

# INSPECTION REPORT

## **JOHN DAVIES PRIMARY SCHOOL**

Sutton-in-Ashfield

LEA area: Nottinghamshire

Unique reference number: 122473

Headteacher: Mrs J Saunders

Reporting inspector: Mr C Deane-Hall  
23757

Dates of inspection: 28<sup>th</sup> February – 3<sup>rd</sup> March 2000

Inspection number: 190639

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Barker Street Huthwaite Sutton-in-Ashfield Nottinghamshire
Postcode:	NG17 2LH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Elliott
Date of previous inspection:	December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C Deane-Hall	Registered inspector	Mathematics History Physical education	The school's results and pupils' achievements How well the pupils are taught How well the school is led and managed
Mrs S Pritchard	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Mrs C Balson	Team inspector	Equal opportunities English Art Design and technology	
Mr C Farthing	Team inspector	Special educational needs Science Information technology Geography	
Miss W Thomas	Team inspector	Under fives Music Religious education	The curriculum and other opportunities offered to the pupils

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

### **INFORMATION ABOUT THE SCHOOL**

John Davies Primary School is situated in the village of Huthwaite, near Mansfield. The school provides education for boys and girls between the ages of three and eleven. There is a total of 292 pupils of whom 138 are girls and 154 are boys. The school has a 60 place nursery which provides part-time education for children under the age of five. Most of the pupils live in the community around the school. However, around 26 per cent regularly move school. This proportion has risen by 10 per cent over the last two years. The school also admits pupils at the start of Year 3 from a nearby infant school. These pupils account for 32 per cent of the cohort and of these, about half are lower attaining pupils. Around 31 per cent of the pupils are known to be eligible for free school meals. This is above average. There is a total of 80 pupils who are on the special educational needs register. This, too, is above average.

The attainment of the majority of the children on entry to the nursery is well below the level expected for children of their age. When they enter the main school, the attainment of most of the children is still below the level expected, overall. However, their physical co-ordination and their personal and social development are close to that expected for their age. The ethnic background of the pupils is almost entirely white UK heritage, although a few pupils are of Indian, Bangladeshi and white European heritage.

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

John Davies Primary School is an improving school. It is providing a satisfactory quality of education for its pupils which is set within a well organised and friendly learning environment where all are valued. The leadership and management of the school are good. Parents value the school and appreciate the improvements which have been made since the last inspection. The quality of teaching is satisfactory, overall, and there are instances of good and very good teaching. Standards are below the national average in English, mathematics and science. However, the school has an above average number of pupils with special educational needs and a high proportion of pupils who regularly move schools. In addition, in Key Stage 2, nearly one third of the pupils join the school in Year 3 and around half of these are lower attaining pupils. These factors have the effect of depressing the school's overall standards, particularly at the end of Key Stage 2.

The socio-economic circumstances of many of the parents are poor and most of the children enter the school with levels of attainment which are well below those expected for their age. The income and expenditure per pupil are above average and funding is used well. The curriculum for children under five is good and all pupils have equal access to the school's curriculum. The attitudes and behaviour of the pupils are generally good. Since the last inspection, the school has improved satisfactorily. It has successfully developed nearly all of the areas identified as key issues for improvement in the last inspection. Taking all these into consideration, the school provides satisfactory value for money.

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

- The school's strategies for teaching literacy are good.
- Pupils' attitudes and behaviour are good. Pupils enjoy school, are interested in their activities and show a good level of personal responsibility.
- The quality of teaching for children under five is good.
- Provision for pupils' social development is very good. It is reflected in the way that pupils work and play together.
- Procedures for monitoring and supporting pupils' personal development, improving attendance and promoting positive behaviour are all good.
- The leadership and management are good; strategic use of resources to support improvements is good.
- The school monitors its performance well and takes the necessary action to improve its effectiveness.

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

- Standards at the end of Key Stage 2 in English, mathematics, science and information technology need to improve.
- Although information gained from assessments is used effectively in English and mathematics, it is not used sufficiently to support future planning for pupils' next steps in learning in the remaining subjects. The use of information gained from assessment is not used sufficiently to track pupils' learning.
- There is insufficient time allocated to music which is having a negative impact on pupils' progress.
- There is no scheme of work for physical education which means that, as pupils move through the school, they are not always provided with sufficient opportunities to develop their skills.
- The school does not make the most of the positive support given by many parents in order for them to support their children's education.
- The level of administrative support is well below the national average. As a result senior staff do not always have the necessary administrative support required to make the most of their time.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and has made satisfactory improvements since that time. It has worked hard to improve the standards by improving the quality of teaching and introducing policies and schemes of work to support planning in nearly all subjects. It has improved the planning for the curriculum which now follows a common format. In addition, the school sets targets for groups of pupils as well as short-term targets for individuals to help to raise pupils' attainment. Effective procedures have been put in place for assessing and recording pupils' level of attainment in English, mathematics and science. Although standards still need to improve, there is clear evidence that there are improvements, particularly in Key Stage 2. Children enter the school with a low level of attainment. There is a high number of pupils with special educational needs and a high proportion of pupils who regularly move schools. These issues have militated against improved standards.

The school has improved the leadership and management to meet the changing needs of the school. The role of subject co-ordinators has been successfully developed. Open communication systems and a transparent management structure have helped to ensure that there is a clear and shared vision for the educational direction of the school. Improvements have also been made in resources, for example, the information and technology suite. To help raise standards, the school has successfully introduced the Literacy and Numeracy Strategies and begun to organise pupils into groups according to their prior level of attainment for English and mathematics. Since the last inspection, the school has built upon what it does well. It is effectively placed to continue to improve.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	E	well above average A
Mathematics	E	E	E	E	above average B
Science	D	E*	E	E	average C
					below average D
					well below average E

By the age of five, most pupils do not achieve the Desirable Learning Outcomes in five of the six areas of learning. They do attain the level expected in personal and social development. The table

shows, for example, that, in 1999, standards in English were well below average when compared with all schools. The table also shows that, in comparison with similar schools, pupils' attainment in English was also well below average. The majority of pupils enter the school with levels of attainment which are well below those expected of children of their age. As they move through the school, their achievement is satisfactory and most build steadily on their prior level of attainment. However, by the end of Key Stage 1, overall standards in English and mathematics are still below the national average. In Key Stage 2, the school nearly doubles in size. Many of the pupils who regularly move schools, around 30 per cent, and others who are admitted to the school have special educational needs. This has the effect of lowering the school's overall standards.

The school has set itself realistic targets to help pupils improve and is on line to achieve them. Over the last four years, standards have improved in English, mathematics and science. Between 1998 and 1999 standards improved significantly in mathematics and science. The results of the school's tests and assessment in Years 3, 4 and 5 also show a steady increase in pupils' attainment as they move through the school. However, pupils are capable of achieving more. The school has put in place initiatives to raise standards; for example, pupils in Years 1, 2, and 6 are organised in groups according to their prior attainment for English and mathematics. The Literacy and Numeracy Strategies have been successfully implemented and the school has improved the quality of teaching.

By the age of eleven, pupils attain the level expected in religious education. However, they do not attain the level expected in information technology. Although the school has completed the information technology suite, there has not been sufficient time for the improved facilities to impact upon standards. Pupils make satisfactory progress in all other subjects, except music, where they do not make sufficient progress, largely because the time allocated is not sufficient for pupils to develop their musical skills or to cover aspects of the curriculum in sufficient depth

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show an enthusiasm for learning and a willingness to succeed. Most are interested in their work.
Behaviour, in and out of classrooms	Behaviour is good around the school and in the vast majority of lessons. There is a calm atmosphere around the school.
Personal development and relationships	Pupils' personal development is satisfactory. Many show a good sense of personal responsibility and use their initiative well. School council members carry out their duties sensitively.
Attendance	The attendance of pupils is satisfactory and the rate of unauthorised absence is broadly in line with the national average.

## TEACHING AND LEARNING

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

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

Teaching is satisfactory, overall, and has considerably improved since the last inspection. Teaching was satisfactory or better in around 94 per cent of lessons. It was good in about 34 per cent of lessons and very good in just over seven per cent of lessons. It was satisfactory in just over half of all lessons and unsatisfactory in just under six per cent of lessons. The teaching in the nursery was good. It was never less than satisfactory and the vast majority was good.

Teachers generally teach the basic skills of literacy and numeracy effectively. In literacy, teaching was good or better in 40 per cent of the lessons. In numeracy, the proportion of good teaching accounted for just over 40 per cent of the lessons. The school generally meets the needs of all of its pupils satisfactorily. Pupils with special educational needs are effectively supported. The arrangements whereby pupils are grouped according to their prior level of attainment for English and mathematics are beginning to have a positive effect on pupils' rate of progress. Teachers' planning is good. They have a clear idea of what is to be taught and develop their teaching to ensure that pupils are introduced to new skills, concepts and knowledge in a logical way. A particular strength is the way that teachers share the learning objectives and targets for the lesson with pupils. This has a very positive effect on pupils' learning. In a few lessons, activities are not sufficiently well matched to pupils needs and the pace of teaching declines. This results in pupils' work rate slowing and learning is reduced.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and relevant curriculum, although there is some imbalance in the time allocated to music. The school provides a balanced curriculum for children under five. The National Strategies for Literacy and Numeracy have been introduced successfully. The school offers a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	The school makes satisfactory provision, overall. Pupils' individual education plans have suitably focused targets. Support provided by support staff has a positive effect on the rate of pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is good. Provision for their social development is very good and contributes well to their personal development. Provision for the development of pupils' cultural awareness is satisfactory.
How well the school cares for its pupils	Procedures for child protection and pupils' welfare are satisfactory. The monitoring of pupils' academic performance and personal development is satisfactory. However, information gained from assessment is not always used as well as it could be to support pupils' next steps in learning. The school has good systems for monitoring and improving attendance.

There is generally a good partnership between the school and its parents. Parents have good opportunities to ask questions, provide information about their children and express their children's needs. However, although parents attend and support school-organised fundraising events and charity collections, few are willing to become closely involved in the planning and organisation of such activities on a regular basis. The health and safety of pupils is effectively supported by the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are good. The headteacher has a strong sense of purpose and together with the senior staff provides a clear educational direction for the school.
How well the governors fulfil their responsibilities	The governing body effectively carries out its statutory duties. The positive relationship between the headteacher, senior managers and the governing body helps to shape the direction of the school.
The school's evaluation of its performance	The school has successfully identified appropriate priorities, targets for improvement and effectively evaluates its performance.
The strategic use of resources	The school makes careful and effective use of its strategic resources. Funding, staff and resources are all used well to support the work of the school.

Overall, the school has a satisfactory number of suitably qualified and experienced staff. However, the number of administrative staff is well below average for a school of this size. This means that, on occasions, administrative work is carried out by senior staff. This is not a satisfactory use of their time and reduces their effectiveness. Accommodation is good. The school has an extensive outside learning environment. Learning resources are satisfactory, overall, although those for music are insufficient and there are few resources to reflect the cultural diversity of the wider community. However, there are good resources for art, English, information technology and religious education where there is a good range of good quality artefacts. The nursery is equipped with a good range of indoor and outdoor resources. The principles of best value are used well by the leadership and management.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school.</li> <li>• Children make good progress at school.</li> <li>• Children are well behaved.</li> <li>• Parents appreciate the way that the school handles questions or problems.</li> <li>• The values and attitudes help pupils' development.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> <li>• The amount of homework provided.</li> </ul>

Inspectors agree with nearly all of the parents' positive views. Although children under five make good progress, pupils in both key stages make satisfactory progress, overall. The school provides a satisfactory range of activities for pupils out of school lessons. These include football, a cross-stitch club, a book shop and a recorder group. Inspectors do not agree with some parents' concerns about homework. As pupils move up through the school, increased amounts of homework are expected and set. Homework includes literacy and numeracy and other current work. Its use has a positive effect on pupils' progress.

## **PART B: COMMENTARY**

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

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

1. Standards in English, mathematics and science are below the national average by the end of both key stages. The school has four important issues which, together, have a negative impact on the overall standards, particularly at the end of Key Stage 2. Most children enter the nursery with levels of attainment which are well below the level expected for children of their age. Many children make good progress in the nursery, but the vast majority still do not attain the Desirable Learning Outcomes for pupils at the age of five, in five of the recommended areas of learning. However, most pupils do attain the level expected in their personal and social development. In physical development, although most do not attain the level expected overall, many do attain the level expected in terms of their co-ordination and balance. Children with special educational needs often make good progress, because their needs are well known to teachers, their progress towards achieving their targets is carefully monitored and the help provided by staff has a positive effect on their confidence and progress.
2. Over the last two years, the proportion of pupils who enter or leave the school other than at the usual time at the beginning or end of the school year, has increased by 10 per cent and is now close to 30 per cent. This mobility factor has a negative effect on the school's overall standards. In 1999 the cohort in Year 6 had around 30 per cent of the pupils who moved schools. Of these, 62 per cent did not attain Level 4 by the age of eleven. In addition, around 30 per cent of these mobile pupils were on the special educational needs register. Although these pupils benefit from the satisfactory provision in the school, it does not fully compensate for the unsettling effect of moving schools and the relatively low level of attainment of many of the pupils when they enter the school.
3. The school has an above average number of pupils who are on the special educational needs register. Although these pupils are effectively supported and most make satisfactory progress towards attaining their agreed targets, their level of attainment by the end of both key stages is nearly always below the national average. The level of attainment of such a significant proportion of a cohort has the effect of lowering the school's overall standards.
4. An additional factor which has the effect of depressing the overall standards is the pupils who are admitted into Year 3 from a nearby infant school. This group of pupils accounts for around 34 per cent of the year group. Of the pupils who enter the school in Year 3, around half attain Level 2C or below in reading, writing and mathematics at the end of Key Stage 1. Although pupils make satisfactory progress in Key Stage 2, many do not attain Level 4 by the end of the key stage. The school is aware of this issue and has worked hard to improve pupils' achievement by organising pupils in groups according to their prior attainment for English and mathematics and by analysing those aspects of the subjects where pupils' attainment needs to be improved. However, these initiatives have not yet had time to bed down and it is too early to see their effect on standards at the end of Key Stage 2.
5. By the end of Key Stage 1, overall standards in English, mathematics and science are below the national average. The results of the national tests in 1999 for pupils aged seven showed that pupils' attainment in reading was well below the national average and in writing and mathematics it was below the national average. In comparison with similar schools, results were below average in reading and writing and broadly average in mathematics. Although test results showed that the proportion of pupils attaining the higher Level 3 in reading were well below the national average, teachers' assessments showed the proportion to be close to the national average. This variation between the results of the tests and teachers' assessments is because pupils did not cope well with tests and were more comfortable when assessed by their teachers. The school is aware of the issue and has already changed the way in which it prepares pupils for tests. This also accounts for the variation in attainment in reading between the results of the test and inspectors' judgements.

6. Over the last two years, standards at the end of Key Stage 1 have improved in reading but declined in writing. In mathematics, standards are broadly similar for both years. However, these results are for only two years and so it is difficult to draw conclusions about trends over time.
7. By the end of Key Stage 1, standards in information technology are below the level expected. Pupils have had little experience of the control, modelling and monitoring elements of the subject and this reduces their overall attainment. In religious education, pupils attain the level expected locally. Pupils express their feelings sensibly and understand the importance of symbols to believers of different faiths and are developing a subject specific vocabulary. In art, design and technology, geography, history and physical education pupils make satisfactory progress and achieve the level expected. In music, pupils make unsatisfactory progress. Many pupils find it difficult to sing in tune and they do not have sufficiently well developed rhythmic skills.
8. In English, attainment by the end of Key Stage 1 is below the level expected in speaking and listening, reading and writing. In speaking and listening, pupils do not express their ideas clearly. They are not confident in speaking. For example, in literacy sessions they find it hard to speak about pictures in the Big Book and few are able to add detail in response to the teacher's question. In reading, pupils read from a shared text confidently and have a good knowledge of letter sounds. Although higher attaining pupils read accurately and with expression, other readers lack the confidence to correct errors. In writing, most pupils form their letters accurately and average attaining pupils use full stops and capital letters correctly. Handwriting is usually joined and consistent and higher attaining pupils use joined handwriting effectively.
9. The school has successfully implemented the Numeracy Strategy and already there are signs that it is beginning to have a positive impact on pupils' attainment. Most pupils make satisfactory progress as they move through the key stage. Many pupils have a secure understanding of numbers to 100 and recognise and correctly name regular two-dimensional shapes. However, although teachers provide good opportunities for pupils to share their learning towards the end of lessons, many pupils have difficulty explaining how they solve simple problems and their mental agility is not well developed.
10. In science, pupils in Key Stage 1 make satisfactory progress and build steadily on their prior level of understanding. Most pupils successfully sort and classify materials according to their properties. Pupils answer teachers' questions, but are not yet confident to share their own ideas or to predict the result of experiments.
11. By the end of Key Stage 2, overall standards in English, mathematics and science are below the national average. The results of the national tests in 1999 for pupils aged 11 showed that attainment in English, mathematics and science was well below the national average. In comparison with similar schools, results were also well below average. However, for the reasons stated earlier, this does not give the full picture. The attainment of many of the pupils who have not recently joined the school is higher than other pupils. Over the last four years standards have improved in English, mathematics and science. Between 1998 and 1999, standards improved significantly in mathematics and science. The results of the school's tests and assessment in Years 3, 4 and 5 also show a steady increase in pupils' attainment. The variation in attainment between the test results of 1999 and inspectors' judgements is because the teaching has improved and is beginning to have a positive impact on pupils' attainment and progress. In addition, the school has successfully implemented the Numeracy Strategy and organised pupils in Year 6 in groups according to their prior attainment in English and mathematics. It has also begun 'booster' sessions to help pupils improve their work. The school has also carefully analysed the results of tests and assessments and highlighted areas within the subjects where pupils' attainment is in need of particular improvement. For example, in mathematics, the school is giving increased emphasis to problem solving. Each of these factors is contributing to the improvement in standards. There is very little variation in attainment by gender or ethnicity.
12. By the end of Key Stage 2, pupils' attainment in information technology is still below the level

expected, but in religious education it is in line with the level expected. In information technology, pupils log on successfully. They are reasonably confident when using the key board and when word processing their work. However, pupils are not confident when entering a command in a simulation program. Pupils make satisfactory use of information technology in other subjects. For example, they use it to support their work when composing in music and when locating information in geography.

13. In religious education, pupils often make good progress. They know a range of stories from Christianity and other faiths. They develop a satisfactory awareness of what it means to be a believer and an understanding of how people's faith can affect their lives. Pupils are beginning to compare modern day examples of religious courage with the lives of people such as St Paul and St Alban. They are aware of important issues such as apartheid and religious education makes a significant contribution to pupils' spiritual and moral development. Pupils show developing qualities of empathy and respect for people of different views. They make satisfactory progress in design and technology, geography, history and physical education. In art, they often make good progress but, in music, their progress is unsatisfactory.
14. Pupils with special educational needs make satisfactory progress towards achieving their agreed targets. Pupils' needs are carefully identified and clear targets for improvement are agreed in their individual education plans. Parents are kept well informed about the support and targets agreed, so that they, too, can help their child. Teachers work closely with members of the local authority's support services which has a positive impact on the progress these pupils make.
15. The school has set appropriate targets to help raise standards. These are agreed with the governing body after careful analysis of the results of school tests and assessments. The school is on line to achieve its targets. The school is aware of pupils' strengths and weaknesses in English, mathematics and science and is focusing on the areas which need improving; for example, in mathematics where pupils' mental agility and problem solving need improving.

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

16. A significant number of children are hindered by a lack of social or language skills when they first join the school. Many have difficulty in communicating verbally, mostly making requests related to their personal needs. Initially, some children also find it difficult to trust and relate to the adults in school. However, almost without exception, the children show an enthusiasm for learning and a willingness to adapt to school routines. Most children recognise school rules and their behaviour is good.
17. The previous inspection found pupils' attitudes to school to be good. Current findings endorse this judgement. Throughout the school, pupils display good attitudes to their work and willingly attempt the tasks set for them. All pupils, including those with special educational needs, respond particularly well when work is clearly explained to them, well matched to their ability, but suitably challenging. This scenario was exemplified in a Year 1 physical education lesson where pupils, having listened intently to the teacher's instructions, then developed and performed a series of artistic movements to depict the sequence of falling snowflakes, rising sun and opening petals. Whilst working in their groups, pupils often build on their existing knowledge by exchanging their views and sharing their perceptions. For example, a group of Year 4 pupils contemplated the plight of a Second World War evacuee and then discussed how they might react to rationing and blackouts. Pupils willingly read to interested adults and delight in discussing their reading habits with them. The positive attitudes and values reported at the time of the last inspection have been maintained. All parents who replied to the pre-inspection questionnaire agreed that their children liked school.
18. The standard of pupils' behaviour has improved since the last inspection. Behaviour is now good around the school and in the vast majority of lessons. The three fixed-term exclusions and one permanent exclusion in the year prior to the inspection were as a result of the totally unacceptable behaviour of a small group of Year 6 pupils in one class. There have been no exclusions of any kind in the current academic year. Unsatisfactory behaviour is unusual and

was observed in only a small number of the lessons. In 95 per cent of lessons, pupils' behaviour was never less than satisfactory and was often good. Pupils behave well when their interest is engaged as it is in most lessons. The relatively few incidents of unsatisfactory behaviour arose as a consequence of pupils failing to understand the work or task expected of them or the teacher making too few demands on their intellect or ability. For example, in a Year 5 history lesson, pupils spent too much time chatting to each other and walking to and from the classroom and library. Their tasks had not been clearly defined to them by the teacher and this had left them unaware of what they should do if they encountered difficulties. Pupils' behaviour in assemblies is satisfactory, overall, but some have yet to learn to enter and leave the hall in a quiet fashion.

19. Pupils' behaviour is good at lunch and break-times. They are responsible and trustworthy. Groups of two or three pupils, quietly and without fuss, occupy themselves on the computers or in the library. Some help teachers by, for example, checking younger pupils' work in exercise books. There is a calm atmosphere around the school and in the dining hall where many pupils like to assist the supervisors. During wet playtimes, pupils absorb themselves in board games to one side of the hall and older pupils earn the right to play pool on the table placed on the stage. Pupils play in a good-natured manner and act with consideration for those eating their lunch in the same area. In the playgrounds and the covered games pitch known as 'the barn', pupils play happily together and recognise the fundamental rule that unkind behaviour towards anyone is neither expected nor tolerated. The vast majority of pupils respond positively to the first warning given on their behaviour, by acting promptly to amend it. This results in a happy atmosphere in the school.
20. Pupils show a good sense of personal responsibility and use their initiative well. Their capacity for personal study is developed well in lessons across the curriculum, through homework and pupil council activities. There are many examples of pupils working and thinking independently. For example, in a Year 6 religious education lesson, pupils voiced their opinions as to why they believed segregation and apartheid to be wrong. Most pupils complete the homework given which increases appropriately as they move through the school. In Year 6, all pupils carry out a structured programme of personal assignments to help them avoid the dangers associated with drug misuse. In lessons and break-times, teachers and supervisors make frequent use of praise, which reinforces the pupils' sense of self-worth. Written responses in home/school diaries show pupils evaluating and considering their individual progress in reading. Pupils take responsibility for a variety of routine tasks around the school and carry these out diligently with minimal reliance on adults. School council members carry out their duties sensitively and supportively. They are often successful in averting and solving conflict through careful intervention and recording incidents of concern or disharmony. Pupils willingly and cheerfully assist the smooth running of the school.
21. The school works hard to promote co-operative attitudes amongst pupils, including the few who at times find it hard to sustain positive relationships. Their efforts are rewarded by the overall satisfactory standard of relationships in school. There is often a good rapport between pupils and staff. Pupils respond particularly well to the teachers who believe in their capabilities and their potential, know their strengths and support their weaknesses. There are frequent instances in lessons where positive relationships between adults and pupils encourage pupils to concentrate and apply themselves to their learning. A prime example of this was evident in a Year 4 religious education lesson, where pupils had the confidence to express their hidden anxieties to their teacher and classmates, knowing that they would not be ridiculed for saying how they felt. In the lunchtime, supervisors and teachers deal with any complaints about the attitudes and behaviour of others in a sensitive and effective manner.
22. The attendance of pupils is satisfactory. In the year before the inspection, the overall rate was fractionally below that achieved in similar schools with a rate of unauthorised absence broadly in line with the national average. However, new procedures for attendance have brought about improvements. The latest figures show attendance in line with the national average with all evidence pointing towards this rate being maintained. During the week of the inspection, 94.6 per cent of the pupils were in school. Registers show very few instances where pupils are absent for unknown reasons. Pupils' punctuality is satisfactory and most arrive in good time for registration and well before the start of their numeracy or literacy lesson. Registers are called

and marked in accordance with statutory requirements.

## HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is satisfactory, overall, and has considerably improved since the last inspection. Teaching was satisfactory or better in around 94 per cent of lessons. It was good in about one third of lessons and very good in just over seven per cent of lessons. It was satisfactory in just over half of all lessons and unsatisfactory in just under six per cent of lessons. The teaching in the nursery was never less than satisfactory and the vast majority was good. There was little variation in the overall quality of teaching in the key stages. However, although there was a greater proportion of very good teaching in Key Stage 2 than in Key Stage 1, teaching was never less than satisfactory in Key Stage 1. In both key stages, the quality of teaching has improved since the last inspection and, in the nursery, good quality teaching has been maintained.
24. Across the school, teachers generally teach the basic skills of literacy and numeracy effectively. They have a secure knowledge of the National Literacy Strategy and have successfully implemented the National Numeracy Strategy. Teachers have a clear understanding of the literacy skills which pupils need and how to teach such aspects as letters, their sounds and letter blends. Teachers use the learning objectives within the Numeracy Strategies effectively and the literacy learning objectives are often used well. This helps teachers to focus clearly on what they want pupils to learn and in turn supports pupils' progress. Occasionally, teaching in numeracy fails to move pupils' learning onwards sufficiently. When this happens, it is because the learning objectives do not sufficiently match the needs of all pupils; for example, in one lesson too much was expected of higher attaining pupils and they were unable to make sufficient progress.
25. The quality of teaching for children under five is good. Teaching shows a secure understanding of the needs of these very young children. Information from an initial assessment of the children's attainment soon after entry to the nursery is used effectively to plan for the children's next steps in learning. Teachers and support staff work well together. They complement one another in the way that they support children's learning; for example, children's physical development is well catered for in the outside learning area. Inside the classroom, children are provided with opportunities which help them to develop their personal and social skills whilst working with classmates and alongside adults. Children with special educational needs are appropriately supported. Their needs are well known to staff and activities and support are provided which enable children to make good progress. Teachers work closely with parents, who are free to stay and work alongside their children at the beginning of the school day. This has a positive effect in boosting children's confidence and provides a valuable opportunity for parents to work with their children. Although teachers regularly assess children's attainment, insufficient running records are kept on a daily basis to track individual and group progress. This is an aspect of teaching which needs to be improved, so that future planning draws on what children have learnt in the short-term.
26. In Key Stage 1, around 40 per cent of the teaching was good, 55 per cent was satisfactory and five per cent was very good. In Key Stage 2, nearly 24 per cent was good, about 10 per cent was very good and a similar proportion was unsatisfactory. In the remaining lessons, teaching was satisfactory. The vast majority of unsatisfactory teaching was in Year 5 where activities did not always sufficiently match pupils' needs. Teachers have a secure knowledge of the subjects that they teach and have a satisfactory understanding of the requirements of the National Curriculum. In religious education and science, teachers often have a good understanding of the subject. In information technology, teachers have improved their confidence in the subject since the last inspection. Teachers use their subject knowledge effectively to explain new concepts to pupils and to challenge them. This is particularly noticeable in English, mathematics and history, and where pupils are organised according to their prior level of attainment in Years 1, 2, and 6. Teachers generally link pupils' previous work with new work and make progressive demands of them. However, in physical education lessons in Key Stage 2, teachers sometimes do not move pupils' skills onwards as quickly as they might. In religious education and history, teachers use their good understanding of the subjects to ask challenging questions of pupils which deepen pupils' thinking and help them to understand more; for

example, when studying the effects of the Second World War on children's lives.

27. Teachers' planning is good. They have a clear idea of what is to be taught and develop their teaching to ensure that pupils are introduced to new skills, concepts and knowledge in a logical and sequential way. A particular strength is the way that teachers share the learning objectives and targets for the lesson with pupils. This practice helps pupils to know what they are to learn and, as teachers often talk about the aim of the lesson, it also helps pupils to understand why they are carrying out their work. All this has a very positive effect on pupils' learning. Teachers' expectations of what pupils can do are satisfactory. There are examples of teachers having high expectations, such as in religious education and history. In mathematics, too, teachers have high expectations; for example in a lower attaining group in Years 1 and 6. Here, teachers set clear targets for work to be completed. Pupils respond well to these challenging situations, often immerse themselves in the task and improve their rate of progress. Occasionally, activities are not sufficiently well matched to pupils' needs, for example, in a literacy session. When this happens the pace of the lesson declines and pupils' progress is reduced.
28. Effective teaching methods are used by teachers. Teachers increasingly use the three element method, whereby the lesson begins with an introduction or recap of a previous lesson which is followed by the main activity and finally a time towards the end of the lesson when the group comes together to share and review their learning. This is generally effective. However, teachers do not allow themselves to reduce their methods to this one approach. They generally match the methods to meet the purpose of the lesson. For example, in science, they use space outside the classroom which provides a better learning environment for the task than the classroom. Teachers use questioning to probe pupils' knowledge and understanding, for example, in English, where higher attaining pupils in Year 6 had to think hard about their interpretations of poems. However, in mathematics, teachers do not always use investigations and problem-solving activities to help pupils to apply and extend their learning.
29. Teachers generally manage pupils' behaviour well. They follow the school's behaviour policy consistently which helps pupils to know what is expected. Occasionally, in the less effective lessons, teachers accept behaviour which is unacceptable and which slows the pace of the lesson. When this happens, it has a negative effect on pupils' learning. However, these occasions do not happen often. Teachers are aware of the needs of pupils with special educational needs and manage those with recognised behaviour problems sensitively and skilfully. Teachers use of time is satisfactory, overall. However, there is a clear divide between the effectiveness of those lessons which are conducted in a business-like way and those where the pace drops. In the former, the pupils learn quickly, they settle purposefully to their work, concentrate effectively and are well motivated. In the latter, the pace of learning declines and pupils' work rate slows. In the main, where pupils are organised in groups according to their prior attainment for English and mathematics, the pace of lessons is brisk and time is used well. This is also the case in several religious education lessons, in history and where pupils with special educational needs work outside their classroom with an adult. However, teachers too often allow the pace to slow in the main part of numeracy lessons which reduces pupils' progress. Resources are used satisfactorily and support staff are deployed effectively.
30. Teachers assess pupils' level of understanding and skill satisfactorily. Marking is up-to-date and teachers generally follow the agreed practice of writing a comment on pupils' work to support and encourage them. However, although the school has a policy to note ways in which pupils can improve their work, not all teachers follow it. Where pupils are given a clear indication of how they can improve their work and are set targets, it often has a beneficial effect on the quality of following work. The school uses homework well to enrich and extend pupils' learning and improve their rate of progress. As pupils move up through the school, increased amounts of homework are expected and set. Parents are aware of the policy and also feel that it is helpful. Teachers regularly provide appropriate amounts of homework which is based upon pupils' work in the classroom. Homework includes literacy, numeracy and other current work such as history or geography.
31. Teachers generally have good relationships with pupils. They motivate them so that they are

interested in their work, concentrate well and often apply physical and creative effort. Pupils' application of intellectual effort is satisfactory, overall, but this is sometimes held back by pupils' limited speaking and listening skills, particularly for lower attaining pupils.

32. The teaching of pupils with special educational needs is satisfactory. Pupils receive effective support and their work is generally matched satisfactorily to their needs. Careful assessment ensures that pupils receive suitable teaching from support assistants and teachers. Pupils are supported in groups or individually and, sometimes, out of the classroom. A few pupils have their own support assistant to work with them within the classroom. Teachers generally make satisfactory provision for their pupils, implement their individual education plans and are aware of learning and behavioural difficulties. However, occasionally, teachers do not adapt their plans to meet the needs of pupils with special educational needs and pupils' progress towards achieving their targets is hindered. For example, in a numeracy lesson, pupils were not able to begin their tasks until the introduction to the lesson was complete, even though the introduction was not appropriate to their later work. Dedicated support assistants make a significant contribution to pupils' learning.

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

33. The school provides a curriculum which is broad and relevant although there is some imbalance in the time allocated to foundation subjects, especially music, which has too little time allocated to it. The school provides a balanced curriculum for children under five which is based on the desirable outcomes for children's learning. The National Strategies for Literacy and Numeracy have been introduced successfully. The school has an appropriate policy for sex education and takes part in the programme of drugs awareness in partnership with the Nottinghamshire police. The school uses its discretionary time to provide an effective personal, social and health education.
34. In the previous inspection report the curriculum was described as broad, but time allocations were not always adhered to. At the time of the previous inspection the school had policies only for English and physical education. One of the key issues in the report was to introduce policies and schemes of work to support whole school planning, initially in English, mathematics and science. There are now policies and schemes of work for all subjects except music and physical education. This has an adverse effect on pupils' progress in these subjects, particularly music. The time allocated to music does not allow the subject to be taught in sufficient depth and not all elements of the programme of study are addressed. This has an adverse effect on pupils' attainment. The school has made good progress in science and information technology is also improving. The school has established a curriculum working party, which is open to all teachers and provides a useful forum for curriculum development.
35. The school offers a satisfactory range of extra-curricular activities. Two local, professional football clubs run after-school sessions for pupils. These are open to girls and boys. They also run some sessions during the school day as part of the physical education curriculum. The extra-curricular activities also include a cross-stitch club, a book shop and a recorder group. The contribution of the community to pupils' learning is good. The curriculum is enriched by visits within the community to a number of places of local interest, such as Newstead Abbey. There is a residential visit for pupils in Year 6 which supports pupils' social development well. The school takes part in a range of environmental projects, such as tree planting, and has built up a good collection of resources for local history studies. The vicar and curate of the local Anglican church visit regularly, as does the local Methodist minister. Visitors are regularly invited into school to support the curriculum; for example, a health visitor came to the nursery during the inspection to talk about the care of babies and a parent brought in her young baby.
36. The school has good relationships with other local institutions. It has established a family numeracy project and also hosts courses for parents in National Vocational Qualifications run by a local college. Each year, the school holds a curriculum focus week which provides valuable enrichment for different areas of the curriculum; for example, a book week, creative arts week and science week are held in rotation.

37. The school makes very good provision for pupils' social development. Provision for pupils' moral and spiritual development is good and provision for pupils' cultural development is satisfactory. Adults provide good role models for pupils. They treat them with respect and value their contribution to lessons. Pupils respond well to this. Pupils in Year 6 are provided with opportunities to help with younger pupils at lunch times. The school has a 'buddy' system which allows pupils to support new pupils and welcome them to the school. Pupils with behavioural difficulties are supported well by a 'circle of friends'. This helps them to settle in school and supports them in lessons. Some pupils with special educational needs are given 'talk time' with support staff. This gives them individual attention and enables them to talk through their worries in a safe environment. This is an effective way of supporting pupils and raising their self esteem. The school has recently established a school council. Pupils are proud to be part of this. At playtimes, the older members of the council wear yellow bands so that younger pupils can identify them and ask for help to sort out difficulties.
38. Some religious education lessons make a significant contribution to pupils' spiritual development. Teachers enable pupils to discuss sensitive issues in a safe environment, such as the recent sudden death of a loved staff member. Pupils are helped to consider difficult issues such as racial discrimination and to listen to each other's views with respect. This provision helps pupils to develop respectful attitudes towards people of different faiths. Acts of worship contribute effectively to pupils' spiritual development, by encouraging them to reflect upon a range of issues.
39. The school makes its expectations of behaviour very clear to pupils and they know right from wrong. The school's code of conduct is displayed in common areas of the school and many classes have agreed their own class rules. Staff use the code consistently, including during the midday break. This underlines the importance of good behaviour to pupils and helps them to improve their self discipline. However, staff do not always guide pupils sufficiently in terms of their behaviour during acts of worship; for example, pupils often become noisy and inattentive when leaving the hall and do not listen to the music being played. Pupils can explain the school's code of behaviour and know what they should do if they are upset or worried.
40. Provision for pupils' cultural development is satisfactory. In religious education, pupils are offered appropriate opportunities to explore the cultural traditions of others. In the English curriculum, pupils are offered opportunities to explore a range of poetry, drama and literature, although this tends to represent only the traditions of Western European Society. Music is currently under represented in the curriculum and opportunities for exploring art again tend to centre on the Western European tradition. Performing arts groups from different cultures have visited the school during creative arts weeks, but these take place only every three years. The geography curriculum gives some opportunities for pupils to study other cultures. Books and resources do not yet reflect cultural diversity and the school still needs to improve opportunities for pupils to develop an understanding of the cultural diversity of contemporary British society and beyond.
41. Provision for equal opportunities is satisfactory, overall. A broad, balanced curriculum offers opportunity for all and pupils have access to all curricular and extra-curricular activities. Pupils benefit through arrangements, whereby pupils in Years 1, 2 and 6 are organised into groups according to their prior attainment for English and mathematics. Pupils with special educational needs benefit from the support they receive. However, some are withdrawn from lessons for additional support. This can have a detrimental effect on pupils' learning, especially when it takes place on a regular basis during whole class shared text and word level work in the literacy hour. A good behaviour policy ensures that pupils are fairly dealt with before exclusion is considered.

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

42. Since the last inspection, the school has continued to provide a satisfactory level of care, support and guidance for pupils. However, some of the identified weaknesses still remain. These are related to the records kept on pupils' attainment and progress and how these are used to support the pupils in their lessons. The strengths are the good procedures for monitoring and promoting behaviour, attendance and the provision of good quality personal

support for pupils. Parents have a great deal of confidence in staff who show a genuine interest and concern for their children's personal needs. Pupils know they can turn to any member of staff for support. The trust they have in the security and support they receive helps them concentrate on their learning.

43. Teachers place particular emphasis on developing the pupils' personal and social skills, and particularly so, in the early years. The positive relationships between staff, parents and pupils have helped teachers acquire an informed view of the pupils' personal circumstances and their progress both in and out of school. Pupils are encouraged to care for each other and show kindness and tolerance to all individuals. Teachers listen patiently to pupils' responses in the conversations they have with them, so that they can acknowledge and rectify their mistakes and misunderstandings. Those who demonstrate uncertain or negative attitudes to their learning, or towards other pupils, are supported effectively in a number of ways. A nurture group run by the nursery nurses is successfully meeting some of their needs. The focus of the group's work is on developing trust, learning social skills, paying attention and concentrating for periods of time. Sometimes staff will find a circle of friends to provide support for pupils who have difficulty forming relationships.
44. Teachers' intervention at appropriate points in lessons and assemblies contributes to raising pupils' self-esteem and making them aware of their individual achievements. The progress made by all pupils in all these areas is conveyed to their parents at open evenings, through informal discussion and in annual reports on pupils' personal and academic progress. Good use is made of pupil profiles alongside the records and diaries kept by the headteacher which record both the positive and negative aspects of a pupil's attitude to work, behaviour and attendance.
45. The school operates an effective system of rewards and sanctions to promote and ensure the good behaviour of pupils. Teachers, parents and pupils work together in recognising the advantages to be gained by all pupils behaving well. This procedure is particularly well followed in the early years. Parents are told about the expectations for their child's behaviour as soon as they enter the nursery. Teachers regularly praise the pupils who behave particularly well, giving other pupils examples of what they should be working towards in terms of their own behaviour. In the majority of lessons, teachers promptly and effectively redirect pupils without inhibiting the flow of the lesson. All staff follow agreed procedures to ensure that incidents such as bullying and harassment, should they occur, are dealt with effectively and consistently. Records are kept of any particularly unacceptable behaviour and the headteacher makes effective use of them to monitor and eliminate the possible recurrence of such conduct. Occasionally, this involves a parent sitting in the classroom with their child.
46. New and effective procedures for monitoring and promoting good attendance have been introduced since the last inspection. Guidance for marking registers is clearly set out in the front of each register and closely followed by teachers. Good records are kept of the reasons for absence and all totals in registers are updated on a daily basis. Pupils strive to achieve the certificates, merits and mentions in assemblies that recognise and congratulate those with high levels of attendance. The school works closely with the Educational Welfare Officer who carries out frequent checks on attendance and punctuality and follows these up with home visits when concerns are identified. Holidays during term time contribute to the authorised absence rate, but not significantly.
47. Teaching staff are made sufficiently aware through staff meetings, school policy and local authority guidance of all issues relating to child protection. Although the non-teaching staff have a good level of awareness of child protection procedures, the school recognises the need for these members of staff to be similarly aware of the signs and symptoms relating to child abuse. Governors have approved the programmes of sex education and drugs education taught in science and in personal, social and health education lessons across the school. These sessions help to raise pupils' awareness of the dangers of abuse and how to look after their bodies. Parents are confident that the school deals with their children's questions on issues relating to sex education and drugs education in a legitimate yet sensitive manner and inspectors agree.
48. Procedures for promoting pupils' wellbeing and health and safety are satisfactory. The school

has addressed the concerns noted at the previous inspection relating to the storage of registers and medicines. Systems have been introduced to record all those on site during the school day and staff administer no medication to pupils. Appropriate action has been taken on the recommendations made in formal health and safety risk assessments. The school made a swift response to address a concern raised by the inspection team on the lack of a written system to record the maintenance defects and health and safety issues reported to the site supervisor.

49. Procedures for administering first aid are satisfactory. A record of all injuries and accidents in school is regularly updated during the course of the day, but is not routinely monitored for evidence of frequency or trends. Parents are notified of all accidents and injuries involving their children at school and a satisfactory record is kept of the contact made. Only one member of staff currently holds the recognised certificate to show that they have successfully completed a three-day course on the provision of first aid to adults and young children. However, the school plans to increase the number of trained first-aiders available in school and is about to review its health and safety policy to take account of new procedures recently introduced.
50. A key issue in the previous report was to develop effective procedures for the assessment and recording of pupils' attainment. The school has introduced satisfactory assessment procedures to track children's attainment from entry to the school through to Year 6. It has begun to set useful targets for groups of pupils and for individuals. The current school development plan seeks to ensure that assessment is an integral part of each teacher's planning and this is improving. The school is part of the Local Education Authority's assessment forum and has recently introduced the optional tests for pupils in Key stage 2. Staff have begun to analyse assessment data in terms of gender. The last year's National Curriculum tests indicated that the performance of boys at Key Stage 1 was better than that of girls. However, this is explained by the cohort containing many more boys than girls and a large proportion of the girls having birthdays in the summer term. In real terms, this does not represent a significant difference in attainment.
51. The school has begun to collect samples of pupils' work in English, mathematics and science and compares their work with the levels of the National Curriculum. This is building up a useful profile of continuity of work in different subject areas. The school is also beginning to build up a profile of those pupils who regularly move school. Since many pupils join the school at times other than at the start and end of the school year, particularly in Key Stage 2, this portfolio is providing useful information. For example, it provides information about the attainment of different cohorts of pupils and supports the school in setting sufficiently challenging targets to help the school raise standards.
52. Although much work has been done on improving the effectiveness of assessment procedures, the use of information gained about pupils' progress is not used sufficiently effectively to plan activities appropriate for different groups. The school has identified this as an area for further development.

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

53. The school has maintained the positive aspects of the partnership it had with parents at the time of the last inspection. There is a good partnership between the school and its parents. Parents have good opportunities to ask questions, provide information about their children and express their children's needs. The school adopts an 'open door' policy towards parents and carers, encouraging them to approach any staff member, should they have a particular concern or information they wish to share. Most parents consider that the teachers are relaxed and friendly in their dealings with them. This is a significant factor in the sound rate of progress that pupils make. Parents and carers are encouraged to come into the school when delivering and collecting their children and many take the opportunity to speak informally with staff. These daily routines play an important part in building effective communication between home and school. Because of this, parents make an effort to respond positively to the school's communications with them. Teachers appreciate the good response they have had from parents on matters of pupils' attendance and discipline.

54. Governors, teachers and some parents share the concern that parents as a whole are rather unwilling to become involved in school and fund-raising activities. A community room is available for parents' use, but few parents are aware of its purpose and potential. Each year, parental views are sought on school procedures and practices. Some have expressed an interest in re-forming the parents' association, but there has been no concentrated effort to get this up and running. In the meantime, parents continue to attend and support school-organised fundraising events and charity collections, but few are willing to become closely involved in the planning and organisation of such activities on a regular basis. Teachers recognise the diversity of needs among parents but the school has yet to establish how they can enthuse and raise the interest of parents from all walks of life.
55. Parent/teacher consultation sessions are mostly well attended and parents are proud when their children come home with awards for good work, attitudes or attendance. By their support and interest in these events, parents promote the feeling amongst pupils that their schoolwork is valued. This is having a positive impact on the pupils' attitudes to their learning. Pupils are very fond of the two or three grandparents who provide additional support in lessons and on school trips. Parents have been particularly successful in collecting the retail vouchers exchanged by the school for books and computer equipment.
56. Parents provide a good level of support for their children's education at home, helping with additional activities in English and mathematics. They make good use of the home/school diaries to record the progress their children have made in reading. A helpful home/school agreement is in place. Most parents respond positively to specific requests for help that directly involve their children. For example, most made an effort to dress their children in orange to stimulate awareness and prompt discussion on the Buddhist religion.
57. The quality of written information available to parents remains satisfactory. The standard termly newsletter gives information and timely reminders on school events and procedures. The end of year reports on pupils' progress meet statutory requirements and the best give clear indications of what pupils need to do to improve their academic work and personal progress. Parents appreciate the verbal information given to them during informal chats at the start and end of the day and in formal consultation sessions on their child's progress. They know that teachers are always willing to spend time with them and are available to answer their queries.
58. Parents of pupils with special educational needs are increasingly involved with the school's procedures of reviewing the targets set for their children's progress. They have a very positive view of the provision the school makes for their children. Every effort is made to keep parents properly informed. Letters are sent home when parents are unable to attend review meetings, detailing the targets that have been set for their child. Working closely with the parents, the nursery staff are maintaining an extremely helpful, on going and very detailed written record of the progress made by one child with particular special needs.
59. The current editions of the school prospectus and governors' annual report provide all the information required by law. Parent governors carry out their duties responsibly and know the school well.
60. From time to time, the school arranges meetings on specific areas of interest, for instance, to explain the introduction of the literacy and numeracy strategies. Few parents attended the sessions but those who did found they helped them understand what was being taught to their children and how they could support their children's learning.

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

61. The leadership and management are good. The headteacher has a strong sense of purpose and together with the senior staff and governing body provide a clear educational direction for the school. The governing body and its committees work closely with the headteacher and staff. Individual governors regularly visit the school on monitoring visits; for example, the numeracy governor has worked with teachers in numeracy lessons. Information gained from such visits is shared with those concerned. In addition, the headteacher provides valuable information for the governing body through her regular reports and subject co-ordinators provide useful information about their subjects through the committee structure. These

arrangements help to ensure that governors are aware of the strengths and weaknesses of the school and are able to help in shaping its future direction.

62. Since the last inspection, the school has successfully improved the quality of teaching and this is beginning to raise standards. Curriculum co-ordinators have a clear remit and provide effective leadership in their subjects. Governors and staff have a commitment to improvement and are satisfactorily placed to succeed. Parents recognise the improvements which have been achieved over recent years.
63. The school has an effective system for monitoring the curriculum and the standards attained in English, mathematics and religious education. It has begun to monitor standards in information technology. Subject co-ordinators monitor effectively the planning for their subjects to ensure appropriate coverage. Training has been provided for co-ordinators to monitor and evaluate the quality of teaching in their subjects and a programme of classroom observations has begun. The information gained from observations is used well to highlight strengths and areas for improvement in the quality of teaching. Any necessary professional development is then arranged. This, together with other monitoring and support provided by the headteacher and senior staff, has helped to improve the quality of teaching and learning, particularly in English and mathematics.
64. The school has successfully identified appropriate priorities, targets for improvement and effectively evaluates its improvements. The school development plan is a well set out document which provides a helpful focus for developments. It includes an outline strategic plan for the next three years. However, although the governing body has an agreed programme for training, it does not have its own development plan to enhance its work and complement and support the existing development plan. The school has used the information gained from monitoring to good effect in devising ways of meeting its targets; for example, it has started to organise pupils in Years 1, 2 and 6 by their prior attainment in English and mathematics. This has already begun to improve pupils' learning, quicken their rate of progress and raise standards.
65. The governing body effectively carries out its statutory duties. The relationship between the headteacher, senior managers and the governing body helps to shape the direction of the school. The headteacher and deputy headteacher have clear performance targets for their work. In addition, the governors have responded appropriately to the findings of the last inspection.
66. The aims and values of the school are satisfactorily reflected in the work of the school. Pupils are valued and the school is a welcoming learning environment where all have equal access to the curriculum. The school provides very good opportunities for the social development of pupils.
69. There are sufficient teachers with the appropriate qualifications, combined knowledge and experience to meet the demands of the National Curriculum, religious education, the needs of children under five and pupils with special educational needs. Good use is made of teachers' expertise in history, mathematics and religious education across the key stages. The level of provision of classroom support staff is broadly in line with that found in similar schools. Appropriate use is made of the non-teaching staff working in the classrooms who make a good contribution to the progress of pupils with special educational needs. Midday supervision is provided by a sufficient number of suitably experienced lunchtime assistants.
70. Staff training has improved teachers' knowledge and confidence in information technology. Since the last inspection, the school has developed its appraisal system. As a result of confidential discussion between the teacher and the deputy headteacher, all teachers have a staff development plan tailored to their specific training needs over an agreed period. A weakness identified in the last inspection report, related to the support of newly qualified teachers has been properly addressed. A complete programme of lesson observations, teacher shadowing and local authority training is now in place. The head and deputy head teacher monitor and observe classroom practice of the newly qualified teacher in all subjects of the National Curriculum. Their observations are shared with the teacher concerned. Good practice

is identified and any weaknesses are discussed. The programme has helped teachers new to the school to understand the approaches the school has adopted or those that have worked well for other teachers.

71. The number of hours of administrative support are below average for a school of this size. Despite the efforts of the hardworking secretary, this has led to the headteacher having to take on some of the routine administrative tasks more often dealt with by non-teaching staff. This is not effective use of her time. All the staff work well together to maintain a good team spirit and welcoming atmosphere in the school. There is a shared commitment from teachers, classroom assistants and adult helpers to promote pupils' progress and personal development. The school caretaker is a valued member of this team. His interest in the continuing development of the school has led him to taking on the role of a parent governor.
72. The building provides good accommodation for the number of pupils and very good space for both their outdoor and indoor physical activities and team games. Pupils have access to hard surfaced playgrounds, a purpose built gymnasium, tennis courts and fields. There are vast green areas for pupils to sit and socialise where trees provide shelter from the sun and where uncut grass and wildlife areas provide a valuable resource for their scientific and environmental studies. A most useful covered play area allows pupils to exercise in the fresh air all year round. There is a good sized soft-surfaced and securely fenced-off area for the use of nursery children. Space in the nursery classroom itself is at a premium. Pupils have a limited amount of room to move around the displays and the different activities. There are no showering facilities or a deep sink to assist staff when attending to the personal hygiene needs of very young children. The routine tidying of all classrooms and library areas carried out by pupils assists the good levels of cleanliness and hygiene found inside the school.
73. Classrooms and adjoining teaching areas for the older pupils are of an adequate size to deliver the subjects of the National Curriculum. The classrooms used by the younger pupils are of a good size. A separate classroom has a good number of recently manufactured computers for the teaching of information technology. The situation of the libraries, outside the Key Stage 2 classrooms on the upper floors, hinders the younger pupils' access to the range of books available in school. Most areas of the school show the commitment of staff in providing an enticing and attractive learning environment for their pupils. The reception lobby provides a pleasant and spacious waiting area for parents and visitors.
74. The overall level of resources in school is satisfactory. The only unsatisfactory resources are those used for the teaching of music. A number of instruments are worn and in poor condition and few reference books can be found on library shelves or in the classrooms on the subject of music. There are few resources to reflect the cultural diversity of the wider community. However, there are good resources for art, English, information technology and religious education where there is a wide range of good quality artefacts. The nursery is equipped with a good range of quality indoor and outdoor resources for the use of children under five years old.
75. Classroom libraries are stocked with a good number of books of good quality. However, the range and quality of non-fiction books in the library are insufficient for the number of pupils in school. There is a good supply of big books and group reading books for use in the literacy hour. Good use is made of the locality and residential visits to give pupils first hand experiences and information to enhance their learning.
76. Most of the children enter the school with levels of attainment which are well below those expected for their age. The income and expenditure per pupil is above average and funding is used well. The curriculum for children under five is good and all pupils have equal access to the school's curriculum. The attitudes and behaviour of the pupils are generally good. Since the last inspection, the school has improved satisfactorily. It has successfully developed nearly all of the areas identified as key issues for improvement in the last inspection. Taking all these into consideration the school provides satisfactory value for money.

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

77. The governors, headteacher and staff should work together to;

- (1) raise standards in English, mathematics, science and information technology by:
- i. improving the teachers' skills in teaching the literacy hour and increasing the use of the new fiction material;
  - ii. improving the use of information gained from assessment to set targets for individual pupils;
  - iii. ensuring that pupils improve their oracy and use the results of their experimental work in science to draw conclusions and compare and identify trends in results;
  - iv. ensuring that higher attaining pupils are provided with challenging activities which build on what they already know, understand and can do;
  - v. ensuring that, in mathematics, teachers use investigations and problem-solving activities to help pupils to apply and extend their learning.

(paragraphs 1, 7, 10, 12, 24, 27, 28, 88, 96, 98, 100, 107, 111, 113, 115, 118, 135)

- (2) increase the rate of pupils' progress in music and that of higher attaining pupils in physical education by:

- i. providing teachers with a scheme of work for both subjects to support them in their planning;
- ii. increasing the amount of time allocated to the teaching of music;

(paragraphs 26, 34, 140, 143, 146, 147)

- (3) use information gained about pupils' progress to highlight more effectively areas where pupils' achievement needs to be improved and ensure that it is used effectively to plan activities appropriate for different groups of pupils.

(paragraphs 30, 52, 86, 118)

In addition, the governing body should consider the following minor weaknesses:

- build on the positive partnership with parents to increase the ways that they are better able to support their children's learning (paragraph 54);
- increase the hours for administrative support available in the school (paragraph 71).

Improving the use of assessment information is a priority in the school development plan for 1999/2000.

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

68
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Number of discussions with staff, governors, other adults and pupils

48
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### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	34	53	6	0	0

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

### ***Information about the school's pupils***

<b>Pupils on the school's roll</b>	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	30	292
Number of full-time pupils eligible for free school meals	0	90

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	80

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	41

## **Attendance**

### **Authorised absence**

	%
School data	5.7
National comparative data	5.4

### **Unauthorised absence**

	%
School data	0.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	18	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	15	12	14
	Total	30	28	32
Percentage of pupils at NC level 2 or above	School	79(80)	74(85)	84(76)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	20
	Girls	14	16	16
	Total	30	35	36
Percentage of pupils at NC level 2 or above	School	79(82)	92(82)	95(82)
	National	82(80)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	22	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	9	7	10
	Total	18	18	23
Percentage of pupils at NC level 4 or above	School	42(48)	42(30)	53(30)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	9
	Girls	10	9	5
	Total	20	21	14
Percentage of pupils at NC level 4 or above	School	49(50)	51(52)	34(35)
	National	68(65)	69(65)	75(71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	0
White	289
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21
Average class size	24

#### **Education support staff: Y R – Y 6**

Total number of education support staff	4
Total aggregate hours worked per week	98

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28.5

Total number of education support staff	1
Total aggregate hours worked per week	27.5

Number of pupils per FTE adult	14.3
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/1999
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	£
Total income	579012
Total expenditure	562171
Expenditure per pupil	16668
Balance brought forward from previous year	48868
Balance carried forward to next year	65709

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	352
Number of questionnaires returned	16

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	44	56	0	0	0
Behaviour in the school is good.	31	69	0	0	0
My child gets the right amount of work to do at home.	50	25	25	0	0
The teaching is good.	63	38	0	0	0
I am kept well informed about how my child is getting on.	50	44	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	63	38	0	0	0
The school works closely with parents.	31	63	6	0	0
The school is well led and managed.	50	44	6	0	0
The school is helping my child become mature and responsible.	38	63	0	0	0
The school provides an interesting range of activities outside lessons.	25	56	0	6	13

## PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE

## **CURRICULUM, SUBJECTS AND COURSES**

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

78. Children enter the nursery after their third birthday depending on the availability of places. All places in the nursery are part time. At the time of the inspection there were 29 children attending the morning session and 29 attending the afternoon session. One child in the reception class was still under five. Inspection observations and discussions with staff confirm that children enter the nursery with levels of attainment that are well below average in most of the areas of learning. This is particularly true of children's speaking skills. During their time in the nursery, children make good progress, but still have below average levels of attainment in most of the areas of learning when they join the reception class. The nursery classroom is not large but is well arranged and provides a bright and stimulating learning environment. Good use is made of the outdoor area when weather allows. Children play with a good range of wheeled toys which are chosen to develop their physical skills. There is no fixed climbing or balancing apparatus. The nursery teacher is effectively supported by a nursery nurse who has just joined the staff, and a number of parent volunteers. There is also a part-time nursery nurse who provides very effective support for a child with special educational needs. Parents are very welcome in the nursery and spend time settling their children at the beginning of each session. This provides good opportunities for them to meet with nursery staff and to discuss any issues of concern.
79. Children's personal and social development is well promoted in the nursery. By the time they are five, most of the children attain the desirable outcomes for children's learning. Children respond positively to the consistent expectations of behaviour and consideration for others promoted by nursery staff. The children are happy and settled in the nursery class and are familiar with the routines. They enjoy exploring their environment and discovering the activities on offer. Children are happy for their parents to leave and quickly become absorbed in activities. They relate well to the nursery staff and play happily alongside each other. The older children are beginning to play well together. They are developing good levels of concentration and are becoming independent in several areas of learning. They settle well to group activities such as story time.
80. The majority of children enter the nursery with speaking and listening skills that are well below the levels expected of children of their age. By the time they are five, children have made satisfactory progress with their language skills, but are still attaining below the level expected. Children listen attentively to the nursery staff, but many are reluctant to talk to visitors and cannot explain what they are doing. Many of the children rely on non-verbal communication and point or nod to make their needs known. The nursery staff and parent volunteers take every opportunity to develop children's speaking skills and to enrich their vocabulary. In all the activities provided, adults model language well for children and encourage them to speak. They use specific vocabulary well and are concerned to help children improve their spoken English. Children enjoy looking at books and often choose to spend time quietly in the reading area. They know that print conveys meaning and enjoy using pictures to tell a story. A small number of children recognise initial letter sounds and a few are able to write their names independently.
81. A few children are able to copy words and understand that they should write from left to right. Samples of children's work show that the majority are not sure that writing goes from left to right and they have poor hand control. They are not aware that words have spaces between them and they are not yet forming their letters well. The majority of children are unlikely to attain the desirable outcome for children's learning by the time they are five.
82. Children show little awareness of number and mathematical language through the activities provided. However, many correctly say the numbers one to five, but do not match objects accurately as they count. Most children recognise and name the primary colours, but are not confident in naming other colours, for example, purple and orange. In playing games, children are developing an understanding of number order, for example, first, second and third and are beginning to take turns. In the outside play session, children recognise the numbers one to five

on their tricycles and could match these to the numbered "petrol pumps". The scrutiny of children's work showed that staff provide a good range of opportunities for children to write numbers in practical situations. For example, they write 'order forms' which include prices. Children are becoming familiar with mathematical symbols on a calculator. However, the majority of them have difficulty in writing numbers accurately. Most children are unlikely to attain the expected levels in mathematics by the time they are five.

83. When children enter the nursery, the majority show limited knowledge and understanding of the world. Many of them have very limited speaking skills and this makes it difficult for them to express their thoughts. The nursery teacher and support staff work hard to provide activities which develop children's understanding. During the inspection week, the local health visitor came to talk to the nursery children about her work with babies. A parent brought her small baby to the nursery and talked about his care. The children greatly enjoyed these visits which made a significant contribution to their knowledge and understanding. Children enjoyed watching birds through the window, but their limited language skills have a negative impact on their understanding. For example, when asked to describe the bird they could see through the window, their response was, 'it's big'. By looking at photographs of themselves as babies and as they are now, children develop a sense of past and present. They make a satisfactory start in using information and communications technology by playing number and language games.
84. In outdoor play, children's physical development is in line with that expected of children of their age. They run, jump and balance with increasing skill. They use wheeled toys confidently and safely, showing an awareness of space and a regard for other children. In indoor activities, children are developing confidence in using scissors to cut card and glue sticks to make patterns. They use a range of pencils, crayons and paint brushes to make pictures. However, the majority of children are not yet confident in their use of pencils to write. The aspect of physical development that addresses children's ability to write, draw, cut, stick and paint is as yet under developed. This means that the majority of children are unlikely to attain the desirable outcome for children's learning by the time they are five.
85. Children's limited language skills hamper their development in all aspects of creative and imaginative play. The nursery staff provide a good range of learning opportunities to address this. Children enjoy making observational drawings of a peacock's feather and showed good awareness of its specific features. They tried very hard to reproduce what they saw. The scrutiny of children's work shows that a few pupils use paint well and some are able to use the 'paint' computer programme. However, the majority are unlikely to attain the desirable learning outcome by the time they are five.
86. The quality of teaching in the nursery is always satisfactory and in four out of five lessons it is good. The nursery teacher has a very secure understanding of the curriculum for children under five and the learning needs of very young children. The teacher and support staff make effective use of opportunities to support children's language development in all activities offered. Planning of lessons is good and takes into consideration all the areas of learning for children under five. The nursery staff provide a good range of activities to promote children's learning, but, as yet, do not give sufficient attention to tracking children's choices and ensuring that they take part in the activities that will enhance their learning in areas which need development. The teacher, nursery nurse and volunteer helpers have formed very good relationships with children and manage them well. They are sensitive to children's needs and help them to settle into school. The teacher makes useful assessments of children's attainment on entry to the nursery, but, as yet, systematic recording of children's attainment in all the areas of learning is under-developed.
87. In the previous inspection, children's attainment in all the areas of learning was judged as satisfactory or better. The findings of the present inspection do not support this. The previous inspection report judged teaching to be sound or better. The present inspection findings are that teaching is mostly good.

## **ENGLISH**

88. At the end of both key stages, standards in English are below national expectations. The results of the National Curriculum tests for 1999 show that, by the end of Key Stage 1,

attainment in reading was well below the national average and that the number of pupils achieving higher than expected levels was also well below the national average. In writing, the national tests for seven year olds show that attainment was below the national average and that the proportion of pupils working at the high level was also below the national average. When results are compared with similar schools, standards in reading and writing are below average.

89. The national tests for the end of Key Stage 2 in 1999 show that attainment for pupils aged eleven was well below the national average and that the proportion of pupils achieving higher than expected levels, was also well below the national average. Compared with similar schools results were well below average. Trends over time indicate that there is an improvement in line with national trends. Taking into account the above average proportion of pupils with special educational needs and the 56 per cent of transient pupils in Year 6, progress, overall, is satisfactory. Pupils with special educational needs make satisfactory progress in both key stages.
90. Since the last inspection, the school has made satisfactory improvements, overall. The quality of teaching has improved, a useful policy has been introduced, along with a scheme of work to support planning, and effective procedures for assessing pupils' attainment and progress have been implemented. However, although standards have improved, there is still room for further improvement.
91. By age seven, pupils' speaking and listening skills are below the level expected. Many pupils enter the school with limited speaking and listening skills. They often make good progress in the early years but their ability to express their ideas orally is still below the level expected by the time they are seven. Pupils are not confident in speaking, for example they find it hard to speak about pictures in the Big Book and to add detail in response to the teacher's question. By the end of Key Stage 2, pupils communicate fluently, express their ideas confidently and adapt their form of speech to their audience's needs. For example, when performing choral poetry from the book "Really Rapt". However by the end of Key Stage 2, the majority of pupils' speaking and listening skills are below what is expected. Pupils with special educational needs are well supported and make satisfactory progress towards achieving their agreed targets.
92. By the end of Key Stage 1, the majority of pupils attain standards which are below the national average. During the Literacy Hour, pupils read the shared text reasonably fluently. In their individual reading, they are enthusiastic about books and stories and many handle books well. Pupils use their knowledge of letters, initial sounds and key words effectively to develop their reading skills. In their individual reading, higher attaining pupils read accurately and with expression. However, other readers lack the confidence to correct errors.
93. By the end of Key Stage 2, pupils continue to attain standards which are below national expectations. Although higher attaining pupils attain standards in reading which are above the national average, the majority do not attain the level expected. Most pupils read fluently with expression, but do not always pronounce complicated words correctly. Higher attaining pupils compare poets and poetic form and understand how poets manipulate words and are able to discuss poems with implied meanings. Pupils use their reading skills well across other subjects of the curriculum. For example, in history they use non-fiction texts to learn about the Victorians and 'The Railway Age'. Most pupils know how to use the index system to find books in the library. Pupils with special educational needs make satisfactory progress towards attaining their agreed targets.
94. By age seven, pupils' standards in writing are below those expected nationally. Most pupils in Year 2 form their letters accurately and average attaining pupils use full stops and capital letters. Pupils' handwriting is usually joined and consistent and higher attaining pupils use joined handwriting effectively. Stories read to pupils have begun to influence their own style of writing. For example, when writing about 'Rainbow Fish', pupils are beginning to make good use of adjectives in sentences.
95. By the end of Key Stage 2, pupils' attainment in writing remains below the national average. A small number of higher attaining pupils are above the national average. Pupils' unaided writing is well formed. Work is well presented with good levels of punctuation. The use of grammar

and paragraphs is developing satisfactorily. However, few pupils develop their writing to include more complex sentence construction. Higher attaining pupils are beginning to use words to create strong images in poetry, continuing the style of a story and retelling Shakespeare and Dickens in a modern style. Pupils' skills in writing are developing across most subjects. For example, in science, pupils use a clear scientific style. In geography, they write a travel brochure featuring a 'magical land',

96. The quality of teaching is satisfactory, overall. In Key Stage 1, teaching is slightly better than in Key Stage 2. In a small proportion of lessons teaching is unsatisfactory. Where this happens, teachers are unfamiliar with the Literacy Hour and do not have a secure understanding of how to plan some of the activities. Occasionally, the tasks provided are not challenging enough and do not support pupils' reading. When this happens, pupils achieve very little during the lesson and become bored, inattentive and lose their concentration. The majority of teachers have good subject knowledge and clear objectives for pupils' learning. They manage pupils' behaviour well, establish good relationships and value pupils' contributions. The best lessons are characterised by teachers providing challenging introductions and moving pupils effectively through their learning objectives. For example, in Year 2, the teacher made good use of letters and their sounds to provide pupils with examples of fairy tale characters. In Year 6, teachers' high quality interpretation of poems with free verse extended pupils' learning well. Teachers consistently give pupils positive encouragement and identify targets for improvement when marking work. They often use questioning effectively to assess pupils' levels of understanding. Teachers prepare and use resources effectively and efficiently. Pupils with special educational needs are effectively supported, particularly when helped by support staff.
97. Throughout the school, pupils' attitudes to their learning are good and sometimes very good. Their behaviour is generally good and they work hard. They help each other, work well together, share ideas and make helpful suggestions. A good proportion are enthusiastic learners who concentrate well and are proud of their work. However, there is a small number of pupils with challenging behaviour in the upper part of the school. In a few lessons, where the pace of teaching is slow and when the teacher's expectations are too low, several pupils do not concentrate sufficiently. However, pupils enjoy good relationships with their teachers. They express enthusiasm and enjoyment in the Literacy Hour, particularly the guided reading and writing sessions and the periods of discussion with adults and other pupils.
98. The school meets the requirements of the National Curriculum. It has made a good start to the National Literacy Strategy and the potential for development is good. Teachers have worked hard to implement the strategy and its use is beginning to have a positive impact on pupils' progress. There is a good common format for medium and short term planning which enables the school to know if there is sufficient coverage of basic skills in literacy and to build on pupils' previous knowledge. Literacy is beginning to be used effectively across the curriculum. The school has recently improved the level of resources and fiction resources are now good. However, some of them remain unused. There are insufficient non-fiction books in the school's library. Books in classrooms and on display around the school are of good quality, as is the range of Big Books to support work in the literacy hour.
99. The school is successfully using the National Literacy Strategy as its scheme of work. There is a useful policy statement and a bank of exemplar medium term plans to support teachers' planning. Handwriting is regularly taught and pupils take home spellings to learn for homework. Monitoring of the subject is good and classroom observations of teaching have been carried out by the co-ordinator. The school has begun to analyse national test results and has targeted lower attaining pupils in Years 3 and 4 to receive additional literacy support to help raise standards. The leadership and management of the subject are good. The co-ordinators have a clear vision and development plan for the subject. The school regularly assesses pupils' progress in reading and spelling and records are kept. Reading records are good; pupils' reading diaries contain the National Curriculum level descriptors for their year group and appropriate targets for individual pupils' improvement.

## **MATHEMATICS**

100. Standards are below the national average at the end of both key stages, but pupils'

achievement is satisfactory, overall. Standards at the end of Key Stage 2 are detrimentally affected by the high proportion of pupils who regularly move school or who join the school in Year 3, many of whom are lower attaining pupils. In addition, the school has an above average number of pupils with special educational needs. These factors are not taken into account when the results of national tests are published. In comparison with similar schools, pupils' attainment is average at the end of Key Stage 1. However by the end of Key Stage 2, attainment is well below that of similar schools. This is because, although the quality of teaching is satisfactory, overall, and sometimes good, it does not compensate for the negative impact on pupils' attainment of the three factors noted above.

101. The results of the national tests for pupils aged seven in 1999 showed that the proportion of pupils attaining Level 2 or above and the higher Level 3 was below the national average. Teachers' assessments show a higher proportion of pupils attaining Level 2 and a smaller proportion attaining Level 3. This variation in the results of teachers' assessments and the tests is because teachers have been cautious in their assessments. From analysing pupils' work and talking to teachers it is clear that they have a secure understanding of the levels of the National Curriculum. Over the last two years standards have slightly fallen. However, it is difficult to read too much into these data because only two years are involved. There is no variation in attainment by gender or ethnicity.
102. The results of the national tests for pupils aged 11 in 1999 showed that the proportion of pupils attaining Level 4 and the higher Level 5 was well below the national average. When those pupils who move school are taken out of the results, the school's standards rise to close to the national average. The reason for the difference in the results of the tests and inspectors' judgements is because the school has carefully analysed the results of tests and assessments and identified those areas where pupils' attainment needs to be particularly improved, for example, problem solving and mental agility. It has also implemented the numeracy strategy and this is already improving teachers' confidence in the subject, supporting pupils' progress and having a positive impact on pupils' attainment
103. By the end of Key Stage 1, pupils have a secure understanding of place value to tens and units. Most correctly sequence numbers up to 100 and average attaining pupils recognise odd and even numbers. Most pupils are beginning to use mathematical vocabulary and average and higher attaining pupils often use it when explaining their work. Pupils are not sufficiently confident when explaining how they solved a problem; for example, only higher attaining pupils explain the number patterns they recognise when completing and extending a pattern. Pupils have difficulty using mental strategies to add and subtract numbers and do not sufficiently use and apply their mathematics in every day situations. However, most pupils correctly name regular two-dimensional shapes and higher attainers name simple three-dimensional shapes such as a cube and pyramid. The majority of pupils understand halves and quarters of a simple two-dimensional shape and are beginning to record information in pictograms and block graphs.
104. By the end of Key Stage 2, most pupils use a variety of ways to solve a problem; for example, they break the numbers into hundreds, tens and units to find the easiest way of adding three numbers. However, there is a sizeable proportion of pupils who are working at a level below the average and higher attaining pupils. For example, over one third of the pupils in Year 6 are uncertain about the difference between the perimeter and area of a shape and several have difficulty estimating accurately the length of lines in centimetres. Higher attaining pupils know that three quarters of a kilogram is the same as 750 grams, but lower attaining pupils do not yet have a secure understanding of the relationship between grams and kilograms. Pupils are more confident in their knowledge of their multiplication tables than at the time of the last inspection and use them to help carry out their activities. Pupils use words associated with probability such as 'certain' and higher attaining pupils explain the meaning of 'range' when working with a set of numbers. Once again, pupils do not yet sufficiently use and apply their knowledge and understanding of mathematics in practical situations to increase their mental agility.
105. Since the last inspection, the school has successfully implemented the Numeracy Strategy and teachers are more confident in the subject. The implementation of the Numeracy Strategy is helping to improve the coverage of the National Curriculum. The quality of teaching has

improved and teachers have improved the planning for lessons, the speed at which many are conducted and have increased their expectations of what pupils can do. The school has just started to organise pupils in Years 1, 2 and 6 in groups according to their prior attainment. This allows teachers to meet the needs of pupils in a focused way. In addition, the school has targeted a group of pupils who, with additional support, may well attain Level 4 in the national tests. Each of these developments is having a positive effect on pupils' progress. However, although there is clear evidence from the results of tests and assessments that standards are rising in Key Stage 2, the improvements have not yet impacted sufficiently on the end of key stage results.

106. The quality of teaching is satisfactory, overall. Teaching is better in Key Stage 1 where nearly all of the teaching was good. In Key Stage 2, a quarter of the teaching was good and occasionally it was very good. Teaching was very occasionally unsatisfactory. In the best lessons, teachers set clear learning objectives, have high expectations of what pupils will achieve, set time targets for the completion of work and use support staff well to help pupils' learning. Good teaching is characterised by lessons which allow time at the end for pupils to gather together and share and consolidate their learning.
107. Teachers have a secure subject knowledge and understand the requirements of the National Curriculum. They often use their knowledge of the subject to explain concepts well and so help pupils grasp new ideas. Teachers generally assess pupils' level of understanding satisfactorily in lessons and use the information to support pupils' next steps in learning. However, on occasions, information gained is not used sufficiently and the activities are set at the wrong level; for example, in a Year 5 lesson, higher attaining pupils were asked to calculate the area of complex two-dimensional shapes which they could not complete. Marking is up-to-date and in the best examples, teachers use praise effectively to recognise good work and effort. Most teachers follow the agreed practice of setting small targets for pupils to help them improve their work. Teachers have generally begun to use the Numeracy Strategy effectively and it is having a positive effect on pupils' learning. However, in a few lessons, too long is spent introducing the lesson. This slows the pace of the lesson and reduces the rate of pupils' progress. This is also happening when the main activity 'runs on' at the end of the lesson, leaving insufficient time for the important process of consolidating learning. Teachers use a satisfactory range of teaching methods and manage pupils' behaviour well. Homework is used well to extend pupils' learning and support their rate of progress. Teachers regularly set work which is connected with activities carried out in the lessons. Pupils respond well to receiving homework and are conscientious about completing and returning it. The amount of work increases as pupils move through the school. It helps prepare them for the next stage of their education. Resources are chosen carefully and used effectively to support pupils' progress and support staff are deployed satisfactorily
108. The vast majority of pupils behave well in lessons. They try hard and concentrate well on carrying out their tasks. In most lessons, pupils complete a satisfactory amount of work, but where the activities do not match pupils' needs the work rate declines. In nearly all lessons pupils have a good idea of what they are expected to do and older pupils know why they are doing it. Most pupils, including those with special educational needs, make satisfactory progress over time. Pupils with special educational needs are effectively supported and when they work individually or in a small group with a member of the support staff, their rate of progress towards achieving their agreed targets is often good.
109. The requirements of the National Curriculum are met. The leadership and management of the subject have improved well since the last inspection. Standards are carefully monitored and information from tests and assessments is analysed and areas for development identified. The subject co-ordinator monitors the quality of teaching through lesson observations and by sampling pupils work. Teachers are provided with helpful feedback after each monitoring exercise and any areas for improvement are discussed and ways of improving teaching agreed. In addition, the numeracy governor visits the school and liaises with the subject co-ordinator on such matters as the effectiveness of the Numeracy Strategy in raising standards. Assessment procedures are satisfactory and information gained is used effectively to plan for future learning in line with the Numeracy Strategy. The co-ordinator completes an annual audit for the subject from which an action plan is agreed with the headteacher. Developments are regularly

reviewed and improvements noted. This helps to ensure that the effectiveness of new initiatives such as grouping pupils in Years 1, 2 and 6 by their prior attainment are reviewed and evaluated in terms of their impact on raising standards.

110. Numeracy is used effectively in other subjects of the curriculum; for example, in history pupils set the different periods within a time frame and then work out how long ago it was. In physical education, pupils are expected to score for their team and to find the difference between scores at the end of the lesson. Information technology is used satisfactorily and lower attaining pupils regularly use a program which is individualised to support their learning. In geography, pupils successfully use co-ordinates to plot positions on a map.

## SCIENCE

111. Standards at the end of both key stages are below national expectations. Teachers' assessments for seven-year olds in 1999 indicated that attainment was above the national average. Inspection evidence for the current cohort shows that pupils' attainment is below the national average. Differences between the teachers' assessments and inspectors' judgements are not necessarily significant because of the increasing numbers of pupils with special educational needs and the small cohorts of pupils. Results in the 1999 tests for pupils in Year 6 were well below the national average and when compared with similar schools. There has been an improvement in performance over recent years. By the end of Key Stage 2, pupils' attainment is below the national average. Once again, differences and fluctuations in performance are not necessarily significant because of the high numbers of pupils with special educational needs and the large numbers who move in and out of the school; a significant proportion of pupils who enter the school in Key Stage 2 have special educational needs. This has a detrimental effect on the overall standards. There is no noticeable difference between the performance of boys and girls.
112. In Year 2, few pupils have a good understanding of scientific vocabulary such as 'circuits', 'power' and 'batteries'. A few pupils give reasons why bulbs will or will not light in electrical circuits. Pupils are developing a sound knowledge of materials, through their investigations into grouping materials, but they often need teachers' support to record their observations. Pupils are developing a good knowledge of the main parts of their bodies and talk clearly about the need for eating the right kinds of foods.
113. By Year 6, attainment is below the national average. Many pupils have difficulties with developing their scientific vocabulary when carrying out experiments. They investigate the effect on the weight of objects by submerging them in water and are developing their experimental skills well. They confidently carry out their investigations. However, many still need support to work at the expected levels.
114. The school has improved its standards since the last inspection. Pupils in Year 6 are on course to achieve a similar percentage at nationally expected levels as they did when they were in Year 2 in 1996. In addition, there has been a significant increase in the number of pupils with special educational needs, as well as a much higher number who move in and out of the school during the year. Although teaching has improved, its beneficial input is not yet sufficient to raise the school's levels of attainment to nationally expected levels.
115. Progress and learning across Key Stages 1 and 2 are satisfactory, overall, and in some lessons in Year 2 they are good. Pupils with special educational needs make similar progress to their classmates. Pupils' learning relates closely to the quality of teaching. In those lessons where progress is good, teachers have a particularly careful and thorough approach that is based on probing, scientific questions. This challenges pupils at an appropriate level for their present knowledge and allows teachers to assess whether understanding is sufficiently well developed to move on. In lessons where progress is satisfactory, tasks match the needs of most pupils. However, tasks are not consistently matched to the needs of higher attaining pupils and there is little extension work. An analysis of pupils' past work shows good coverage of all the programmes of study. However, pupils' lack of literacy skills hinders their progress. Overall, pupils also make sound progress in their numeracy skills. They measure accurately and construct a range of charts. However, as they move through the school they do not consistently

interpret patterns or trends in their data.

116. Overall, the quality of teaching is satisfactory. No unsatisfactory teaching took place during the inspection. Where there is good teaching, it is based on the use of good methods of presenting the subject in a clear and logical way, with a series of questions and tasks. Teachers' subject knowledge is also more secure in these lessons, but is never less than satisfactory. This is a significant improvement since the last inspection. In the better lessons, work includes tasks that are matched closely to the needs of different groups with varying levels of attainment. Where teaching is satisfactory it is because the selection of tasks is not so refined. An analysis of work shows teachers acknowledge that pupils have completed tasks and some recent marking in Key Stage 2 indicates where pupils need to improve their scientific skills. However, pupils do not always take note of the corrections of their errors. All staff have good relationships with their pupils to ensure they do their best. Teachers celebrate pupils' achievements very well in high quality displays of their work. This is further enhanced by the use of different languages on the displays.
117. Pupils' attitudes to learning are good across both key stages and pupils nearly always behave well in lessons. They are very eager to carry out their experiments and work harmoniously together in pairs. They treat equipment with care and make sure everybody has a turn. All of this contributes significantly to pupils' learning as very little time is lost through correction or silliness. Pupils take a pride in presenting their work well and enjoy talking about their achievements. The vast majority of pupils work at a good pace and put a great deal of effort into their tasks in science.
118. Leadership and management of the subject are satisfactory. There have been many improvements since the previous inspection, which are helping to raise standards. There is now clear documentation that indicates to teachers what to teach and when, based on the nationally recommended schemes of work. Assessment systems have recently been introduced to track pupils' progress as they move through the school. However, they have not been used to give pupils precise targets for levels of work to be achieved. The portfolio of assessed work in science only covers some aspects of investigative work, with some of it annotated to show the levels they represent. However, it gives little support to teachers in agreeing levels of work pupils have attained. Resources are satisfactory and are well used by staff. There has been little monitoring of the subject, either of lessons or pupils' work, to help raise standards.

## **ART and DESIGN AND TECHNOLOGY**

119. During the inspection it was not possible to observe any lessons in either art or design and technology. From the plans available, scrutiny of pupils' work and discussion with staff and pupils, it is clear that most pupils, including those with special educational needs, make satisfactory progress in both key stages and most have satisfactory attitudes to the subject.
120. Secure judgements about the quality of teaching in either subject are not possible. However from the documentation available and from pupils' work, it is clear that teachers plan activities well, with clear learning objectives.
121. There is a helpful scheme of work for both subjects which balances coverage of the different aspects of the subjects over time and helps to ensure that statutory requirements are met. Both subjects are managed satisfactorily. In art, there is a detailed policy and scheme of work which helps to ensure a broad, balanced curriculum. In design and technology, the co-ordinator has plans to develop a policy. The subject co-ordinators provide helpful advice to colleagues and, although they have a development plan to monitor their subjects and to work alongside colleagues giving help and encouragement, they do not sufficiently monitor the standards attained or the quality of teaching. Resources are good, overall, and are easily accessible. Displays of pupils' work around the school are of high quality and enhance the learning environment.

## **GEOGRAPHY**

122. Whilst it was possible to observe geography lessons only in Years 3 and 6 during the inspection, a scrutiny of school planning and pupils' work indicates that standards are in line with those normally expected and pupils, including those with special educational needs, make satisfactory progress.
123. In Key Stage 1, pupils develop a sound understanding of the school environment and their local area. They know about the seasons and the weather associated with them. They know about distant environments and record their ideas on places they have visited on holiday.
124. In Key Stage 2, pupils use a good range of sources, including information technology, to find out about weather conditions around the world. By Year 5, pupils improve their skills when collecting data. For example, when investigating whether the local high street should be closed to traffic and what people's opinions are on this aspect of the local environment. In Year 6, pupils made good progress in the lesson observed because of the way they increased their knowledge and understanding of the characteristics of different environments through effective use of books and atlases
125. No teaching was seen in Key Stage 1. However, in Key Stage 2, teaching is satisfactory. Teachers have a secure understanding of the subject which they use satisfactorily to motivate pupils and to ask searching questions. Pupils are often provided with a range of challenging activities as they explore their topics. These are well planned and provide pupils with the opportunities to develop their geographical skills. A particular strength is the way that teachers use the local area. For example, in Year 6, after a visit to Perlethorpe pupils developed a good vocabulary associated with rivers and enhanced their learning in other areas of the curriculum, such as music and poetry writing. Teachers have high expectations of pupils, are secure in their subject knowledge and are sufficiently confident in their classroom management to allow pupils to work in groups and direct their own learning.
126. Pupils approach their work in a positive manner. Good progress was observed in the two lessons as pupils shared their ideas, listened to others and respected each other's opinions. Pupils' behaviour was good and impacted positively on their learning. Teachers use the final part of the lesson in an effective way to share and celebrate pupils' achievements.
127. The subject is satisfactorily led by a well informed co-ordinator and the curriculum is securely based on a nationally recommended scheme of work, However, the school recognises the need to develop and improve the use of information gained from assessment to help pupils' progress. Standards have been largely maintained since the last inspection.

## **HISTORY**

128. It was possible to see only a few lessons during the inspection. However, from curriculum planning, an analysis of pupils' work and discussions with pupils and staff, it is clear that pupils make satisfactory progress and attain the level expected for their age. Pupils with special educational needs also make satisfactory progress in relation to their agreed targets. In Key Stage 1, most pupils develop their understanding of chronology. They widen their knowledge of famous people of the past, such as Florence Nightingale and compare life in the past with today. They understand that hospitals were very basic over one hundred years ago.
129. In Key stage 2, pupils continue to deepen their understanding of past times. They correctly place events in a period in history. For example, in Year 3 they know that Ancient Egyptians came before the Romans who in turn came before the Anglo Saxons. As pupils move through the school, they begin to understand the importance of archaeology in helping people to understand about the past. They recognise the importance of using sources of evidence as a way of finding out about the past and begin to empathise with the problems faced by people; for example, when studying the Second World War in Year 4. By the time pupils are in Year 6, many widen their understanding of sources of evidence. They use the results of a census of Perlethorpe to gain information about life in Victorian times. Many pupils begin to see the connection between inventions and the effect that they had on society; for example, they know why the coming of the railways was important in the industrial revolution.
130. Since the last inspection the school has maintained the positive aspects noted at that time. Although there is no policy for the subject, the school successfully uses a recommended scheme of work which is closely tied in with the programme of study for the National Curriculum. Although the subject has not had the prominence of literacy and numeracy, the school still organises educational visits to places of historical interest which enrich the curriculum.
131. No teaching was seen in Key Stage 1. However, in Key Stage 2, teaching is satisfactory. Teachers have a secure subject knowledge which they use well to motivate pupils. Teachers pose searching questions to pupils which make them think deeply and increase their understanding of their work. They manage pupils' behaviour well and generally use appropriate methods to support the learning activity. In the best lessons, teachers remind pupils of their earlier work and put the period in context. They select and use interesting and thought provoking resources to enhance pupils' learning and check carefully that pupils' understand what they are doing. Where teaching is unsatisfactory, teachers spend too long introducing the lesson which is not sufficiently tied in with the learning objectives and pupils become confused, restless and lose interest. When this happens, pupils' progress declines and learning suffers.
132. Pupils generally show a keen interest in their work. In Year 3, many were fascinated by the project on Ancient Egypt, particularly when they realised that people of the period valued jewellery just as people do today. In Year 4, pupils were engrossed in their study of what it was like to have been an evacuee. Pupils behave well in lessons, take care of the resources that they use, such as ration books and photographs, and listen carefully to others ideas.
133. The school uses a useful scheme of work to support teachers in their planning, ensure appropriate coverage of the National Curriculum and help to make sure that pupils' skills are developed in a logical sequence. The subject co-ordinator carries out an annual review of the subject which highlights areas for development. These are prioritised in the subject's action plan. The co-ordinator has begun to monitor the quality of the teaching and uses information to support staff as necessary. Teachers record pupils' progress satisfactorily through the end of year report, but there is no systematic assessment of pupils' progress against specific learning outcomes for each year group. Learning resources are satisfactory and easily accessible.

## **INFORMATION TECHNOLOGY**

134. Standards are below national expectations at the end of both key stages. However, the school is successfully implementing an action plan to help raise standards. It is in the early stages of development, but already pupils are having regular access to computers and new technology.

This helps to ensure that most pupils, including those with special educational needs, make sound progress.

135. By the age of seven, fewer pupils than expected are able to carry out basic word-processing tasks. They know how to control a programmable robot by programming simple commands. This aspect of their work is developing well. In Key Stage 2, pupils practise and extend their skills. However, in Year 6, pupils often need support from teachers to use spreadsheets to find out the maximum area for a rectangle with a fixed perimeter and many are unsure of the aspect of the subject which deals with control, modelling and monitoring. There are good examples of pupils editing their poetry writing from a first hand-written draft. Progress across both key stages is hindered by pupils' lack of basic keyboard skills. Few pupils have computers at home, to develop the basic skills which they learn in school.
136. Since the last inspection, the school has developed a computer suite which allows pupils to have regular access to computers. This facility has not been in use for very long and so it is too early to judge its impact on pupils' progress. However, teachers' confidence in the subject has improved since the last inspection. This is beginning to have a positive impact on pupils' learning.
137. The quality of teaching is, sound, overall and sometimes good. Lessons are planned to take best advantage of the school's resources, including the recently developed computer suite and spacious accommodation in Key Stage 1. In the better lessons, the pace is brisk and pupils make good progress because teachers' explanations are lively and informative and pupils know clearly what is expected of them. This was evident in a lesson at Key Stage 1, when key vocabulary was introduced to pupils so that they could program the robot to move forwards, backwards and change direction to land on a pre-determined mark. However, the pace slows in lessons when pupils spend too long collecting data during the lesson. This reduces the pace of pupils' learning. Teachers are beginning to use information technology to enrich subjects across the curriculum, but do not consistently plan to teach specific skills for information technology to enhance pupils' learning.
138. Pupils show enthusiasm and eagerness in their work. They work well independently or in pairs, and take turns fairly, treating equipment with respect. The good levels of behaviour, overall, enhance learning because little time is lost in managing this aspect. In Year 5, this is not always the case and noise levels sometimes distract pupils. The impact of this is beginning to become evident in the planning of specific learning objectives for lessons.
139. The subject is enthusiastically led and effectively managed. The co-ordinator has been released from full-time classroom commitment this school year to develop the subject. She is using her time well. All teachers now have secure subject knowledge and are confident in their use of software programs as a result of her work. This is a significant improvement since the last inspection. Resources are good and have been improved considerably. They are being well used across the school. The action plan for the subject is being well supported by the school. The nationally recognised scheme of work supports teachers in what to teach and when. The co-ordinator recognises the need to adapt this to meet the needs of pupils at the school, as many find it difficult to meet the required standards independently. There are no assessment systems in place or records of pupils' progress in skills, or a portfolio of assessed work, to help raise standards and support further progress.

## **MUSIC**

140. During the inspection week, only two music lessons were observed, one in each key stage. This is because the school employs an accompanist to support music teaching for one morning a week. There were opportunities to hear pupils singing during acts of worship and in hymn practice. In both key stages, pupils do not attain the standards in singing appropriate to their ages. Many pupils find it difficult to sing in tune, particularly on the higher notes and they do not have well developed rhythmic skills. Year 2 pupils were able to identify appropriate instruments to produce loud or soft sounds and could respond appropriately to the musical signs to vary the volume of their playing.

141. In the previous inspection report, pupils' attainment in music was said to be satisfactory. This is not the case at present. Pupils receive one half hour music lesson every two weeks. This alternates with hymn practice. The time allocated is not sufficient for pupils to develop their musical skills, or to cover aspects of the curriculum in sufficient depth.
142. It is not possible to make a judgement on teaching since only one lesson was observed in each key stage. In singing practices, there is a tendency to rehearse songs without an evaluation of pupils' musical skills.
143. There is no policy or scheme of work for music. This means that teachers pick out aspects from the National Curriculum programme of study. There is, therefore, a lack of continuity and progression in pupils' musical experiences and they are not helped to develop their skills. This is particularly true of their aural skills. The school has the "Compose" computer programme and pupils use this to make up songs for their topic on the Egyptians. No other examples of composition were observed.

## **PHYSICAL EDUCATION**

144. The quality of physical education is satisfactory. Pupils, including those with special educational needs, make satisfactory progress and attain the level expected for their age. In Key Stage 1 pupils respond sensitively to an idea given to them. They develop a sequence of movements which depict actions at the start of a day. Their narrative clearly shows flowers opening and Jack Frost visiting the windows of a house. They practise and improve their work using light, floating movements for a falling snowflake. Most pupils improve their awareness of space and use high, low, swift and slow movements. In gymnastics, pupils develop their movements by travelling in a variety of ways, such as over, under and along apparatus. They balance, hang and swing with increasing confidence and skill. Many pupils begin to make simple judgements about the performance of other pupils and use others' comments to improve their own performance.
145. Pupils generally maintain their progress in Key Stage 2. They work safely and improve their movements in gymnastics, increasing the complexity of their movements. Pupils travel with increased control and co-ordination. In games, pupils play small-sided versions of recognised team games. They improve their understanding of the skills needed to be successful as a team. For example, they understand the importance of finding space on a pitch so that fellow team members can pass the ball. In cricket, pupils throw a small ball reasonably accurately and have satisfactory skill when catching. Boys generally are more skilful at this than girls. As they move through the school, higher attaining pupils are not always sufficiently challenged which reduces their rate of progress; for example, a few pupils were not able to develop their over-arm bowling technique, but had to continue to practise under-arm bowling. It was not possible to see pupils in Key Stage 2 swim and as no records of pupils' attainment and progress were available, it is not possible to make a judgement about pupils' progress in swimming.
146. The school has maintained the satisfactory progress made by pupils at the last inspection. However, the draft scheme of work has not been updated to reflect the present curriculum. This means that there is no easy way for the school to know that pupils are being taught the necessary skills in the correct order and that pupils build sufficiently on the prior level of attainment.
147. The quality of teaching in both key stages is satisfactory. Teachers have adequate subject knowledge to teach the requirements of the National Curriculum. In the best lessons, teachers move the lesson along at a brisk pace. They assess pupils' acquisition of skills and their progress and regularly bring pupils together to review performance and suggest new ways for pupils to improve their performance. In most lessons, time is used effectively, but, where teaching is unsatisfactory, insufficient attention is paid to safety. For example, in one lesson, pupils wore heavy and inappropriate footwear and occasionally pupils' long hair was not tied back. Activities are not sufficiently challenging for higher attaining pupils. Teachers generally have satisfactory expectations of what pupils can do. However, too long is spent sometimes explaining to pupils what they are to do when they were perfectly clear about what was expected of them. One strength of teaching is that several teachers regularly stopped the

lesson to show pupils how to improve their technique and to share other's performance. This allowed pupils to evaluate their own work as well as others' and to build on the existing skills.

148. The subject co-ordinator has recently taken up her role and there has been little time to develop the subject. However, the co-ordinator has completed a review of the subject and has started an after school football club for younger pupils in Key Stage 2. Resources have been improved and the school now has athletic equipment for use on the extensive playing fields. Monitoring of the subject has not yet begun. The subject does not have a satisfactory scheme of work to help ensure that, as pupils move through the school, they are provided with opportunities to build on their prior level of attainment. In addition, although pupils' progress is recorded effectively in pupils' annual progress reports there are no assessment procedures which are set against agreed criteria for pupils' progress to be assessed in each year group. Resources are satisfactory. The school has good accommodation for the subject with extensive grounds, a gymnasium and a school hall.

## **RELIGIOUS EDUCATION**

149. Only one lesson in religious education was observed at Key Stage 1. This is because the school has decided to hold a 'religious education day' for younger pupils each term. Work on display and the scrutiny of pupils' work indicate that attainment meets the expectations of the locally Agreed Syllabus and pupils, including those with special educational needs, make satisfactory progress.
150. At the end of Key Stage 2, pupils' attainment is in line with standards expected by the locally Agreed Syllabus. In lessons during the inspection, pupils often made good progress. However, over time, pupils' completed work shows that they make satisfactory progress, overall. Pupils know a range of stories from Christianity and other faiths. They are also developing an awareness of what it means to be a believer and an understanding of how people's faith can affect their lives. Year 6 pupils compare modern people who had the courage of their convictions and relate this to previous work on St Paul and St Alban. They know about the life and work of individuals such as Rosa Parks and discuss her stance on segregation in America, and the issue of apartheid. This makes a significant contribution to pupils' spiritual and moral development.
151. During the inspection week, the assembly theme was 'signs and symbols'. This was developed in some of the religious education lessons. Pupils discuss the different uses of symbols. They know that symbols can be used to show belonging to a group, for example, their school badge. In two other lessons, pupils discussed the effectiveness of prayer. They talk about situations when prayer would be appropriate or not. They realise that for a practical problem such as improving their handwriting, prayer would not be an appropriate solution and that they should practise their writing. Pupils show developing qualities of empathy and respect for people of different views.
152. The previous inspection report found teaching in religious education was variable. At that time, there was not a policy or scheme of work. The school development plan identified religious education as an area for development. The school has been very successful in improving provision for the subject. There is now an effective policy and a scheme of work based on the locally Agreed Syllabus. This provides continuity and progression. Each year, all classes study Christianity and one other faith on a rotation basis. This allows other faiths to be studied in sufficient depth. There is good coverage of the second attainment target 'learning from religions' which enables pupils to develop a good understanding of the subject, makes an effective contribution to their spiritual development and helps them to become reflective individuals.
153. In half the lessons observed, teaching in religious education was satisfactory. In the remaining lessons it was good or better with one third of the lessons being very good. Teachers are secure in their subject knowledge and are confident in teaching the subject. Teachers plan their lessons well and share the learning intentions with their pupils. They provide suitable tasks for pupils of different prior attainment. They have effective interactions with pupils and give them good feedback on their work so that pupils are aware of the progress they are making. They

deal sensitively with difficult issues. For example, in one class where pupils were discussing how to overcome difficulties in their lives there was a very supportive dialogue about the recent, sudden death of a loved member of staff. Teachers promote an atmosphere where pupils feel confident to discuss sensitive issues. This is very effective in promoting pupils' spiritual development. Pupils have very positive attitudes to religious education. They listen well to the opinions of others. Older pupils have very clear ideas about the rights or wrongs of discrimination on the grounds of skin colour. In the best lessons teachers have high expectations and use a good range of questions to challenge pupils' thinking.

154. The co-ordinator has had the opportunity to observe colleagues teaching and to give them helpful feedback. The co-ordinator review meetings help to build up a good picture of strengths and weaknesses in the subject. The co-ordinator monitors colleagues' planning and is able to offer support. Since the previous inspection, the school has developed a good collection of artefacts to support religious education. There is a small collection of books, but this is supplemented by the local authority's loan collection. The school has made good progress in developing the subject. The co-ordinator is now ready to develop a system of assessment to further support pupils' learning.