

# INSPECTION REPORT

## **MAYFIELD PRIMARY SCHOOL**

**Oldham**

LEA area: Oldham

Unique reference number: 105639

Headteacher: Mrs C. Taylor

Reporting inspector: Mr G.J. Yates  
[2465]

Dates of inspection: June 5<sup>th</sup>-9<sup>th</sup>, 2000

Inspection number: 190046

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: 3-11

Gender of pupils: Mixed

School address: Mayfield Road,  
Derker,  
Oldham.

Postcode: OL1 4LG

Telephone number: 0161 624 6425

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Appropriate authority: Governing Body

Name of chair of governors: Mr B. Mitchell

Date of previous inspection: October 14th, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G.J. Yates	Registered inspector	Mathematics; Music; Physical education; English as an additional language.	How high are standards? - The school's results and achievements;
Mrs C. Wild	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr A.V. Calderbank	Team inspector	Science; Art; Design and technology; Information technology; Religious education; Special educational needs.	How well are pupils taught? How well is the school led and managed?
Mrs J. Watkins	Team inspector	Provision for the under-fives; English; Geography; History; Equal opportunities .	How high are standards? - Pupils' attitudes, values and personal development. How good are the curricular and other opportunities offered to pupils?

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London WC2B 6SE.

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

### **INFORMATION ABOUT THE SCHOOL**

Mayfield Primary School is an average sized primary school. It serves the Derker area of Oldham and there is significant social and economic disadvantage in the catchment area of the school. There are currently just under thirty pupils attending the nursery or members of the reception class who are under the age of five. Assessment of children's attainment on entry to the Nursery shows that it is well below the levels typical for their age. Currently 212 pupils attend the school. There is significant pupil mobility with around 30% of the current Year 6 having attended the school for less than four years. The percentage of pupils on the register of special educational needs is above average at 32%. Two pupils have statements of special educational need. The percentage of pupils eligible for free school meals, currently 34%, is above average and 65% of pupils receive clothing benefit. The school aims to stimulate children to do their best.

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

Standards in English, mathematics and science by the age of eleven are well below the national average. However, from a very low starting point on entry to the school pupils' progress and achievements are satisfactory overall. Under the effective leadership of the new headteacher the school has been given a new sense of direction and standards at the end of Key Stage 1 have improved already. During the week of the inspection teaching was good overall. The school is giving satisfactory value for money.

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

- The school is well led by the headteacher.
- The pupils are provided with a wide range of learning experiences.
- Relationships between pupils and between staff and pupils are very good.
- Provision for pupils' spiritual, moral, social and cultural development is of good quality.
- The pupils behave well and have good attitudes towards learning; this makes a good contribution to the satisfactory progress they make.
- There are effective links with parents and the community.
- Children settle in very well in the Nursery.

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

- The quality of pupils' writing.
- The use the school makes of information about pupils' achievements.
- The speed with which pupils use their mental skills in mathematics to work out the answers to problems.
- The standards in the modelling and control aspects of information technology.
- The quality of teachers' marking, particularly the guidance given to pupils about how their work might be improved.

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

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

The school was last inspected in October 1996. Satisfactory progress has been made in addressing most of the issues raised in the last inspection report. The introduction of schemes of work and improved planning in design and technology, geography, history, and religious education has improved standards up to a satisfactory level. However, whilst the introduction of a scheme for information technology has improved standards in word processing and also the way information technology is used to support the curriculum, other aspects are less well developed. Subject co-ordinators are now more involved in monitoring teachers' planning and developments in their subject areas.

The school's behaviour policy has been reviewed thoroughly and is applied consistently throughout the school. As a result, pupils behave well. During the week of the inspection all lessons started promptly and time was used well. Governors now have a better view of what is going on in the school. For example, they are linked to classes and are fully aware of the school's strengths and weaknesses. The school has maintained its involvement in the School Improvement Project. Strategies have been put in place to raise standards in literacy and the effects are beginning to show with improved standards at Key Stage 1.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E*	E	E	D	Well above average A Above average B Average C Below average D Well below average E Very low E*
Mathematics	E	E	E	D	
Science	E	E	E	D	

Over the past four years the performance of pupils in English, mathematics and science was well below the national average. The school has set targets for 45% of pupils in English and 50% in mathematics to achieve Level 4 in the year 2000. These targets are appropriate, given pupils' previous attainment. Inspection evidence shows that the school is on line to meet these targets.

Standards of work in English, mathematics and science by the end of Key Stage 2 are well below average. Writing standards are unsatisfactory and pupils do not work out the answers to problems quickly enough in mathematics. Year 6 pupils are not given enough opportunities to carry out scientific investigations for themselves. Progress in these aspects is unsatisfactory. Standards have been adversely affected by an above average number of pupils with special educational needs in the age group and by pupil mobility. Evidence gathered shows that pupils in this age group who have attended the school for the last four years have made progress in line with that expected nationally in English and mathematics from their low attainment at the age of seven. By the age of eleven, pupils have good levels of skill in using the Internet but overall standards in information technology are below the national expectations. Pupils' achievements in all other subjects are in line with those found in most schools.

By the end of Key Stage 1 standards in mathematics and science are broadly in line with the national average. Pupils achieve below average standards in English. Standards in information technology, religious education and all other subjects are in line with the national expectations for the age group. These improvements from the standards they achieved as five-year-olds show that the strategies the school has put in place are effective.

From a very low baseline on entry children make satisfactory progress overall in the Nursery and Reception classes but they have not caught up by the age of five and do not achieve the expected standards in language and literacy, mathematics development and in their knowledge and understanding of the world. Very good progress is made in their personal and social development and most achieve the expected standard by the age of five in this area.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show a good level of interest in all that they do.
Behaviour, in and out of classrooms	Good. Most pupils respond well to the school's positive approach to the management of behaviour.
Personal development and relationships	Good. Older pupils help to care for children in the Nursery. Most pupils get on very well together. They are polite to visitors and make them feel very welcome.
Attendance	Below the national average. A few pupils have a poor attendance rate and a significant minority have too many days off school.

During the week of the inspection there was no evidence of any oppressive behaviour.

## TEACHING AND LEARNING

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

*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.*

During the week of the inspection teaching was satisfactory or better in 98% of lessons seen and good in just over 50%. Teaching was very good in 6% of the lessons. Though 2% of lessons were unsatisfactory, this is a significant improvement from that found at the time of the previous inspection, when teaching was found to be unsatisfactory in nearly 20% of lessons. Taking into account evidence from pupils' work completed this academic year, the overall judgement in all key stages is that teaching is satisfactory. In all classes pupils are well managed. Teachers have a clear grasp of the National Literacy and Numeracy Strategies. Pupils with special educational needs are provided with appropriate learning opportunities.

The quality of learning is satisfactory overall. During the literacy and numeracy sessions pupils are taught the necessary skills to become numerate and literate but do not put these into practice in some of the work they do. The introduction of a more structured approach to the teaching of phonics is beginning to have a positive effect on the quality of learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with a good range of learning opportunities. Homework and out-of-school clubs make a positive impact on pupils' progress.
Provision for pupils with special educational needs	Satisfactory. The school now identifies at an early stage those pupils who have special educational needs.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are given meaningful opportunities to help with the smooth running of the school. Provision for pupils' spiritual, moral, social and cultural development is of a good quality.
How well the school cares for its pupils	Appropriate procedures are in place to ensure the welfare, health and safety of all pupils. Procedures for assessing pupils' work are satisfactory but the school does not use this information effectively to set targets for improvement.

The new headteacher is developing a good partnership with parents. Parents are encouraged to play an active part in the life of the school. They are kept well informed about all events.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and has already put in place strategies to raise standards. She is well supported by the deputy headteacher and has given increased responsibility to curriculum co-ordinators in managing their subjects.
How well the appropriate authority fulfils its responsibilities	The Governing Body is involved in setting targets for school improvement. Legal requirements are met.
The school's evaluation of its performance	Satisfactory. Test results are analysed but as yet the information is not effectively used to set targets set for future improvement. Systems for monitoring the effectiveness of teaching and learning are satisfactory overall.
The strategic use of resources	Most resources are used well, except the library.

The school is appropriately staffed. The internal accommodation is well cared for and provides a good learning environment, which is in stark contrast to the uninviting exterior of the building. The school has already started to improve the external environment. Value for money is obtained on purchases.

## 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>• Children enjoy coming to school.</li><li>• They would feel comfortable in approaching the school with any problems.</li><li>• The school works closely with parents.</li><li>• The way the school is now promoting pupils' confidence.</li></ul>	<ul style="list-style-type: none"><li>• The standard of pupils' behaviour.</li></ul>

The inspection team agrees that pupils do enjoy coming to school. The headteacher is very keen to work closely with parents and to make them feel welcome. During the week of the inspection pupils behaved well.

## **PART B: COMMENTARY**

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

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

1. From a very low starting point on entry to the school pupils' progress and achievements are satisfactory overall.
2. Children settle well into the Nursery. Many children enter the Nursery with very poorly developed speaking and listening skills as well as poor skills in other curriculum areas. Progress for the under-fives, in both the Nursery and Reception classes, is satisfactory overall in all areas of learning. However, inspection evidence shows that because of the very low baseline from when they start school, most by the age of five do not achieve the Desirable Learning Outcomes in language and literacy, mathematics and in knowledge and understanding of the world. Very good progress is made in personal and social development and most pupils achieve the expected level. The school has recognised that a more structured approach to the teaching of phonics is needed and new materials have been ordered.
3. In the 1999 end of Key Stage 1 National Curriculum tests for seven-year-olds the percentage of pupils reaching Level 2 and above in reading and writing was very low when compared both with schools nationally and also when compared with similar schools. Teacher assessments showed speaking and listening standards to be to be very low. The well below average standards were found in the performance of both boys and girls.
4. Inspection evidence shows that this year there has been an improvement in standards of both reading and writing but the percentage of pupils on line to achieve the expected Level 2 or above is still below the national average. In writing, whilst the majority of children are on line to achieve the expected Level 2, the majority are at the lower end of the grade. Pupils enjoy writing and much of it is produced in a neat, printed hand. When pupils are asked to write in other subjects, they are too often limited to providing short answers to questions on worksheets. As a result, progress in writing is unsatisfactory. However, pupils are sometimes given opportunities to write for different purposes, such as in sequencing the events leading up to the Gunpowder Plot. Standards in speaking are satisfactory. Pupils listen well but have limited retention skills. The literacy hour has provided more opportunities for pupils to express their views and to develop their reading. The recent introduction of a more structured approach to the teaching of phonics is beginning to have an effect. Pupils make satisfactory progress in developing their reading skills. They enjoy reading and the majority is on line to reach the expected level.
5. In the 1999 English tests for eleven-year-olds the percentage of pupils reaching Level 4 was well below the national average and below the average for similar schools. The percentage of pupils achieving Level 5 was also well below the national average.
6. Inspection evidence shows that, whilst a higher percentage of pupils are on course to achieving Level 4 in English than last year, attainment in English for the majority of pupils is well below that expected. Standards have been adversely affected by an above average number of pupils with special educational needs in the age group and a high level of pupil mobility. The school is, however, on line to achieve its target of 45% of pupils to achieve Level 4 this year. This is an appropriate target, given the pupils' prior attainment. Pupils throughout the key stage are now making satisfactory progress overall as a result of the new strategies put in place to improve standards. However, progress in applying writing skills is unsatisfactory. The school has continued its involvement in the School Improvement Project. Year 5 pupils demonstrate good reading and writing skills and the majority are on course to achieve the expected standard.

7. Standards of writing are a significant factor in the overall low levels of attainment in English. Pupils are given the opportunity to use their writing skills in some other subjects of the curriculum but teachers do not insist that spelling and punctuation skills acquired in literacy hour lessons are put into practice. Not enough opportunities are provided in religious education lessons for pupils, for example, to use their writing skills to enable them to express their own views about the topics being studied. Progress in writing across the curriculum is unsatisfactory. Good use is made of word processing to support learning in most classes.

8. Standards in mathematics by the end of Key Stage 1 are in line with those found in most schools and pupils make satisfactory progress. This year's results show a significant improvement on the previous year when results were well below the national average at Level 2. The introduction of the numeracy strategy, and of a new commercial scheme to support the teaching of numeracy skills, has had a positive impact on the standards pupils achieve. Pupils have a satisfactory knowledge of basic number. They can recognise a number of two-dimensional shapes and can work with money to the value of fifty pence. Numeracy is used well in other subjects, for example simple graphs in science and timelines in history.

9. In the 1999 National Curriculum tests in mathematics for pupils at the end of Key Stage 2 the percentage of pupils reaching Level 4 and above was very low in comparison with the national average and below the average for similar schools. Inspection evidence shows that the percentage on course to achieve the expected level has risen but is still very low when compared with that expected nationally. Despite almost a quarter of the age group being on the special educational needs register, and a high turn-over of pupils, the school is on course to achieve its target of 50% of the age group to reach the expected Level 4 or above. The numeracy strategy is having a positive effect on raising standards throughout the key stage. Progress is satisfactory overall across the key stage and good in Years 4 and 5. Older pupils, for example, know how to find the perimeter of a regular shape and can work out the area of compound shapes. However, pupils are slow at working out the answers to mental problems. The school has recognised this and has targeted this area of mathematics for improvement. Pupils do use their mathematical skills soundly in other subjects, for example in science, accurately measuring the height of plants to produce data that can then be used to produce graphs.

10. In the 1999 teacher assessments in science for pupils aged seven, pupils' results were very low when compared with those found nationally. Inspection evidence shows that standards have improved considerably and the percentage on course to achieve the expected Level 2 is broadly in line with the majority of schools. Progress made by the current Year 2 pupils is good.

11. Inspection evidence shows that by the time pupils leave the school standards in science are well below those found nationally. Pupils are not given enough opportunities to use their investigative skills and this has an adverse effect on standards. Results are also affected by the large number of pupils with special educational needs in the age group and by the high level of pupils mobility. Inspection evidence shows that the current Year 6 pupils have not been provided with sufficient opportunities to set up and carry out an investigation for themselves even though they know how to do it. In the 1999 end of Key Stage 2 National Curriculum tests in science the percentage of pupils reaching Level 4 was very low.

12. Standards in information technology are broadly in line with those found in most schools at the end of Key Stage 1. Pupils make good progress. They are developing an appreciation of the different tasks that computers can perform and aware of how information can be presented in words and pictures. By the end of Key Stage 2 standards in information technology are below those expected for the age group. Good progress is made in some aspects of information technology. For example, Year 6 pupils can successfully e-mail poems to an adviser in the Local Education Authority. However, progress in using the computer to collate and analyse data is unsatisfactory and standards in the control and modelling strands of the subject are well below expectations.

13. Satisfactory progress has been made since the time of the last inspection in improving standards in religious education, geography, history and music. In all these subjects standards are now in line with those found in most schools. Pupils have a satisfactory knowledge of the major world religions. However, pupils are not given enough opportunities to write their own ideas about the stories they encounter in religious education lessons in Year 6.

14. In all other subjects, at the end of both key stages, standards are in line with those found in most schools. Throughout the school pupils are not always encouraged to produce writing of quality.

15. Pupils with special educational needs, and the small number who are gifted or talented, make satisfactory progress. There is no significant difference in both key stages in the attainment and progress made by boys and girls.

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

16. Pupils have good attitudes towards learning and are happy to come to school. This is confirmed in the parents' questionnaire. These factors make a good contribution to the satisfactory progress being made. During the previous school year there were no exclusions and during the current year there have been two of a fixed period. The previous inspection found examples of poor behaviour that disrupted learning and teaching on a small but significant number of occasions. The school has successfully adopted and implemented a policy for assertive discipline. During the inspection behaviour was found to be good in classrooms and around school.

17. Children who are under five settle quickly into the security and routines of Nursery and Reception Classes. They make very good progress in social development. Relationships are good and children work and play happily together. From a well below average baseline on entry to the Nursery most children achieve the expected standard for the age-group by the age of five.

18. In both key stages pupils behave well. A number of pupils have behavioural difficulties but all teachers handle them well and avoid any loss in teaching time. Movement around school is orderly. At playtimes pupils play fairly in their respective playgrounds and they behave sensibly at lunch times in the hall. No bullying was observed during the inspection week. During assemblies most pupils respond well but opportunities for them to play a more active part are limited. Pupils are eager to earn rewards for good behaviour and are keen to avoid the consequences of misdemeanours. The behaviour of Year 6 pupils on a visit to the theatre was of such a high standard that a member of the audience was moved to write a letter of congratulations to the school. Relationships are very good. Teachers provide good role models and pupils respond well to their praise and the care with which work is collated into the form of class booklets and displays. There is an atmosphere of mutual trust and respect.

19. Personal development is good. The youngest children are encouraged to develop self-help skills. Children in Year 2 carry out responsibilities for taking out and replacing equipment, such as cones and litter bins used in the yard at playtimes. Older pupils help to look after younger ones, for example at lunch times. Pupils of all ages tidy up equipment well at the end of lessons. They respond positively to opportunities provided for them to think about those less fortunate than themselves by raising money or contributing harvest gifts. Many show care and concern for their environment and enjoy their work within the Groundwork Trust. Those who have attended outdoor residential weekends appreciate the opportunity to spend time away from home with their peer group.

20. Attendance at 92.8% is below the national average. A few pupils have a poor attendance rate and a significant minority has too many days off school. There has recently been a reduction in the percentage of unauthorised absence. Most pupils are punctual and lessons start promptly.

## HOW WELL ARE PUPILS TAUGHT?

21. During the week of the inspection, teaching was satisfactory or better in 98% of the lessons seen and good in just over 50%. Teaching was very good in 6% of the lessons. Though 2% of the lessons were found to be unsatisfactory, this is a significant improvement from that found at the time of the previous inspection when the quality of teaching was judged to be unsatisfactory in nearly 20% of the lessons. Taking into account evidence from pupils' work completed this academic year the overall judgement in all key stages is that teaching is satisfactory. As a result, pupils make satisfactory progress in most subjects.

22. The teaching of children under five in the Nursery and Reception classes is satisfactory overall. It is good in personal and social development and knowledge and understanding of the world. Both teachers have a sound knowledge and understanding of how to work with young children. They are well organised and work closely with the classroom assistants who are well briefed. A feature of both classes is the systematic recording of the children's progress in their personal and social development. Record keeping in the Nursery class is very effective in tracking pupils' learning in all areas and also in the early identification of children with special educational needs, including those who are gifted. It is used well to provide tasks that are well matched to individual needs. In language and literacy teachers' planning is detailed and learning objectives are clear. Adults are deployed effectively with groups and are good at developing children's conversational skills. However, the reading and writing areas in the Reception class are unsatisfactory as a resource for learning.

23. The Nursery teacher plans well for opportunities to develop children's numeracy skills based upon the Desirable Learning Outcomes for the age group. In the Reception class planning takes account of the National Numeracy Strategy in preparation for entry into Key Stage 1 and a good emphasis is placed on the use of mathematical skills in real life situations. As a result, from a very low starting point pupils make satisfactory progress as the learning is relevant to them.

24. A key factor in the improvement in the teaching of most subjects in Key Stage 1 and 2 is the satisfactory level of teachers' planning, which now contains clear objectives for what the pupils are to learn during the lesson. There are now schemes of work in all subjects, except art, which give a sound framework for how knowledge, skills and understanding should be built up through the school. As a result, standards in history, geography and religious education have risen since the previous inspection. Schemes support lesson planning effectively which, in turn, leads to a satisfactory quality of learning.

25. At the last inspection weaknesses were identified in the teaching of music, because of a lack of subject knowledge, and in information technology and religious education, because there were no schemes of work. This has improved. In religious education most teachers now have at least a satisfactory knowledge of the requirements of the locally Agreed Syllabus. Good use is made of religious artefacts and pupils are allowed in some classes to make a personal response to the lesson content by, for example, making up their own prayer book in Year 2. However, Year 6 pupils are given insufficient opportunities to use their writing skills. A commercial scheme of work has been introduced in music and the quality of teaching observed during the week of the inspection was good overall. Good use is made in Key Stage 2 of the specialist knowledge of one teacher who works successfully in developing pupils' skills across the key stage. As a result, the quality of learning is of good quality, because pupils are actively engaged in music making

26. Though most teachers have a satisfactory information technology knowledge, a few are not as confident as others in using computers, and the quality of information technology in Key Stage 2 is uneven. Staff training has been carried out in the use of the Internet and standards in this aspect are good. However, work in the modelling and control strands of the subject is unsatisfactory. A strength throughout the school is the use made of information technology to support learning in other subjects. This aspect is much improved since the previous inspection.

27. Teachers have worked hard to introduce the National Literacy and Numeracy Strategies successfully. The quality of teaching is satisfactory overall and there are examples of some good, and occasionally very good, practice taking place throughout the school. The introduction of these strategies has brought a consistency to the planning of lessons. This contributes to the good quality of learning. However, although regular practice is given in mental strategies during mathematics, pupils are still taking too long to work out the answers to problems. Teaching was unsatisfactory in one lesson during the week of the inspection when there was insufficient focus placed on developing numeracy skills.

28. In the literacy hour pupils are taught correct spellings and punctuation but teachers do not insist on these important skills being applied consistently when pupils are writing in other subjects. The teaching of phonics is much improved and is already having a beneficial effect upon standards in reading in Key Stage 1. Some very good English teaching was observed when Year 6 pupils were being taught by specialist teachers. Both these visiting teachers had very good subject knowledge and gave the pupils opportunities to experience the difference in mood between a variety of poems. Their love of the subject was evident in the delivery and pupils listened spellbound to their every word. As a result, the quality of learning was good.

29. The teaching of science is good in Key Stage 1 and satisfactory overall in Key Stage 2 with some very good practice observed. In a Year 2 lesson very good use was made of adult support to work with groups of children ensuring that they remained on task and made good progress. In Key Stage 2 some excellent questioning by the Year 4 teacher ensured that pupils' thinking was challenged and their self-esteem enhanced. The oldest pupils can explain clearly how they have gone about tackling an investigation set by the teacher. They know what makes a test fair but are not given sufficient opportunities to set up experiments for themselves even though they know how to do so.

30. The quality of teaching in other subjects is satisfactory overall. However, in art and physical education teachers in most classes are not developing pupils' evaluation by providing them with opportunities to look critically at each others' pieces of work or performances.

31. Pupils with special educational needs are now being identified at an early stage and are appropriately catered for when withdrawn from class to work individually or in small groups. When they are working in class, due regard is usually taken of the targets in their individual educational plans. The small number of gifted or talented pupils make satisfactory progress.

32. Poor class control was a common weakness in the unsatisfactory teaching observed during the last inspection. This is not now the case. Class management is good throughout the school with appropriate emphasis given to reinforcing good attitudes and behaviour through rewards and praise. This results in the quality of learning being rarely less than satisfactory. Pupils are not distracted during lessons by others being off task and as a result they complete the set tasks within the time limits. Teachers make good use of all available resources. All lessons start promptly and time is now well used.

33. Work is conscientiously marked but written comments do not often give pointers for development so that pupils understand how their work can be improved. There is a clear pattern for regular assessment, particularly in English, mathematics and science, but the results from these tests are not yet being analysed in order to set targets for individuals or groups. The arrangements for homework in both key stages are satisfactory and a suitable amount and range of work is provided.

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

34. The curriculum for pupils under five, including those with special educational needs, in the Nursery and the Reception classes addresses satisfactorily the six nationally recommended areas of learning. Planning of half-termly topics, which is done jointly, provides for a good balance of teacher-directed and independent tasks. Since the previous inspection a comprehensive record of children's progress in personal and social development has been implemented. Learning objectives are now clearly identified and the assessment and recording of children's ongoing skills is now systematically carried out in the Nursery. An individual record of achievement is maintained for Reception children.

35. In both key stages the quality of learning opportunities is satisfactory overall and there is now satisfactory provision for pupils with special needs. There is a wide range of learning experiences. The broad and balanced curriculum is relevant to pupils. Pupils start school with poorly developed skills and as a result of the curriculum they receive make satisfactory progress overall. Visits and visitors contribute substantially to pupils' learning experiences in both key stages. All legal requirements are met. There is appropriate coverage of the National Curriculum subjects and the school's scheme in religious education meets the requirements of the locally Agreed Syllabus.

36. Since the previous inspection the school has improved curriculum planning in the foundation subjects. As a result, standards have improved in most subjects. Schemes of work in design technology, geography and history take full account of continuity in learning and progression of skill development. The introduction of a scheme in information technology has improved pupils' performance. For example, a particular strength of the provision is the use of the school's web site for e-mail links with a partner school in America and well used access to the Internet. However, provision for the teaching of modelling and the control aspects of information is unsatisfactory. The headteacher monitors provision, together with the senior management team, on a regular basis and curriculum co-ordinators have begun to monitor planning in their subject areas.

37. There is satisfactory provision for health education. Aspects of sex and drug education are included in the science programme and Year 3/4 has taken part in a project from an outside provider as part of a topic on Healthy Living. Swimming tuition is programmed for pupils in Years 4, 5 and 6.

38. The National Literacy and Numeracy Strategies are fully in place and sufficient time is devoted to these subjects on a daily basis to enable pupils to acquire the basis skills of numeracy and literacy. The involvement of parents in the playing of mathematics games has become a regular feature. However, pupils do not always put the skills they learn into practice in the work they do. For example, writing remains a weakness throughout the school and few pupils have sufficient speed of mental recall to apply their skills in working out problems.

39. Provision for extra-curricular activities is satisfactory. A good range of out-of-school clubs is offered, usually on a four-week basis, and includes sporting and craft activities, country dancing, mathematics and computer clubs. The school participates in sporting events in the locality, including a swimming gala. Violin tuition is offered to those with a musical interest and aptitude by private arrangement and the pupils involved participate successfully in the local music festival.

40. Good links with the community are evident in the quality of the contribution they make to pupils' learning. For example, visitors give pupils additional experiences about poetry or of the traditions of the Caribbean community. There are appropriate links with local secondary schools, with satisfactory arrangements to enable Year 6 pupils to transfer successfully.



41. Good use is made of the school and its locality to raise environmental awareness. Visits are arranged to other events such as local theatre productions and to the local football ground. A fieldwork week is planned for Year 6 pupils as part of their geography programme and it has been customary to offer a residential weekend at the same study centre for Year 4 pupils.

42. Provision for pupils' spiritual, moral and cultural development is good.

43. Spiritual development is well promoted. Strategies in place successfully encourage self-esteem and celebrate success. For example a 'We are proud of' book contains pupils' names in beautifully written script. 'Star' pupils are identified for their particular quality and their photographs prominently displayed. The reward system successfully recognises diligence and effort. A class shield rewards punctuality and attendance. Acts of collective worship meet statutory requirements and include opportunities for quiet reflection, and listening to appropriate music. Pupils are encouraged to write their own prayers – for their own prayer book or for a specific purpose, such as to say thank you or to ask for help.

44. Throughout the school the interesting activities included in many lessons successfully promote a spiritual dimension. For example, in Nursery and Reception children were enraptured by the unusual collection of mini-beasts, brought into school for them to observe. During a video presentation Year 1 children reflected on the unhygienic conditions in field hospitals encountered by Florence Nightingale. Year 4 pupils considered their own personal qualities and decided what they are good at and what they would like to improve. Year 6 pupils were spellbound by visitors' input to their poetry lessons.

45. Provision for moral development is good. Rules for behaviour, sanctions and consequences are prominently displayed. Teacher's expectations are high and the behaviour policy is applied consistently. Pupils usually have a good sense of right and wrong. Moral aspects of tenets and beliefs from a range of world religions are taught as part of religious education lessons. For example, Year 3 pupils were asked to compare the beliefs as exemplified in the Jewish Shema with the type of promises which children make as members of groups such as "Beavers".

46. Provision for social education is good. From their earliest days in Nursery, children are expected to tidy up after themselves. In Key Stage 1 children are given responsibility to help with the organisation of playtimes. In Key Stage 2 older pupils now help to look after younger ones. After-school clubs and visits to places of interest also have an important and enriching social dimension. Those who participate in them value the residential weekends. Respect for the elderly is fostered by the school hosting a 'pensioners tea-party'. Opportunities for pupils to consider those far less fortunate than themselves are many. For example, the school has recently been involved in successful fund raising for UNICEF, the 'Jeans for Genes' appeal and Comic Relief.

47. Provision for cultural education is good. Pupils gain insight into their own culture, for example through literature, studies in history, close involvement in work on their own school grounds and the wider local environment, displaying their work at the local art gallery and the playing of musical instruments in the local schools' music festival. In addition, there is a strong multi-cultural dimension. For example, pupils experience stories from other cultures, artefacts are used successfully to introduce pupils to the customs and practices of world religions and they learn about other localities as part of their work in geography. During the week of the inspection contributions made by visitors gave Year 5 a good insight, not only into the geography of some of the Caribbean islands but also into the sights, smells and tastes of exotic fruits and vegetables.

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

48. Good relationships are a feature of the school, creating an atmosphere of trust and interdependence. The school provides a caring environment where pupils and parents are valued.

49. Procedures to promote pupils' well-being, health and safety are satisfactory. The school has an appropriate policy for health and safety. A nominated governor, who is employed at the school, ensures the school complies with the policy on a day-to-day basis. Two members of staff are fully trained in first aid, all accidents are recorded, oral communication or written notifications of accidents are provided to parents. Fire procedures are adequate, regular testing of fire and electrical equipment takes place. General risk assessments are systematically arranged. Out-of-school sites are assessed for any potential dangers before decisions about taking children are made.

50. Assessment procedures of good quality are in place in English, mathematics and science. The new headteacher has compiled a comprehensive database on pupils' achievements. Evidence shows, for example, that pupils in the current Year 6 class that have been at the school for four years have made gains in attainment equivalent to two National Curriculum levels in English and mathematics. However, the school does not make satisfactory use of the information to inform teachers' planning or to set targets for groups or individuals to achieve. This was a weakness at the time of the previous inspection and has not yet been successfully addressed. Work is marked but teachers do not use the information gathered to set short-term targets by which pupils can improve their work.

51. Satisfactory child protection procedures are in place. An appropriate policy, which follows the Local Education Authority guidelines, is implemented. The newly-designated person with responsibility for child protection plans to attend training by the Local Education Authority in the near future. The school receives good support from outside agencies.

52. Procedures for the monitoring of good behaviour are effective. One of the headteacher's first priorities in taking up her post was to ensure the school promotes positive discipline. Parents are very appreciative of the steps the headteacher has taken to make this policy successful. Pupils appreciate the system of rewards and sanctions. All members of staff apply the school rules consistently. The constant gentle reinforcement of what is acceptable, along with the good examples staff set of how to interact with each other, assist in creating an orderly community. Although standards of behaviour were identified as a concern by some parents, during the inspection no observations were made of unacceptable conduct. Mid-day supervisory staff members maintain good order and have a system of rewards and sanctions to enable them to promote good behaviour.

53. Satisfactory informal monitoring of personal development takes place. Annual reports contain information on the attitudes of pupils to their work. Staff know their pupils well and offer pastoral guidance and support. The extra-curricular activities recently introduced by the new headteacher have contributed to a development and improvement in pupils' confidence, self-reliance and social skills.

54. Procedures for the monitoring of attendance are satisfactory. The computerised registers comply with statutory requirements. Registration takes place at the beginning of each morning and afternoon. Good attendance is rewarded. Attendance at the school is below the national average. A contributory factor is the considerable number of holidays taken in term time, which affects the attainment of the pupils who miss work. There is little analysis of types of absence to ascertain where the school needs to improve. The headteacher regularly outlines the need for good attendance in newsletters to parents. An improvement in tracking absence has resulted in lower levels of unauthorised absence.

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

55. Parents are supportive of the school and are happy with its provision for their children. Most feel they can approach the headteacher and members of staff at all times. The school values its parents, and this has a positive impact on the learning and achievement of the pupils.

56. Information provided to parents is satisfactory. The quantity of information is good but the quality is variable. Twice-termly informative newsletters enable parents to gain a good view of the school's activities. In Year 4, information on the topics to be covered in all subjects during the term help parents to understand and assist their children in their work. This type of newsletter is a model of very good practice. Also in Year 4, parents and pupils are encouraged, where possible, to read the school's website newsletters and reply to them by e-mail. Curriculum workshops have been held to inform parents of any major changes such as the National Literacy and Numeracy Strategies. Termly information on the topics to be covered is not available in all classes.

57. The governors' annual report to parents and the prospectus meet the statutory requirements. Good quality induction information, open days and the introduction of a Toddler Group enable the Nursery children to settle quickly into their new environment.

58. Two opportunities for parents to consult with teachers and discuss their children's progress are held each year. Annual progress reports celebrate the pupils' achievements and point out the next step forward in mathematics and English. Overall, what pupils can do, and particularly where they have weaknesses, is not always obvious in some other subject reports. The Home/School agreement was welcomed by a number of parents and is a clear and constructive document. The agreement has been signed by 63% of parents. Parents of pupils with special educational needs are invited to attend the reviews of the individual educational plans for their children.

59. The headteacher sees it as a major priority that the school recognises the important contribution parents can make in helping with their children's learning. The school is building a successful partnership with parents. Parents are encouraged to help in the school and their deployment in the classroom assists in meeting the needs of pupils. The recently introduced mathematics games mornings not only encourage parents and grandparents to work with their children but also help to foster good relationships with staff. An active, but small, Friends of the School Association holds social events and raises funds for the school. Volunteer parents are assisting the Groundwork Trust in a project to improve the school's surroundings.

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

60. The quality of leadership and management of the new headteacher is good. She has already put in place strategies to raise standards. She is well supported by her deputy and has given increased responsibility to curriculum co-ordinators to manage their subject areas. The school has a clear set of values and a strong sense of community within which each child is valued and encouraged to do well. This leads to a very caring atmosphere.

61. As at the time of the previous inspection, members of staff demonstrate a high level of professional commitment and, as a result, the school has been able to make satisfactory progress in addressing the key issues raised in the last report. The introduction of schemes of work and improved planning in design and technology, geography, history and religious education has improved standards up to a satisfactory level in these subjects. However, whilst the introduction of a scheme for information technology has improved standards in word processing and also the way the subject is used to support the curriculum, other aspects such as control and modelling are less well developed. The school's behaviour policy has been reviewed thoroughly and is now applied consistently throughout the school. The school has maintained its involvement in the School Improvement Project. Strategies have been put in place to raise standards in literacy and the effects are beginning to show with improved standards in Key Stage 1.

62. The governors provide committed support for the school. They now have a better view of what is going on in the school. For example, they are linked to classes and are fully aware of the school's strengths and weaknesses and have a clear view of where the school is heading. Through their committee structure they keep an informed eye on school developments and meet their statutory responsibilities, with the exception of end of year reports which do not always report progress in all subjects. The governors responsible for literacy, special needs and numeracy have a good understanding of their roles. Individual governors visit the school on a regular basis and have a good knowledge of the standards being achieved.

63. The procedures for monitoring the implementation of policies and the quality of provision are satisfactory. A feature of the school is the use of peer monitoring when paired teachers have been able to observe each other's classroom practice. The headteacher has undertaken some classroom observations to evaluate the effectiveness of teaching. The headteacher recognises the need to set up a more formal system for the monitoring of teaching that will include co-ordinators. The use of annual tests with a value-added indicator is also providing an effective way of evaluating how successful the school is in achieving its objectives. However, though assessment results are analysed, the information is not used effectively to plan strategies and set targets for future progress.

64. Subject co-ordinators have an enhanced role since the previous inspection. Clear schemes of work have been drawn up in most curriculum areas. Co-ordinators check lessons planning for their subjects to ensure that agreed teaching and learning policies are being implemented. More work still needs to be done to implement guidelines with regard to the control and modelling strands of information technology.

65. The school's sound procedures for supporting pupils with special educational needs fully comply with the national Code of Practice. There is a clear policy and the school is committed to the principle of inclusion. The satisfactory arrangements for identifying needs now ensures that there is early intervention to provide additional support for those that need it. There is close liaison with parents and reviews of pupils' progress take place regularly. The individual educational plans include clear targets that are usually taken into account by the class teachers and the special needs support teacher when planning work. Parents of these children receive a copy of their individual educational plans.

66. The support given to new staff is satisfactory and ensures that they are fully informed on procedures, curriculum planning and resources. Arrangements for the professional development of staff are effective and take due account of teachers' personal needs and the objectives identified in the School Improvement Plan. The appraisal system is currently being reviewed to prepare for the introduction of Performance Management. The Governing Body has agreed manageable performance targets for the headteacher and deputy head.

67. Financial planning and management are satisfactory. The headteacher, secretary and governors conscientiously follow clear financial procedures. Expenditure reflects the priorities in the School Development Plan which is appropriately focused on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in performance. All staff and governors have the opportunity to contribute ideas. The clear and appropriate priorities in the plan are linked to specific targets which have deadlines for completion and criteria by which to measure success. The responsibilities for taking the necessary action are allocated and costs are identified.

68. The money allocated to the school to support pupils with special educational needs is used appropriately. The effectiveness of the provision for special needs pupils is reflected in the satisfactory progress made by the pupils, not only in academic work but also in personal and social development.

69. The governors show a sound understanding of the implications of the budget and the need to obtain value for money. They follow the Local Education Authority's well established procedures for ensuring they get the best deal for the school. As a result, value for money is obtained. The finance committee meets regularly and monitors spending patterns carefully. It makes very good use of the Local Education Authority's financial planning team that helps in monitoring the budget and producing budget forecasts. Recently emergency meetings have had to be called when it became obvious that falling rolls were having an impact on school finances. These difficulties have been overcome at least for the time being and financial issues are taken into account in the School Development Plan. The latest audit report found that procedures in place within the school's financial systems were of a satisfactory standard. The few minor points raised have been addressed. Governors have set targets for the headteacher to achieve.

70. The school has a sufficient number of teaching and support staff who are suitably qualified and experienced to meet the demands of the curriculum. There is a wide range of experience amongst the staff, including provision for children who are under five and pupils with special educational needs. The staff as a whole has sufficient knowledge and expertise to meet the requirements of the National Curriculum, though not all are fully confident in information technology or music in Key Stage 2. Teachers work well together as a team, sharing experiences and expertise as appropriate. The provision of classroom support is broadly average for the size of school. Support staff working in Years 3 and 4 have played an important part in helping pupils develop their reading skills. These members of staff are appropriately deployed and well briefed. They make a valuable contribution to the progress pupils make.

71. The accommodation is satisfactory. Most classrooms are of an adequate size and are bright. The effective use of displays of pupils' work both in classrooms and public areas adds considerably to the attractiveness of the school premises and creates a welcoming place in which to learn. Pupils' written work is not a prominent feature in the work currently on display. The school is kept clean and maintained to a good standard internally in stark contrast to the exterior of the building. For example, window frames are in a poor state of repair. The school has recognised the need to improve the external environment and is working in conjunction with Groundwork Trust to provide planters and benches at the front of the school.

72. There has been some improvements in resources since the last inspection and resources are, in the main, adequate for the subjects taught and the range of children. The school has invested in a new reading scheme since the previous inspection. The provision for information technology has been modernised and purchases of software have improved the range of programs available. The education of the under-fives is supported effectively by a satisfactory range of apparatus for each of the areas of learning but some are in need of replacement. Some large items of physical education equipment in the hall are uninviting. The non-fiction library is situated along a main corridor and is under-used. It is not suitable as a resource for personal study and does little to promote higher levels of literacy.

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

In order to improve the quality of education the governors, headteacher and staff should:

### **a) improve the quality of pupils' writing by:**

- providing pupils with strategies to help them spell complex words and with appropriate punctuation skills;
- insisting that pupils apply punctuation and spelling skills, when using their writing skills in other subjects;
- placing less emphasis on worksheets that limit pupils' written responses to a few words;
- increasing the number of opportunities pupils are given in Year 6 to use their independent writing skills;
- displaying good examples of pupils' writing achievements to act as a stimulus to all pupils to do their best;

[See paragraphs 4, 6, 13, 14, 92, 93, 131 and 154 in the main report.]

### **b) improve the speed with which pupils use their mental skills in mathematics to work out the answers to problems by:**

- ensuring that this aspect of mathematics is a regular and challenging part of the curriculum;
- monitoring classroom practice to ensure that the work is challenging;
- utilising the skills of the co-ordinator to provide training for teachers where necessary;
- ensuring that the action plan for mathematics is implemented in full;

[See paragraphs 9 and 100 in the main report.]

### **c) bring standards in the modelling and control aspects of information technology in Key Stage 2 up to the required level by:**

- ensuring that teachers have the necessary skills and resources available to teach this aspect of the subject;
- including in curriculum planning both sessions for teaching the necessary skills and time for children to practise them;
- monitoring classroom practice to ensure that this aspect of the subject is taught well;

[See paragraphs 12 and 135 in the main report.]

### **d) make use of the good quality information that the school has collected about pupils' achievements to set targets for groups and individuals to improve their work;**

[See paragraphs 50, 96, 104 and 114 in the main report]

### **e) improve the quality of teachers' marking of pupils' work by a more consistent whole-school approach that includes written comments to pupils on how they might improve their work.**

[See paragraphs 33, 95, 113 and 131 in the main report.]

**Other weaknesses that should be considered by the school.**

- There is inadequate analysis of the number and types of pupil absences.  
[Paragraph 54]
- Pupils are not involved sufficiently in evaluating their own performance and that of others in physical education and art. [ Paragraphs 122 and 147]
- Pupils' progress is not always reported in some subjects in the annual written reports to parents.  
[Paragraphs 58 and 62]
- The library is not well used. [Paragraph 72]
- Year 6 pupils are not provided with enough opportunities to use their investigative skills in science.  
[Paragraph 11 and 106]

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	5.6%	46.3%	46.3%	1.9%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	185
Number of full-time pupils eligible for free school meals	N/a	72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	5	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	39

### Attendance

Authorised absence	%
School data	6.9
National comparative data	5.4

Unauthorised absence	%
School data	0.7
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	15
	Girls	7	9	12
	Total	17	20	27
Percentage of pupils at NC level 2 or above	School	49% (71%)	57% (65%)	77% (79%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	16	14
	Girls	8	13	12
	Total	18	29	26
Percentage of pupils at NC level 2 or above	School	51% (74%)	83% (79%)	74% (79%)
	National	82% (81%)	86% (85%)	87% (86%)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	5	4	5
	Total	12	11	14
Percentage of pupils at NC level 4 or above	School	41% (47%)	38% (53%)	48% (50%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	12
	Girls	6	6	6
	Total	14	15	18
Percentage of pupils at NC level 4 or above	School	48% (43%)	52% (43%)	62% (50%)
	National	68% (65%)	69% (65%)	75% (71%)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	6
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	158
Any other minority ethnic group	2

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	24
Average class size	26.4

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

Total number of education support staff	4
Total aggregate hours worked per week	92

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	1998/9
	£
Total income	432,780
Total expenditure	412,925
Expenditure per pupil	1,646
Balance brought forward from previous year	25,113
Balance carried forward to next year	44,968

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68%	27%	0%	2%	2%
My child is making good progress in school.	49%	49%	2%	0%	0%
Behaviour in the school is good.	29%	61%	10%	0%	0%
My child gets the right amount of work to do at home.	37%	49%	5%	2%	7%
The teaching is good.	61%	37%	0%	0%	2%
I am kept well informed about how my child is getting on.	54%	37%	7%	2%	0%
I would feel comfortable about approaching the school with questions or a problem.	66%	24%	10%	0%	0%
The school expects my child to work hard and achieve his or her best.	83%	17%	0%	0%	0%
The school works closely with parents.	41%	49%	7%	2%	0%
The school is well led and managed.	41%	56%	2%	0%	0%
The school is helping my child become mature and responsible.	51%	49%	0%	0%	0%
The school provides an interesting range of activities outside lessons.	54%	41%	5%	0%	0%

Because of rounding not all rows may add up to 100%.

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

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

73. Children enter Nursery at the age of three with competencies which are well below average, particularly in social skills, language and knowledge and understanding of the world. This is confirmed by the baseline assessment which is being 'piloted' by the school for the first time this year. Children settle well into the Nursery, which most children attend on a full-time basis. By the age of five a small minority of children reach the attainment levels expected in the Desirable Learning Outcomes for the age group. This represents good progress for that group. For the majority, the good provision ensures that they make satisfactory progress overall, although their attainment levels remain below those expected nationally for five-year-olds in many of the areas of learning. They make very good progress in personal and social development. As was found at the previous inspection, children are well prepared for moving onto the National Curriculum programmes of study and they are now introduced to the National Literacy and Numeracy Strategies during the final term of the Reception year.

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

74. Almost all children make very good progress in this area and most achieve the desired goals by the age of five. They gain confidence from the security and routines of both the Nursery and Reception classes. Relationships are good, children relate well to the adults who care for them and they are able to work and play happily together, share equipment and select their own activities when required to do so. Self-help skills are well promoted in Nursery and by the age of five, for example, most are able to dress themselves for physical education. Children are eager to explore new learning and respond well to the interesting activities which are provided in both classes. As part of their topic on 'mini-beasts' they treated the creatures with great care expressing wonder at their colours and movement.

75. The quality of teaching is good. Children are clearly told what is expected of them. Additional adults are used effectively and make a positive contribution to children's learning. Lunch time arrangements in Nursery enable children to share a social occasion. A special area is made available for Reception children to play separately from older children, which enhances their confidence. Regular and systematic recording of children's progress in this area is indicative of the importance which teachers attach to it and of the good practice that exists. The school's successful assertive discipline policy begins in the Nursery, with an expectation of good behaviour from the very beginning.

#### **Language and Literacy.**

76. Attainment by the age of five is below that found in most schools. A sound introduction to language and literacy is made in the Nursery. Time is set aside for children to hear stories and join in rhymes. They look at books and use writing materials as part of their play, as in the well-equipped 'Post Office'. In addition, there are specifically planned and adult-directed activities which promote sound recognition and pencil control effectively and provide children with some of the basic skills required in the learning of reading and writing. By the end of the Reception year a small proportion of children are beginning to read and most can recognise a few familiar words. All children are able to write their names. From a very low baseline most pupils make satisfactory progress overall. A few higher attaining children are able to write a sentence independently and make good progress.

77. The quality of teaching is satisfactory. Planning is detailed and learning objectives clear. Adult helpers are used effectively in promoting children's conversational skills. Books available to children are in a satisfactory condition and the range is appropriate for their age and interest levels. However, both the reading and writing areas in the Reception class are uninviting and in need of improvement. The Nursery teacher maintains comprehensive records, which are based on regular observation of children's progress. Reception reading records include useful evaluative comments. Samples of children's written work are retained to indicate the degree to which they are able to operate independently.

### **Mathematical Development.**

78. By the age of five a minority are well on their way to achieving the Desirable Learning Outcomes but most children do not achieve what is expected for the age group, although they have made satisfactory progress. The Nursery provides children with a range of play experiences that include mathematical concepts and language. For example, in learning number rhymes and counting songs, the baking of square shaped biscuits, counting the legs on an insect and comparing the size of containers. In Reception activities, such as placing the topping on pizzas or lining up at the door, help children to remember ordinal numbers in a meaningful and relevant way. By the end of the Reception year higher attaining pupils are able to use and recognise all of the numbers up to 10. Many are familiar with larger numbers and show an awareness of the number operations of addition and subtraction.

79. The quality of teaching is satisfactory. The Nursery teacher plans for opportunities to develop numeracy skills based on the Desirable Learning Outcomes for the age group. Planning in Reception takes account of the national Numeracy Strategy in preparation for entry into Key Stage 1 and there is good emphasis on the use of mathematical skills in real-life situations.

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

80. Many children enter Nursery with very limited experiences. They respond well to an interesting and often exciting range of activities that contribute to the satisfactory progress they make. However, by the age of five attainment levels of the majority are below those normally expected for the age-group. Previous work completed by Nursery shows they have made predictions about objects that will sink or float. In Reception children have found out and classified objects using their sense of touch, smell and hearing. In both classes good opportunities are created to observe the growth of living things, such as seeds germinating, using an appropriate variety of magnifying glasses. Nursery children made a good model of the school and had to think about familiar locations. Reception children followed a plan of the neighbouring streets and successfully recorded their observations in painting and writing. Constructional toys and opportunities to cut, fold, stick and build give children experiences of a range of everyday materials. Information technology is used appropriately to support their learning.

81. The quality of teaching is good. Half-termly topics are planned across both classes. During the inspection week first-hand learning experiences enhanced good work on mini-beasts.

### **Physical Development.**

82. Standards in physical development by the age of five are broadly in line with the expectations of the age group. Children enter Nursery with average abilities in this area. They make satisfactory progress using the large play equipment provided, where they demonstrate appropriate skills in controlling the wheeled toys. Reception children have occasional access to these and further benefit from their weekly physical education lesson in the hall, most showing a good degree of skill in climbing, travelling and landing. A minority show less skill in pencil and crayon control. The quality of teaching is satisfactory.

## **Creative Development.**

83. Standards in creative development by the age of five are similar to that found in most schools. Role play is well promoted in both classes which successfully encourages children to play imaginatively. Children make pictures and patterns using observational drawings, painting and paper montage. They enjoy singing in the Nursery classroom and Reception children listen to music and join in the songs during school assemblies and have a weekly dance session in the hall. The quality of teaching is satisfactory and, as a result, pupils make satisfactory progress.

84. Effective planning systems are in place. Baseline assessments are carried out in both Nursery and Reception and the information used to plan future work. Individual profiles of children's achievements are begun in the Reception class. Nursery record keeping is very effective in tracking all children's progress across all the areas of learning and enables early identification of children with special needs, including those who are particularly gifted. The information is then used well to provide tasks that are specifically matched to individuals.

85. The recently established Toddler Group is proving effective in establishing links between the school and the wider community. Information for parents through the Nursery brochure, noticeboard and newsletters is of good quality. Parental help is used effectively in both classes. Accommodation and resources are satisfactory overall, although some of the physical education equipment used by the Reception class is too heavy for children to set up without adult help.

## **ENGLISH**

86. Standards in English are well below those found nationally at the end of Key Stage 2. High levels of pupil mobility in Key Stage 2 and a significant proportion of pupils with special needs impact on the proportion reaching the expected standard for the age group. The school has agreed a target of 45% of pupils to reach Level 4 at the end of the present school year and is on line to achieve this. Few pupils are expected to reach the higher Level 5. This is a similar picture to the previous school year, when 41% of pupils achieved Level 4 and 10% achieved Level 5. After the last inspection standards at the end of Key Stage 2 dropped sharply but this was followed by a steady improvement over the subsequent three years.

87. At the end of Key Stage 1 standards are below those found nationally. Inspection findings indicate that improvements have been made on the previous year when the percentages of pupils reaching the expected Level 2 and the higher Level 3 were well below national averages in both reading and writing. The literacy hour strategy is helping to improve the standards pupils achieve.

88. There is currently no significant difference between the overall performance of boys and girls at either key stage. As at the time of the last inspection, writing continues to be a particular weakness despite the school's focus on this aspect, through participation in an improvement project, and some tracking of the progress of groups of pupils.

89. Standards of speaking and listening are satisfactory overall at the end of both key stages. Pupils make satisfactory progress. The school has a comprehensive policy and scheme of work in place. In general, pupils in both key stages listen to teachers' instructions carefully and pay attention to explanations and answers given by their fellows. They willingly give information about the work that they are undertaking. In Key Stage 1 most can relate the main points of the stories they have heard or read and many can communicate preferences about them, using a limited range of vocabulary. During the inspection 'circle time' [discussion period] was used effectively to allow individual children in a Year 1 religious education lesson to express themselves whilst the others listened. In Key Stage 2 pupils offer suggestions in response to teachers' questioning, discuss work with partners on prescribed tasks, such as the planning of a story setting, and formulate questions to ask of visiting speakers.

90. By the end of Key Stage 1, although overall standards of reading are below those found nationally, a significant minority of pupils are acquiring good comprehension skills. The recent introduction of a more structured approach to the teaching of phonics is beginning to have an effect on the standards of reading and spelling. In the current year group average and above average pupils, representing around 70% of the age group, are on line to achieve the expected Level 2. Most make satisfactory progress. This is a considerable improvement on the previous year and reflects, in part, the effectiveness of the school's literacy strategy and also the composition of the age group. By the age of seven higher attaining and average pupils read accurately and fluently, with an understanding appropriate for their age. They can establish the meaning of new words. Many enjoy reading and take books home to share with parents. Most are aware of the purpose of contents and index pages. However, there are very few who have sufficient alphabetical knowledge to locate information in order to achieve the higher Level 3.

91. By the end of Key Stage 2 the standard of reading is well below the national expectation. Those pupils who find reading difficult have inadequate word-building skills. A significant number of the age group have attended the school for a comparatively short time. Evidence gathered shows that those pupils who have attended the school for the last four years have made progress in line with that expected nationally. The majority read with satisfactory fluency from a range of good quality fiction, including classics such as 'Oliver Twist', and stories from other cultures. They enjoy reading. Pupils encounter poetry in most classes. During the inspection week Year 6 were enthralled by two visiting specialists, one of whom encouraged them to memorise extracts of poems, and to recite them with dramatic expression. The other gave them good stimuli for reading and writing poetry, causing at least one pupil to be inspired to write a poem at home. Most pupils in Year 6 know how to locate information in non-fiction texts, but opportunities to practise their research skills, for example, by using the library are too infrequent. Few pupils are able to skim and scan text.

92. Standards of writing at the end of both key stages are well below those found nationally. This represents unsatisfactory progress. In the current Year 2, whilst many children are on line to achieve the expected Level 2, the majority are at the lower end of the grade. They are given opportunities to use writing for different purposes, for example, news, prayers, writing letters and the sequencing of information such as events leading to Gunpowder Plot. Sometimes pupils are asked to record their feelings, for example what makes them feel happy or sad and why they liked aspects of their visit to a local church. However, opportunities for pupils to use their writing skills are sometimes limited to short answers to questions on a worksheet. Most children form their letters correctly and by the end of the key stage their handwriting is of consistent size.

93. By the end of Key Stage 2 poor standards in writing are a significant contributory factor to the overall low levels of attainment in English. Many pupils have not developed strategies for the spelling of complex words and use a limited range of punctuation. In Year 6 the over-use of worksheets limits opportunities to write extensively in other curriculum areas, especially in religious education. In other classes where pupils are given writing tasks, such as in history and geography, there is often insufficient attention paid to the quality of the writing with a lack of insistence on correct spelling and punctuation. Handwriting is generally satisfactory. By the end of the key stage pupils are writing legibly in joined script.

94. Good attitudes to learning and good behaviour in lessons contribute positively to the progress pupils make. Most listen carefully to instructions and carry them out sensibly. They respond well when asked to work with others.

95. The quality of teaching is satisfactory overall. Examples of very good teaching were seen in Key Stage 2 during the inspection when visitors to school provided additional subject expertise. Relationships throughout the school are good and teachers manage pupils well. This has a positive impact on pupils' response. Since the previous inspection the National Literacy Strategy has been successfully introduced and teachers in both key stages use an effective common format for their weekly lesson plans in literacy. Planning is thorough and learning objectives are shared with pupils. There are a few good examples of analytical marking, which give pupils an indication of their level of work, and of reading records which include evaluative comments. Too often teachers' marking fails to indicate how pupils could improve their work. Pupils with special needs are now identified at an early stage and they make satisfactory progress. Parents are involved in the review of provision for their children.

96. The school has compiled a useful portfolio of work to assist teachers in standardising pupils' work. Samples of their writing are retained as part of individual records of achievement. The subject is co-ordinated soundly and planning and teaching have both been monitored. The information gathered about pupils' achievements is not used well enough to set targets for groups and individuals. Recent purchases have improved the quality and range of resources, which are now at a satisfactory level. Information technology is used to support teaching and learning and a particularly effective feature is the use of e-mail for pupils in Year 5 to communicate with their counterparts in a Kentucky school.

## **MATHEMATICS**

97. The school has targeted mathematics as an area for development. The new headteacher and the co-ordinator have raised the profile of the subject. On one morning per week parents are invited into school to work with their children. An intensive action plan has been drawn up with clear success criteria appropriately focused on raising standards. Pupils' mental strategies have been highlighted as in need for improvement. Inspection evidence shows that the successful introduction of the National Numeracy Strategy is beginning to have an impact on raising standards, especially in Key Stage 1. However, the speed in which pupils carry out mental calculations is still too slow.

98. The percentage of pupils attaining the expected level in the National Curriculum tests in mathematics at the end of Key Stage 2 in 1999 was well below the national average and below average when compared with the results of similar schools. The percentage of pupils reaching Level 5 in the subject was well below average. Over the last four years the school's performance in mathematics has been well below average. However, the school has produced evidence that shows that a high number of pupils over the last few years have joined the school during Key Stage 2 and many have had special educational needs. This factor has adversely affected the school's results.

99. Inspection evidence shows that the school is on course to reach its target agreed with the Local Education Authority on the percentage of pupils that will attain Level 4. However, the percentage expected to reach this level is still well below the national average. The number of pupils achieving Level 4 will again be affected by the high proportion of pupils with special educational needs in the Year 6 cohort and by pupils only joining the school in the last two years. Data collected by the school shows that those pupils who were on role four years ago and still attend the school have made gains of two National Curriculum levels in mathematics, which represents satisfactory progress. The majority of the current Year 5 pupils are expected to attain Level 4 and above in the subject in a year's time. Special educational needs pupils make satisfactory progress.



100. By the end of Key Stage 2 pupils' competency in the use of the four rules of number is not developed effectively. Discussions held with pupils and a scrutiny of their work revealed that many are not able to apply their number skills fast enough when solving problems. Pupils are able to carry out simple calculations using fractions, decimals and percentages. They can measure angles accurately and know how to represent and explain data. Pupils use their mathematical knowledge effectively in science, for example when producing data about plant growth.

101. Evidence from the inspection shows that the percentage of pupils expected to reach Level 2 and above at the end of Key Stage 1 is in line with the national average. This demonstrates a significant improvement on the 1999 end of Key Stage 1 results that showed the percentage of pupils reaching the expected level to be well below the national average. Throughout the key stage pupils make satisfactory progress. Special educational needs pupils are supported well. Pupils show a satisfactory level of competency in number. They can identify and use coins up to fifty pence and have a good knowledge of both two- and three-dimensional shapes.

102. Pupils respond well when asked to work on their own but in some lessons do not work at a fast pace. Their exercise books show that the majority of pupils show pride in their work. Behaviour during lessons is good.

103. The quality of teaching in both key stages is satisfactory overall. During the week of the inspection teaching varied from very good to occasionally unsatisfactory in Key Stage 2. National Curriculum requirements are met. Most teachers demonstrate good subject knowledge. Where teaching is very good clear explanations of what is to be learned are given and effective questioning strategies allow pupils to explain how they have arrived at their answers. For example, in Year 4 the quality of learning is very good as a result of the teacher's clear explanation about how to measure angles correctly. Most use protractors accurately and competently. Where pupils have difficulty the teacher is available to help them. Where teaching was unsatisfactory during the week of the inspection, the lesson was not suitably focused on developing mathematical skills. Pupils spent too much time on a drawing activity that did little to challenge them.

104. The co-ordinator has very good subject knowledge and has monitored some aspects of the subject including classroom practice. He is enthusiastic. Evidence from teachers' planning shows that assessment, including information gathered from tests, is used by some teachers to set targets but, as yet, there is no whole-school approach to target setting. Resources for the subject are satisfactory and homework is used well in most classes to reinforce learning. National Curriculum requirements are met.

## **SCIENCE**

105. Standards of attainment in science are well below the national expectations at the end of Key Stage 2 and have declined since the last inspection. However, standards of attainment have been adversely affected by an above average number of pupils with special educational needs and by pupil mobility. The proportion of pupils attaining the expected Level 4 and above in the National Curriculum tests in science at the end of Key Stage 2 in 1999 was very low in comparison with the national average. A well below average percentage of pupils achieved the higher Level 5. These results are below average when compared to similar schools. Taking the previous four years, 1996 to 1999, together, the performance of pupils was well below the national average. Inspection evidence shows that the percentage of pupils on track to reach the expected standard remains well below average. There has been no significant difference between the performance of girls and boys in science over the past four years.

106. During Key Stage 2 pupils make satisfactory progress overall. For example, evidence made available during the inspection shows that pupils in the Year 6 age group who have attended the school for the last four years have made progress in line with that expected nationally. By the age of eleven about half of the class has a sound recall and understanding of scientific topics. The rest of the class does not have a satisfactory understanding of the topics covered, despite evidence that work is repeated. Year 6 pupils have not been provided with sufficient opportunities to set up and carry out an investigation for themselves even though they know how to. Pupils can draw accurately their own electric circuits and know that some materials are better conductors of electricity than others. Younger pupils in Key Stage 2 know how to set up a controlled experiment to investigate seed growth. Older pupils in Year 5 have studied light and found out how shadows are formed. Higher attaining pupils in Year 6 have an appropriate awareness of scientific procedures. Pupils with special educational needs are well supported and make satisfactory progress.

107. The 1999 end of Key Stage 1 teacher assessments in science showed that the percentage attaining Level 2 and above was well below the national average. No pupils were assessed as achieving Level 3. Inspection evidence indicates that standards have improved and are broadly in line with those found in most schools. Progress made by the current Year 2 has been good. These higher standards can be attributed to the introduction of the Qualifications and Curriculum Authority guidelines and also to the ability within this particular class.

108. By the end of Key Stage 1 pupils carry out simple investigations and identify push and pull forces. They have learnt that some materials are attracted to magnets whilst others are not. Younger pupils understand that water turns to steam when it is boiled and that steam turns back into water when it touches a cold surface. They gain an appropriate knowledge for their age of chromatography by watching water dissolve the coloured coating that covers Smarties.

109. The quality of learning is good in Key Stage 1 and satisfactory overall in Key Stage 2 with examples of very good practice. Evidence from previous work completed shows that pupils are acquiring a sound understanding of key scientific concepts throughout the school. The quality of learning is very good when they are provided with the opportunity to observe closely, to make accurate measurements and to predict. For example, in an investigation into the growth of bean seeds pupils took careful measurements of the length of the shoots. They are encouraged to record their findings in the form of a diary using language suitable for younger pupils to read. However, the quality of learning is unsatisfactory when there is an over-reliance on work sheets.

110. Pupils' attitudes to science are good. In all the lessons seen, pupils worked together well. They listen carefully and are willing to contribute their own ideas to class discussions. In both key stages pupils apply themselves well to tasks and make sensible observations.

111. During the week of the inspection the teaching in science was good in Key Stage 1 and satisfactory overall in Key Stage 2 with some very good practice observed. No science teaching was observed in Year 6. Evidence from a survey of pupils' work shows that teaching over the year is satisfactory overall in both key stages. Teachers have a sound subject knowledge and plan interesting activities in most classes. However, there is little evidence of Year 6 pupils being given the opportunity to use their investigative skills. Lessons are well prepared with resources readily available. The work that pupils are expected to complete usually takes due account of all ability groups. In a Year 2 lesson very good use was made of adult help to work with groups of children constructing electric circuits. They were not over-directive and allowed the pupils to work things out for themselves. This had a positive effect upon the quality of learning because their presence ensured that pupils remained on task and made good progress especially in the development of their speaking and listening skills.

112. Some very good teaching was observed with Year 4 when the teacher used excellent questioning techniques in a discussion session about seed growth. All answers, whether right or wrong, were explored. This not only took learning on further but also had a positive effect on pupils' self-esteem. They all wanted to contribute to the discussion and everybody was involved in the learning process.

113. Though most teachers encourage pupils to write up their observations using their own words, they do not insist on them applying the skills they have learnt during the literacy hour. Teachers written comments made when marking books are usually supportive but rarely do they inform pupils what to do next in order to improve their work.

114. The leadership and management of the subject is satisfactory. The co-ordinator reviews medium-term planning but does not monitor the quality of teaching. The school uses the Qualifications and Curriculum Authority guidelines alongside its own scheme. This is an improvement from the previous inspection when there was no scheme of work to guide teachers' planning. This has contributed significantly to the good improvements that have been made in pupils' achievements lower down the school. Assessment procedures are satisfactory but, as yet, the school does not make use of the information to set targets. Resources are satisfactory. The subject meets the requirements of the National Curriculum.

## **ART and DESIGN AND TECHNOLOGY**

115. Standards in art and in design and technology are in line with the national expectations at the end of both key stages and pupils make satisfactory progress in both subjects. These judgements are based on a range of inspection evidence including scrutiny of pupils' work, teachers' planning, displays in classrooms and corridors and discussions held with teachers and the co-ordinator. Only two design and technology lessons were observed during the inspection. As a result no overall judgements can be made about the quality of teaching or learning in the subject.

116. By the end of Key Stage 1 pupils can assemble vehicles and buildings using construction kits. Year 2 pupils brought in a variety of picture frames from home and looked closely at how they have been put together before designing and making their own. The previous inspection reported that their products were more often creative and imaginative than functional with little evaluation taking place. This is not the case now. For example, Year 1 pupils were challenged to design and make a boat that would float and carry a model of a man. Older pupils looked at how to use wheels and axles to make their own model vehicles realistic. Pupils are encouraged to evaluate their finished product.

117. Current work shows that pupils continue to make satisfactory progress in developing skills and understanding of design and technology in Key Stage 2. Pupils are learning appropriate ways to join and fasten materials together and have a good understanding of the stages in the design and making process. For example, Year 6 children are studying structures and have designed their own shelters. Pupils understand the importance of thinking about the function, the materials, the construction and the aesthetics of objects when assessing them as a basis for their own design.

118. By the end of Key Stage 1 pupils have developed a satisfactory range of artistic skills. Year 1 can mix powder paints to obtain different shades and tones. Their portraits of Elizabeth 1 from different times in her life and still life drawings of fruit using pastels show that they can observe carefully and use sketching skills quite effectively. Older pupils have studied the works of Mondrian and used their information technology skills to produce their own pictures in his style.

119. The previous inspection reported that opportunities for art to make a significant contribution to the spiritual, moral, social and cultural development of pupils were being missed. This is not now the case. For example, by the end of Key Stage 2 pupils are familiar with the work of a range of European artists including Leonardo da Vinci and Dürer. They have also experienced some Primitive Art from Australia and North America. The school has also introduced sketchbooks. There is only a limited amount of work in them but what there is shows that sound observational skills and techniques are being developed.

120. Pupils with special educational needs receive good support and make satisfactory progress in both subjects.

121. Pupils' attitudes to their work are good. They are well behaved and work with enthusiasm. They enjoy the activities and are willing to take time and make an effort to produce a good standard. Even when things go wrong, they do not give up but persevere.

122. The quality of teaching in art is satisfactory overall and sometimes good in both key stages. Teachers have a sound knowledge and understanding of the subject. Though lessons are planned conscientiously, teachers still do not have a scheme of work to ensure progressive development of skills. The school is aware of this and is waiting for the Qualifications and Curriculum Authority guidelines to be published. A feature of most lessons is the clear instructions given by teachers, so that pupils are made well aware of what is expected from them. Pupils are not often enough asked to look at what makes a piece of work effective. The quality of learning is better on the few occasions when pupils are given the opportunity to comment on their own and others' work so that suggestions can be made to improve it. This worked especially well with Year 1 when the teacher brought the class together at the end to discuss different pieces of work. However, this is not a common feature of the teaching throughout the school.

123. The subject provision has improved in design and technology since the previous inspection. A policy and scheme of work have been introduced and are being reviewed in the light of guidelines from the Qualifications and Curriculum Authority. Co-ordinators monitor planning and displays of work. There are no formal assessment procedures in place in either subject. Resources are satisfactory and some good quality displays of pupils' work enhance the learning environment.

## **GEOGRAPHY and HISTORY**

124. It was only possible to observe a few lessons during the week of the inspection. This small sample included history lessons in both key stages and geography in Key Stage 2. Judgements in both subjects draw on information from the teachers' planning, examination of pupil's work, photographic evidence and conversations with both adults and children. The previous inspection found that there was no scheme of work in either history or geography. This has now been rectified. Recommended guidance from the Qualifications and Curriculum Authority has been adopted and the school's scheme of work provides for the progressive development of knowledge, skills and understanding in both subjects.

125. In Key Stage 1 pupils, including those with special needs, make satisfactory progress in geography. Standards are in line with those found in most schools. By the end of the key stage they have been introduced to the physical and human features of the locality. Their environmental awareness has been raised by involvement in designs for improvements in the school garden. They are introduced well to the distant imaginary region of Struay through the Katie Morag Stories which re-create life on a Scottish Island. Standards are similar to those found in most schools.

126. In Key Stage 2 satisfactory progress in geography is maintained. By the end of the key stage most pupils reach the standards expected for the age group. In lower Key Stage 2 they become familiar with the features of rivers, use instruments to measure and record weather features. Older pupils make a detailed study of the Caribbean which is enhanced by visitors to the school who were born there and Year 6 pupils are involved in environmental surveys of the immediate locality and further afield. They consider questions such as the control of river pollution, how farmers' choice of fertiliser can affect this, and the arguments for organic farming. Mapping skills are successfully developed in the course of fieldwork.

127. Most pupils, including those with special needs, make satisfactory progress in history in both key stages. The majority of pupils achieve average standards.

128. By the end of Key Stage 1 most children in history have an understanding of how things change over time, which is appropriate for their age. For example, they are aware how inventions caused changes in transport, and can explain how the introduction of labour-saving devices, such as the washing machine replacing the wash tub and dolly peg, brought about differences in lifestyles. They know about major events, such as the Gunpowder Plot, and of famous people, for example Florence Nightingale and Louis Braille.

129. By the end of Key Stage 2 pupils have gained some knowledge about ancient civilisations. For example, they re-create artefacts of the time, and can express opinions about whether or not they would like to have lived in ancient Sparta. Timelines help them to understand the changes that took place during Victorian times, such as improvements in public health.

130. Pupils enjoy history lessons. They listen carefully to teachers' explanations and are keen to be involved in drama opportunities, for example by imagining that they are archaeologists. They are able to explain and offer suggestions about some of the finds they have made on a visit to places of historical interest. Their good attitude and behaviour contributes positively to the quality of their learning.

131. It is not possible to make an overall judgement about the quality of teaching in either key stage. All the teaching observed was good in both subjects. Teachers have good subject knowledge and use the range of available resources well. The Internet is used effectively to access information. Video recordings are used as appropriate sources in both history and geography. Artefacts are used successfully to enhance understanding in history. Good use is made of visits to provide first-hand learning opportunities. Most teachers promote writing through history and geography, although sometimes pupils' response is limited by the use of worksheets. Work is marked, but not enough emphasis is given to helping pupils to spell and to use comprehension skills. Insufficient opportunities are provided for pupils, particularly in Key Stage 2, to apply their reading skills in research situations through the use of the library.

132. There is not yet a formal system in place for assessing and recording pupils' progress. The co-ordinator has begun to monitor teachers' planning. Resources are stored centrally, appropriately labelled and easily accessible. The quality and range is satisfactory.

## **INFORMATION TECHNOLOGY**

133. At the time of the previous inspection standards of attainment in information technology were reported as being below national expectations at the end of both key stages. Significant progress has been made since then and standards are now broadly in line with the national expectations at the end of Key Stage 1. However, though standards have improved in Key Stage 2, they remain below the expectations for the age group. It was not possible to observe any specific information technology lessons. However, observation of individuals and small groups working at computers, scrutiny of work across the school and discussion with the co-ordinator, teachers and pupils provide a sufficient evidence base for judgements to be made.

134. Progress in information technology is good during Key Stage 1. Most pupils are familiar with the operation of the computer by means of the keyboard and the mouse and are able to select items and move them around the screen. They have a developing appreciation of the different tasks that computers can perform. They are aware of how information can be presented in words and pictures. Pupils can switch the computer on, choose an application, start a game and shut down. The majority are able to use a basic word processing package and can save and print their work. Higher attainers in Year 2 were observed using a digital camera. They took some pictures, downloaded and printed them off. The school has set up its own web site which includes some information composed by the pupils following a recent scientific investigation into mini-beasts.

135. Overall progress in information technology during Key Stage 2 is unsatisfactory, although good progress continues to be made in some aspects of the subject. The school is connected to the Internet and pupils are provided with good opportunities to retrieve information from it to support their work in other subjects, for example geography when they search for information about the Caribbean islands. Pupils are familiar with sending and receiving e-mail. Year 5 have made contact with a school in America. They use the e-mail to exchange information and learn about each other's way of life. Year 6 pupils successfully e-mail poems to a Local Education Authority teacher adviser. Progress in using the computer to collate and analyse data is unsatisfactory and standards in the control and modelling strands of information technology are well below expectations.

136. Pupils with special educational needs are making satisfactory progress overall in both key stages.

137. Pupils' attitudes are good. They have plenty of confidence, are happy to learn new skills and pick procedures up quickly. Pupils enjoy using the computers and are fascinated when learning new experiences. In Year 2 pupils were delighted to see the pictures they had taken with the digital camera being processed and printed off. They handled the equipment carefully and shared and collaborated well in small groups.

138. No specific information technology lessons were observed during the inspection. An examination of teachers' planning and observation of practice indicate that the quality of teaching is satisfactory overall in both key stages with some very good practice in Key Stage 1. Where the teaching of skills has been consistent standards are good. This is very evident in the confident use being made of the Internet by pupils to find out information or to send it using e-mail. When a teacher with a particular skill in the subject works alongside groups of pupils, there is a considerable difference in how new functions are introduced. In the best example with Year 2 the focus was carefully controlled and time was managed effectively to give short but valuable hands-on time using the camera. Discussions held with staff show that some teachers lack confidence in teaching all the strands of information technology and that they would benefit from training.

139. The school is aware of the need to raise standards. A scheme of work has been introduced and includes guidelines taken from the Qualification and Curriculum Authority. The co-ordinator with responsibility for National Grid for Learning has successfully introduced some new initiatives into the school and kept abreast with new developments. The school is well placed to address the imbalance between the strands of the subject and the inconsistencies in the development of some skills as pupils move through the school.

## **MUSIC**

140. The school has addressed the weakness identified in the previous report with regard to pupils' level of attainment at the end of Key Stage 2. Attainment in music for most pupils at the end of both key stages is in line with that expected for the age groups. Progress throughout the school is satisfactory, including that made by pupils with special educational needs.

141. In the course of music lessons, including 'singing assemblies' in Key Stage 1, pupils learn to sing confidently. Pupils make satisfactory progress in listening and performing music. In one lesson they correctly identified the instruments in a piece of music to which they were listening. Pupils understand the difference between low and high sounds. They are able to follow a simple graphic score.

142. Key Stage 2 pupils are given satisfactory opportunities to listen to and appraise music. Good links are made with other subjects of the curriculum. For example, in one class, as part of a topic in geography, pupils listened attentively to music from the West Indies and recognised the distinctive sound of steel drums. Years 5 and 6 pupils compose and perform their own sound pictures linked to a study of castles. They work well together using instruments and sounds created by their own voices to produce short compositions of quality. A good feature of the learning was that they improved their compositions by working as a group and discussing whether it would be better for instruments to play alone or together. Pupils sing with enthusiasm when given the opportunity and demonstrate increased control of phrasing and expression. Older pupils can maintain a part in the singing of a round. The small numbers of pupils who are learning to play the violin make good progress and are developing their instrumental skills well.

143. Pupils enjoy music lessons and work together well in small groups. A good feature of two lessons seen during the week of the inspection was the speed in which pupils organised themselves into working groups when developing their composition skills. Pupils behaved well in all lessons seen.

144. Teaching is satisfactory in both key stages. During the week of the inspection some good teaching was seen in Key Stage 2. Despite the large number of pupils involved the teacher ensured that the quality of learning was good overall by incorporating singing and composing into the lessons. The key factor in the success of these lessons was the high level of organisation that meant that over 50 pupils had adequate time to organise themselves into small groups, choose instruments and develop their compositions. However, only a few groups were given time to play their compositions for the rest of the pupils, because of the size of the class. Not all teachers feel totally competent in all aspects of teaching music.

145. The co-ordinator recognises the need to provide staff training. The school has an insufficient number of tuned instruments but makes satisfactory use of those which are available.

## **PHYSICAL EDUCATION**

146. The school has improved the quality of curriculum documentation since the time of the last inspection. Satisfactory use is made of a commercial scheme.

147. By the end of Key Stage 2 pupils attain standards in line with those found in most schools. They make satisfactory progress. Pupils can successfully perform activities that take adequate account of their own levels of skill. For example, during a gymnastics lesson Year 6 pupils competently make both symmetrical and asymmetrical shapes. Younger pupils demonstrate satisfactory basic techniques in running, jumping and hopping during an athletics lesson. Pupils understand the reasons for regular exercise. In games lessons they throw and catch a ball well when playing quick cricket. However, in none of lessons seen during the inspection week did pupils recognise the strengths of their own or others' performance and what improvements might be made. School records show that by the time pupils leave most can swim 25 metres.

148. By the age of seven pupils attain standards that are in line with those found in most schools. Progress is satisfactory. They understand the need to bend their knees and land properly when practising jumping skills. Pupils make good use of space in the hall when working with a partner in making pathways using different types of movements. They incorporate different types of movements into a sequence. Pupils are adept at changing direction when running.

149. Pupils respond well in physical education lessons and are keen to participate. Most behave well. They co-operate in pair or group work and use apparatus and equipment sensibly and safely. The quality of learning is satisfactory in both key stages. Special educational needs pupils join in lessons

150. The quality of teaching is satisfactory overall in both key stages. Teachers make up for any lack of confidence by making suitable use of lesson notes from a commercial scheme. Due regard is paid to health and safety. A good feature of some of the lessons seen was the way teachers used pupil demonstration to illustrate the skills they wanted pupils to learn. Where this occurred it had a positive impact on the quality of learning. Younger Key Stage 2 pupils improved their hopping and jumping skills after watching someone from their class perform these skills well. However, teachers do not involve pupils in assessing their own progress and that of others.

151. The subject is co-ordinated soundly. Resources are generally satisfactory but fixed apparatus is in need of renewal. A large slide takes up space in the hall and has limited benefit in enabling pupils to develop their physical skills. Occasionally, the hall floor is left wet after being cleaned following lunch time. However, staff ensure that pupils do not use these areas until the floor is dry. There are some good extra-curricular activities involving competitive sport. Pupils derive much benefit from additional coaching, including that provided by a school governor in cricket skills.

## **RELIGIOUS EDUCATION**

152. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus by the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress overall. These findings demonstrate an improvement from those found in the previous inspection. However, inspection evidence from a survey of pupils' work shows that not enough opportunities are provided for pupils to use their writing skills, especially in Year 6. The school has improved the level of documentation since the time of the last inspection. It makes good use of its collection of artefacts. In one lesson, for example, pupils' interest was captured and they improved understanding of Judaism through handling Jewish artefacts for themselves. This contributes to the satisfactory quality of learning.

153. By the end of Key Stage 1 pupils have a sound understanding of belonging to a family to include the wider community of God's family. The story of Noah is understood well by the pupils and during the week of the inspection good use was made of drama to deepen their knowledge. Year 2 pupils know that prayer is an important part of worship in all faiths. They are able to relate prayer to their own lives and to produce their own written prayers. Where pupils are given this opportunity it has a good impact on the quality of learning. Pupils know that in the Christian faith Christmas is a time of celebration because Jesus was born.

154. By the end of Key Stage 2 pupils have a sound knowledge of Christianity. They are introduced to other world faiths, their leaders, principles and festivals. They know that people have different beliefs and values and that these can have an effect upon how people lead their lives. Pupils gain a satisfactory knowledge of stories from the Bible. For example, Year 6 can relate events from the Old Testament story of Ruth. However, in this class most follow-up activities take the form of reading and talking about worksheets. Few opportunities are provided for pupils to undertake reflective writing in order to explore their own ideas and to raise questions. This limits the progress pupils make in developing and using their writing skills. However, their actual knowledge of the topics being covered is satisfactory. Year 5 pupils following on from a study of the Five Pillars of Islam produced some satisfactory written work during the week of the inspection based on the importance of rules in their own lives. One pupil wrote 'it is important to treat others, as you want them to treat you'.



155. Pupils respond well during lessons and are eager to answer questions. They listen with interest to stories from Christianity and other faiths. They show respect for people's beliefs and customs.

156. The quality of teaching is satisfactory overall in both key stages. In Key Stage 1 teachers use discussion well to encourage pupils to talk about their experiences and express their views. Teaching is less effective when too much is covered in a short period of time. In Key Stage 2 lessons are well prepared, but pupils are not always given sufficient opportunities to relate the lesson content to their own lives. A key feature in most lessons observed was the way that learning was enhanced by a relaxed, yet well ordered, relationship between teacher and pupils.

157. A scheme of work has been put in place which is based upon the locally Agreed Syllabus. The subject makes an important contribution to the teaching of other cultures in the school. Resources are satisfactory with some good examples of artefacts for the teaching of world religions.