

# INSPECTION REPORT

## **LEISTON COMMUNITY PRIMARY SCHOOL**

LEISTON, SUFFOLK

LEA area: SUFFOLK

Unique reference number: 124594

Headteacher: Mr A O Twomey

Reporting inspector: Mr Christopher Hemmings  
014614

Dates of inspection: 19<sup>th</sup> June 2000 – 22<sup>nd</sup> June 2000

Inspection number: 189578

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: Community

Age range of pupils: 3 - 9

Gender of pupils: Mixed

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Appropriate authority: The Governing Body

Name of chair of governors: Mr N Goodchild

Date of previous inspection: 17<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Christopher Hemmings	Registered inspector	Information Technology Design and Technology	What sort of school is it ?  The school's results and pupils' achievements.  How well are pupils taught ?
Cecilia Drakard	Lay inspector	No subjects	How well does the school care for its pupils ?  How well does the school work in partnership with parents ?
Sue Cosson	Support inspector	Science  Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
Helen Banks	Team inspector	Under Fives  Mathematics	
Roger Eagle	Team inspector	Art  Physical Education  Special Educational Needs	How well is the school led and managed ?
John Sweet	Team inspector	English  Music	
Sandie Sykes	Team inspector	Geography  History  Religious Education	Pupils' attitudes, values and personal development.

The inspection contractor was:

Norfolk County Council

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The Registrar  
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Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Leiston Community Primary School is a larger than average primary school for girls and boys from the ages of three to nine. It mainly serves the rural town of Leiston, but also draws some children from the neighbouring area. Since the previous inspection in 1996, the roll has fallen from 363 to 313 pupils, including the children in the Nursery. There is a new, purpose-built Nursery and the recent closure of the Area Support Centre has allowed the school to establish a classroom base for teaching special educational needs. Fewer pupils than the national average are from minority ethnic groups, but the proportion of pupils speaking English as an additional language is slightly higher than in most schools. The number of pupils known to be eligible for free school meals (55) is similar to the national average.

Overall the attainment of pupils on entry is below the national average. The percentage of pupils with special educational needs is average, but the percentage of pupils with statements of special educational needs is higher than is typical nationally.

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

The quality of education provided for the pupils is satisfactory overall. There has been sustained improvement in the standards attained in reading, writing and mathematics since the last inspection. Teaching is good or better in almost half of all lessons. However, in one in eight lessons the teaching is unsatisfactory. The youngest children, in the Nursery, are gaining an exceptionally good start to their education. Steady improvement has been made since the last inspection and the school is soundly placed to improve further. The school provides satisfactory value for money.

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

- The school is successfully implementing the National Numeracy Strategy and this is resulting in improving standards.
- Overall, teaching is good. In almost half the lessons seen teaching is either good, very good or excellent. Consequently, pupils make good progress.
- Pupils' behaviour is very good in classes, around the school and in the playground.
- Pupils enjoy coming to school because the school successfully fosters positive attitudes to learning.
- In the Nursery the quality of education provided is excellent and the children make very good progress.
- The good support and guidance for pupils with English as an additional language and for those with special educational needs helps them to make good progress.
- Art is well developed throughout the school and pupils achieve good standards. Attractive displays throughout the school celebrate pupils' achievements.
- The school provides a clean, ordered environment and this helps pupils to learn both academically and socially.

### What could be improved

- The quality of teaching is inconsistent. Where teaching is less than satisfactory, it is almost always because the teachers are not entirely clear about what the pupils are to learn.
- The quality of education for the children under five in Reception is not consistently good enough.
- Written information provided for parents about how well their children are getting on is not detailed enough.
- Systems for checking and developing the quality of teaching are not fully effective.
- Subject coordinators do not fulfil all aspects of their roles and responsibilities, particularly evaluating the quality of teaching and learning in their subjects and being clear about how it can be improved.
- Procedures for monitoring and improving attendance are not sufficiently rigorous.

*The weaknesses are outweighed by what the school does well. The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.*

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

Since June 1996, when the school was last inspected, it has made satisfactory improvement overall. The main improvements are:

- the leadership and management of the school;
- the steady and sustained rise in standards in reading, writing and mathematics;
- the improvement in long-term planning;
- the exceptionally high quality of education provided by the Nursery which gives the under-fives a very good foundation for learning;
- the resources for teaching and learning information and communication technology (ICT), which have recently improved with the creation of a computer room with high specification equipment. As a result, the pupils are reaching average levels of achievement.

The school has successfully raised standards in pupils' knowledge and use of spoken language in English and mathematics. Standards have been raised in physical education (PE) in Key Stage 1. Improved systems for analysing pupil performance data have been established. Subject leaders are more fully involved in planning the curriculum to support colleagues. Since the last inspection, there have been a large number of changes to the teaching team and the school has gained expertise in the teaching and learning of the youngest children. Realistic, but challenging targets for improvements in the national test results have been set. The school is soundly placed to improve in the areas of standards, teaching, learning, management and leadership.



## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	E	D	E	D	well above average    A above average        B average                C below average        D well below average    E
Writing	D	D	D	C	
Mathematics	E	D	D	C	

Although standards are lower than the national average, the scores achieved by seven year-olds in reading and writing National Curriculum tests have risen at a rate which matches the trends in national improvements over the last three years. In mathematics the rate of improvement has been greater than the national pattern. In comparison with similar schools, attainment is average in writing and mathematics, but below in reading. The school has set realistic, but challenging targets for the percentage of pupils who will achieve the national average in 2001. Standards in reading, writing and mathematics judged during the inspection are close to the national average. This improvement is attributable to the successful implementation of the national strategies for teaching literacy and numeracy. Attainment in science is average. In art, pupils achieve standards which are above average. Pupils' attainment in ICT, design and technology (D&T), geography, PE, and music is similar to that found in most schools. In religious education (RE) achievements are below the expectations of the locally agreed syllabus. In history at Key Stage 1 pupils' attainment is below average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Consistently very good, both in the classrooms, around the school and in the playground.
Personal development and relationships	Pupils' relationships with each other and with adults in the school are a real strength of the school. However, there are limited opportunities for pupils to develop independent learning skills.
Attendance	Satisfactory. Pupils arrive in school on time.

Pupils' behaviour and enthusiasm for learning are strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Satisfactory	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.*

In lessons seen, overall the quality of teaching is good. Sometimes it is very good and excellent. In seven out of eight lessons teaching is satisfactory or better. Almost half of all teaching is good or better. However, in one in eight lessons teaching is unsatisfactory with the main weaknesses seen in Reception and Key Stage 1. Teaching in the Nursery is consistently of an extremely high quality. Teaching is good in mathematics, science at Key Stage 2 and art. The teaching of pupils with special educational needs and for pupils with English as an additional language is good. The unsatisfactory teaching is mainly due to teachers' lack of subject expertise and the difficulties they have with translating planning completed by the subject coordinator or key stage leader into effective methods and practice to enable pupils to understand. The teaching of literacy is satisfactory overall. However, there is some unsatisfactory teaching when teachers are uncertain about precisely what the pupils will learn. Numeracy teaching is good and this is evident in the good progress made by pupils throughout the school. Teachers are very clear about what the children will learn and most pupils respond readily to lessons which have high pace and cause them to think hard and learn for themselves. Teachers have high expectations and pupils are appropriately challenged. Support staff make a positive contribution to pupils' learning. They work well in partnership with teachers and show a good understanding of individual children's needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. RE and all subjects of the National Curriculum are taught. The curriculum in the Nursery is exemplary and provides the children with a rich range of learning opportunities.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are well supported in their learning by the specialist teacher and in their classes.
Provision for pupils with English as an additional language	Good. Pupils gain from skilful support and expert guidance and make good progress in developing speaking and writing skills.
Provision for pupils' personal, spiritual, moral, social and cultural development	Provision for pupils' spiritual and cultural development is satisfactory, and for their moral and social development it is good.
How well the school	Pupils' progress is satisfactorily monitored in English and

cares for its pupils	mathematics, and day-by-day care for pupils' welfare is good. However, procedures for monitoring and improving attendance are unsatisfactory.
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The school's work with parents is satisfactory in most respects. Many parents play a regular, active part in many aspects of school life and this is highly valued by teachers.

Opportunities are provided for teachers to talk with parents about their children's achievements and progress, but the written reports are not sufficiently detailed in all subjects to ensure that parents are clear about what their children know, understand and can do, and how they can improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership and is well supported by the deputy headteacher. The systems that have been developed since the previous inspection for improving teaching are not yet fully effective in identifying shortcomings in teaching. Subject coordinators do not have a clear view of the quality of teaching and learning in their subjects.
How well the governors fulfil their responsibilities	Although there are fewer governors than there should be, the governors work hard to support the school, and they are committed to achieving improvement.
The school's evaluation of its performance	Satisfactory. The school has developed an effective system for data analysis, but the quality of teaching is not checked well enough.
The strategic use of resources	Satisfactory. The strengths are the use of available resources to raise standards in mathematics and ICT and to support pupils with special educational needs and those with English as an additional language. The library has insufficient books to ensure that pupils can undertake research in all areas of the curriculum. The school is beginning to apply the principles of best value to its management and planning.

## 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>▪ Pupils like school.</li> <li>▪ The quality of teaching is good.</li> <li>▪ Behaviour in school is good.</li> <li>▪ The school expects pupils to work hard and to do their best.</li> <li>▪ Pupils make good progress at school.</li> <li>▪ Pupils are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How closely the school works with parents.</li> <li>▪ The range of activities provided outside lessons.</li> <li>▪ The amount of work pupils do at home.</li> <li>▪ How well they are kept informed about how their child is getting on.</li> </ul>

The inspectors largely share the positive views of the parents. The school aims to work

closely with parents, and many parents play an active role in the school, but it is evident that a small number of parents do not feel welcome or valued. Inspectors consider that the written information provided to parents about how their children are getting on is unsatisfactory; it is not sufficiently detailed to keep them well informed about all subjects.

## **PART B: COMMENTARY**

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

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

1. Standards in English and mathematics have steadily improved since the previous inspection, in 1996. A clear pattern of improving attainment is evident over the last four years. The results show an upward trend and in 1999 they were much closer to the national average than at the last inspection. In reading and writing, standards have risen at a rate which is in line with the national improvement. In mathematics the rate of improvement is better than the national pattern. When test results are compared with similar schools and full account is taken of all aspects of the socio-economic context of the school, standards in reading are below average and average in writing. In mathematics standards are in line with the average and slightly above average for those pupils attaining level 3. In science standards are average overall with an above average proportion of pupils attaining level 3. Pupils' attainment on entry to the school has been lower than average. They make sound progress and achieve satisfactorily in relation to their prior attainment.
2. Evidence gathered during the inspection from lesson observations, and sampling of completed work, shows that standards achieved by seven year-olds are close to the national average in English and science and average in mathematics. However, boys achieve less well than the girls in reading and this accounts very largely for the below average standards in the test results. By the time the pupils leave the school, when they are nine, pupils achieve average standards in English, mathematics and science.
3. Standards in English and mathematics are improving because the school has made satisfactory progress with implementing the National Literacy Strategy and good progress with implementing the National Numeracy Strategy. A daily hour of focused teaching is ensuring that pupils are making sound progress in English and good progress in mathematics at both key stages. Setting pupils in groups with similar attainment is a successful strategy which largely ensures that teaching and planning is closely focused on the range of attainment in the set. This is having a positive impact upon raising standards. Realistic, but challenging targets have been set to raise standards further.
4. In English the standards achieved by most pupils at the age of seven and nine are average. Speaking and listening skills have improved since the previous inspection and pupils make good progress to achieve average standards. In reading pupils achieve average standards; they read aloud fluently and with expression by the time they are seven. Although older pupils are developing good research skills, the library is not well used for this purpose. Standards in writing are average. By the end of Key Stage 1 pupils successfully use their skills to write well-constructed stories. Pupils in Key Stage 2 make good progress in developing their writing skills. The quality of handwriting and presentation is variable across the school. While pupils make sound progress in English overall, progress is unsatisfactory in a

minority of lessons where teachers are uncertain how best to interpret and implement planning provided by a specialist colleague.

5. Pupils achieve average standards in mathematics by the time they are seven and nine. They make steady progress at Key Stage 1 and good progress at Key Stage 2. Frequent daily practice in mental mathematics is helping to raise standards in number. Pupils have a secure understanding of number, shape, space and measures, and higher-attaining pupils achieve well when using and applying mathematics.
6. In science pupils' knowledge and understanding of science is average at both key stages. By the age of seven, pupils have a sound understanding of how plants grow, the conditions needed for growth and of simple electrical circuits. By the time they are nine, pupils know how to carry out simple investigations and understand some physical processes such as magnetism and friction.
7. In ICT pupils achieve average standards at both key stages. In Year 2 pupils have a secure grasp of basic keyboard skills. They word-process accurately, use graphic tools effectively to illustrate their writing, retrieve stored information efficiently, label parts of a picture and create models of imaginary towns confidently and competently. Older pupils explore data by creating a class database.
8. In art standards are above average. This is an improvement since the previous inspection and pupils achieve well in most aspects of the subject. Artwork displayed throughout the school celebrates the pupils' good achievements, including both two and three-dimensional work. Drawing skills are less well developed, and pupils do not make full use of their sketchbooks to record ideas and visual notes for use in later work.
9. Standards in PE have been raised since the last inspection when it was judged to have been a weakness. In D&T, music and PE pupils achieve average standards at both key stages. There is some higher attainment in listening and responding to music, and pupils show good control and awareness of rhythm when playing instruments. Standards in geography at Key Stage 1 and history at Key Stage 2 are average.
10. In history at Key Stage 1 standards are below average. This is mainly because pupils make insufficient progress with developing a good enough understanding of chronology, and they are not learning the full relevance of the information they are gathering from various sources. Standards in RE are below those expected in the locally agreed syllabus. Pupils' progress in developing the knowledge and understanding beyond the foundation level of the syllabus is unsatisfactory.
11. Approximately one in five pupils have special educational needs and five pupils have a statement of special educational needs. Throughout the school, these pupils make good progress towards the targets in their individual education plans. Their progress in developing reading and writing skills in particular is due to good teaching in their withdrawal groups and effective support by teaching assistants in the classrooms. As a result, the pupils are able to keep up with and make good progress in class lessons.

12. Raising standards in literacy and numeracy has been the priority of the school's work since the last inspection. The improved standards reflect the hard work undertaken in establishing new planning systems and setting arrangements. The headteacher and subject leaders have begun to use test information effectively to identify strengths and weaknesses in standards. The school is committed to ensuring that all pupils are enabled to participate fully in all activities, irrespective of gender or ability. Inspection evidence supports the school's view that all pupils have equal opportunities to achieve and make progress in their learning.

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

13. Pupils are eager to learn and have very good attitudes to school and to each other. Across the school, pupils work hard in lessons. They settle down to their learning quickly, unless they are not clear about what they have to do, and persevere to complete their work, even if the pace of the lesson is sometimes slow. Most respond positively to their teachers and they concentrate well. This is particularly so when teachers make lessons challenging and introduce aspects of particular interest. In a few lessons, when the work is not well matched to their needs, pupils' interest and concentration are weak. Pupils with special educational needs are helped considerably through the calm guidance that their teachers and other adults working with them offer. As a result of the good team effort worked through consistently, everyone benefits, and a calm, happy atmosphere is maintained across the school.
14. The growing confidence shown by many pupils is a positive feature in many lessons. Younger pupils enjoy role-play, for example, in geography, when they are helped to recreate aspects of their recent visit to the beach cafe. They listen to each other very well and in conversation are shown how to build on what someone else has said. Pupils are sufficiently confident to talk and read to visitors. They are eager to share their books and talk about what they have enjoyed. Pupils show they can be open-minded when faced with difficult questions, for example, in trying to interpret historical evidence. They also appreciate the opportunity to explore new skill techniques, as in scoring card to create cube packages in D&T.
15. Many pupils show responsible attitudes when clearing up at the end of lessons and they help the daily routines of the school to run smoothly by taking registers to the office. However, the pupils' aptitude for making decisions and taking the initiative are less well developed. Few pupils are aware of the general timetable for their class and what lessons to expect during afternoon sessions. The school provides its pupils with too few planned opportunities to develop their independence in learning. For example, in science pupils' investigative skills are not fully developed because teachers make all the important decisions. The development of pupils' independence was identified as a weakness in the school's last inspection and there has been insufficient improvement with this issue.

16. Relationships throughout the school are very good. Pupils work together very well in lessons. They make helpful comments to each other whilst they are working and readily share equipment in lessons. Pupils get on very well at break times and these parts of school life are very harmonious. Friendships are spread across classes, year groups and key stages. It is clear that pupils are happy and feel safe when playing outside.
17. Pupils are very well behaved. They move around the school very sensibly because staff consistently communicate the corridor rules well to help keep everyone safe. Pupils' capacity for very good behaviour was amply demonstrated during the inspection week when the weather was exceptionally hot. Pupils managed to get on very well together throughout and stayed calm and friendly despite the unusually high temperatures indoors and outside. Their very good behaviour is a strength of the school.
18. Most pupils arrive punctually at school and are happy to be there. When asked what they like best about school, they talk positively about their friends, their teachers and their lessons. Many pupils find art particularly enjoyable. The knowledge that their efforts are valued adds to their sense of satisfaction. Attendance rates are average, but some pupils are absent without the school knowing why.

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

19. Teaching has both strengths and weaknesses. Overall the quality of teaching is good. However, the quality ranges from excellent to unsatisfactory. Almost half of all teaching is good or better, and close to four out of ten lessons are satisfactory. Nearly one in eight lessons is very good or excellent. However, a similar proportion of the 66 lessons observed, was graded unsatisfactory.
20. The strengths of the teaching are in the Nursery and at Key Stage 2. The unsatisfactory teaching is almost entirely concentrated in Reception and at Year 2. While the percentage of unsatisfactory teaching has been reduced to half that seen in the previous inspection, the inconsistency in the quality of teaching is a key area for improvement.
21. Teaching of the under-fives has many strengths, but also some weaknesses. Five of the twelve lessons seen were very good or excellent. Two lessons were unsatisfactory. In the Nursery, teaching is consistently of a very high quality. The unsatisfactory teaching occurred in Reception.
22. At Key Stage 1, teaching is satisfactory overall. Of the 23 lessons seen, seven were good and five were unsatisfactory. At Key Stage 2, 63 per cent of teaching was good or better, with 13 per cent being very good. One lesson was unsatisfactory.
23. Common positive features to all the teaching include:
  - very positive and purposeful relationships with pupils;
  - very good pupil behaviour management;

- well established classroom routines which result, almost always, in calm, orderly lessons;
  - good support for pupils with special educational needs so that they are enabled to take a full part in lessons.
24. A significant characteristic of the good or better teaching is the sharp focus upon what the pupils will learn. This is underpinned by good subject knowledge. Other regular features of the better teaching are:
- the careful planning which is closely matched to the range of attainment within the class;
  - the skilful development of pupils' understanding and thinking skills;
  - the very effective questioning used to test and to extend pupils' understanding;
  - the challenges posed to pupils to achieve at higher levels of thinking, writing, creating and performing.
25. In the good teaching, the aim of the lesson is shared with the pupils and, towards the end of the lesson, they are given the opportunity to reflect upon what they have learned. So, in science, for example, pupils in Year 3 were able to think about what they had learned and to make a generalisation about magnetism and materials as a result of their investigations. In a history lesson on Boudicca at Key Stage 2, the teacher synthesised and re-presented the pupils' ideas to them so that they could form their own hypotheses about how the native tribes responded to the Roman occupation. In these lessons, pupils are highly motivated to learn, and show enthusiasm and curiosity.
26. The best teaching communicates a zest for learning and a delight in pupils' achievements. The teachers use a variety of strategies so that lessons have changes of pace and focus. A good example occurred in a Reception class when very good use was made of a puppet to enliven and fully engage the children in a mathematics lesson. 'Marmaduke', the bear, learned to count buttons in singles and pairs, and the children eagerly helped him to get it right. Clear communication, consideration and patience are other qualities that result in pupils believing that they are capable of succeeding. In an ICT lesson, for example, lower-attaining pupils made good progress in using a modelling program due to the patient and constructive style of the teaching, which enabled the pupils to learn from their mistakes without any sense of failure.
27. The weaker teaching is very largely attributable to two key factors; teachers' limited subject knowledge and the planning system. Teachers plan their lessons from plans which have been devised by subject coordinators or key stage leaders. They do not always have the detailed subject knowledge needed to interpret successfully



the outline planning. In consequence, they are not precisely clear about what the pupils should learn and, occasionally, have too many learning objectives for the time available. So, lessons lack focus, work is either too easy or too hard and insufficient progress is made. This is the case in the teaching of some literacy lessons, in geography, history and RE.

28. In a small minority of lessons the pupils' progress in developing skills of inquiry and investigation is limited because teachers make all the decisions. In some science lessons, for example, pupils have limited chances to pose their own questions and to decide what evidence to collect. Occasionally, insufficient time is allocated to a review of what has been learned and pupils' ideas are given too little consideration. Where teachers give feedback to individuals or during the plenary by asking pupils to reflect on what they have learned, pupils know how well they have done and sometimes what they need to do to improve. Apart from English and mathematics, the marking of written work is usually cursory with no indication of how well the pupils have done or how their work could have been better.
29. The quality of teaching in literacy is satisfactory overall, but it varies from very good to unsatisfactory. The strengths of the teaching are good modelling of reading, good subject knowledge underpinning the organisation of guided reading and writing, and purposeful interventions to guide and support learning. The weaker teaching is attributable to unclear learning objectives and the over use of worksheets which are not well matched to pupils' needs and attainment. Teachers lack the knowledge needed to ensure that the useful medium-term plans are effectively translated into precise short-term plans with clear learning objectives.
30. The teaching of mathematics is good. Lessons progress at a good pace and teachers have high expectations of what pupils will learn. Mathematical language and terminology is emphasised, and pupils are challenged to achieve while being well supported. Teachers are enthusiastic and this creates a positive climate for learning mathematics.
31. In science and art the quality of teaching is good. Teachers draw upon their good subject knowledge to plan lessons with clear structure and aims.
32. In D&T, ICT and music, the quality of teaching is satisfactory overall.
33. In history the quality of teaching varies from very good to unsatisfactory. In geography and RE it ranges from good to unsatisfactory. This variation is very largely due to the planning system which depends too heavily upon the teacher's own capacity to interpret the plans made by a specialist colleague without additional guidance.
34. Pupils with special educational needs are taught well and generally make good progress. They have equal access to the curriculum because the special educational needs teacher plans work carefully with the class teachers. In their

withdrawal groups, the teacher takes full account of their prior attainment, as well as matching their work to the activities they are covering in their classrooms. The behaviour of pupils is managed sensitively but firmly in these withdrawal groups. Teaching of pupils with English as an additional language is good. Pupils are very well supported and guided by a part-time teacher who takes great care to match the work closely to the pupils' needs, and to create a sense of fun and pleasure in learning the English language.

35. Classroom assistants provide good quality support for teaching and learning. They make a positive contribution to the life of the school. In a good example, the classroom assistant worked very effectively alongside a temporary teacher in the computer room to ensure that all pupils were well supported in learning to use a new program.

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

36. The curriculum provided is broadly based and relevant to the needs of the pupils. The school adequately fulfils the requirements to teach all subjects of the National Curriculum and RE to pupils in Key Stages 1 and 2. All six areas of learning for the under-fives are very well covered. The quality of the curriculum for the children in the Nursery is excellent. The school also provides well for personal, social and health education, including appropriate sex education. The curriculum is extended well by providing opportunities outside lesson times for the older pupils.
37. The need to improve long-term planning was an issue at the last inspection. Overall the planning has much improved. The curriculum is now planned to cover all aspects of the National Curriculum. However, the way the elements of the history and science curriculum are distributed, whereby some aspects of the subjects are only visited once every two years, means that there is not enough continuity in the way pupils develop historical and scientific skills because pupils often go for more than three months without learning any history or science.
38. The teaching of literacy and numeracy effectively follows the guidance of the national strategies throughout the school and is having a positive impact on learning.
39. The school is successful in its aim to provide a variety of experiences to enhance the basic curriculum. There are a number of opportunities for the older pupils in Key Stage 2 to attend clubs at lunchtime and after school. These cater for a broad range of interests, including art, gardening and drama clubs as well as music and sport. All pupils take part in a variety of visits outside school. Year 2 pupils' visit to the local playground, for example, gave a good stimulus to their work in D&T and a visit to Southwold was well exploited to support their work in geography and art. The oldest pupils have the opportunity to participate in a residential visit to the Isle of Wight in order to further their social development as well as support their work in geography and science. The pupils are developing a good awareness of what it means to be part of the wider community. They have, for instance, been involved in projects such as the 'Design a Garden' competition in conjunction with the Suffolk Heritage Housing Association, and have worked with the community to make decisions about what is needed to make journeys to school easier and safer. Sporting events and a country-dance festival in conjunction with other schools further enrich the curriculum.

40. The school successfully provides a suitable curriculum that gives all pupils equality of access and opportunity. Those with special educational needs and for whom English is not their first language are well supported to meet the demands of literacy and numeracy. Learning opportunities for pupils with special educational needs are good in most lessons and when they are withdrawn for support in small groups. Pupils with special educational needs are particularly well supported in their withdrawal groups for literacy. The school provides some literacy support at lunchtime for pupils who do not receive this at home. This helps the school's aim of raising standards in reading.
41. Overall, the school makes sound provision for the pupils' personal development. Spiritual development is promoted through some assemblies and circle time where pupils are offered opportunities for quiet reflection and prayer. Pupils in Key Stage 2 are encouraged to keep a personal journal. Through their RE lessons, the pupils are made aware of the beliefs and values of others. Occasionally, in lessons pupils display a sense of curiosity and wonder, such as in a science lesson where the pupils got very excited when investigating the strength of different magnets. Spiritual development is not fully exploited in all areas of the curriculum, such as art, music, and literature.
42. The school provides well for the pupils' moral and social development. For the youngest pupils, the Nursery provides a well structured environment and routines so that children acquire good social attitudes. They know why it is important to tidy up and they help each other to do it. Snack time is used as an opportunity to develop good manners and children are given responsibilities, such as handing fruit around to the others who respond very politely. The pupils generally have a good understanding of right and wrong and each class has drawn up a code of behaviour, based on sound moral principles, such as fairness and honesty. Circle time is used well to promote good attitudes towards winning and losing, and to provide the opportunity for pupils to discuss the effects of their actions on others. Adults provide good role models and are skilful in using everyday classroom incidents to promote children's understanding of right and wrong. As a result, pupils are kind and considerate towards each other and show appreciation of each other's efforts, for example, in the weekly Good Work Assembly. They are encouraged to be aware of the importance of helping others, both locally and in the world community, and are involved in a number of charitable projects.
43. The programme for personal, social and health education makes a valuable contribution towards pupils' moral and social education, but the school is aware that the programme for Key Stages 1 and 2 needs further development to ensure that all relevant elements to support the pupils' personal development are included. Currently, for example, there is no planned approach to teaching children about drug misuse. The children under five are already following a well-structured programme of activities which are well matched to their ages and needs.
44. The school makes adequate provision for the pupils' cultural development. Children

learn about their own cultural traditions through several areas of the curriculum and activities such as the country dance festival. There is a well-planned music programme for assembly, which includes music from other times and places. Attractive display work around the school celebrates children's art in a variety of different painters' styles and gives some emphasis to other cultures. The link with a school in South India helps pupils learn in some depth about another way of life. A number of visitors, such as an artist and a storyteller, add further interest to the experiences the school provides.

45. Links with the playgroup, which many of the children attend before entering the school, are very good and there are adequate links with the middle school, to which the pupils transfer at the age of nine, to ensure continuity of learning and pastoral care. The children, for instance, spend a half-day in the middle school in the summer term prior to transfer.

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

46. Overall, the school cares for its pupils well. The school provides pupils with a pleasant, secure environment, in which they are well supported in their learning. Pupils enjoy coming to school, and they are friendly and helpful to each other and to visitors. They have good relationships with each other and with the adults they meet every day. Most staff throughout the school know the pupils well and there is good supervision of children at break and lunchtimes.
47. The headteacher has developed a useful system for assessing and recording pupils' academic performance. These records are well used to ensure that pupils are placed in the right sets for English and mathematics. Records from testing in English and mathematics are used effectively to give pupils the right level of work, but in some subjects, testing is not always well used to inform planning the next steps in learning. There is no system that allows teachers to track individual performance in specific areas of the curriculum from year to year. In the Nursery, very clear records show what children have achieved and provide a good basis for what they need to do next when they move into Reception. The code of practice for pupils with special educational needs is followed carefully and the coordinator works very effectively with colleagues to ensure that individual educational plans are maintained and used effectively. Support and guidance for those whose first language is not English is very good. Child Protection and first aid arrangements work well.
48. There are very good procedures in place for monitoring and promoting good behaviour both within the classroom and in and around the school. The strategies used by the school to promote and foster good behaviour work very well. There are clear rules and pupils know what is expected of them. Circle time is used well in some classes to enable children to take responsibility and to reflect on issues that concern them and others.
49. Attendance is similar to the national average. Throughout the school, there are frequent one-day absences and several longer absences for illness and holidays in term time, which are all recorded as authorised. There is no formal system for

checking attendance, and it is not always possible to follow up the reasons for absence.

- 50. The new security arrangements, where pupils are collected from and brought out to the playground by their class teacher, have resulted in improved punctuality and a calm, orderly start to the day.
- 51. Very good links have been established between the neighbouring playgroup. This, together with home visits by the nursery teacher, leads to children settling in rapidly in the Nursery. Information shared with the middle school about pupils ensures a smooth transition, and pupils make a good start in their next phase of learning when they move at the end of Year 4.

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

- 52. Parents are regularly informed in newsletters about school events and about what their children are learning in school. They particularly value the mathematics workshops, when parents and children worked together on a range of number activities, and would welcome the same information and involvement in other subjects.
- 53. Parents who work in the school make a positive contribution to pupils' learning. They are made to feel welcome by class teachers and provide useful extra support for pupils by helping with activities such as art, swimming and running the guitar club. However, a small minority of parents consider that their contributions are not valued and they do not feel as involved or welcome in the school. They do not feel well informed about what goes on and how decisions are made that affect their children's education. The school has no formal procedures for gathering parents' views about the quality of education they are providing, but relies on the regular, informal contact between parents and class teachers.
- 54. The school is seeking ways to support parents in helping their children by learning together. It has recently held a course for parents which was run by Community Education. The teacher working with pupils whose first language is not English has also supported families in working together with their children and in developing positive relations with the school.
- 55. The governors' annual report to parents gives very brief information on the life and work of the school. The school prospectus contains useful information for parents on what their child will be doing during their time at the school. Otherwise, information provided to parents about what their children are learning is limited. Parents are not informed about the charging policy so they do not know what charges the school can make. Parents are told how much trips in school time are to cost and not asked for voluntary contributions.
- 56. All parents are automatically members of the Friends association, and many support fundraising events. They make a valuable contribution to school life, buying equipment such as computer printers and trolleys, and supporting the cost of school visits, for example, the recent trip to the Millennium Dome.
- 57. Generally, parents are happy with what their children learn at school, but consider that the written report they receive at the end of the academic year does not give them sufficient information about their child's progress in all subjects. The reports

for the foundation subjects do not clearly state whether their child's progress in learning is good enough and what they need to do to improve.

- 58. In the Nursery, information about what their child is learning and the progress they are making is regularly shared with parents. Parents value the clarity and detail of the reports they receive, including the guidance on what they can do to help their child.
- 59. Parents of pupils with special educational needs are kept well informed about the contents of their child's individual education plans. They are kept well informed about the progress being made and how they can best support their child at home.

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

- 60. Overall, the school is satisfactorily led and managed. There have been improvements in the leadership and management of the school since the last inspection, but there are some aspects that require further development.
- 61. The school's educational direction is clearly set out in the documentation provided for staff and governors. There is a growing understanding of this, and the staff and governors are making more effective use of the school's systems for communication and decision-making. However, there is insufficient monitoring of the effectiveness of these systems and the impact that decisions are having on teaching and learning in classrooms.
- 62. The headteacher and recently appointed deputy headteacher have worked well together to provide direction for the work of the school and to develop a sense of commitment to improvement amongst the whole staff. The aims and values of the school are explicit in the school's documentation. They are known to all the staff and displayed prominently around the school. The headteacher and deputy headteacher are reviewing the allocation of their management responsibilities to ensure that the focus on raising standards is maintained. They are developing an effective partnership which is beginning to have a positive impact on teaching and learning. The deputy headteacher has been in post for just a short time, but she has a clear view about the key roles she needs to take on. These include establishing effective procedures for evaluating the work of the school; developing the coordination of the curriculum to ensure that there is greater consistency and continued improvement in the quality of teaching; and better partnership with the parents and the local community.
- 63. The management team includes the headteacher, deputy headteacher and key stage leaders. This team meets regularly and makes a positive contribution to school improvement. The key stage meetings are the main channels of communication for ensuring that the staff work together towards the priorities identified in the school development plan. There is a common commitment to raising pupils' attainment amongst the staff although there is not yet a clear understanding amongst all staff about how this can be achieved.

64. The main focus for improvement continues to be raising standards of literacy and numeracy. This is reflected in the school's development planning and is supported by the staff. The National Literacy Strategy has been introduced satisfactorily. The implementation of the National Numeracy Strategy has been managed well. The school has analysed information on pupils' attainment in mathematics to identify strengths and weaknesses, and has provided detailed guidance for teachers to plan their lessons. However, insufficient support for implementing these plans has meant that they are not always used effectively. Other key priorities in the current development plan include improvements in the provision for children with special educational needs and the development of the Nursery. These are being very well managed by the coordinators for these aspects of the school's work.
65. Curriculum leadership and management were criticised in the last inspection for the lack of clarity about the roles of the coordinators and insufficient opportunities for monitoring their subjects. Responsibility for managing and developing each subject has been delegated to the coordinators, who are supported in their work by a colleague from a different key stage. The coordinators are given time to carry out their roles and have been provided with some guidance for auditing resources and standards. They have made appropriate use of national guidance in reviewing the long-term plans for their subjects. As a result, there has been some improvement in the coordination and development of the curriculum, but not enough work has been done to ensure that coordinators are consistently effective in each subject. The school recognises this and plans are in place to extend the role of the subject leader. The coordinators have worked with the staff to assess the standards pupils achieve throughout the school, but more needs to be done to ensure that pupils make good progress by building on what they have learned in previous lessons.
66. The school's development plan provides a sound basis for tackling the important priorities for improvement. It includes targets for pupils' attainment, but these are not always specific enough to give a clear indication of how improvement is to be measured. The school has set challenging targets for pupils' attainment in the statutory tasks and tests at the end of Key Stage 1. As well as focusing on literacy and numeracy, the plan covers other areas of the curriculum, including ICT, science, PE and D&T. Staff have contributed to the construction of the plan where the priorities relate to specific subjects. Some action plans are comprehensive and give a clear view of how improvements will be achieved. For example, the Nursery development plan sets out a well-organised series of tasks for improving the management, the environment and the curriculum the school provides for its youngest children. Some other plans are less effective because they do not show clearly how the intended developments in their subjects will improve pupils' learning and do not indicate how costs will be met.
67. The governing body is committed to achieving improvement. The chair of governors meets regularly with the headteacher, and specific governors have been allocated to oversee the progress made in each of the key issues from the last inspection. The governors are involved in development planning by agreeing key targets with the headteacher, and by working with, and receiving reports from, subject leaders. However, the governing body is hampered in its work by the difficulty in recruiting governors. There are six vacancies at present and, despite the hard work of the existing governors, this limits their capacity to be fully involved in the life of the school and to hold it to account for the standards and quality of education it achieves.

68. The governors do not have a systematic method for checking that decisions about spending have been effective. For example, the decision to increase spending on educational support staff has not been evaluated in terms of the impact on pupils' achievement. The governing body carries out the great majority of its functions satisfactorily except that the governors' annual report to parents contains very limited information about the life and work of the school. The report contains few details about the success of the post-inspection action plan, the facilities for the disabled and the arrangements for staff development.
69. The current arrangements for teacher appraisal have not always been effective in ensuring that teaching is of a consistently satisfactory standard throughout the school. Although key targets for the headteacher's performance have been agreed with the governors, the formal appraisal of other teaching staff has been suspended, pending the introduction of the national scheme for performance management. The school has some useful starting points for implementing a rigorous system for developing the quality of teaching throughout the school. For example, the headteacher has observed teachers in their classrooms and provided informal feedback. He also holds annual professional development interviews with the teaching staff. However, the present arrangements do not include well-defined targets for improving teaching which are linked directly to improvements in the pupils' learning. This has resulted in inconsistency in the quality of teaching throughout the school and some unsatisfactory teaching, particularly in Reception and Key Stage 1. This is a key issue for improvement.
70. The school is beginning to apply some of the principles of best value to its management and planning. Pupils' attainment is assessed using a good range of national and standardised tests. The headteacher analyses this information in detail to compare the school's performance with national averages and the performance of similar schools. This data has also been used in mathematics to identify the strengths and weaknesses of the pupils' performance in different aspects of the curriculum. This information has then been used to adjust teaching plans. At present, parents' views are not gathered systematically as part of the procedures for school evaluation, but the deputy headteacher plans to develop these links as part of an initiative to raise the school's profile with parents and the local community.
71. Financial planning, administration and control are good and the most recent auditors' report was very positive and identified no significant weaknesses. The school uses information technology effectively in its routine administration and budget management. The headteacher is well supported by the school secretary in managing the school's finances. Spending is targeted towards the achievement of the main priorities.
72. The school's additional funding for special educational needs is used appropriately for enhancing the teaching and learning of pupils on the special educational needs register. The special educational needs' coordinator fulfils her role effectively. She manages the provision for pupils with special educational needs efficiently, ensuring that there is good liaison with parents, class teachers, other members of staff and outside support agencies. The special educational needs register is kept up-to-date and individual education plans provide useful guidance for teachers, and clear targets for the next steps in pupils' learning. Reviews are held regularly and parents' contributions to these discussions are valued and carefully recorded. The



good management of the provision for special educational needs, together with the good teaching, results in pupils with special educational needs making good progress throughout the school.

73. The school has sufficient qualified and experienced teachers to meet the needs of the pupils in all subjects. The deployment of staff ensures that there is particularly effective teaching for children in the Nursery and for pupils with special educational needs. The teachers work hard and work well together within their key stage teams. Learning support assistants work effectively alongside the teaching staff and make a positive contribution to the pupils' progress, especially in literacy and mathematics lessons. The caretaker and cleaning staff ensure that the school is kept in an exceptionally clean, tidy and well maintained condition. Other support staff, such as the clerical staff and midday assistants, also work effectively and contribute appropriately to the life of the school.
74. The school's accommodation is very good. The school grounds are extensive, with large grassed and hard play areas for physical education and play activities. Classrooms are spacious with good storage and display facilities and there are several useful shared areas for celebrating the achievements of the pupils. Teachers and support staff have worked hard to create an attractive and stimulating environment with displays of some high quality work, particularly in art. Some good specialist rooms have been developed. For example, there is a dedicated computer room with good resources for ICT. The special educational needs classroom and the purpose-built Nursery offer very good facilities for teaching and learning. Most subjects are adequately resourced with good provision for ICT and music. There are some deficiencies in the basic equipment provided for the Reception classes. For example, the sand and water trays are inadequate. The library has insufficient books to support learning in all subjects. As a result, the library is under-used as a resource for developing independent learning.
75. Overall, taking account of the below average attainment on entry to the school, the generally good quality of teaching and the average standards pupils achieve, the school provides satisfactory value for money.

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

76. In order to improve the quality of education provided, the school should:
- 1) extend the existing good practices in the teaching in the school to ensure that the quality and consistency of teaching is always, at least, satisfactory by:**
    - i) reviewing the planning procedures to ensure that it results in all teachers being clear about what is to be taught and what pupils of differing attainment will learn (paragraphs 4, 27, 29, 33, 79, 85, 100, 138, 145, 146, 172);
    - ii) identifying training needs to build up teachers' subject knowledge (paragraphs 27, 29, 33, 138, 145, 149, 156);
    - iii) ensuring that continuing assessment is used more effectively to inform planning so that it is a good match to the range of children's needs (paragraphs 47, 85, 117, 141, 146, 172);

- iv) improving the consistency and quality of marking so that pupils are clear about how well they have done and what they need to do to make progress (paragraphs 28, 117).

**2) build on the strengths of provision in the Nursery to ensure that the quality of education is sustained in Reception classes by:**

- i) improving the range and quality of resources (paragraphs 78, 80, 88, 90);
- ii) reviewing the organisation of classrooms and the use of teaching strategies (paragraphs 79, 81, 84);
- iii) implementing the draft Early Years' policy in order to fulfil all the requirements of the new foundation stage (paragraph 77).

**3) raise standards in history at Key Stage 1 by:**

- i) reviewing the planning arrangements to ensure that all aspects of the curriculum are fully planned and taught so that pupils experience a progressive sequence of units of study (paragraphs 37, 146).

**4) ensure that the work of the subject coordinators is extended to fulfil all aspects of their role by:**

- i) providing guidance on evaluating the strengths and weaknesses of pupils' learning in their subjects (paragraphs 65, 131, 141, 146);
- ii) ensuring that coordinators are fully involved in evaluating and developing the teaching of their subjects (paragraphs 65, 69, 102, 131, 141, 146, 172);
- iii) providing training so that coordinators feel confident and capable of successfully leading the improvement in standards and the quality of teaching and learning in their subjects (paragraph 65).

**5) establish formal methods of monitoring attendance by:**

- i) introducing effective systems to monitor and promote good attendance (paragraph 49).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

66

Number of discussions with staff, governors, other adults and pupils

29

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	6	33	38	12	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	287
Number of full-time pupils eligible for free school meals	0	55

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	50

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	5

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	19

## **Attendance**

### **Authorised absence**

	%
School data	5.66
National comparative data	5.4

### **Unauthorised absence**

	%
School data	0.0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	23	28	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	23	23	24
	Total	40	42	44
Percentage of pupils at NC level 2 or above	School	78 (82)	82 (73)	86 (77)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	21
	Girls	24	24	24
	Total	42	44	45
Percentage of pupils at NC level 2 or above	School	82 (79)	86 (84)	88 (87)
	National	82 (81)	86 (85)	87 (86)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	4
Chinese	1
White	221
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

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

## **Teachers and classes**

### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	25.0 : 1
Average class size	28.7

### **Education support staff: YR – Y4**

Total number of education support staff	6.0
Total aggregate hours worked per week	141

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0 : 1

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13.0 : 1
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*FTE means full-time equivalent.*

## **Financial information**

Financial year	1999
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	£
Total income	614655
Total expenditure	615329
Expenditure per pupil	1821
Balance brought forward from previous year	28000
Balance carried forward to next year	27326

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

### **Questionnaire return rate**

Number of questionnaires sent out	237
Number of questionnaires returned	62

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	5	0	2
My child is making good progress in school.	53	39	6	2	0
Behaviour in the school is good.	29	55	10	0	5
My child gets the right amount of work to do at home.	21	45	19	5	10
The teaching is good.	53	40	2	2	3
I am kept well informed about how my child is getting on.	34	44	18	5	0
I would feel comfortable about approaching the school with questions or a problem.	53	31	10	6	0
The school expects my child to work hard and achieve his or her best.	58	39	0	0	3
The school works closely with parents.	31	40	19	8	2
The school is well led and managed.	50	27	8	8	6
The school is helping my child become mature and responsible.	48	39	5	2	6
The school provides an interesting range of activities outside lessons.	19	37	16	8	19

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

Most parents are satisfied with the work of the school. The aspects the parents support most strongly are that their children like school, that the school expects pupils to work hard and do their best, that the school's teaching is good, that their children make good progress, that the school is well led and managed, and that behaviour is good. The aspects that parents are least satisfied with are how closely the school works with parents, the amount of work pupils do at home, how well they are kept informed about how their child is getting on and how comfortable they would feel about approaching the school with questions or a problem.

**Other issues raised by parents**

Three parents attended the meeting with the Registered Inspector. Eleven parents wrote on the back of the questionnaire.

**Inspectors' findings on parents' views**

The inspectors largely share the positive views of the parents. The school provides regular opportunities for parents to discuss their children's progress with the teachers. However, the annual reports to parents do not provide sufficient detail in the foundation subjects for parents to be clear about how their children are progressing and what they need to do to improve. The school seeks to work closely with parents and many parents play an active role in the school. Nonetheless, it is evident that a small number of parents do not feel welcome or comfortable in their relationship with the school.



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

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

77. The majority of children under five are in the Nursery class with some children under five in both Reception classes. Most children have at least two terms' education in the Nursery before starting in Reception at the beginning of the term in which they are five. Before they attend Nursery, most children spend some time in the local children's pre-school playgroup based next to the school. Information from baseline assessment over the last three years shows that children's attainment on entry to school in Reception is generally below the County average. Records kept of the children's development in Nursery show that children make very good progress which was confirmed by observations during the inspection. By the time they are five children have made good progress and their attainment is broadly in line with the desirable learning outcomes in all areas. The quality of education and care provided in the Nursery is excellent and overall the quality of provision for under-fives is good. In the Nursery, children make very good progress in language and literacy, and personal, social and emotional development. However, there are significant inconsistencies in the quality of provision provided across Nursery and Reception. These will need to be addressed in order that, from September 2000, all children in the new Foundation Stage have access to equality of provision.
78. Nursery provision has improved since the last inspection with the construction of a new purpose-built unit two years ago. It provides a very well organised and resourced environment for young children. A good range and quality of equipment is provided both indoors and outdoors, although there is scope for developing more imaginative and adventurous resources in the outside area. In contrast, the organisation and quality of resources in Reception are poor and limited use is made of the outdoor areas. Many resources are old and do not provide for progression in learning from the Nursery. For example, the sand and water trays and resources in Reception are of a poor quality.
79. The early years' coordinator has provided a very strong lead to developments in Nursery and Reception. The establishment of the new Nursery class and associated planning and policies provide an example of excellent provision that could be extended across the early years. There has been a significant improvement in liaison and transfer arrangements between Nursery and Reception. There have also been some good developments in the way staff communicate with parents and parental involvement in Nursery and Reception classes. The planning produced to support teaching and learning in the Nursery is of a very high quality. There are also good systems in place to record children's progress. The planning for self-directed learning in Reception is less well developed and, consequently, teaching support is not as focused. The quality of teaching is always good and sometimes very good, and excellent in the Nursery. In Reception, teaching is less consistent and varies between good and unsatisfactory. The coordinator has produced some well thought out plans to improve further the quality of provision across the early years.

## **Personal and Social Development**

80. Children make excellent progress in this area in the Nursery. Significant attention is given in planning to this area of the curriculum especially during the settling in periods. The organisation of the Nursery environment and structure of the day promote independent learning and the children show a high level of autonomy in their behaviour. Staff frequently encourage and support children in making choices, such as deciding how to make a fishing rod and where to find the resources. Children's independence is less well developed in Reception classes and the organisation of resources and routines is not as well developed to support children in making choices.
81. In the Nursery the children choose constructively from a wide range of activities and concentrate well in large and small group situations. They pursue their own interests and become really involved in what they are doing. Children show a lot of interest in each other's ideas and work cooperatively in groups, such as developing a role-play scenario outside using drills made from large construction toys. They are open and welcoming to visitors in the Nursery and readily introduce each other. The teacher and nursery nurse have very high expectations of the children in their care and give each child good attention. They constantly model appropriate behaviour for the children and explain very carefully what children are expected to do and why. Everyone is held in high regard in the Nursery, including parents and other voluntary helpers, and this helps to support the very positive relationships observed. The circle time activities are used regularly to develop the children's ability to work as a whole class and children are very good at taking turns and show respect for each other's views and ideas. The children in Reception take turns in whole class situations, but sometimes have difficulty working in groups because they are unclear about what they are expected to do. Children's health and welfare are considered at all times. For example, they are encouraged to bring sunhats to wear outside at all times.

## **Language and Literacy**

82. Most children make good progress in the area of language and literacy. All staff give significant attention to extending the range of language used by the children. For example, they are encouraged to think of as many words as they can to describe a range of objects and materials. Children listen very well and are confident speaking in a range of contexts, such as helping to take the register in the Nursery. Regular opportunities are provided to develop early phonological and reading skills in the literacy sessions in the Nursery and Reception.
83. By the time they are in Reception, children are making satisfactory progress in reading. They are interested in books and readily express their ideas about a story. They are aware that print is read from left to right and some children are able to recognise a range of words and can read simple books fluently. Children enjoy listening to stories and sit and listen very quietly and attentively. Staff use questions carefully to encourage the children's involvement in the story and to get them to predict the story line. Children regularly take books home both in Nursery and Reception.

84. In the Nursery children are given frequent opportunities to write and staff place significant emphasis on writing for real purposes. The children are, therefore, very keen to write and show initiative in making birthday cards for a friend and in writing to the headteacher to ask for new equipment for the Nursery. Children make good progress in writing their own names, with sensitive individual support from the nursery nurse. In Reception they are developing clear letter formation and are beginning to make good attempts at spelling. They enjoy making their own books, but there are fewer opportunities in Reception for writing for a range of purposes, and the small steps needed in early reading and writing are not planned as carefully as in the Nursery.

### **Mathematical development**

85. Children make sound progress in the area of mathematical development. Regular numeracy sessions help to support their learning although in Reception, tasks are not always well matched to the children's level of understanding. By the time they are five most children can count and recognise numbers to ten and are beginning to count beyond ten. In the Nursery good attention is given to the use of numbers in real contexts and there are displays of numbers in the environment, including examples brought in by the children themselves. In Reception children have made their own labels, such as '4 children in the home corner' and used these as guidance.
86. The children know how to play a range of number games which they can then use independently to consolidate and further develop their learning. In Reception games are available, but the children are not always clear about how to play these and opportunities to develop mathematical skills are, therefore, lost. Good attention is given to the development of appropriate mathematical language in the Nursery, such as where children were carefully introduced to the words 'enough', 'too many' and 'not enough'. These ideas were then developed further through the children's play in organising a picnic for the toy animals.
87. A range of opportunities is also provided for children to explore patterns, shapes and space. Children copy simple patterns well, using wooden beads and cubes. An appropriate range of practical activities is used to support learning in mathematics. Teachers also employ lively approaches to engage the children's interest, such as the use of 'Marmaduke', the bear, to demonstrate counting in Reception.
88. The organisation of mathematical resources and displays in the Nursery positively support children in selecting and developing their own ideas in mathematics and they readily select number puzzles. Computer programs are used well to support this area of learning and were particularly effective when supported by a parent helper. The resources in Reception are less well developed and the children are unable to access important resources such as the number line.

## **Knowledge and Understanding of the World**

89. Children make good progress in their understanding of the world around them and by the time they are five, they achieve at least the desirable level of learning. The very interesting and stimulating range of activities provided in the Nursery encourages children to explore objects, materials and events as a part of everyday activity. The children observe closely and clearly explain their observations. A group of Nursery children explained that they were finding out which objects would float or sink and were making predictions and testing these out with adult support. Teachers make good use of visits in the local area to develop this area of learning. In Reception the children had looked at the school and other buildings and made detailed observational drawings. With adult support they investigated which type of material provided the best support for a ruler. The Nursery children had enjoyed a recent visit to the library and recalled the sequence of buildings that they passed on their journey and expressed their views about the local environment. They represented the journey using a sequence of photographs, wooden blocks to represent the buildings and drew a simple 'map'. In the Nursery children frequently explore and select materials and equipment in the 'creative area', such as making kites by cutting and sticking paper and other materials. They were confident in their use of a range of tools and construction equipment and readily discussed their plans. In some instances the children's ability to use similar materials was less well developed in Reception.

## **Physical Development**

90. Specific lessons for physical development are planned in both Nursery and Reception but these were not observed during the inspection. The plans indicate that good support is provided to help children develop confidence in using both large and small apparatus, bodily and spatial awareness, and both large and fine motor skills. Children make satisfactory progress in this area as demonstrated in their use of the climbing equipment and slide available in the outdoor area in the Nursery. They are also confident in using a range of wheeled vehicles. Their hand-eye coordination develops well. They learn to control classroom equipment appropriately. For example, children use large bricks to construct a wall, assemble and disassemble jigsaws, use pens, felt-tips and paint brushes with increasing control, and use scissors safely and with some degree of precision. They enjoy using malleable materials such as playdough. Children use a range of sand and water tools well, but the range offered in Reception is limited and does not support progress in physical skills.

## **Creative Development**

91. Children are given good opportunities to develop creatively, particularly in the Nursery. By the time children are five, they have achieved the desirable level of learning, and progress in musical skills is particularly good. A range of opportunities for children to develop their imagination through role-play is provided in the Nursery and Reception. In the Reception they work cooperatively to plan the layout of tables in the café and readily take on different roles with supportive intervention

from the teacher. Children frequently use the home corner in the Nursery for role-play and this is well supported by the involvement of volunteer helpers. In the Nursery children have investigated mixing different colours of paint and use this knowledge in their self-chosen work. Regular sessions are planned to teach children skills in using percussion instruments in the Nursery. The staff have very high expectations of what the children can achieve and the children made remarkable progress in learning to play a new song in two parts. Children enjoy joining in singing games in the Reception and join in tunefully with the teacher. Most children clap in time with the tune and change the dynamics in response to the teacher's suggestions. In circle time activities, they are encouraged to touch, feel and describe different objects and materials. The creative area in the Nursery is well used by the children for a variety of purposes and they put considerable thought into their creations which are clearly valued by the staff.

## ENGLISH

92. Overall, the standards achieved in English by most pupils at the ages of seven and nine are average. Results in the 1999 national tests at Key Stage 1 show that pupils make sound progress in the basic skills of reading and writing. This picture is repeated in Key Stage 2. The school test data for Year 4, together with inspection evidence, shows that pupils continue to make sound progress so that many children attain standards which are average. Since the last inspection, the school has successfully focused its efforts on improving the standards achieved in speaking and listening. Pupils now achieve standards which are broadly average by the time they leave the school at nine.
93. When pupils start at the school in the Nursery, their attainment in speaking and listening is slightly below average. In the Reception classes, they make sound progress and demonstrate good listening skills. They listen carefully to their teachers and respond well to instructions. They readily share their news and answer questions in lessons. By Year 2 pupils formulate their own questions, discuss their reading in small groups and express themselves coherently when responding to questions put to them by their teachers. In Years 3 and 4, their language range has developed further and they use correct technical vocabulary in English and in other subjects when talking about their work or answering questions. In one lesson, for example, the pupils talked confidently about rhyming couplets, alliteration and verses when discussing epitaphs with their teacher. Another positive feature of the attainment in Key Stage 2 is the way in which pupils talk with confidence about an area of interest. In the lessons seen, pupils used notes effectively as an aid to speaking to the rest of the class. Most pupils spoke audibly and structured their talk well to engage the interest of their classmates. The other pupils listened very carefully and asked pertinent questions. However, there is scope for further improvement in raising standards of speaking and listening within literacy lessons. Opportunities to collaborate and discuss their work in group time are limited and too often pupils are asked simply to complete an exercise or a worksheet.
94. Attainment in reading is average at both key stages. Throughout the school the pupils develop a good range of reading strategies and they display positive attitudes to reading. In Reception, the children recognise a number of common, simple words on sight, use picture cues, and many self-correct when reading on their own. At the end of Key Stage 1, in Year 2, the great majority of pupils read aloud with fluency and expression. They use a range of strategies to make sense of what they

read and talk about their reading with some confidence. In Year 4, average and higher-attaining pupils read a range of texts fluently and with good expression. They talk with confidence and enthusiasm about their reading. The pupils are developing good research skills. They know how to use the coding system to locate books in the library and to use indices to find their way around information books. A strong feature of the reading in the school is the pupils' ability to recognise words on sight. Pupils make good progress and have a positive attitude to reading where a constructive dialogue has been established with parents who support their children at home, as shown by the reading records.

95. The teaching of phonics throughout the school as a tool for reading and spelling is underdeveloped. Unsatisfactory use is made of the daily 15 minutes in the literacy hour to build up auditory discrimination and to help pupils learn to blend phonemes for reading and segment them for writing. Phonics is too often taught through written exercises or worksheets. A further area for improvement is the use of the library to support learning. While some pupils regularly chose books from the library, others are not fully aware of its importance and rarely make use of it.
96. Overall, pupils make satisfactory progress in writing and, by the age of nine, most write in sentences, use basic punctuation accurately and use writing well for a variety of purposes. Average and higher-attaining pupils spell most common words accurately, make adventurous vocabulary choices and select words for their impact. Standards of handwriting are inconsistent and pupils often do not transfer what they are learning in handwriting lessons to their work across the curriculum. Some writing on display in class books is poorly presented with no evidence of the children having had the opportunity to present their work carefully, except to rub or cross out errors. On the other hand, some work is well presented and this is particularly noticeable when the children have drafted their work on a word processor for publication. In the Reception classes, the children write independently, using the letters they know to form words and sentences. In Year 2, they make good progress and construct a well-ordered story. Spelling is generally good and they make sensible guesses when attempting to spell unfamiliar words, for example, casel for castle. Their work is carefully and neatly presented.
97. Children with special educational needs make satisfactory progress and are well supported by the learning support team. In lessons, where the work is well matched and support is provided, they make good progress. The teaching of pupils with English as an additional language is a strength. In the lesson seen, the teaching was lively and enthusiastic and even the most reluctant pupils respond positively to the warm encouragement to take part. A wide range of approaches, including drama, is effectively utilised to help the children learn and to make good progress.
98. In the lessons observed, 80 per cent of the teaching was satisfactory or better with 35 per cent of lessons judged to be good or very good. In the best lessons the teachers used questions effectively to involve pupils in the discussion, to check on their understanding or to challenge or stimulate their thinking. Where these strategies were used the children responded enthusiastically and were fully involved in the lesson. Where teachers model reading aloud effectively, the pupils are presented with a positive image of reading and this enables them to join in and read with enthusiasm. Also in the best lessons, the pace is good and this results in pupils remaining motivated and interested throughout. In consequence, they make good progress in learning. In these lessons the attitudes and behaviour of the

children is a strength. Pupils listen attentively to their teachers and their classmates and are keen to answer questions.

99. Tasks in group activities have a clear purpose and often involve the pupils in reading and writing independently. In guided reading and writing sessions, activities and texts are generally well matched to the needs of the pupils. The teacher leads the pupils through the activity while providing opportunities to support them in reading and writing independently. For example, in Key Stage 1, the teacher talked the children through a book, introducing new vocabulary and discussing the characters and plot so that the pupils were enabled to read the book for themselves. Similarly, in Key Stage 2, in a guided writing session the teacher worked effectively with a group of pupils needing support in the planning stages of writing a poem so that they could begin to create their own work.
100. In the less satisfactory lessons, the pace is generally slower. Teachers are unclear about the focus of the lesson and fail to share the objectives with the children. Worksheets and exercises are intended to consolidate or reinforce learning, but often fail to do so because the pupils are not sure why they are using them or the worksheets are poorly matched to their needs. Too often, they involve no more than copying and, where this is the case, progress is limited.
101. Classroom assistants are generally well deployed in group activities in the literacy hour. This group of staff is an enormously valuable resource in the school and their work has a very positive effect on standards. In the best lessons, they are used to support pupils while they work using prompts, questions and reminders to enable pupils to read and write independently. The Additional Literacy Support programme is led ably by a classroom assistant. In a minority of lessons classroom assistants are less well deployed in the whole class teaching sections of the literacy hour. They do not fully support the pupils' learning by observing who is taking an active part, or by assisting those pupils who find it difficult to concentrate in these sessions.
102. The subject leaders for English show a good understanding of the areas for further improvement and have a clear set of priorities to develop the subject. These include work with the family literacy programme, the introduction of target setting for writing and the evaluation of all aspects of literacy teaching and learning across the school, not least to eliminate the inconsistencies in the quality of teaching which currently exists.
103. Resourcing for the subject is generally good. The number and range of books in sets for guided reading is a strength. However, there are insufficient resources for teaching non-fiction, particularly at Key Stage 1. The books in the library are of good quality and up-to-date, but there are not enough in some areas such as personal social and health education. An audit to identify gaps should be undertaken as part of the plan to improve the use of the library.

104. Sound progress has been made with implementing the National Literacy Strategy. This has resulted in more structured English teaching and better continuity and progression in planning, teaching and learning across the school from the Nursery to Year 4. There is a consistent approach to planning and the teachers support each other effectively by sharing ideas and resources.

## **MATHEMATICS**

105. The results of the 1999 National Curriculum tests for pupils aged seven years show that the percentage reaching level 2 or above was slightly below the national average and matching the average for similar schools. The results for level 3 are in line with the national average and slightly above that for similar schools. The baseline data over the last three years indicates that pupils' attainment on entry to school is below the County average, although their skills and knowledge in mathematics is better than in other areas of learning. Over the period 1996 to 1999 the pattern of test results in mathematics shows a significant upward trend which is much steeper than the national trend and has brought the school from a low base to match the national average. In Years 3 and 4, the pupils continue to make good progress and the results of other test data show that children of all abilities make at least the progress expected and some rather more. The school's involvement in the National Pilot for the National Numeracy Strategy, and subsequent implementation of the strategy, has greatly contributed to these improvements. The attainment of pupils observed in lessons confirms that pupils make steady progress in Key Stage 1 and that progress is generally good in Key Stage 2.
106. Inspection evidence confirms the test results which show that standards in number and shape, space and measures are higher than in using and applying mathematics and in data handling, although higher-attaining pupils do well on using and applying mathematics. The greater emphasis given to frequent daily practice in the use of mental mathematics has contributed to good standards in pupils' understanding and use of number. Pupils in Year 2 work out multiplication problems set in real contexts, such as 'How many days in four weeks?' and clearly explain the mental strategies they used to work out the answer. There is also a strong emphasis on number in written work. Good planning for the careful introduction and use of specific mathematical language has also supported pupils' ability to express their ideas about mathematics and explain their reasoning. High expectations by teachers have contributed to developing pupils' understanding of the place value of numbers in two, three and four digit numbers in Key Stage 1 and a sound understanding of the four rules of number. Some of the work carried out by average and above average seven year-olds is quite challenging, including early work on fractions, prime numbers, and halving and doubling three-figure numbers. However, some plans are too ambitious and do not allow time for pupils to consolidate new ideas.
107. Pupils at both key stages cover a broad range and quantity of mathematical work. The emphasis on recording in a variety of formats helps pupils to organise and express their ideas. The work in books is generally well presented. In lessons



pupils showed initiative in the way that they approach tasks such as developing a systematic approach to calculating areas of regular and irregular shapes. In particular, lower-attaining pupils in Years 3 and 4 responded well to a practical task involving drawing and measuring the area of shapes, and they achieved above average standards. The school has used analysis of test data effectively to focus on developing work on area and perimeter, and children of all ages and abilities were making good progress. There was less evidence on pupils' work in data handling, although displays in Year 2 showed the good use of ICT, and presentation of bar graphs and pie charts in relation to a traffic survey carried out in work in geography and work on 'What we liked in the playground'. Pupils in Years 3 and 4 had also interpreted more complex data and recorded their understanding accurately, such as 'The graph shows that in the 1<sup>st</sup> half hour she travels 23 kms'.

108. The school has been most successful in the implementation of the National Numeracy Strategy and this has resulted in an improvement in the quality of teaching and expectations of what pupils can achieve. The move away from using one published scheme has resulted in a more appropriate variety of teaching and learning styles. Both teachers and pupils show enthusiasm for mathematics. The clear structure of mathematics lessons promotes positive relationships in class and supports a focused working atmosphere. Pupils' attitude in lessons is generally good or better. They enjoy the challenge of the mental mathematics session when this involves a lively pace and variety of activities, including tossing and catching a bean bag as questions are targeted to individual pupils. In most lessons work is carefully staged so that pupils gradually build up new skills, knowledge and understanding. The pupils are, therefore, secure about what they are expected to do and persevere well with new work. Occasionally, lesson plans are over ambitious and staff, therefore, attempt to introduce too many new ideas within the time available. Good support is provided by learning support assistants for pupils working in groups and those with special educational needs. This helps to ensure that ongoing work is adapted to meet their needs.
109. Teachers make good use of open-ended questions and are positive in their response to pupils' suggestions, building on the ideas they offer to make key teaching points. Questions are used effectively to extend pupils' understanding. A good range of practical activities is used to help pupils develop mathematical concepts and the active style of learning helps to sustain a lively pace and interest in lessons. The use of 'Marmaduke', the bear, to support a counting activity in Reception helps to engage fully all the pupils who show good concentration and delight when Marmaduke is able to count successfully. In the most effective lessons teachers make good use of examples of pupils' work to illustrate teaching points and to maintain high expectations. Planning which allows for a range of outcomes also helps to extend higher-attaining pupils who then achieve more in the lesson. When teachers praise the pupils' successes, this encourages them to participate and become more confident in volunteering their ideas. Pupils generally show an interest in each other's work and cooperate well in groups. They, therefore, learn from each other's ideas.
110. Thorough plans are produced for all lessons and these support teaching well when staff feel confident to adapt them on the basis of their current knowledge of what the pupils understand and can do. Discussion between staff has helped to develop a more flexible approach to the teaching of mathematics and provides an opportunity to share observations of the pupils' learning. Pupils' attainment is not

systematically recorded against key objectives which impairs the effectiveness of monitoring procedures, and results in lack of detail in the reports to parents about their children's progress in mathematics.

111. Parents have appreciated the workshops organised on the National Numeracy Strategy and feel well informed about changes to the teaching of the subject. These workshops and other information sheets provided for parents, such as 'Holiday maths' and 'Helping your child with maths at home' offer useful and relevant ideas for further developing pupils' interest and competence in mathematics. Homework activities are also effectively planned to build on the work in some lessons, such as an activity sheet for Year 2 pupils about measuring the area of irregular shapes such as coins. A group of pupils in lower-attaining Years 3 and 4 mathematics group had become so interested in drawing and measuring shapes on squared paper that they asked to carry on doing these activities at home. This level of involvement helps to ensure that all pupils develop positive images of themselves as mathematicians and make good progress in their learning.
112. Strong leadership and direction has been provided for the subject by the current and previous coordinators. The involvement of one of the coordinators in providing training in the County has ensured that staff are kept up-to-date with current developments and there are plans to involve more staff in further professional development. This should help to develop further staff confidence in producing their own planning. The coordinators are well focused on continuing improvement and aim to raise standards further.

## **SCIENCE**

113. The results of the 1999 National Curriculum statutory assessment by teachers for seven year-olds indicate the percentage of pupils reaching the expected level was similar to the national average. When compared with standards in similar schools, pupils' attainment was also about average. The proportion of children attaining beyond the expected level in 1999 was higher than in most other similar schools.
114. Science was not being taught in Key Stage 1 in the current half term, so it was not possible to observe lessons for seven year-olds. Inspection evidence, based on looking at teachers' plans, children's work and discussion with children, indicates that the seven year-olds' achievements this year match the standards expected nationally in most aspects of science. They have covered a wide variety of topics. The children talk well about the work they have been doing. They clearly describe, for instance, how they have joined up a circuit, made observations about the growth of a broad bean and found out what plants need to survive and flourish. They are very aware of the dangers of electricity. The attainment of the nine year-olds who

are about to transfer to the middle school also matches the expected levels in most aspects of science. These pupils have been studying a good range of topics, such as 'magnetism', 'friction', and 'solids, liquids and gases'. They carefully carry out simple investigations and are well aware that tests need to be fair. As a result of their practical work the pupils have a good understanding that not all metals are magnetic, for instance, and they are developing a firm understanding of scientific ideas such as friction and air resistance.

115. Throughout the school, the written work indicates that the pupils' skills in recording their experiments are weak. This was also a finding of the previous inspection. Recording of work at Key Stage 1 relies very heavily on the completion of worksheets and this limits the pupils' opportunities to use their writing skills in science. At Key Stage 2, the skills of recording are not being systematically taught across all classes with the result that children do not have a clear understanding of how to write a report of a scientific experiment.
116. Teaching of science of the eight and nine year-olds is good overall. Teachers plan their lessons well, explain the aim of the lesson to the pupils, make a point of using scientific language and present the work in a way that attracts and holds the pupils' interest. In one good lesson where pupils were investigating the strength of different magnets, the teacher's well-structured introduction, building on previous work, meant the pupils set about their experiments with excitement and curiosity. They carried them out carefully and recorded their work accurately. The teacher used questions well to extend the pupils' understanding, skilfully making sure that the questions were appropriately targeted at individuals. They made good progress. In the most successful lessons, the teachers' good subject knowledge enabled them to explain the underlying scientific principles clearly to the pupils. There were enough resources for the pupils to work in small groups and thus participate fully in the work, and a time limit was set for each part of the lesson. As a result, they remained keen and very focused on the task. However, opportunities for pupils to become more independent in their learning are sometimes lost when only the teacher decides what question to investigate or what evidence to collect. So, the pupils play little or no part in this thinking and it limits the progress they can make in the development of their scientific skills.
117. Teachers know the pupils well and have a general view of what the pupils know and understand and what progress is being made. They sometimes give feedback on learning to pupils on an individual basis or within a plenary by asking them to think about what they have learned, and when this happens the pupils consolidate their understanding and are clearer about how well they have done. The marking of written work in science is usually very cursory and gives pupils little indication as to how well they have done or how to improve. There is little assessment of pupils' progress other than informal monitoring and teachers do not keep any written records. At Key Stage 1 the pupils' work gives some indication of progress, but this is not the case at Key Stage 2 where the work is stored untidily, mixed with other subjects and in no particular order. The school is aware that monitoring of progress in science needs to be improved, and teachers have begun to collect samples of pupils' work which they assess together. However, understanding of national curriculum requirements for science is insecure and the levels awarded are not always accurate.
118. The school has improved the planning of the science curriculum since the last inspection, but there is still further work to be done if the pupils are to make as much

progress as they can. At present in Key Stage 1, pupils often study no science for more than three months at a time and this limits the development of their skills of investigation. For example, a number of children of average ability now in Year 3 do not have a clear understanding of how to make a simple prediction. They change the prediction if their observation does not match it. The school has recently adopted the Qualifications and Curriculum Authority (QCA) scheme of work throughout the school, but this is not being implemented in a way which systematically develops pupils' understanding of testing procedures.

## **ART**

119. During the inspection, only a small number of art lessons was seen. Judgements are based also on discussions with teachers and pupils, scrutiny of the school's documentation and an extensive sample of the pupils' work in their portfolios and on display in classrooms and around the school.
120. Pupils' attainment by the end of Year 2 and by the time they leave the school aged nine is above the standards expected of pupils of these ages. In the last inspection, there was insufficient evidence of work in three dimensions and textiles to make judgements. During this inspection, there were good examples of these aspects of art in classrooms and around the school. Throughout the school, pupils make good progress in a range of practical activities including painting, printing, pattern making, computer-aided design, collage, and three-dimensional work in paper, textiles and clay. Through these activities, they learn how different effects can be created. Their drawing skills are less well developed and the older pupils make insufficient use of sketchbooks to improve this aspect of their work.
121. Pupils' ability to observe and record their experience with imagination develops well. In Key Stage 1, pupils use paint imaginatively, for example, when creating images in bold colours. In Year 1, pupils know how to blend colours to create interesting effects. They use the work of a local artist to observe carefully and to develop their understanding of composition when painting pictures of the seaside. They also show excitement and enthusiasm when learning how to use a range of materials, such as sand, wool and textured paper in their pictures.
122. Throughout the school, the pupils develop a growing understanding of the style and technique used by other artists. This was evident in the pictures and sculpture displayed around the school based on the work of Picasso. Pupils show good control over materials and vary tone and mix colours effectively. In a Year 4 lesson, pupils made good use of the work of Klimt when using pastels to create a woodland background for their pictures. They also thought carefully when using cutout paper overlays to create an impression of distance and depth in their pictures. The pupils in this lesson explained confidently how they were creating these images. Other pupils in Year 4 also spoke with enjoyment and pride about work they had done using clay and in computer-aided design.
123. The quality of teaching in the two lessons seen is good. The lessons are well prepared and pupils are given opportunities to make decisions for themselves as well as being introduced to new techniques and materials in a well-ordered way. Teachers' subject knowledge is good. This enables them to plan effectively and set high expectations for pupils' work. They assess the pupils' work well and use their assessments to help the pupils to improve their work and extend their learning. For example, in the Year 1 lesson, the pupils were encouraged to note the effects that

their use of colour and line had in representing seascapes. They were able to comment on the success of both their own and others' work. The school makes good use of visiting artists to enrich the pupils' experience in art and make links with other subjects. For example, the pupils have used mixed media successfully when using wax resist techniques in work connected with a mathematics project.

124. In the last inspection, it was noted that there was no clear overview of how the elements of art should be systematically introduced and developed. The school has improved this aspect of planning and is developing a clearer view of how skills should be built upon to ensure a balanced experience throughout the school. However, there is still more work to be done to support teachers in developing pupils' learning in a well-structured way across the range of materials and processes. The coordinator has good plans to make use of the national scheme of work to provide further guidance for teachers on the introduction of content and the expected progression of pupils' learning.

## **DESIGN AND TECHNOLOGY**

125. During the inspection one lesson at Key Stage 2 was seen. Due to the organisation of the curriculum into half-term projects no D&T lessons at Key Stage 1 took place during the period of inspection. Judgements are based on discussions with teachers and pupils, sampling work on display in classrooms and around the school, and analysis of the school's documentation.
126. Standards in D&T are average at both key stages. By the end of Key Stage 1 and by the time the pupils leave the school aged nine, they make sound progress in developing their capabilities to design and make. This is similar to the findings reported in the previous inspection.
127. At Key Stage 1 pupils learn to cut, shape and form a variety of materials well to model their designs. For example, they know how to sew felt to make glove puppets and to construct climbing frames using construction kits, art straws and reclaimed materials. Design drawings indicate a good understanding of the basic characteristics of play structures. They also show good imagination and the capacity to invent and respond creatively to a clearly defined design brief. Pupils are developing a sound understanding of the design process. In discussion, the pupils' grasp of technical vocabulary is less secure and they are not sure about the names of the tools and equipment they have used. The range of tools used by the pupils is limited. For example, Year 2 pupils do not use junior hacksaws.
128. At Key Stage 2 pupils make sound progress in developing basic skills through a broad range of designing and making activities. They use simple tools and equipment safely and sensibly, for example, to score card when constructing cube nets in a focused practical task, in preparation for designing their own packaging ideas. They are acquiring sound understanding of how products are developed. Wooden picture frames show that pupils measure, cut and join wood strip accurately and they use knowledge and skills learned in art to very good effect when decorating the frames. Models using pneumatic control and levers indicate that pupils are making sound progress in learning about simple mechanisms. However, few pupils are able to recall the correct terminology when asked.
129. Although no teaching was seen at Key Stage 1 it is clear from the work on display

and evidence available that teaching successfully fosters pupils' creativity at both key stages. The range of models seen and designs displayed reveal that basic skills are taught well and this enables pupils to confidently explore and develop their own designs. Pupils' own ideas are valued and encouraged, and this is a strength of the provision.

130. At Key Stage 2 teaching is satisfactory. In the lesson seen the activity was well matched to the intended learning, and good organisation and management of practical learning ensured that all pupils made sound progress in learning a new practical skill and in developing their understanding of how packaging is designed. In discussions, pupils show positive attitudes to designing and making. They are keen to explain what they have made and why they have designed their models in particular ways. In particular, the pupils respond confidently and well to opportunities to be inventive and creative. In the lesson seen they collaborate well, take care with tools and swiftly clear up without fuss.
131. Subject leadership is jointly shared by two teachers representing each key stage. This works well in terms of ensuring that pupils experience a coherent sequence of designing and making throughout the school but, at present, standards and quality of teaching are not evaluated formally and systematically. The main subject leader is alert to opportunities to enrich pupils' learning, and each year the school takes part in a large project centred on the high school.
132. The scheme of work of work set out by the QCA has been adopted by the school. This is being used effectively to provide a framework for short-term planning.
133. Display is well used to celebrate pupils' achievements in D&T. A good start has been made with using new computers for designing models, for instance, vehicles. This is a recognised area for further improvement. Resources are adequate overall, but there is a need to extend the variety of tools and equipment so that the planned curriculum can be taught to its full potential. Published resources in the library to support teaching and learning in D&T are limited.

## **GEOGRAPHY**

134. These findings are based on the observation of three lessons at Key Stage 1, a planned discussion with the subject leaders, informal discussions with other staff, observations of groups of pupils, work samples from each key stage and a scrutiny of the school's documentation.
135. By the end of Key Stage 1, standards broadly meet the national expectations for seven year-olds. Pupils have acquired a broad understanding of the local and regional area through a range of visits and work outside in the local area. Pupils make sound progress with developing geographical skills by working with plans, maps and different kinds of photographs. However, too few pupils achieve at higher levels across the key aspects of geographical knowledge, understanding and skills. For example, they do not readily compare features and locations, and their ability to ask as well as answer geographical questions is underdeveloped.

136. No judgement can be made about standards attained overall by pupils at Key Stage 2 due to the limited evidence available. In the small sample of written work seen, the quality of the presentation is unsatisfactory.
137. Pupils' attitudes vary across Key Stage 1. Across Year 1, pupils have very positive attitudes where the experiences provided encourage them to talk about their work, study in groups and be active geographers. Pupils work confidently and creatively show well-developed social skills, and they are very well behaved. In Year 2, some pupils' attitudes to their learning are less positive. Although they work diligently at their tables, their concentration and behaviour is weaker during listening sessions, sitting as a whole class on the carpet. Pupils across the school show little pride in their written work in geography.
138. The quality of teaching at Key Stage 1 varies between good and unsatisfactory. This variation is largely because the jointly used plans are insufficient to meet the needs of all the age and ability range. The more successful teaching results from the plans being refined to suit the needs of the class being taught. In these lessons, expectations are suitably high, explanations are clear and the pupils work productively. Time is well used and a sensible balance between listening and doing is maintained. This encourages a much deeper level of interest in the pupils, who talk readily and expertly about the features in photographs and apply them to their maps. Positive attitudes to their learning are so well developed that younger pupils in the key stage, when given the choice, enthusiastically finish their work in detail before choosing a play activity.
139. Structured role-play activities are provided at Year 1. These also make a significant contribution to the interest and progress that the younger pupils make. This is because pupils practise using and extending their geographical language as well as developing their social skills. The adult support here is particularly effective, modelling appropriate language and providing a positive role model.
140. The subject leaders work diligently to produce plans for joint use and the quality represents a significant improvement since the school's last inspection. Plans now reflect closely the requirements of the National Curriculum and many worthwhile opportunities for study outdoors in the local area and region are provided.
141. However, the approach to planning does not successfully provide for pupils to make progress from one study to the next or from one year to the next. In addition, the varied interpretation of plans across the team using them does not ensure that all pupils in one year group enjoy a similar geographical experience. Expectations for the older pupils are too low and the use of assessment to inform planning is weak. This is reflected in the poor quality of reports to parents which do not provide a clear indication of what has been achieved and whether this is good enough. Evaluating the effectiveness of the provision by subject coordinators has not yet been established.

## HISTORY

142. Five lessons were observed across the school during the inspection. In addition, samples of pupils' work and school documentation were scrutinised. Planned discussions were held with the subject leaders and informal discussions were held with pupils in both key stages.
143. By the end of Key Stage 1 standards in history are below the national expectations for seven year-olds. Although pupils demonstrate an awareness of simple differences between the past and present, they also demonstrate confusion about simple features of everyday life. Pupils gather straightforward information from pictures and photographs, for example, during their study of holidays at the beach, but they have little grasp of its relevance. Pupils' understanding of time passing is also weak. This slows the progress they make in Year 3. However, by the end of Year 4 standards broadly match the expectations for the age group. In their study of the Romans, pupils are starting to find relevant information from sources in order to answer questions about the past. Some readily identify ways in which the past has been represented, for example, when examining different images of Boudicca. Too little achievement at the higher levels of history is apparent, and pupils' factual knowledge and understanding linked to the periods of history that they have studied is a weakness. Overall, pupils' ability to produce structured work is underdeveloped and the presentation of their written work is a weakness.
144. Pupils across the school demonstrate positive attitudes during their historical studies. They get on well with each other, listen carefully to their teachers and try to work productively. Some older pupils demonstrate excellent attitudes to their work, showing very high levels of concentration and effort. They also work with spirit and enthusiasm, searching to understand, for example, what kind of leader Boudicca was and why she acted in the way she did.
145. The quality of teaching is variable across both key stages. It ranges from very good to unsatisfactory. This is mainly because the plans overall are insufficient to meet the needs of all the age and ability range of the key stage for which they are designed. Subject leaders carefully produce key stage plans for joint use but they do not assist in interpreting these plans with the class teachers to identify suitable approaches and methods for teaching. The more successful teaching comes about when the plans are refined to suit the range of needs across the class being taught. In these lessons, the teaching and learning objectives are carefully focused, expectations are suitably high, explanations are clear and the pupils work productively. Time is well used and the type and range of tasks maintain pupils' interest as well as furthering their historical knowledge, understanding and skills. The effective deployment of learning assistants varies from class to class. When they are effectively deployed, there is a clear reason for the support they are providing, for example, at Year 4, where some pupils' writing skills are still developing. The support provided for a lower-attaining group enables them to work at the same level of historical enquiry as the rest of the class without their weaker writing skills hindering their progress.
146. Planning has improved since the last inspection to meet the requirements of the National Curriculum. Many worthwhile field visits are made to enrich the curriculum and to bring the subject to life. However, the approach to planning does not successfully provide for pupils to make progress from one study to the next or from



one year to the next. Expectations across the range of pupils are too low and the use of assessment is weak. This is reflected in the unsatisfactory quality of reports to parents which do not provide a clear indication of what has been achieved and whether this is good enough. Monitoring the provision by subject coordinators in order to evaluate its effectiveness has not yet been established. These features represent significant areas for improvement.

## **INFORMATION TECHNOLOGY**

147. In the previous inspection standards in ICT were judged to be well below the national standard. Good progress has been made with this key issue. New hardware and software has been recently purchased, a computer room with 12 high specification machines has been established, a policy statement has been developed and the school has adopted the QCA scheme of work, which provides a coherent curriculum framework. Standards of attainment in ICT are average at both key stages.
148. All pupils have programmed opportunities to use the information technology room to develop their skills in the subject. At Key Stage 1 pupils use a mouse well to control the cursor on screen, they confidently move components about by clicking and dragging to design, for example, a room in the 'My World' program. Higher-attaining pupils competently alter the size and style of the writing by using the menu to change the font. The majority of pupils know the procedure for saving and printing their work. Displayed work shows that pupils are making sound progress in learning to word process, to present creative writing, for instance, and to load data and present it either as a graph or a chart. Graphic work indicates that pupils control a range of tools effectively to create attractive images. Year 2 pupils have successfully designed vehicles for D&T using a graphic program. Photographic evidence indicates that pupils have been learning to control a floor robot. At Key Stage 2, pupils have a sound grasp of word processing and higher-attaining pupils successfully create labels within a box, design on screen, and investigate a range of data by representing it in a variety of forms. Graphic skills are being further developed, and wallpaper designs, for example, show that pupils know how to create repeat patterns. Pupils are beginning to learn how to send and receive messages using e-mail. To date, little use is made of the Internet to access information. Pupils with special educational needs make good progress. They are very well supported and respond positively to clear guidance and sensitive support.
149. Teaching is at least satisfactory and it is good where teachers have the secure subject knowledge. The best teaching occurred when the learning objectives were made plain to the pupils, correct technical vocabulary was emphasised and there was good awareness of individual needs combined with the skills and understanding needed to overcome hitches and to troubleshoot when pupils had problems. As a result pupils make sound progress in developing their confidence and capability in exploring and using a range of ICT tools. Organisation and management are always good and this ensures that very efficient use is made of the half-hour timetabled lessons. Praise is effectively used to celebrate

achievements and to encourage pupils to go further. Where teachers are less confident, they are very well supported by clear planning and classroom assistants who work closely alongside them. Activities are well chosen to engage the pupils' interest and to develop their understanding progressively. The planning structure is sufficiently robust to ensure that a temporary teacher, with the support of a capable classroom assistant, was able to maintain the planned programme of ICT education.

150. All pupils have very positive attitudes and respond very enthusiastically to opportunities to use ICT. They listen well to instructions and persevere to complete tasks. During the early part of the inspection week the temperature in the computer room was exceptionally hot. Nonetheless, all pupils stayed attentive and behaved very well.
151. The coordinator has taken a strong lead in improving standards and provision for the subject. She has led by example and ensured that all teachers are clear about what they need to teach. Good support and guidance is provided to teachers who lack subject knowledge and/or confidence. A programme of professional development is in place so that all teachers are able to build up their own capability and to increase their familiarity with the available resources. A comprehensive policy underpins the development of the subject. The coordinator has a clear view of the strengths and further areas for development. Through her energetic leadership, ICT is well placed to improve further.
152. ICT is an ongoing priority for improvement. Using the National Grid for Learning funding, the school has created a very good resource which is being well used. Good progress has been made with teaching basic skills and identifying opportunities for using ICT as a tool in other areas of learning. This is an identified area for future development. At present, the computer room becomes too hot because the twelve machines are switched on all day. The school has plans to install air conditioning in the near future so that the conditions for teaching and learning are greatly improved.

## **MUSIC**

153. During the inspection, too few lessons were observed to make secure judgements about the attainment of pupils in music at the end of Key Stage 1 or at Key Stage 2. However, it is clear from the evidence that in both key stages the pupils' capacity to listen and respond to music is a strength. Children in Reception listen attentively to an extract of recorded music and mark the pulse accurately. In Year 1, pupils clearly describe how the music makes them feel. In Year 4, they listen carefully to a story read by the teacher and create an accompaniment using a range of percussion instruments.
154. Across the school, pupils sing in music lessons, in games outside and in assemblies. Their singing is generally quite tuneful but quiet. When playing instruments, pupils demonstrate good control and rhythmic awareness. In Year 3, pupils cooperate well and discuss their ideas and use graphic symbols as a score. They perform their compositions with some enthusiasm.
155. All the teaching seen was satisfactory and one lesson in Key Stage 2 was good. Where teachers are clear about the objectives for the lesson and sequence the activities appropriately, lessons are effective. The pupils make progress and little

time is wasted. In the best lessons, teachers ensure that as many of the pupils as possible are actively involved. When this happens, the pupils respond enthusiastically, progress is good and they enjoy the experience. Another effective teaching strategy observed was responding to pupils' compositions by providing good feedback to the performers and making teaching points. As a result, pupils modify and improve their work and make good progress in their learning.

156. The main weakness lies in teachers' lack of confidence which is due to poor subject knowledge. Without it, teachers find it difficult to give accurate feedback to pupils, to illustrate their teaching with examples, to respond to questions or to lead by demonstrating what is expected.
157. The quality of teaching is similar to the last inspection when most of the teaching was judged to be satisfactory and sometimes good. However, there have been improvements in other areas. Better use is made of music in assemblies, the quality of singing is improving and a wider range of extra-curricular activities is provided. They now include a music club, a singing club, recorder teaching and a guitar group led by an enthusiastic volunteer. None of these activities was seen during the inspection but since some are oversubscribed it suggests that they are popular. Also since the previous inspection, the school has purchased a commercially produced scheme to support teachers who are not music specialists. This is currently being used in Key Stage 1, but it is too early to say how effective it is in this respect.
158. The greatest improvement since the last inspection is in the number and quality of resources. The school now has an impressive range of good quality tuned percussion, including xylophones, chime bars, metallaphones and untuned percussion such as drums and tambourines. These are stored in two resource areas which can be used for music teaching. Also housed here are a piano, equipment for playing pre-recorded music and music stands. In addition, each class has a box of instruments containing enough for all the pupils to have one. These have been acquired as a result of parents and friends generously donating vouchers to the school.
159. The teachers responsible for music are enthusiastic about the subject and keen to raise its status in the school. They have written a development plan which includes implementing the new scheme fully and improving staff confidence and expertise.
160. Given the enthusiasm of the key staff and pupils and the number and quality of resources in the school, there is clearly much potential to improve the provision for music in the school.

## **PHYSICAL EDUCATION**

161. During the inspection it was only possible to see lessons in games at Key Stage 1, and in athletics and dance at Key Stage 2. In addition to these lessons, judgements are based on discussions with pupils and teachers, scrutiny of the school's documentation and teachers' lesson plans, and records of pupils' achievements in athletics.

162. Raising standards in PE in Key Stage 1 was a key issue for improvement in the last inspection. The school has implemented the action plan for this key issue effectively. All aspects of the PE curriculum are covered during the academic year and, in the lessons seen, pupils achieve standards in line with those expected for their age.
163. Throughout the school, pupils show increasing levels of coordination, mobility and stamina. Pupils in Key Stage 1 make satisfactory progress due to the way their teachers focus on the development of basic skills, such as making use of space, and throwing and catching. In their warm-up activities, they run and jump with confidence and change the speed and direction at which they travel. Pupils in Year 1 develop their ability to pass and receive successfully by using beanbags, quoits and balls. They are given increasingly challenging tasks which result in most pupils showing developing coordination in their control of a ball, and the higher-attaining pupils being able to throw with accuracy and catch reliably.
164. In dance lessons, pupils in Year 3 are developing increasing control of the basic actions of travelling and turning. They change the speed and direction of their movements in response to music and they are improving coordination and balance by exploring contrasts between movement and stillness. They are learning how to work together by performing a simple series of linked movements in small groups and refining these through discussion and trial. Both boys and girls take part with energy and enthusiasm in their country-dances. This is an improvement on the last inspection when the behaviour of some children in these lessons was unsatisfactory. In Year 4, pupils develop their techniques for running over short distances, and improving their agility with changes of pace and direction. The ten-step athletics programme is used effectively to help pupils measure and improve their own performance. At Key Stage 2, pupils have opportunities to take part in a range of team games. Several after-school clubs are run for the oldest pupils, including football and uni-hoc, and there are plans to introduce tag rugby and kwik cricket. These clubs are well attended and enrich the pupils' physical development.
165. Throughout the school, the quality of teaching is generally satisfactory and there are examples of good teaching. This is an improvement on the last inspection, when much of the teaching was found to be unsatisfactory. Lessons are generally well structured and include warm-up, and individual and small group activities where appropriate. This allows pupils to take increasing responsibility for improving their own performance and encourages them to be aware of the needs of others in their use of space. The pupils are prepared for a prompt, purposeful start to the lesson by reminding them of the previous week's work and ensuring that the explanation of tasks is brief but clear. Pupils have opportunities to observe each other's work but, in some lessons, there is insufficient use of pupil demonstrations to draw out the essential elements of successful performance and build on existing attainment.
166. The subject leader is new to the school, but has already developed a good view of the subject across the school. She has made good use of her release time to compare the current curriculum with the revised requirements and she has begun the process of revising the policy and long-term plans for PE. She plans to work with the County adviser to provide improved guidance, based on the national scheme of work for teachers' lesson planning. Resources are generally adequate to meet the needs of the curriculum, although more small games equipment is needed, such as a suitable range and quantity of balls, to ensure that all children are purposefully active throughout lessons.

## RELIGIOUS EDUCATION

167. These findings are based on the observation of two lessons, a planned discussion with the support subject leader, informal discussions with other staff, work samples from each key stage and a scrutiny of the school's documentation.
168. In the few examples of work seen, the standard attained by pupils in RE in both key stages is below that expected in the locally agreed syllabus. At Key Stage 1, pupils are introduced to Christianity and other major world religions through story and the lives of other children. By Key Stage 2, pupils learn to link religious objects appropriately within their studies and are developing an understanding of some of the symbols representing different aspects of the religions they have studied. However, pupils have too little knowledge and understanding beyond the foundation level of the syllabus. This indicates that progress is unsatisfactory.
169. In the lesson observed at Key Stage 1, pupils demonstrated difficulty in listening to a religious story and showed little understanding of its meaning. Their general skills of investigation, interpretation and communication also showed limited development. Their ability to relate well to each other and exercise empathy through the story was weak. In the lesson observed at Key Stage 2, pupils' understanding was at the basic level of the syllabus. They were beginning to describe some of the aspects of Hindu worship. Their application of the general skills was developing satisfactorily through the syllabus. This was shown to good effect at Year 4 where pupils observed accurately, listened carefully and asked sensible questions during their study of Hindu worship.
170. The attitude of pupils to learning about RE varied considerably in those lessons seen. Younger pupils observed during a lesson do not yet convey respect for alternative ways of living and believing. In a lesson at Key Stage 2, pupils have a very positive disposition and relate well to other points of view and other ways of life. This is largely due to the good role modelling and confidence of their teacher during the lesson.
171. Teaching quality varies from good to unsatisfactory in those lessons observed. Where teaching is good, the atmosphere created in the classroom was very positive, encouraging pupils to reflect on their learning, to ask and answer questions, and to collaborate with friends. The planning is effective in achieving the objective for learning. The resources used in the lesson and on display for other lessons are interesting and help to stimulate deeper thinking. When teaching is less successful, too much information was given for pupils to understand, and the teaching strategies used did not successfully develop the objectives for learning. Consequently, pupils lost interest and the focus of the teacher was diverted towards managing the pupils' behaviour.
172. The subject leaders reproduce the County's planning suggestions as key stage plans for joint use, but do not effectively support colleagues across each key stage. Monitoring the provision in order to evaluate its effectiveness has not yet been established and, although the plans are detailed, the interpretation of them is broad. As a consequence, the approach to planning does not successfully provide for pupils to make progress from one study to the next or from one year to the next. As

a result of the slow progress made by the pupils at Key Stage 1, work at Key Stage 2 is pitched at the basic level of the locally agreed syllabus. The use of assessment is weak. This is reflected in the annual reports to parents, which do not provide them with a clear indication of what their child has achieved and whether their progress has been good enough.