

# INSPECTION REPORT

## **HARRINGTON JUNIOR SCHOOL**

Long Eaton

LEA area: Derbyshire

Unique reference number: 112582

Headteacher: Mr W D Jenkins

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 27<sup>th</sup> – 31<sup>st</sup> March 2000

Inspection number: 190470

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Derby Road Long Eaton Nottingham
Postcode:	NG10 4BQ
Telephone number:	0115 9732963
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr H Griffiths
Date of previous inspection:	25 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>		<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr P Edwards	Registered inspector	Information technology Design and technology Music	What sort of school is it?  How high are the standards?  How well are pupils taught?  How well is the school led and managed?  Special educational needs  Equal opportunities
Mr B Eyre	Lay inspector		Pupils' attitudes, values and personal development  The quality of links with the community  How well does the school care for its pupils?  How well does the school work in partnership with parents?  The extent to which the school makes the best strategic use of its resources.
Mrs P Goodsell	Team inspector	Science Religious education	How good are the curricular and other opportunities offered to the pupils?
Mrs L Short	Team inspector	English Art History	The adequacy of staffing, accommodation and learning resources.
Mr C Scola	Team inspector	Mathematics Geography Physical education	How well the school cultivates pupils' personal development.

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Harrington Junior is bigger than the average school with 289 pupils on roll, 155 boys and 131 girls. It is situated between the cities of Derby and Nottingham. The majority of pupils live within walking distance of the school, although a significant minority are brought in from outside the school's normal area. The majority of pupils are from white ethnic backgrounds although approximately six per cent are from black, Indian or Pakistani backgrounds. No pupils are at an early stage of learning English. Fifty three pupils (18 per cent) are eligible for free school meals and this is broadly average. Two pupils have statements of special educational needs and 72 pupils (25 per cent) are on the school's register of special educational needs and this is above average. Unemployment in the area is low. The majority of pupils attend the adjacent infant school prior to admission. Attainment on entry is broadly average although mathematical skills are below average.

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

Harrington Junior school is an effective school. The pupils make good progress in most subjects due to the good quality of teaching they receive Standards in English slipped slightly in 1999 and, whilst writing skills are still below average, overall standards have improved. Teaching is particularly good at the end of the key stage. The headteacher and staff work together well and are committed to ensuring that the pupils achieve the standards of which they are capable. The school provides good value for money.

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

- The pupils achieve good standards in reading, art, history and geography.
- Teaching is good overall; it is good or better in two thirds of lessons and this enables pupils to learn well and make good progress
- The pupils' behaviour is very good; they are keen to learn and respond well to the good teaching.
- Assessment procedures are good and they are used effectively to plan pupils' work.
- Homework is used effectively to support the pupils' learning.
- There is a positive ethos and the school cares for its pupils very well.

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

- The role of co-ordinators in setting targets for improvement in their subjects.
- The quality of pupils' handwriting could be better in some classes.
- The quality of teachers' marking of pupils' written work
- The part the governors play in the school's planning for development.
- The accommodation which places severe limitations on the teaching of subjects such as literacy and numeracy.

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

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

The school has made good improvements since the last inspection when it was found to be 'undergoing a period of transition'. Statutory requirements identified in the report have been addressed and the school day has been extended in line with recommendations. Schemes of work have been developed, ensuring that work builds on what the pupils have covered in previous years. Assessment procedures have been greatly improved and are used effectively to support the teachers' planning. The roles of co-ordinators have been developed, although the school recognises further work needs to be done to encourage them to set targets for improvement in their subjects. The provision for information technology has improved significantly, as has the quality of teaching in the subject. The accreditation as an 'Investor in People' has improved appraisal procedures for all staff.

## 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	B	B	D	D	well above average A above average B average C below average D well below average E
mathematics	D	C	C	D	
science	B	C	C	D	

In the 1999 tests, the proportion of pupils reaching the expected level in English was below the national average. The proportion reaching the expected level in mathematics and science was average. The proportion reaching the higher level in both English and mathematics was broadly average, whilst the proportion reaching the higher level in science was above the national average. When compared to similar schools attainment was below average in all three core subjects. Evidence from the inspection shows that the standards in writing have improved although they are still below average whilst standards in reading are above average. The effective implementation of the National Literacy Strategy has helped to raise standards in these areas. Standards in mathematics and science are broadly in line with national expectations. The literacy and numeracy targets for the year 2000 are sufficiently challenging and the school is on course to achieve them. From 1996 to 1999 the trend in standards in English, mathematics and science has been in line with the national trend. Standards in information technology at the end of the key stage are in line with national expectations. The pupils achieve above average standards in art, history and geography and standards in religious education are in line with the expectations of locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen and eager to learn and respond positively to the good teaching.
Behaviour, in and out of classrooms	Very good. The overwhelming majority of pupils behave very well in lessons. There have been no exclusions.
Personal development and relationships	Very good. Relationships between pupils and staff are very good. The pupils are respectful and they treat property and equipment with care.
Attendance	Attendance is satisfactory. Lessons start promptly.

The pupils enjoy coming to school. They are polite and courteous and collaborate well in lessons. They speak well of their school.



## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
72 lessons	Good

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

The quality of teaching is good overall. Ninety-nine per cent of teaching is satisfactory or better and of this total 49 per cent is good, 10 per cent very good and one per cent excellent. One per cent is unsatisfactory. Where the teaching is good or better, the teachers have good subject knowledge, are enthusiastic, have high expectations of what their pupils can achieve and match the work closely to the needs of the pupils. On the rare occasions when teaching is unsatisfactory it is due to failure to match the work to the needs of the pupils. Teaching of basic skills in literacy and numeracy is good. The good quality of teaching has a positive impact on the pupils' learning. Teaching is particularly good towards the end of the key stage and is a positive factor in the number of pupils achieving at the higher levels. The teaching of pupils with special educational needs is good and the needs of these pupils are met effectively. The quality of marking is variable. Some teachers provide very good comments and encourage the pupils to improve through setting challenging targets. However, not all of the marking is of this standard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and meets statutory requirements. Sufficient time is devoted to all subjects. The literacy strategy and numeracy strategies have been implemented effectively, although some numeracy sessions are too long
Provision for pupils with special educational needs	Good. These pupils make good progress in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for spiritual and cultural development and very good provision for moral and social development.
How well the school cares for its pupils	The procedures for monitoring the pupils' academic and personal development are good, as are the procedures for promoting good behaviour. Procedures for improving attendance are satisfactory.

The school's partnership with parents is good and the parents' views of the school are generally positive. The pupils' awareness of the dangers of the misuse of drugs is not being developed enough. The quality of written reports on pupils' progress is variable. Some are of a very high standard but others lack sufficient detail.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership. There is a serious commitment to improve standards. The effectiveness of the co-ordinators has improved although the school recognises they need to do more in setting targets for improvement.
How well the governors fulfil their responsibilities	The governors are supportive of the school. However, they need to develop a longer term strategic view and have greater involvement in the preparation and evaluation of the development plan in order to understand the strengths and weaknesses of the school.
The school's evaluation of its performance	Good use is made of data from tests. The monitoring of teaching and planning is satisfactory. The staff has a good understanding of its strengths and weaknesses.
The strategic use of resources	Good. Effective use is made of funds for staff development. Expenditure on those pupils with special educational needs is used efficiently and financial control is of a good standard.

There are sufficient staff to meet the requirements of the school's curriculum. Accommodation is inadequate. The teaching of literacy and numeracy lessons is impeded due to the unavoidable noise from adjacent classes. Overall, resources are satisfactory. The principles of best value are implemented satisfactorily.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standard of reading achieved by their children.</li> <li>• The positive attitudes and high standards of behaviour of the children.</li> <li>• The good teaching.</li> <li>• The leadership of the school.</li> <li>• The ease with which they can approach the school to discuss issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework. Some parents feel there is too little and others too much. Some felt there was little feedback when homework had been handed in.</li> <li>• The information provided about how their children are progressing.</li> <li>• The range of extra-curricular activities.</li> </ul>

The parents are supportive of the school. The inspection findings confirm parents' positive comments. Pupils are given appropriate amounts of homework that enhance their learning. There is a satisfactory range of extra-curricular activities. Some parents indicated that they would like to see a return to the process of 'setting' that was abandoned due to financial constraints. There are three meetings each year when parents can discuss their children's progress. The school accepts the need to improve the quality of its written reports.

## **PART B: COMMENTARY**

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

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

1. The results of the Key Stage 1 test results indicate that the majority of pupils enter the school with levels of attainment that are broadly in line with the national average in English but below in mathematics. The results of the national tests in 1999 show that, at the end of Key Stage 2, the pupils' performance is below the national average in English and broadly average in mathematics and science. When compared to similar schools, the attainment in English, mathematics and science is below average. This is partly due to this cohort having an above average number of pupils with statements of special educational needs. The literacy and numeracy targets set for 1999 were too ambitious and as a result the school did not achieve them. The targets for the year 2000 are more realistic but still sufficiently challenging and the school is on course to achieve them.
2. The results for the four years 1996 to 1999 show the pupils' performance to be close to the national average in English and below in mathematics and science. The trend for all three core subjects has been broadly in line with the national trend. The 1999 test results show there was a dip in performance in English. The school attributes this to underperformance in writing. The school has not been complacent and has instigated additional extended writing sessions throughout the school in an effort to remedy this. Inspection evidence indicates that this is having a good effect and punctuation and grammar is usually used correctly. Most pupils are making good progress in writing although by the time they leave school their attainment is still below what is seen nationally. Handwriting skills are variable and the school recognises it needs to ensure there is a systematic approach to its teaching in all classes. Standards in speaking and listening are in line with national expectations and progress is generally satisfactory. The open nature of many 'classrooms', and the close proximity of other classes, does however impinge on the pupils' ability to hear what is being said. The pupils' progress in reading is good and the majority attain above average standards by the end of the key stage. A combination of good teaching within the literacy hour and additional reading activities has had a positive effect on the pupils' reading skills.
3. The pupils achieve satisfactory standards in mathematics by the age of eleven. Their mental skills are better than other aspects of the subject. This reflects the considerable emphasis that is placed in lessons on developing the pupils' mental and oral work. They acquire satisfactory skills in data handling and these skills are enhanced through work carried out in information technology. The pupils have a good understanding of numbers and use mathematical symbols and language accurately.
4. Standards in science at the end of the key stage are average. The pupils have a sound knowledge of materials, forces and living things. They have satisfactory skills in experimenting and investigation. Standards in information technology have improved since the last inspection due to the improved quality of teaching and the regular teaching of the subject. By the end of the key stage, the majority of pupils are attaining the standards expected of them in all aspects of the subject. The pupils make good progress in all year groups and the younger pupils will, with continued regular teaching, achieve even higher standards. In religious education, the pupils attain the standards expected of them in the Derbyshire Agreed Syllabus by the time they are eleven.
5. Attainment in art, history and geography are strengths of the school. The pupils reach standards that are above those typically found in most schools. This is due to the emphasis placed on these subjects, the lead given by the co-ordinators and the skills of the teachers.

Standards in music, physical education and design and technology are in line with national expectations. However, progress in design and technology, although satisfactory overall, is variable. This is due to the lack of emphasis placed on the subject in some classes.

6. Throughout the school the pupils are achieving well. Achievement is particularly good in Year 6 where the pupils are given work that is well matched to their prior achievements. The teaching motivates the pupils and they are keen to do well. All pupils, particularly the higher attaining pupils, make good progress. On the rare occasion when the pupils are not presented with challenging work that is matched to their abilities, they make unsatisfactory progress. Throughout the school, the pupils with special educational needs make good progress in relation to their prior achievements.
7. The school has successfully addressed the key issue from the previous inspection of raising the achievements of the higher attaining pupils. The 1999 National Curriculum test results show the proportion of pupils attaining Level 5 was in line with the national average in English and mathematics and above the average in science. This has been achieved through improved planning with teachers being more effective in their preparation of work for the higher attaining pupils. The school is also addressing the needs of other pupils through additional literacy support in Year 4 and booster classes in literacy and numeracy for those in Year 6.

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

8. The pupil's attitudes to learning are very good. They work together in a manner that makes a positive contribution to their learning. The pupils listen carefully to teachers' questions and respond with sensible, well considered answers. The pupils have an obvious pride in their work; they are willing to discuss what they are doing with their teachers and with visitors. They recognise that work well done or effort made is worthy of praise. When left to work on their own they concentrate on the task they have been given by their teacher and, when this has been completed, will extend their learning by studying independently.
9. The pupil's behaviour is very good throughout the school day. Movement around the quite crowded classroom areas is orderly; they enter and leave the school sensibly. They play well together in a range of games in a good sizeable play area, which is, however, bereft of any facility for pupils to be quiet and reflective. Boys and girls mix happily with each other, no incidents of bullying or over boisterous play were observed during the inspection, discussions with pupils confirms that bullying does not occur. There have been no exclusions. Behaviour in the dining room is good and the pupils enjoy the opportunity to converse with friends in small groups. Parents support the school's behaviour policy.
10. The pupils' personal development is very good. They enjoy being involved in a range of opportunities to help around the school, such as arranging physical education equipment and assisting their teachers with end of lesson routines. Their personal development is enhanced by the work pupils do in the community, for example by a tree planting initiative and evaluating books for the local librarian. Good quality marking of the pupils' books and homework assignments gives the pupils opportunities to develop independent learning skills. Pupils are always courteous to adults in the school, they are friendly and helpful to visitors with whom they are happy to share their experiences. Relationships between pupils and all adults are very good.
11. Attendance levels and the amount of unauthorised absence are close to the national average. Attendance was judged to be good when the last inspection took place and this situation has remained. There is very little lateness and lessons start on time with pupils moving quickly and sensibly into their classroom areas.

## HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good. One per cent of the lessons observed were excellent, 10 per cent were very good, 49 per cent good and 39 per cent satisfactory. One per cent was unsatisfactory. This is an improvement since the last inspection when 12 per cent of the teaching was unsatisfactory and no very good teaching was observed.
13. The teaching of English and mathematics is mostly good. This is due largely to the successful implementation of the literacy hour and the effective start made with the daily mathematics lesson. Planning is carried out in year groups and co-ordinated effectively. The teachers work very hard to overcome the inadequate accommodation within the main school. It is impossible for teachers and pupils to work without noise from adjacent classes affecting their concentration. However, the teachers' enthusiasm and determination to teach well, enables most pupils to make good progress. Good opportunities are taken to enhance the curriculum by providing a range of literacy and numeracy activities in other subjects. For example, Year 6 numeracy skills are enhanced during information technology lessons where pupils insert mathematical formulae into spreadsheets. Literacy skills are improved when the pupils write accounts of historical events. Expectations of handwriting are variable with some teachers not demanding high enough standards. The quality of teaching in science is satisfactory overall with some good teaching observed. In the best lessons the pupils are given challenging activities. It is less successful when the pupils are given too much information and presented with too few opportunities for their own investigations.
14. The previous inspection was critical of the teachers' planning stating that on occasions it was too broad and unrelated to the National Curriculum Programmes of Study. The situation is much improved and work is planned effectively, building on what the pupils already know and can do. It occasionally lacks detail but the teachers almost always have a clear understanding of what it is they want the pupils to learn and how the lesson will be taught.
15. In the best lessons, the teachers' subject knowledge is very good. They question pupils effectively and are enthusiastic in their teaching. For example, in an outstanding Year 6 games lesson, the teacher had excellent subject knowledge and high expectations of what both boys and girls were capable of achieving. As a result, the standard of ball control and dribbling skills was much higher than one might expect of pupils of that age. In a very good Year 3/4 numeracy lesson, the teacher's enthusiastic introduction to the lesson and very good rapport with the pupils contributed to their understanding of 'rounding up' numbers and the progress made in adding large numbers mentally. Whilst very few lessons were observed in history and geography, it is apparent from the scrutiny that the quality of teaching is good in these areas.
16. There is very little unsatisfactory teaching. When it does occur, it is due to the planning not addressing the needs of the various ability groups. As a result, the pupils do not make the progress of which they are capable. The teachers use praise effectively. In the best teaching, particularly in Year 6, it is used effectively to build good relationships between teachers and pupils. The quality of marking is variable. In some classes it is very good; work is marked regularly, there are helpful comments and the teachers set targets for improvement. However, there are instances when work is not marked as often as it should be; comments are superficial and not helpful in encouraging the pupils to improve their work. The handwriting of some teachers is occasionally unsatisfactory and does not set a good example to the pupils. The school is in the process of adopting a new strategy for the teaching of handwriting.
17. There is good support and teaching for those pupils with special educational needs. The teachers have a sound understanding of the needs of these pupils. Proper account is taken of the targets set in the pupils' individual education plans when lessons are planned. There is

good collaboration between class teachers, the special educational needs co-ordinator and the classroom assistants. Effective support is provided for those pupils who need extra help to achieve the expected level in literacy and numeracy. Homework is used effectively to support learning, particularly in numeracy and literacy, but also in subjects such as history and geography.

18. Throughout the school as a whole, the pupils' learning is good and they make good progress in acquiring new skills and knowledge. They work hard and concentrate well. In almost all lessons the pupils show interest in what they are doing and are keen to improve. For example, in music when learning calypso songs, they show enjoyment and are pleased when the teacher acknowledges their improvement at the end of the lesson. Occasionally, their work rate slows when the lessons are too long, for example in some numeracy lessons.

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

19. The school's curriculum is broad and balanced and includes good provision for the pupils' personal, social and health education. All statutory requirements are met, including sex education and the locally agreed syllabus for religious education. Overall the school has a well-planned curriculum providing a good quality and range of learning opportunities; this has a positive impact on the progress of the pupils. However the design and technology scheme of work has not been implemented and opportunities for learning are limited, and progress of the pupils is slower. Until recently, drug education was effectively delivered by the community police officer. Following his departure the governing body has not yet developed a new policy or implemented a scheme of work for drug education.
20. Good strategies have been used to implement the national literacy and numeracy initiatives and a high priority is being given to developing the pupils' literacy and numeracy skills. However, there is a detrimental effect on the pupils' learning when, on occasions, the lessons devoted to numeracy are over long, and the extended writing sessions are not used for the purpose intended.
21. The curriculum for the pupils is enriched and enlivened by a range of extra-curricular activities, educational visits and visitors to the school. These have a beneficial effect on the pupils' learning. Visitors to the school include local clergy and the Oasis school assembly team, members of the Horticultural Society, the school nurse and Japanese teachers visiting the local education authority. Together with visiting musicians, they provide stimulating learning experiences contributing to the personal development of pupils as individuals and members of the community. The satisfactory range of extra-curricular activities offered to the pupils includes a good number of sports clubs, choir, music, and environmental initiatives such as tree planting.
22. The key issues from the previous report indicated the teachers' planning was insecure with no common format for lesson planning and limited identification of learning objectives. There was a weakness in the planning for differentiated learning activities, particularly for the higher attaining pupils. A lack of schemes of work had a detrimental effect on the quality of teaching with weaknesses in planning for continuity and progression. There was incomplete provision of entitlement to the national curriculum especially in design and technology and the time allocation for teaching Key Stage 2 pupils was inadequate. Overall, these key issues have been well addressed. The school has established good schemes of work that ensure continuity and progression in learning. They are in place for all subjects and there are systems to monitor their implementation. Planning is done together by the teachers for each year group, however the plans are not monitored by the headteacher or the curriculum co-ordinators on a very regular basis. Lessons are generally prepared to provide for the needs of all the pupils, and

good use is made of individual, group, and whole class teaching. The time for teaching is in line with national recommendations. The pupils are provided with a good range of learning opportunities that have a positive impact on their learning.

23. The school has good links with the community including the adjacent infant and secondary schools. The arrangements for pupils to transfer to secondary education are well established and effective. The school makes good use of local businesses including the business advisory services. For example the textiles used in the school for display purposes were donated from a locally based company. School management skills are enhanced through the support it received from Business in the Community; it provides high quality work experience placements for students from the adjacent secondary school. The school effectively seeks out organisations that are capable of improving educational standards or management expertise. Additionally the school participates in a wide range of sporting activities; these provide the pupils with opportunities to develop their self-esteem. The value of this can be seen in the outgoing nature of the majority of the pupils.
24. The school's provision for spiritual, moral social and cultural development is good. The school makes good provision for the pupils' spiritual development, which is promoted, successfully through the curriculum areas of art, music, history, and dance. Through religious education lessons and circle time and in collective worship, the pupils are provided with knowledge and insight into the religious beliefs of Christians and those of other religions. There are links with a variety of local churches such as the Oasis Church group and the local Church of England. In assemblies there is always time for personal reflection and contemplation.
25. Provision for the moral development of the pupils is very good. The school's behaviour policy is very effective and there is a strong moral framework for the pupils. The school successfully teaches the principles that distinguish right from wrong. There are distinct, clearly documented structures in place to promote good behaviour and each class has its own rules and aspirations displayed. A weekly assembly to celebrate success reinforces good behaviour.
26. The social development of the pupils is very good. They contribute actively to the life of the school and are taught to take responsibility from an early age. Older pupils perform a range of tasks that assist the smooth running of the school. They are involved with the local community in various projects such as tree planting and giving a concert at the local old people's home. There are good links with a variety of local industries and agencies that bring mutual benefit. Over the year the pupils support several charities and this extends their social skills.
27. The cultural development of the pupils is good and is successfully promoted through a range of activities both within and outside lessons. There are links with a South African township school whose headteacher has visited the school. Japanese teachers have visited and given the pupils a taste of life in a Japanese school. The school makes good use of the local area as a resource for the pupils' learning and this develops their understanding of the community and its cultural heritage. The pupils' appreciation of their own and other cultures is furthered by lessons in history, geography and religious education.

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

28. The school's assessment procedures and the way in which assessment information is used to guide curricular planning and to support the pupils' progress in literacy and numeracy are strengths of the school.
29. There are good arrangements in place to track the progress of pupils in English and mathematics and these are used effectively to raise standards. When the pupils enter the school good use is made of the Key Stage 1 assessment tasks and tests results to group the pupils for

literacy and numeracy lessons and to identify the pupils who take part in the additional literacy lessons. Throughout Key Stage 2 standardised tests are used to track the progress of each year group. The information gained is analysed carefully and used to group pupils, and to establish targets for learning. The school is in the process of initiating the use of the optional Qualifications and Curriculum Authority tests for all year groups, together with the implementation of an individual pupil tracking system. An analysis of the end-of-key-stage test results is used to identify areas for development with future classes and has been well used in English and science. Scrutiny of the teachers' planning shows that they are clear about what the pupils are to learn, particularly in literacy lessons and to a lesser extent in numeracy lessons, and how this will be achieved. The good use that is made of assessment information makes a significant contribution to the maintenance of the school's standards and the sound progress the pupils make.

30. The school is a very harmonious community where the pupils have confidence in all adults, especially their class teachers. The teachers have a very good understanding of each pupil's personality and are sensitive to their emotional needs. This is supported by the good quality of the teachers' lesson planning and in the quality of marking and in the records that the teachers keep. Attention to detail means that lessons have relevance to the pupils' learning, careful marking encourages pupils to take pride in the presentation of both the work they do in class and the work they do at home.
31. The support that pupils with special education needs receive is good. The teachers work closely with the special education needs co-ordinator to ensure that each pupil has appropriate education and care.
32. There are good arrangements for monitoring the pupils' academic performance and personal development. The software for the computerised registration system is faulty and the school needs to obtain an up to date attendance monitoring package. The teachers have a good system in place to ensure that the reasons for absence are followed up and identified. The education welfare officer provides support when this is required.
33. The school has satisfactory arrangements for managing the pupils' behaviour and the parents indicate they are satisfied with the arrangements. The pupils interviewed by the inspection team confirm that bullying is not a problem in the school. The teachers are consistent in the techniques they apply to guide pupils into sensible behaviour patterns. However, the close proximity of other teaching groups occasionally makes it necessary for voices to be raised. This detracts from the generally good procedures the school has, because minor transgressions are given unnecessary attention.
34. The programme for personal and social education, which includes a good commendation and awards system designed to develop citizenship, is effective, although there is no drug awareness training within the curriculum.
35. The school has good procedures for promoting the safety and well-being of pupils. The school's child protection policy complies with the Area Protection Committee procedures; there is a good awareness of the requirements of the Children Act. Parents are clearly informed about this in the school booklet they receive. The staff is briefed at intervals and the co-ordinator undergoes periodical training. The health and safety policy defines risk assessment procedures and these are conducted at the appropriate intervals. Fire drills are conducted and logged, there are good first aid arrangements, and all staff has undergone training. During physical education lessons and when outings or residential visits are undertaken due attention is paid to safety and welfare matters.



36. The pupils with an individual education plan have lesson plans appropriate to their needs. Consultation arrangements with parents and external support agencies are good.

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

37. The relationship the school has with parents has improved since the last inspection although some parents still feel that they would like to be better informed about the topics being taught.
38. Parents have confidence in the school; they rate highly the care teachers pay to their children's welfare and learning needs. The quality of information that parents receive overall is satisfactory. The annual reports parents receive about children's progress are variable, some clearly define what has been learned during the year and the levels of attainment pupils are expected to reach. Other reports are less clear in the information they contain. At present the parents do not receive information regarding the topics to be taught during the term although some teachers feel that this would be helpful to support the homework programme. However the school does provide very good facilities for parents to visit the school to hold both formal and informal discussions. The three review evenings are augmented by an open day. Access for informal discussions with all adults in the school is very good. The headteacher has an easily approachable manner and this is reflected throughout the school by the willingness of adults to engage in discussion with the parents.
39. The schools development plans have identified a wish to make better use of the parents' expertise in the school. The recently established computer suite now has a number of parents assisting the teachers. Information and communication lessons are enhanced by the individual support given by some parents.
40. The school brochure gives parents appropriate information about the school's routines and procedures. The previous inspection report noted that the Governors' Annual Report did not meet the necessary requirements and this remains to be the case. The report does not state how the school has improved since the last inspection. There is no reference to the school's policy regarding the admission of pupils who might have a physical disability. This is particularly regrettable because the facilities the school has for the disabled are good. There are good arrangements in place for the parents of pupils with special educational needs to be consulted.

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

41. This is an effective school that is well managed. The headteacher provides clear educational direction to the school. He has a calm approach to management and an enthusiastic determination to move the school forward. Together with senior staff he has instigated new initiatives such as 'Better Reading Partnership' and 'Investor in People'. These initiatives have enhanced the school's development and are helping to raise standards. The senior management team has a clear view of the school's strengths and weaknesses and are fully committed to ensuring the pupils attain in line with the school's aims, which also focus strongly on their personal development.
42. A careful analysis of the school's performance is undertaken regularly and the below average performance by the pupils in the 1999 National Curriculum tests accounted for. Additional measures, including extra staffing and additional extended writing classes, were put in place to improve the situation. The action taken has been effective. Good arrangements are in place for the school to monitor its performance. The headteacher, together with co-ordinators, monitor teaching and planning satisfactorily. Subject co-ordinators provide reports to the governing body on the strengths and weaknesses of their subject as part of the review of the school development plan. This is an improvement since the last inspection. Co-ordinators are good at

informing colleagues of what they do well. However, they are less effective when describing what needs to be improved. The school recognises that this is an area for development.

43. The governing body has undergone many changes recently and its effectiveness has been limited as a result. Committees have been reconstituted and are beginning to meet on a regular basis. Governors are very supportive and keen for the school to be successful. They have delegated much of the management of the school to the headteacher and, as yet, do not have clear strategies for monitoring the effectiveness of particular initiatives. The school development plan is a very clear, detailed document. It highlights appropriate priorities, is costed and details how success will be measured. The headteacher takes on responsibility for its preparation and it is approved by the governors. However, the governors need to have greater involvement in setting longer term initiatives and in establishing success criteria.
44. The school makes good use of its resources and specific funds allocated to it; these are linked to the educational and development plans. There has been a recent audit, which found that there are sound systems in place to ensure that good accountancy practices are followed. Staff training and development expenditure is linked to identified areas; this has been strengthened in line with the school's recent accreditation as an 'Investors in People'. The special educational needs co-ordinator manages the school's provision effectively and ensures the Code of Practice is fully implemented.
45. Financial planning, including evaluating the principles of best value, is satisfactory. However, the principle of evaluating the connection between pupils' progress and spending decisions is under-developed. The headteacher prepares the initial school budget and subsequently discusses it with the governors' finance committee. At present, little planning is done beyond the current year, this is partly due to the difficulty the school has in managing the very low level of funds allocated and in part because the governing body has yet to develop its expertise in linking financial management to longer term development plans. Satisfactory evaluation has been conducted regarding Fair Funding.
46. There is a satisfactory number of teaching and support staff to meet the demands of the National Curriculum. Teachers are suitably qualified and there is a wide range of experience amongst the staff. The arrangements for staff training and professional development are good and are linked to the school's priorities. The school is involved in the 'Investors in People' initiative. There are supportive arrangements for staff new to the school and the school's potential for training new teachers is good. The school secretary and ancillary staff provide good support.
47. Accommodation is variable but is unsatisfactory overall. The new building which houses the Year 6 classes is very good and provides a very good learning environment for the pupils. However the open plan nature of the main school building creates difficulties for teachers and cramped conditions for pupils. Although the teachers work hard to overcome these restrictions the pupils' learning is affected by the disruption caused by noise travelling from one area to another. This makes it difficult at times for the pupils to hear their teacher and to concentrate on the work in which they are engaged. The caretaker and cleaning staff work hard to make the school a welcoming and attractive environment.
48. The school has a large field for sport that is bordered by the secondary school's sports field. There are some difficulties caused by the close proximity to older pupils. The school has a large tarmac playground. This is adequate for vigorous play but is bleak with no seats or quiet areas where quiet or reflective pupils can go. Resources for English, information technology and art are good, and are satisfactory for all other subjects. They are accessible to staff and pupils and are used well to support teaching and learning.

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

49. In order to improve further the school should now:

- improve the quality of the pupils' handwriting by implementing a common approach and by ensuring it is taught systematically in all classes;  
(paragraphs 2, 13, 56)
- extend the role of the co-ordinators by ensuring they set targets for improvement when monitoring teaching and planning;  
(paragraphs 42, 58, 59, 67, 72, 79, 108)
- improve the effectiveness of teachers' marking which helps pupils to improve by;
  - (i) ensuring all teachers adopt a consistent approach;
  - (ii) ensuring pupils are set clear targets for improvement;
  - (iii) ensuring the quality of teachers' handwriting is of a good standard;(paragraphs 16, 58, 66, 71)
- improve the effectiveness of the governing body by;
  - (i) ensuring they take a greater lead in the preparation of the school development plan and monitoring progress towards its goals;
  - (ii) developing a longer term strategic view of the school;(paragraphs 43, 45)
- consider ways in which the accommodation can be altered in order to improve the learning environment.  
(paragraphs 2, 13, 47)

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

- Ensure that the school's scheme of work for design and technology is implemented effectively and consistently throughout the school.  
(paragraphs 5, 19)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

73

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

25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	49	39	1		

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

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	289
Number of full-time pupils eligible for free school meals	53

FTE means full-time equivalent.

#### Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	72

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	33	43	76

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	18	21	22
	Girls	29	29	33
	Total	47	50	55
Percentage of pupils at NC level 4 or above	School	62(67)	66(58)	72(67)
	National	70(65)	69(59)	78(69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	19	19	22
	Girls	33	30	31
	Total	52	49	53
Percentage of pupils at NC level 4 or above	School	68(66)	64(66)	70(70)
	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	6
Black – African heritage	4
Black – other	1
Indian	6
Pakistani	1
Bangladeshi	
Chinese	
White	271
Any other minority ethnic group	

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	28.8
Average class size	32

#### **Education support staff: Y3 – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	38

*FTE means full-time equivalent.*

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

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

*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	1998/1999
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	£
Total income	361,728
Total expenditure	370,625
Expenditure per pupil	£1,282
Balance brought forward from previous year	£35,412
Balance carried forward to next year	£26,515

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	289
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	42	9	1	
My child is making good progress in school.	48	45	5	1	1
Behaviour in the school is good.	44	49	2	1	4
My child gets the right amount of work to do at home.	36	51	12	1	1
The teaching is good.	47	48	1	1	3
I am kept well informed about how my child is getting on.	28	54	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	55	37	5	2	2
The school expects my child to work hard and achieve his or her best.	62	34	1		2
The school works closely with parents.	34	49	11	1	5
The school is well led and managed.	52	40	2		6
The school is helping my child become mature and responsible.	41	53	2	1	3
The school provides an interesting range of activities outside lessons.	15	46	17	2	19

### Other issues raised by parents

Parents are supportive of the school.

They praised the way that new initiatives such as the numeracy and literacy strategies have been implemented.

Some felt that National Curriculum tests placed undue pressure on their children.

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

### **ENGLISH**

50. The results of the national tests in 1999 indicate that the performance of the pupils at the age of eleven in English is below the national average and the average for similar schools. The proportion of pupils attaining Level 4 in 1999 was well below the national average, although the pupils' results at the higher Level 5 was close to the national average and one pupil attained Level 6. These results show a drop in the percentage of pupils achieving Level 4 and above from the previous two years. The pupils' under-achievement in writing resulted in the fall in overall standards.
51. Inspection evidence supports the view that the pupils' attainment in reading is good by the time they leave the school but their attainment in writing is below average. The percentage of the higher attaining pupils, working within Level 5, is close to the national average but the percentage working at the level expected nationally is below the national average. Standards in speaking and listening are satisfactory. Most pupils are articulate, and are able to put across a point of view. Most pupils listen attentively and respond to questions appropriately. They cope well in oral situations in all subjects. Higher attaining pupils are challenged and the school has made good progress since the last inspection and all issues identified regarding English in the previous report have been addressed.
52. End-of-key-stage results indicate that girls do better in the national tests but this was not apparent from work seen or in the lessons observed during the inspection. Pupils with special educational needs make good progress throughout their time in the school. Good support for them is provided through focussed group work in class and withdrawal of pupils identified by prior attainment.
53. The pupils' achievement in relation to their prior attainment is good in most aspects of English. A good rate of learning is apparent in most lessons and over time. This is also apparent in the way in which the pupils use their literacy skills in other subjects. They read for research and effectively use their writing skills in science, history and geography.
54. The pupils in Year 3 are beginning to express opinions and they are learning to use more appropriate vocabulary to explain their work and thinking. For example when comparing and discussing the merits and limitations of different types of texts they begin to use the terms 'diagrams' or 'illustrations' instead of calling them pictures. They listen carefully even though it can be difficult at times to hear or concentrate because of the sound coming from other classrooms due to the open plan design of the building. The pupils' listening and speaking skills improve as they move through the school. They have opportunities in all subjects to extend their speaking skills. This is an improvement since the last report. In Year 6, where the classrooms are enclosed and quiet, the pupils' listening skills are good. Year 6 pupils can support their views in discussions and talk animatedly about their work. They speak confidently and with good articulation. By the time they leave the school the pupils' attainment is what is expected for their age.
55. The pupils make good progress in reading and standards in reading are good. This is an improvement since the previous inspection. The younger pupils have a good sight vocabulary and use their knowledge of letter sounds and patterns well to tackle unfamiliar words and to help with spelling. They know how the contents and index pages can help them to find



information in non-fiction books. In Year 6, most pupils cope well with any text and can read a range of fiction and non-fiction books confidently and independently. They demonstrate a good understanding of significant themes, characters and events in stories. The pupils enjoy reading and are able to discuss different types of stories and express preferences, giving reasons for their preferences relating to style and content. They know how and where to find information in the school library. The pupils are involved with the local public library and produce written reviews of books which are then used by others to help them in choosing books. The pupils involved in this project feel pride in having an influence on the range of books provided in the library and are motivated to read a wider range of books themselves.

56. The pupils' progress in writing is satisfactory. The school has implemented extra time to developing the pupils' skills in extended writing in order to address the weaknesses in writing identified in the end-of-key stage tests. This is having a good effect on raising standards in those classes where the time is used to focus directly on extended writing, and is particularly effective in Year 6. The pupils write for a range of purposes including letters, reports, plays and stories. Good progress is being made in spelling, grammar and punctuation with older pupils demonstrating a secure understanding of the correct use of speech marks, phonemes and verb tenses. In Year 6 writing is well structured, lively and thoughtful with the use of expressive vocabulary. For example in story writing, pupils use similes such as 'like a raven' to imply the character as dark and sinister, and phrases like 'she knew they wouldn't get on' creating a conflict and establishing the implication of a forthcoming problem. Higher attaining pupils are beginning to use grammatically complex sentences. The pupils use word-processing skills in re-drafting their work. Although the school introduces a joined up style in Year 3, pupils throughout the school do not consistently transfer their new skills from handwriting exercises to everyday on-going work. As a result, for many pupils, by the age of eleven, handwriting standards have not reached the level of fluency expected for pupils of this age.
57. The pupils are attentive and interested and in most lessons willingly offer their opinions. They confidently make contributions during discussion time. The pupils show good levels of independence and are able to sustain concentration. Year 6 pupils are able to organise their work well and take responsibility.
58. The quality of teaching is better than in the previous inspection when it was satisfactory. Now it is good, with some very good teaching in Year 6. The teachers' planning follows the Literacy Strategy with learning objectives clearly identified and activities closely matched to pupils' prior attainment. Teaching takes account of the targets in Individual Educational Plans for pupils with special educational needs. The teaching of pupils in the booster groups and target groups promotes a good rate of learning. The work is focussed on areas of weakness and reflects the needs of the pupils in the groups. All teachers have a secure knowledge of the subject and use opportunities in other lessons to develop pupils' vocabulary and literacy skills. Most teachers have high expectations of the quality of work to be produced, making clear their expectations to the pupils so they know what they will learn and what is expected of them. However, there is insufficient emphasis on pupils presenting all of their work using a clear and legible joined script, which results in the inconsistency in quality of presentation of work as well as lower standards in writing. The teachers manage pupils' behaviour well through the promotion of good relationships and by staff providing good role models for the pupils. Day-to-day assessment of the pupils' attainment is thorough. Effective questioning and regular recording of pupils' knowledge and understanding ensures that progress is monitored. The results of assessments are used to inform following lesson planning. However, the information the teachers have gathered on pupils' attainment is not effectively used by all teachers to set the pupils targets for improvement. All work is marked although the quality of marking is variable between teachers. In the very best example, observed in one Year 6 class, the teacher makes useful comments to provide the pupils with insight into those things that they have done best.

Individual pupils are also given explicit targets for the next piece of work so they can improve. Homework is regularly set and responded to by the teachers.

59. Analysis of the pupils' performance has resulted in the school implementing strategies to raise standards where weaknesses have been identified. In order to focus on raising standards in writing the school has decided to implement extra time for extended writing and to increase the opportunities for extended writing through other subjects. However, the co-ordinator is not fully aware of how this has been implemented by all teachers. To increase the number of pupils attaining the national expectation in English, booster classes have been established for pupils who would benefit from extra support. To address the apparent underachievement of boys the school has purchased books which have added appeal to encourage boys to read more widely.
60. The co-ordinator monitors planning and has opportunities to monitor the teaching of the subject. Curriculum requirements are fully met and the Literacy Strategy has been effectively implemented across the school, so ensuring continuity and progression, which was a weakness identified in the last inspection.

## **MATHEMATICS**

61. By the end of Key Stage 2, the pupils' attainment in mathematics is in line with the national average. This is confirmed by the 1999 end-of-key-stage results. The number of pupils attaining at level 4 and above was just below the national average, but a fifth of the pupils attained at level 5, in line with the national average.
62. In the current Year 6 standards are in line with national expectations. The trend over the last four years shows a rising profile of standards. The successful implementation of the National Numeracy Strategy and the detailed planning have raised standards in mathematics. The school has identified areas that need development such as increased emphasis on teaching the pupils to recognise how they solve mathematical problems and continued attention to mental operations.
63. By the end of Key Stage 2, the pupils are able to add and subtract using hundreds and thousands. Their mathematical vocabulary includes a range of words to describe the four number operations. The vast majority of pupils are secure in their knowledge of multiplication tables to 10. Their mental skills are good. They use factors and multiples to solve number problems. For example they understand that 50 per cent of 116 is 58 and therefore 25 per cent must be half of that, which is 29. They understand equivalent fractions and decimals. The pupils are able to collect, classify, display and interpret data. They are able to use information technology skills to transfer and manipulate such information. For example, when extracting information from graphs and tally charts to solve problems, the pupils use information technology skills to present this information using pie charts and bar graphs. They read calibrations and have a good understanding of capacity. They have a good understanding of three-dimensional shapes and the more able pupils are able, for example, to work out the number of vertices in a heptagonal prism.
64. The school takes every opportunity to link mathematics with other subject areas. For example in a design and technology lesson, the pupils costed the materials they would require to make a two cup holder and made detailed measurements to ensure that they would match the set criteria.
65. Since the previous inspection the teaching of mathematics has improved. Considerable effort and attention to planning has ensured that higher attaining pupils, particularly, are presented with work that is appropriate for their ability and is sufficiently challenging. The quality of teaching is a significant feature in enabling the pupils to make good progress throughout the

school. Assessment is used effectively to ensure that all the pupils are working at an appropriate level.

66. The overall quality of teaching is good. In the best lessons teachers provide tasks that are closely matched to the ability range in the class. This enables the higher attaining pupils to take on more challenging problems. Most lessons have a good pace with a balance of mental arithmetic and written investigations. Teachers employ good questioning that results in clear articulation by the pupils of their methods which is shared with the rest of the class and this increases learning. However, the pupils' ability to concentrate and not be distracted by teaching from an adjacent class is noticeably better in the closed classrooms. The 'open plan' design and the very crowded nature of some of the other teaching areas makes the whole class teaching and mental sessions of the Numeracy Hour much harder to deliver effectively. The teachers' planning is effective and lessons progress logically, taking the pupils through a step-by-step approach when introducing new concepts and skills. The teachers organise the pupils' learning well by anticipating any difficulties that may occur and giving attention to specific groups. The pupils with special educational needs have relevant and targeted support and the work is matched to their specific learning needs. Across the school mathematics homework is regularly completed by the pupils and enhances the curriculum. Occasionally, some numeracy lessons are too long and this restricts the pace of the lessons and thus the progress the pupils make. The standard of pupil behaviour and concentration is very high right across the school. The pupils enjoy the quick fire mental arithmetic sessions. Whether working independently or in groups, the pupils sustain concentration and are very motivated despite the difficulties of some of the teaching areas. At the upper end of Key Stage 2, work is well presented but a consistent approach to presentation and marking is a weakness across the subject.
67. The subject is effectively led by the co-ordinator. She has worked with the headteacher and other staff to develop good long and medium planning. However, the school needs to ensure that such planning is consistently used and applied. Some analysis of national test results is made, but this needs further development. Extra funding has been well used to provide additional teacher input to target underachievement.

## SCIENCE

68. By the end of the key stage, attainment in science is in line with the national average and the pupils make satisfactory progress. The 1999 national test results are close to the national average. However, since the previous inspection standards in science by the end of the key stage have been erratic in comparison with standards both nationally and with the school's end-of-key-stage results in English and mathematics. The school recognises this and has begun to identify the reasons. From an analysis of the end-of-key stage results, the school has placed a greater emphasis on specific areas of the science curriculum and in particular on the understanding and use of scientific vocabulary. The pupils in the present Year 6 are undertaking a programme of revision of the science curriculum and the pupils work on the topics as part of their regular homework.
69. The pupils are interested in science and confidently offer answers to questions. When given the opportunity to do so, they work well independently and in small groups and some show initiative when planning how to record their ideas and results. When the pupils are supported by teachers to design an experiment to test how successfully different materials will insulate bottles of water, they are able to carry this out and to predict what will happen. The pupils can explain what makes their test fair and some of them are able to suggest ways in which the test could be improved. By the end of the key stage the pupils can make detailed observations, for example of soil types, and explain what they have found out drawing on their knowledge and understanding. They are able to apply this knowledge to predict which animals would use a specific habitat.

70. The pupils name the different parts of plants, describe the life cycle of plants and explain how seeds germinate. They know the names of parts of the human body, understand the power of muscles and learn about the way in which bone structure changes as humans develop. By the time they are eleven the pupils identify habitats and understand the feeding relationships between a range of plants and animals. The pupils find out how solids and liquids can melt and solidify, and investigate how heating and cooling can cause irreversible and reversible changes. They recognise different materials and identify properties of a range of materials when they are used for insulation. The pupils know what is needed to complete an electrical circuit and build circuits that include bulbs and switches. They are able to name common sources of light and describe the relationship between the sun, earth and moon and explain the reasons for night and day and the different seasons.
71. The overall quality of the teaching is sound with some good teaching observed. In the less successful lessons teachers give too much information and limit the independent learning of pupils by restricting the opportunities for pupils to make their own predictions or to organise their own methods of carrying out the experiment and recording the results. From a scrutiny of past work it is evident that not all work is completed or marked, and on occasions, there is an over reliance on prepared worksheets which limits the progress made by some pupils. Where teaching is most effective, the teachers use appropriate vocabulary and questioning to extend the pupils' understanding of the topics; they provide challenging activities and ensure a good pace to the lessons, this has a positive impact on the progress made by the pupils. In addition assessment procedures are identified within the teachers' planning and are well used to inform teaching and learning in the subject.
72. The school has a policy in place and is using the Qualifications and Curriculum Authority scheme of work for science. The subject co-ordinator has matched carefully assessment activities to the science document. However, although the school has analysed the results from last year's national end-of-key stage tests the school does not yet track the progress made by individual pupils or groups from the end of Key Stage 1 through Key Stage 2. The headteacher and subject co-ordinator monitor the teachers' planning on an occasional basis, but the curriculum co-ordinator has had little recent opportunity to evaluate the way science is taught in all the classes. These features contribute to the erratic nature of the standards achieved in science and have prevented pupils from making better progress in each year group.
73. There is an adequate range of resources to support the planned curriculum and some use is made of information technology, as when the pupils display the results of their experiments using a data-handling program. On occasions, the limitations of the buildings make it difficult for the pupils to carry out investigative work. All the pupils, including those with special educational needs, have equality of access to the science curriculum.

## **ART**

74. During the period of the inspection it was only possible to observe art being taught in Year 6. The scrutiny of work on display shows that the pupils are attaining high standards in two - dimensional and satisfactory standards in three-dimensional work. This is an improvement since the previous inspection when standards and progress were judged to be unsatisfactory. The pupils are making good progress in extending their skills in a variety of media. Their good aesthetic awareness is evident in their discussion of their work. The pupils have good sketching skills based on close observation of detail. They practise creating the outlines of the flowers they are sketching and in mixing the watercolours to obtain the shades to obtain a close match. This raises the standard of the finished work. The pupils accurately record their observations and their drawings and paintings show qualities of line and awareness of shape and texture. Much of the pupils' work is of a very high standard. Younger pupils focus on learning about

primary colours and after studying the work of Mondrian they create pictures in his style. Older pupils study style and colour in the work of Paul Klee. As they progress through the school the pupils learn about hue and tone. They mix their own colours and older pupils understand how the properties of the different media can be used to create atmosphere. There is a good range of artwork linked to other subjects, which enhances the pupils' skills and creativity. For example, work linked to history included Roman mosaics made using tiles and marbles and using clay to recreate Egyptian style jewellery; using clay to make Diwali lamps and produce patterns using information technology art programs.

75. The art curriculum makes a positive contribution to the pupils' spiritual, social and cultural development. The pupils are provided with opportunities to reflect on their own and others' work and to comment on how they make them feel. They are proud of their achievements and are able to acknowledge the achievements of other pupils. The pupils talk enthusiastically about the flower paintings they produced in a link with the local Horticultural Society. They are motivated and discuss their work during painting lessons but work silently and are totally absorbed during initial sketching work.
76. The quality of teaching is good with effective direct teaching of skills and techniques which result in the pupils being able to approach their work confidently and being aware of their own progress. The pupils are encouraged to be creative and original which results in all pupils having high self-esteem. The teachers plan thoroughly so that pupils are taught skills and have the opportunities to use these new skills and previous knowledge and skills which results in the pupils' good standards. The teachers also help the pupils to appreciate their achievements.
77. The co-ordination of the subject is very good. The co-ordinator's excellent subject knowledge and enthusiasm for the subject is reflected in the scheme of work, introduced since the last inspection, and the support given to teachers. This enables teachers to increase their confidence, and competence in teaching art and in their planning of lessons.

## **DESIGN AND TECHNOLOGY**

78. By the end of the key stage attainment in design and technology is broadly in line with national expectations. It was only possible to observe a small number of lessons during the week and whilst progress appears satisfactory overall, it is variable. At the time of the last inspection the subject failed to meet the requirements of the National Curriculum and the achievements of pupils throughout the school was unsatisfactory.
79. Whilst improvements have been made in the subject since the last inspection, the co-ordinator recognises more needs to be done to ensure all teachers devote sufficient time to the subject and build on the skills learned in previous lessons. There is a very good scheme of work in place but not all teachers are adhering to it. Consequently, progress is uneven through the school.
80. In Year 6, the pupils show satisfactory skills in the design element of a project leading to the making of a cup holder. The pupils produce detailed design drawings that are labelled, showing the materials required and the measurements. The pupils' mathematical skills are developed with an appropriate emphasis on accuracy when measuring. The pupils in Year 5 investigate, disassemble and evaluate containers. They learn that boxes have specific functions and are constructed in different ways. Mathematical skills are enhanced as they relate their work to 'nets' of cubes and language skills are developed as they learn the meaning of words such as disassemble.
81. The quality of teaching in the lessons seen was good overall. The teachers have a secure understanding of the subject and present all groups of pupils with work that is challenging. For example, the higher achieving pupils in Year 6 were required to produce a series of drawings

which outlined the various steps in making their cup holders. As a result of the range of activities planned for pupils of different abilities, most make progress that is in line with their prior achievements. The teachers question the pupils effectively to ensure they understand the nature of the task and stop them periodically to praise or clarify points. The pupils enjoy the activities and are industrious in both the making and designing activities. They work well with their classmates, share resources and help one another when appropriate.

## **GEOGRAPHY**

82. Due to timetabling arrangements it was only possible to observe one geography lesson. The evidence from this lesson, discussions with pupils and a scrutiny of their previous work indicate that standards are above national expectations in geography. This is an improvement since the last inspection.
83. By the time the pupils leave school, they have studied various localities and have made comparisons between the human and physical features. They reach their conclusions using both primary and secondary sources. For example, they study the conflicting demands of tourism and farming in St Lucia. Good links are made to the English curriculum, as when, for instance, the pupils write letters to a hotel developer stating their objections to the proposed building of a multi-story hotel. Or when, in links with history, they look for the reasons why settlements start up beside rivers. In their studies of weather they use temperature and rainfall charts to compare climate in different parts of the world. Mapping skills are good. The pupils understand scale, interpret map symbols and can use and identify features on a variety of maps.
84. The school has addressed the issue of the appropriate match of work for higher attaining pupils identified in the previous inspection. There is now a very effective scheme that allows teachers to select appropriate tasks to challenge groups of pupils at a suitable level.
85. The teachers plan work very effectively and ensure a good range of resources is available to support the pupils' learning. For example in a very good lesson on using prior knowledge of the features of a locality to plan itineraries, the pupils made very good progress in interpreting maps and geographical information to produce their own conservation guides, design their own routes and plan a day trip for tourists. The pupils show interest and enjoyment in their geography lessons. Behaviour is very good and they plan and work very collaboratively.
86. The effective teaching is promoted by good co-ordination of the work, collaborative planning and the enrichment of the curriculum by external visits and events. There is clear documented guidance on what is to be taught and good support for teachers in terms of advice and resources. Work in geography also contributes effectively to the social and cultural elements in the curriculum and promotes literacy and numeracy.

## **HISTORY**

87. The standard of the pupils' work in history is good and they make good progress in historical understanding, knowledge and interpretation. They also make good progress in learning methods of historical enquiry. This shows improvement since the last inspection.
88. Year 3 pupils have a good knowledge of the Celts and the Romans. Their understanding enables them to make comparisons about the lives of Romans and Celts. They are able to use secondary sources to make observations and deductions. The pupils understand the importance of secondary sources of evidence and are beginning to use reference material to research facts. In Year 4 they can pick out key words in texts to help them decide whose point of view the texts has been written, and are beginning to realise that there are differences in views. Year 5 pupils extend their enquiry skills by asking and answering questions, using secondary sources

and observing artefacts. They are able to record information about the construction, features and function of artefacts, which shed light on the time period and culture of the Ancient Greeks. By the time they are in Year 6 the pupils have a good understanding of chronology. They have also developed greater understanding, and are able to make detailed comparisons between their own lives and those in the past. For example, they have a good understanding of Victorian times and understand that different materials and power sources were used for Victorian toys. Their homework research and ensuing class discussion result in them having a good understanding of the lives of children in Victorian Britain, and the differences between the toys of the rich and poor in that era. The pupils also make good comparisons with their own lives. They can record their knowledge and understanding in pieces of extended writing.

89. Pupils show very good attitudes to their history work. They are interested and are very good at working independently, showing good levels of motivation as they complete tasks.
90. The teaching of history is good. Teachers have good subject knowledge and their awareness of historical enquiry skills has improved since the last inspection and is well taught. The teachers' good subject knowledge enables them to question the pupils effectively in order to extend their knowledge and understanding of history. Lessons are planned well, building on what has been previously learned and lessons are well resourced so pupils have access to primary and secondary sources of evidence. Effective strategies are used to challenge pupils and increase their understanding. Displays are used very effectively to enhance teaching and learning in classrooms.
91. The co-ordination of the subject has improved and is good. The co-ordinator monitors planning and some teaching of the subject. The school makes good use of the community to the school to enhance learning. For example, artefacts are borrowed from the local museum service. The use of a visiting company ensures that the pupils also have opportunities to dress in costume and role-play life in Tudor and Victorian times. Parents support this by making costumes and providing authentic Victorian type food in lunchboxes.

## **INFORMATION TECHNOLOGY**

92. At the time of the last inspection the pupils' attainment in information technology was said to be below national expectations with the subject 'barely meeting the requirements of the National Curriculum. Considerable improvements have been made and by the end of the key stage, the majority of pupils are attaining in line with national expectations in all aspects of the subject.
93. By the time they leave the school, the pupils have satisfactory word processing skills, an understanding of the use of control technology and a secure knowledge of data handling programs to produce graphs and charts. The pupils in Year 3 are confident when using the computer and position the mouse accurately to enter and exit menus. They use the keyboard accurately and delete and insert text. They learn that they can enter data to produce frequency charts. The older pupils in Year 6 are becoming proficient in using spreadsheets. Most know how to use formulae to solve mathematical equations and cut and paste cells to save time.
94. The pupils, including those with special educational needs, make good progress in all year groups. The improved quality of teaching is a significant factor in improving the standards achieved and the progress the pupils make. Computer skills are taught regularly to every class and the pupils therefore build on skills taught in previous lessons. In a good Year 6 lesson, the pupils developed their understanding of formulae, learning how to incorporate them into a spreadsheet. This new learning built on previous lessons where the pupils had been introduced to this aspect of information technology. Word processing skills are developed with pupils

improving their skills in editing and redrafting. Good opportunities are taken for the pupils to write their first draft of text, rather than copying work.

95. The teachers plan their lessons together in year groups. Whilst not all teachers have high levels of skill, they support one another effectively and good guidance is provided by the co-ordinator. The staff are enthusiastic about the subject and keen to improve their level of understanding. Planning, which is based on national guidelines, is good. It ensures pupils build on previously learned skills as they move from year to year and covers all elements of the subject. There are good links with literacy and numeracy and subjects such as history and geography. On a small number of occasions, when it is not possible for all of the pupils to be using the computers at the same time, they are occasionally given 'holding' tasks that do not enhance their learning. The pupils have very good attitudes towards the subject and concentrate for long periods. They help one another and are keen to learn new skills.
96. The school has recently adapted the library, using it as a computer suite. Very effective use is made of this facility and all of the classes use it on a regular basis. Whilst some teachers and pupils are at a relatively early stage in their understanding and use of computer technology, the opportunities provided by the provision of a computer suite, have enabled all to significantly improve their skills. The school has made good use of National Grid for Learning money to ensure the school is well equipped with modern computers and there is a good range of software to support all areas of the curriculum.

## MUSIC

97. By the end of the key stage, attainment in music is broadly in line with national expectations and the pupils make at least satisfactory progress throughout the school. At the time of the last inspection, standards in music were similar to what was seen nationally.
98. The pupils in Year 6 have an appropriate musical vocabulary, recognising such words as timbre, dynamics, tempo and ostinato. They improve their ability to put words to a calypso rhythm and use simple written notation to make a written record of their music. The pupils in Year 5 make good progress when they learn to sing songs in two parts and their standard of singing is good. The pupils in Year 3 also make good progress in their ability to accompany songs using percussion instruments. Listening skills are enhanced during assemblies when discussions take place about the 'composer of the week'.
99. The quality of teaching is satisfactory overall but it is occasionally good. Where the teaching is best the teachers plan their lessons carefully and make very good use of the support material provided by the co-ordinator. They generate enthusiasm in the lessons and, as a result, the pupils are keen to learn and make good progress. In a good Year 5 lesson the teacher managed the pupils very effectively, demanded high singing standards and praised them when they achieved the desired level. In all lessons the behaviour of pupils is very good and they enjoy singing and practical musical activities. They are quick to praise the achievements of others and respond positively when a classmate – or the teacher – makes a mistake. In these instances, the teacher's good humour adds quality to the lesson. Where teaching is not as good, the teachers occasionally spend too long on the introduction to the lesson, reflecting a lack of confidence in their subject knowledge. However, all of the teachers make good use of the visiting accompanist to assist when teaching singing. The co-ordinator has excellent musical knowledge and gives very good support for colleagues by providing sample lesson plans in addition to informal support. The adaptation of the current music scheme is ensuring the teachers build on the pupils' previous knowledge and understanding when planning lessons.
100. A choir and recorder clubs, open to all year groups, are well supported by the pupils. Visiting music services provide wind and string tuition for a large number of pupils. Their social skills



are enhanced through opportunities to perform at concerts in school and also within the community.

## **PHYSICAL EDUCATION**

101. Standards in physical education are in line with national expectations and all pupils, including those with special needs make satisfactory progress. The school makes sound provision for the physical education of its pupils and the curriculum includes gymnastics, dance, games, swimming and outdoor education activities.
102. By the end of Key Stage 2, the pupils are able to develop imaginative linking sequences in floor and apparatus work. Gymnastic skills are well developed. In a games lesson all pupils showed a high level of ball control with very good dribbling, passing and shooting skills. The pupils experience a variety of team and individual games such as netball, football, cricket, short tennis, tag rugby and athletics. Records indicate that by the time they leave school, most pupils are able to swim 25 metres.
103. Lessons are carefully planned with clear learning objectives and high expectations. The teachers manage lessons very well and a high standard of behaviour is maintained. Care and attention is given to the pupils' safety. Very effective use is made of the pupils' performance to demonstrate successful learning. The pupils are enthusiastic and keen to take part in physical education lessons. They listen carefully to instructions and are very motivated to improve their performance. Pupils with special educational needs are well-integrated into physical education lessons and make good progress.
104. The previous inspection identified a lack of progression as an issue in the teaching of physical education. However the very comprehensive and well-structured scheme ensures that this no longer applies. The co-ordinator is very effective in monitoring the teaching, and learning. There are good links with various clubs, agencies and colleges in the local community. A satisfactory range of extra-curricular sports activities provides support for the subject and extends the pupils' learning.

## **RELIGIOUS EDUCATION**

105. By the end of the key stage standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. The pupils, including those with special educational needs make sound progress, especially in the way they are beginning to relate what they have learned to their own lives.
106. The pupils have an awareness of special occasions and traditions in the Christian, Jewish, Muslim, Hindu and Buddhist faiths. They understand how important certain events are to people of different faiths. They have opportunities to discuss their meaning and the part they play in everyday life for many people. The pupils develop an understanding of the symbols and rituals of the Jewish religion through learning about the Torah, the Seder meal and the Shabbath. They learn about Hinduism through the stories of Diwali, discovering the different gods and the significance of the items on the Puja tray as an aid to worship. The pupils are taught about the rules from different religions, such as the Ten Commandments and the Five Pillars of Islam and they consider the rules that are relevant to their own lives. The younger pupils think about what makes people special and discuss the features of friendship, whilst the older pupils have an opportunity to consider the qualities of leadership. They are given opportunities to explore and compare different creation stories. Feelings such as jealousy are explored and the pupils are given opportunities to consider how such work might have relevance to their own lives. The work in religious education makes a valuable contribution to the pupils' personal and social development.

107. The quality of teaching in religious education is sound, with some good teaching observed. Where the best teaching is seen, relationships with the pupils are good and the teachers have a sound knowledge of the subject under discussion. They maintain good class control and successfully promote the learning objectives of the lessons. The teachers provide good opportunities for the pupils to extend their learning in literacy, especially in the use of a range of written forms. Although the overall time devoted to religious education is appropriate the lessons are short, and on some occasions, the teacher's introduction is too long leaving insufficient time for the pupils to complete the planned tasks. This causes a lack of opportunity for pupils to actively participate in the lesson and their progress is slower.
108. The co-ordinator for religious education has redeveloped the school's scheme of work against the requirements of the locally agreed syllabus. She has provided colleagues in each year group with useful files. They contain clear plans, with supporting worksheets and resources, and also identify assessment opportunities in relation to the topics that are being taught. However, although the co-ordinator has taken part in some monitoring of teaching in religious education, she does not have the opportunity to see all teachers' planning on a regular basis. The school's resources for religious education include a satisfactory range of artefacts and books, and good use is made of a visit to a Hindu temple to extend the pupils' knowledge and understanding of Hindu traditions of worship.