SCIENCE

87. Teacher assessments at the end of Key Stage 1 in 1999, showed that ninety-six per cent of the pupils achieved level 2 or above. This was above the national average. The percentage of pupils reaching level 3 or above was nineteen per cent which was in line with the national average. Pupils achieved the highest scores in the life and living processes attainment target and the materials and their properties attainment target. Pupils achieved scores in the physical processes attainment target which were above the national average. The lowest score was in the experimental and investigative science attainment target, where the achievement was in line with the national average. When put against national benchmarks for teacher assessments, the pupils are above average for similar schools at level 2 or above and in line with the national average at level 3 or above. These results show an improvement in standards over time. Standards, by the end of Key Stage 1, are now good and this is an improvement on the satisfactory standards reported in the previous inspection.
88. By the end of key Stage 2 the percentage of pupils achieving level 4 or above was eighty-nine per cent and this was well above the national average. The percentage of pupils achieving level 5 or above was sixty-seven per cent and was very high in comparison with the national average. Teacher assessments show an identical pattern to this. Over the last four years the performance of the pupils in science was well above the national average. The performance of the boys, over the last four years was well above the national average whilst that of the girls was very high in comparison with the national average. When set against national benchmarks, the pupils' performance in the science tests at Key Stage 2 was very high in comparison with similar schools. Standards at the end of Key Stage 2 are very good and have been successfully maintained since the previous inspection.
89. The evidence from inspection indicates that the overall standards by the end of Key Stage 1 are good and are above the national expectations, particularly in experimental and investigative science. Pupils are able to plan a simple experiment, select suitable apparatus, carry out the investigation and record their results. They are beginning to understand the importance of a fair test and talk about what they have discovered from their work. Simple features of living things are identified, and classified as either animals or plants. Pupils show increasing knowledge of the basic properties of materials, and understand simple forces, including the basic concepts of electricity, using simple circuits and light bulbs. They show good knowledge and understanding of all elements of the National Curriculum and are making good progress in using basic scientific vocabulary.
90. By the end of Key Stage 2 the overall standards are very good and are well above the national expectations. The pupils have further developed their investigative skills and have learnt to use a variety of ways of collecting and recording their data. They have increased their understanding of a fair test and can use this information in practical work, demonstrating their ability to plan their experiments, given an aspect to investigate. Pupils make predictions based on their increasing scientific knowledge and interpret the data collected to see the accuracy of their predictions. They are able to talk about their investigations with increasing confidence and accuracy. Pupils also show well-developed knowledge and understanding of life processes and living things, materials and their properties, and physical processes. For example, they identify the main organs of the human body and describe their functions, carry out experiments on plant growth and conditions, know that matter is made up of atoms and molecules, and understand reversible and irreversible changes.

91. Since the last inspection standards have improved by the end of Key Stage 1 overall, and have improved in the experimental and investigative area of the science curriculum at both key stages.
92. The quality of teaching at both key stages is good and this is an improvement from the previous inspection where it was judged as satisfactory overall. All the five lessons seen across the year groups in this inspection were at least satisfactory. One was good, one very good, and one excellent. Overall teachers are confident in their knowledge and understanding of the subject. The strengths of the teaching are in the planning of the lessons and the teachers' expectations of the pupils. They give all pupils the opportunity to learn. They use a range of teaching methods which are suitable for the pupils. Their use of time and resources, together with the support staff, is very good, as is their management of the pupils. Good use is made of resources which are stored centrally and shared across the school. Very good relationships are generated in the classrooms and help to make the teaching and learning experiences very positive. There are no significant weaknesses in the teaching. Minor weaknesses are seen when there is either no differentiated work or it is not made very clear in the planning. There are very good written procedures in place for the formative and summative assessments of the pupils. However, there are shortcomings in the planning and monitoring of day-to-day assessment which result in inconsistent use of teachers' knowledge of children's abilities to guide future teaching. There is good coverage of the Attainment Targets of the National Curriculum and the syllabus meets the statutory requirements.
93. Pupils' learning is good overall across both key stages. Pupils with special educational needs make good progress in their learning and are very ably assisted by the classroom assistants who give them valuable support. Pupils are good at making an effort to learn and generally their pace of working is good. Their interest and concentration, in the majority of lessons seen, are very good. They participate in the lessons in a very positive manner and this aids their learning. Science makes a good contribution to the social development of the pupils as they learn to work together, particularly in practical sessions. The overall progress has improved since the last inspection where it was judged to be satisfactory.
94. The management of science is good. The co-ordinator has been in post for several years, is keen to promote all aspects of science and the staff are increasingly motivated to teach the subject. The co-ordinator has been able to observe some lessons and is committed to working towards further improvement in standards. Procedures to monitor the quality of written work and use of assessment are underdeveloped and resulting in inconsistencies between classes.

## **ART**

95. Achievement in art is good. Pupils make particularly good progress in the quality of their skills, and in the variety of techniques they learn to use with a wide range of media in both two and three dimensions. This includes colour-mixing, portrait painting, paper sculpture, collage, weaving and claywork. Pupils also use the computer to devise and produce designs, as seen in the high quality designs created by Year 3 pupils in the style of Kandinski. By the age of 11 pupils show high standards in their observational drawing of musical instruments and Victorian artefacts using pencil, and also demonstrate creativity in their imaginative response to extracts from Macbeth. The planning and creation of stencil patterns inspired by the work of William Morris are to a high standard and show the pupils' knowledge of key features of his work as

well as good design and practical skills. Pupils throughout the school show considerable knowledge about the work of different artists.

96. There has been improvement since the previous inspection in increasing the provision for learning about the work of artists, including the opportunities to work with them. The school has successfully maintained high standards in this subject since the previous inspection, despite the increased demands made on the curriculum.
97. The quality of teaching in art is good, and promotes the good progress pupils make. All lessons seen during the inspection were good. A significant strength is the high level of subject expertise which enables teachers to teach a range of skills confidently, and to intervene effectively to help individuals improve their standards. This leads to pupils learning and extending their skills with enjoyment and confidence. Units of work are planned well and taught in a series of lessons which enables pupils to improve and consolidate what they have learnt over a period of time. It is clear from the activities provided that teachers have high expectations of pupils' knowledge and understanding, and of their capacity to investigate and make. The pupils respond well to their experiences in this subject and the care and pride they take in their efforts have an impact on the good progress they make.
98. The subject, which is managed well by the headteacher, plays a prominent part in the life and work of the school. Attractive displays of pupils' work in classrooms and shared areas stimulate and celebrate learning, and add to the quality of the environment.

## **DESIGN AND TECHNOLOGY**

99. The school's work has continued to progress since the last inspection when the progress was judged as sound. A wide range of work has been covered across both key stages, much of which is displayed around the school or as photographic evidence in a folder. During Key Stage 1 pupils make 'faces' and models. They have made animal litter bins from different materials and a variety of paper structures. They have made moving bear puppets. By the end of Key Stage 2 pupils have made a wide range of models. For example, in Year 3 they have designed and made photograph frames. Year 4 pupils have made torches which has provided good links into science and art. In Year 5 the pupils have made a range of musical instruments. They have used a variety of simple tools, for example, hand-drill, G-clamp, saw and hammer. They have also used a range of materials such as wood, glue and nails. These models are on display – a drum, thumb piano, xylophone, kazoo and a scraper. Pupils in Year 6 have made large calendars linked to the new Millennium. In the hall there are 3-D models of life in Roman times, Anglo-Saxon times, the Vikings and the Normans. There are also examples of weather tiles which have been made in pottery. Pupils with special educational needs are given every opportunity to take part in the work and there is equal access and opportunity for all pupils.
100. The teaching is good at both key stages, showing improvement since the previous report, and an excellent lesson was seen during the inspection. The strengths of the teaching are seen in good planning, good revision of previous work, clear learning outcomes, good knowledge of the subject, confidence and an enjoyment of the work which the pupils are being asked to do. There were no significant weaknesses in the teaching seen.
101. Discussion with teachers and pupils confirm the pupils' enthusiasm and interest in their work and indicates good levels of concentration. Pupils understand what is expected of them and work at a good pace. They have good opportunities to develop skills and techniques. Pupils are encouraged to plan and design thoroughly before starting to make anything so that their original designs can be modified as necessary. They recognise the need for accuracy. They take care

with their work and discuss their designs and products confidently. There is good provision for social development as they work together and co-operate on their designs and models. They handle tools safely and with increasing confidence.

102. The management of the subject is in the hands of a relatively new co-ordinator who has updated the policy document. She sees recent improvement in terms of confidence among the staff and a greater consistency in delivering the curriculum. She wants to see this developed further, giving support where necessary and enabling the staff to continue the improvements in the subject since the last inspection.

## **GEOGRAPHY AND HISTORY**

103. It was only possible to observe three lessons during the inspection, two in history and one in geography. Judgements were made on evidence gained from pupils' work, from talking to pupils and the subject co-ordinator, and from school documentation.
104. Pupils in both key stages are following the planned history and geography curriculum and topics are covered in some detail. In geography for example, Year 1 pupils are developing their understanding of far away places by tracking Barnaby Bear's journeys abroad. Pupils at the end of Key Stage 1 are learning about life on a small island through their study of the Isle of Struay from the book 'Katie Morag and the Two Grandmothers'. In Key Stage 2, geography studies this year have included a Year 4 detailed study of the Indian village of Chembakolli and studies of volcanoes in Years 4 and 6. In all the work seen, pupils' knowledge and understanding is developing appropriately. There is less evidence that geographical skills are covered systematically or in sufficient depth. For example, the work seen on volcanoes in Year 6 was not of a significantly higher standard than work in Year 4 and did not reflect the more advanced skills expected by the end of the key stage.
105. There was a good deal of evidence of work in history, both in pupils' work and in displays around the school. Evidence from the history lessons observed in each key stage indicated that pupils are studying their topic in depth and to a good standard. Year 1 pupils learning about the Victorians had studied Victorian children's clothes and compared them to modern dress to develop their understanding of change over time. Year 6 pupils had carried out a detailed study of Victorian life, gleaned their information from a wide range of sources.
106. Pupils display very positive attitudes to their work in both subjects. Year 1 pupils watched the video of Victorian school life attentively and were keen to ask questions. When questioned they expressed enthusiasm about their lesson. Older pupils questioned show an interest in both subjects and often do their own research at home.
107. It was not possible to make firm judgements on the quality of teaching and learning in these subjects as so few lessons were observed. Evidence from pupils' work indicates that teaching and learning are at least sound in geography and are good in history. In the lessons seen the teaching was of good quality and there were some outstanding features. This represents an improvement since the last inspection. A strength common to all three lessons was the exciting way in which they were presented to stimulate the pupils' interest and imagination. In Year 6, the teacher used role play very effectively to give pupils a taste of life in a Victorian classroom. Everyone dressed for the occasion and responded impeccably when the inspector came to call! In the Year 2 geography lesson, the teacher made very good use of a large floor map to demonstrate the use of co-ordinates. By the end of the lesson, all the pupils were able to locate features on a map using letter and number co-ordinates.

108. Both subjects are well managed but the co-ordinators' role in monitoring the work of other teachers for standards, consistency and year-on-year progress remains under-developed. This weakness was also noted in the last inspection. In Year 5 and Year 6, teachers do not take enough advantage of the opportunities offered by these subjects to develop pupils' more advanced writing skills, for example in communicating findings of geographical research or explaining and suggesting consequences of changes in history. The school makes very good use of visits to museums and places of interest to support learning in these subjects and older pupils benefit from a residential field trip each year.

## **INFORMATION TECHNOLOGY**

109. The previous inspection reported that standards in this subject by the end of Key Stage 1 were below expectations and that by the end of Key Stage 2 they were in line with national expectations. The evidence collected in this inspection indicates that the standards in information technology are above the national expectations across both key stages and this represents an improvement in standards over time. By the end of Key Stage 1 pupils are able to assemble text, communicate ideas, save and retrieve information, select the right options, control the mouse and use the printer. They are also able to use information technology to plan and control devices.
110. By the end of Key Stage 2 the pupils have developed their skills considerably. They can explore features of polygons using Appledraw. They can change font and font size, change colour, incorporate two forms of information, copy and paste, use the cursor, control the mouse, and use CD Roms for research. Pupils have learnt that information technology can be used to select and control sounds, and have also used the computer for production of artwork. They have access to the Internet which enables them to download information for projects, for example information about Charles Dickens' family. They have access to Dreamwriters which enable them to develop their basic computer skills. They can carry out directional work using the Applemac with a vehicle they have made in technology. They are able to use a computer linked to two temperature probes to investigate the heat exchange in a chemical reaction. They can use a programme on the Applemac to design their own wallpaper.
111. Evidence from a variety of sources during the inspection shows that word processing, handling information, control and monitoring using information technology are being used throughout the school. Information technology is used in some other subjects but is not planned effectively to ensure all pupils have sufficient opportunity to broaden their knowledge and skills.
112. Three lessons were seen during the inspection and the teaching overall was good. In one lesson the teaching was excellent. The majority of the actual work on the computers was being done in small groups under the overall direction of the class teacher with the help of a classroom assistant or a volunteer helper, both of whom used their considerable expertise for the benefit of the pupils. Teachers' planning is good and contains a wide range of strategies. The pupils are managed very well and are given clear explanations of what is expected of them. The teachers are informative and supportive, drawing effectively on the pupils' previous learning. There is good interaction with the pupils. Computers in the classrooms are not fully used to give maximum benefit to the pupils across all the curriculum subjects.
113. The previous inspection report indicated that the pupils' progress was only satisfactory. Evidence from this inspection shows that the pupils' learning is good. Their gaining of skills, knowledge and understanding is very good across both key stages. They enjoy the work being done and therefore put the effort into their own learning. They are very interested in the work and can concentrate on the task in hand. Pupils with special educational needs are given every

opportunity to learn and they make good progress. All pupils are given access and equal opportunity to use the computers and the Dreamwriters where appropriate.

114. There is a recently updated policy and scheme of work, showing how information and communication technology will be used in each year and how pupils' knowledge and skills will develop over the years. Work remains to be done on implementing assessment procedures which can then be used to inform further planning.
115. The co-ordinator is on a temporary contract but she has been instrumental in developing the subject since she took over. The co-ordinator has a clear commitment to the continued development of the subject throughout the school and further improvements are already planned. The resources are very good and have a major impact on the delivery of the curriculum. The syllabus meets statutory requirements.

## MUSIC

116. The school makes good provision for pupils' musical development. Weekly lessons follow a good quality scheme developed by the music teacher who is also the co-ordinator. The scheme gives pupils a full experience of all aspects of the recommended music curriculum. There is provision for composing and performing, listening and appraising. Music plays an important part in the life of the school and pupils are given the opportunity to learn instruments through lessons given by peripatetic teachers in brass, wind and stringed instruments. There are two recorder groups which play in assemblies and other school functions. They took a major role in the Candlemas service during the week of the inspection and this was a highlight of the week. The whole school were involved and the singing was of a very high quality.
117. There have been improvements in music since the last inspection. The teaching was judged as good but in this inspection the teaching seen was very good overall, with two of the four lessons seen being excellent. The strengths of the teaching are seen in very clear planning, excellent relationships with the pupils, an enthusiasm for the subject, very good pace to the lessons and very good management of the pupils. Very often the music for a particular week is chosen to fit in with a topic being done in one of the classes so that there is a meaningful link with another area of the curriculum. There are no significant weaknesses in the teaching. A minor weakness is in the fact that the teacher is only in school for one day per week. However she makes excellent use of the time available. A key feature in the success of the lessons is the teacher's use of the piano and the guitar. In one lesson seen with Year 6, the teacher was unable to use the hall so had to make use of the classroom. Using just her guitar she took the pupils through a new song which is part of a new musical in which the school is taking part. The pupils' response was very positive and the whole lesson was an excellent alternative to using the hall.
118. The pupils are taken through a range of activities which helps their sense of rhythm, counting, listening and playing instruments. Pupils can identify a range of musical instruments when listening to a piece of music. They make good progress in their understanding of pitch and length of notes. They can illustrate loud and soft sounds. Every pupil is given an opportunity to take part in the lesson and this contributes to the overall success of that lesson.
119. The pupils respond very well to their music. They are very enthusiastic and join in willingly. They are able to learn new skills quickly and develop an ever-increasing repertoire as they go through the school. Their attitudes to the work and behaviour in the lessons are very good.
120. Music plays a significant part in the pupils' spiritual, social and cultural development. During

the week of the inspection the teacher showed and demonstrated a small steel drum and linked it to Jamaican music. The music in the Candlemas Service played a major part in the spiritual development of the pupils.

121. The co-ordinator recognises the difficulty of assessment of the pupils because of her being present for one day a week only. This limits the extent to which teachers' knowledge of pupils' ability can be used effectively to guide planning.

### **PHYSICAL EDUCATION**

122. Pupils at both key stages make satisfactory progress in this subject. Year 1 pupils, for example, show good body control when moving from one shape to another whilst creating and developing the growing and swaying movements of a flower. Year 5 pupils show an increasing ability to balance and to combine a balanced stance with a rolling movement. Year 6 pupils work in small groups to create a sequence of movements to music, and assess their own and each other's performance. There has been a recent change in co-ordinator and there is limited evidence of improvement since the previous inspection. However, pupils' progress judged to be sound at that time has been maintained.
123. The quality of teaching and learning is satisfactory. Most of the lessons seen were at least sound, and half of them were good. Characteristic strengths of good teaching include carefully planned lessons with appropriate attention given to pupils' warming up and cooling down movements at the beginning and end, and with a structured sequence of activities that enables pupils to develop and consolidate their skills. Clear explanations and effective strategies for managing pupils means they are actively involved throughout the lesson and work productively. The pupils' positive attitudes towards their activities in this subject, including enjoyment, confidence and the capacity to work well with others, make a strong contribution to the extent of their learning.
124. Weak features within otherwise satisfactory or good lessons are the unsuitable clothing worn by some teachers which limits their capacity to demonstrate movements to pupils, and also insufficient attention to the grouping of girls and boys which resulted in inappropriate behaviour in one group. In an unsatisfactory lesson, procedures for moving apparatus did not take enough account of pupils' health and safety, and shortcomings in expertise meant pupils made little improvement in their skills.
125. Although the recently appointed co-ordinator has not yet been able to monitor teaching and standards in all classes, the school makes good use of her enthusiasm and expertise to provide some of the teaching for all Key Stage 2 classes. The school provides a broad curriculum with dance, games and gymnastic activities for pupils throughout the school. Additionally, swimming is provided for pupils in Year 4, and occasional outdoor adventurous activities for pupils in Years 4, 5 and 6. An extra-curricular badminton club is currently available for Year 6 pupils.

### **RELIGIOUS EDUCATION [RE]**

126. Although only three RE lessons were observed during the inspection, there was a good deal of pupils' work available for scrutiny and other evidence was gained from assemblies, from talking to pupils and from the co-ordinator.
127. Religious education has been taught systematically in line with the local agreed syllabus and standards are high at both key stages. Very little recorded work was available in Key Stage one, but in the lessons and class assemblies observed, pupils demonstrated an awareness of



their place in the world and their responsibility towards it and to each other. They know some of the familiar Bible stories and had studied the Christmas story in detail. A notable feature of lessons and of pupils' writing is their ability to reflect and respond to the issues under discussion. For example, in a Year 1 lesson on fear and feeling secure, the pupils could all give examples of times when they had felt worried or concerned. They could describe their fears and explain how they were made to feel secure, perhaps by an adult or a favourite toy. Older pupils' writing reflects many examples of personal response as well as extensive knowledge of topics such as rites of passage, Christian denominations and the major world faiths of Judaism and Hinduism. Across the school, pupils understand the importance of prayer and reflection in spiritual life and there were many examples of pupils writing and speaking their own prayers. The elements of response and reflection, so evidently strong in this inspection, were judged to be weaknesses last time. The improvement is indicative of the hard work that the school has put into understanding and developing this aspect of their provision.

128. Pupils attitudes to RE are very positive. They listen carefully in lessons, discuss and share ideas with consideration for the views of others and participate readily during times of reflection. Their positive attitude reflects the high quality teaching and learning observed during the inspection in which teaching was judged to be good with many very good features. All teachers recognise the importance of RE and in the lessons observed, all made good use of candles to focus pupils' thoughts and establish an atmosphere conducive to learning. Teachers ask questions skilfully to encourage pupils to express their thoughts and to help them develop their ideas. This results in useful discussion in lessons and thoughtful and careful answers. The school has improved its RE resources since the last inspection and teachers make good use of books and artefacts to enhance the lesson. Work on display in Year 5 indicated that pupils had used artefacts from the Hindu faith to develop their understanding of the importance of symbolism and imagery in religious life. Good quality displays of pupils' work celebrate learning and enhance the subject's status.
129. The co-ordinator has only recently taken on the responsibility. She has worked hard to improve the policy and resources but her monitoring role is under-developed at present. This leads to some inconsistencies in marking and assessment.