

# INSPECTION REPORT

**BARNFIELDS COMMUNITY PRIMARY  
SCHOOL**

Wildwood, Stafford

LEA area: Staffordshire

Unique reference number: 124167

Headteacher: Mr D Morton

Reporting inspector: David Penney  
23039

Dates of inspection: 30<sup>th</sup> April – 4<sup>th</sup> May 2001

Inspection number: 190646

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Lansdowne Way Wildwood Stafford
Postcode:	ST17 4RD
Telephone number:	(01785) 356356
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J M Dalgarno
Date of previous inspection:	December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	Registered inspector	Music Religious education	What sort of school is it? The school's results and pupils' achievements. What should the school do to improve further?
9710	Rosie Burgess	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
22352	Frankie Gaywood	Team inspector	Special educational needs English Information and communication technology	How well is the school led and managed?
7269	Peter Kemble	Team inspector	Equal opportunities Science Geography History	How good are the curricular and other opportunities offered to pupils?
15011	Marion Wallace	Team inspector	Foundation stage Art and design Physical education	How well does the school care for its pupils?
23095	David Mankelow	Team inspector	Mathematics Design and technology	How well are the pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Barnfields Community Primary School predominantly, but not exclusively, serves the area of Wildwood to the south of Stafford and is larger than average. It has 333 boys and girls on roll, aged between 4 and 11 years. There are more boys than girls in the school, particularly in Years 2 and 6. Nearly all pupils are from white ethnic backgrounds but there are very small numbers of pupils from Indian, black or other ethnic backgrounds. Eight pupils have English as an additional language (2.4 per cent), which is higher than in most schools, but none is in the early stages of acquiring language. Forty-one pupils (12.3 per cent) are on the school's register of special educational needs, which is below the national average; of these four (1.2 per cent) have statements for a range of reasons, which is broadly in line with national averages. The proportion of pupils entitled to free school meals is well below average. Attainment on entry to the school is average, overall. In 1997, the school was designated a 'Beacon School' by the Department of Education and Employment in recognition of its high standards in literacy and numeracy.

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

This is a good school with a significant number of very good or outstanding features; it gives very good value for money. Standards are normally higher than the national average, particularly in English and science, and pupils make at least satisfactory progress as they go through the school. Standards of behaviour are very good and relationships are exemplary. The quality of teaching is good with a high proportion of lessons being taught very well or better. Since the last inspection, improvements have been made to many areas of the school's work. The headteacher and staff reflect well on the school's strengths and weaknesses and are determined to improve practice still further. As a result, they have produced a development plan that addresses appropriate priorities to accomplish this goal. Very good consideration is given to making sure that all pupils are given the opportunity to benefit from the complete range of what the school has to offer. The leadership and management of the headteacher and key staff are very good, overall; the headteacher provides a very good educational vision and handles the resources available to the school with outstanding acumen and success.

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

- The leadership and management of the headteacher and key staff are very good.
- The resources available to the school are handled exceptionally well to focus on educational priorities; the school makes outstanding efforts to achieve the best value for expenditure.
- Relationships are very strong throughout the school. As a consequence, pupils behave very well in lessons and around the school and have a very high rate of attendance.
- The teaching is of good quality, overall, and a high proportion is better than this.
- The quality of teamwork is very good; the staff have a very good shared commitment to improve standards and provision still further.
- The provision for pupils' moral and social education is very good.
- Provision for enhancing pupils' experiences through visits, visitors and activities outside lessons is very good.
- The school takes its responsibilities as a Beacon School very seriously indeed and has been outstandingly successful in forging links with a wide range of other institutions.

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

- The way teachers use assessment information to inform their future planning.
- The use of information and communication technology.
- The role of subject co-ordinators in evaluating rigorously the standards of teaching and learning.

*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 December 1996. Since then, it has improved well. Standards have largely been maintained at a high level, overall. They have improved in art and design but have dipped slightly in mathematics. The quality of teaching has improved with a higher proportion of teaching that is

very good or better and no unsatisfactory lessons. Curriculum planning procedures have taken full account of national and local initiatives. Assessment practices are improving. The school has fulfilled its responsibilities as a Beacon School very well. The very good leadership and management have resulted in high standards being maintained. The school is very well placed to sustain further improvement.

Key issues from the last report have been addressed well. Assessment procedures are now in place in all subjects. They are being used increasingly well by many teachers to improve practice and provision but more remains to be done to ensure that they are consistently used to influence teachers' subsequent planning. Co-ordinators are more involved in monitoring standards of teaching and learning but need to become more rigorous. The school development plan is now a good tool for further improvement. Registration procedures are now good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	B	D
mathematics	A	A	C	E
science	A	A	A	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that, in the national tests in 2000 at the end of Key Stage 2, pupils' standards were well above the national average in science, above it in English and matched it in mathematics. In comparison with schools where the cohort's results were similar at the end of Key Stage 1 in 1996, these results matched the average for science but were below it in English and well below it in mathematics. Overall, trends match those experienced nationally but the mathematics result was markedly lower than those of previous years. However, a number of unexpected factors, including some pupils just failing to achieve their predicted levels, combined to make these results untypical and normally the school compares well with similar ones and maintains high standards. In the same year, results for pupils at the end of Key Stage 1 were well above average for similar schools in writing, above them in reading but below them in mathematics. By comparison with all schools nationally, results were well above average in reading and writing and matched them in mathematics; teachers' assessments indicate that pupils' standards in science were above the national average.

Inspection findings are that, at the age of five, pupils' standards are above average in communication, language and literacy, mathematical development and creative development. They match those expected in personal, social and emotional development, knowledge and understanding of the world and physical development. By the age of seven, pupils' standards are above those expected in English, history and geography and match those expected in all other subjects. By the age of eleven, pupils' standards match those expected nationally in mathematics, design and technology, information and communication technology (ICT) and physical education. They match the expectations of the locally Agreed Syllabus in religious education; in all these subjects, pupils achieve satisfactory standards in relation to their prior attainment. They are above these levels in English, science, art and design, geography, history and music; pupils achieve well in these subjects. The targets for English and mathematics at the end of Key Stage 2 in this year's national tests are challenging and seem unlikely to be met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very interested in their work and show great enthusiasm for school.
Behaviour, in and out of classrooms	Very good. They show great respect for other people and are very polite and thoughtful.
Personal development and relationships	Relationships are exemplary throughout the school. Pupils develop into confident and mature citizens.
Attendance	Very good. Pupils arrive punctually. Registration procedures are efficient.

## TEACHING AND LEARNING

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

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

Teaching is good throughout the school. The quality of teaching was at least satisfactory in all lessons (100 per cent); none (0 per cent) was less than satisfactory. It was good in 50 per cent of lessons and very good or better in 31 per cent, of which 3 per cent was excellent. The teaching of all subjects is at least satisfactory, overall. The teaching of English, mathematics, science, geography, history, music and physical education is good, overall. The subject of art and design is taught very well. The skills of literacy and numeracy are taught well.

Particular strengths throughout the school are teachers' knowledge and understanding of the subjects they teach, the way they manage pupils' behaviour, many, but not all, aspects of their planning and the very high quality of the relationships. For these reasons, pupils are confident learners who try hard to produce their best work, concentrate well on the tasks set them and learn at a good rate.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A very good range of extra-curricular opportunities, particularly in Key Stage 2, enhances pupils' experiences. National strategies have been implemented well in literacy and numeracy. The school's status as a Beacon School is taken very seriously and has a beneficial impact on provision.
Provision for pupils with special educational needs	Good. The school makes effective efforts to ensure that they receive the help they need to improve.
Provision for pupils' personal, including spiritual, moral, social and	Good. Provision for pupils' moral and social development is very good. For spiritual and cultural development, it is good, although provision for multi-cultural development needs strengthening. Good links with outside



cultural development	institutions make a major contribution.
How well the school cares for its pupils	Good behaviour is promoted very well and there are increasingly good procedures for monitoring academic progress but they are not used consistently well to ensure that subsequent work is closely enough matched to pupils' individual needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a very clear educational direction to the work of the school and uses the resources available to the school outstandingly well. He is very well supported by key staff. The role of subject co-ordinators is not developed fully enough.
How well the governors fulfil their responsibilities	Soundly, overall, although some statutorily required information is missing from their annual report to parents. They need to become more involved in the strategic direction of the school's work.
The school's evaluation of its performance	Good. The school development plan provides a good agenda for further improvement. The analysis of the results of annual tests has led to beneficial changes in practice. The evaluation of standards of teaching and learning needs to become more rigorous.
The strategic use of resources	Excellent attention to getting the best value possible for money spent and ensuring that finances are used to support identified educational priorities. The expertise of staff is used very well. Aspects of the accommodation and resources need attention but, overall, both are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has high expectations of their children.</li> <li>• Their children like school.</li> <li>• Children achieve high standards of behaviour.</li> <li>• The leadership and management of the school are good.</li> <li>• Their children are taught well.</li> <li>• Their children make good progress.</li> <li>• Children are helped to become mature and responsible people.</li> <li>• The school is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• Better communication with parents, including more information about their children's progress.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the views expressed by parents, both positive and negative, with the exception of the range of activities outside lessons, which is judged to be very good.

## **PART B: COMMENTARY**

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

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

1. On entry to school, children's attainment is broadly average, as assessed by objective tests, although it varies slightly from year to year. In the Foundation Stage (the designation recently adopted nationally for the provision made for children in Nursery, Pre-Reception and Reception classes), children make good progress in their communication, language and literacy skills, their mathematical development and their creative development and have achieved standards by the age of five that are above those expected nationally. In their other areas of learning – personal and social development, knowledge and understanding of the world and physical development – they make satisfactory progress and achieve standards that match those expected nationally.
2. In 2000, results in the national tests for pupils at the age of seven were well above the national average in reading and writing and matched it in mathematics. By comparison with similar schools, results were well above average in writing, above average in reading but below in mathematics. Results have been consistently high over recent years; the result in mathematics is unusually low compared to those that the school has achieved in previous years. Over time, there is no significant difference between the performances of boys and girls, although girls did not, this year, perform as well in the reading test as is usual for the school.
3. In the national tests in the same year for eleven-year olds, pupils' standards were well above the national average in science, above it in English and matched it in mathematics. In comparison with schools where the cohort's results were similar as seven-year-olds in 1996, these results matched the average for science but were below it in English and well below it in mathematics. However, the mathematics result was markedly lower than those of previous years. A number of unexpected factors, including absence and some pupils only just missing the next level by a couple of marks, combined to make this result untypical and normally the school compares well with similar ones and maintains high standards. Overall, trends of improvement match those experienced nationally.
4. Inspection findings are that all pupils, including those with special educational needs and those with English as an additional language, make good progress in Years 1 and 2 in all aspects of English, geography and history and, by the time they are seven, they attain standards that are above those expected nationally in these subjects. In other subjects – mathematics, science, art and design, design and technology, information and communication technology (ICT), music, physical education and religious education – pupils make satisfactory progress and, at the end of the key stage, attain standards that match those expected of pupils of their age either nationally or, in religious education, by the locally Agreed Syllabus for religious education.
5. At the age of eleven, pupils' standards match those expected nationally in mathematics, design and technology, ICT and physical education; in religious education, they match the levels expected by the locally Agreed Syllabus. In all these subjects, all pupils have made satisfactory progress since the age of seven. These pupils make good progress in science, art and design, geography, history and music and attain standards that are above average in these subjects; pupils with special educational needs make progress similar to their peers and achieve standards that are good in relation to their prior attainment in these subjects because support and work are well matched to their needs.
6. However, although progress in English is generally good and eleven-year old pupils' standards are above average, overall, the progress made by higher attaining pupils throughout the school is not as swift as it could and should be, because the work set for them is inconsistently challenging.
7. Pupils' skills of literacy and numeracy are good, overall, throughout the school. Literacy skills are used effectively in many other subjects. A good example is in history, where eleven-year old pupils, writing about the Fire of London, capture the raging of the fire clearly, as well as the mature

feeling of style for writing in a newspaper. There are numerous examples of mathematics being used effectively across the curriculum, for example, in design and technology, where pupils used their knowledge of nets to design and make boxes to carry eggs, and in geography, where the heights of mountain ranges were discussed.

8. The targets for eleven-year olds in English and mathematics in this year's national tests are challenging and seem unlikely to be met because of the nature of the cohort, which contains a greater proportion of lower attaining pupils than is the case nationally.

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

9. Overall, pupils have very good attitudes to school and their standards of behaviour are very good. The quality of both behaviour and attitudes make a major contribution to the quality of learning. Pupils' ability to show initiative and demonstrate personal responsibility is very good. Relationships in the school between groups of pupils and between pupils and teachers are excellent.
10. The personal, social and emotional development of children aged five years or less is at least satisfactory and some aspects of it are good. They play well together and establish good relationships with their peers and with the adults who teach them. Opportunities are not always taken in some classes to challenge and extend children's role-play because children are too often left to play with insufficient adult intervention to challenge their ideas and fully extend their learning. All children sustain concentration well, answer questions confidently and explain what they are doing clearly to visiting adults. They are polite, sensible and responsible. The regular exchange visits with the local special school are a strength and contribute well to children's growing awareness of other people.
11. Pupils show very positive attitudes to school; they attend willingly and enjoy school. Pupils of all ages and abilities display enthusiasm for their lessons and are keen to learn. For example, in a Year 6 geography lesson, the atmosphere of curiosity engendered sustained concentration very well throughout the lesson. Equally, in a Year 2 literacy lesson the pupils were fully engaged, thinking hard about what they were doing, to suggest why a memory could make you cry. Pupils of all ages enjoy tasks that provide them with a challenge, such as a Year 3 practical science investigation. They join in with the many and varied extra activities that are provided, in sports, music, chess and needlework.
12. Standards of behaviour are very good. In an excellent music lesson, pupils from Years 5 and 6 participated fully in a challenging activity; their outstanding behaviour enabled them to sustain concentration and interest throughout. In a Year 1 singing lesson, pupils demonstrated good self-control working with untuned percussion instruments.
13. There is an absence of oppressive behaviour. There have been no pupils excluded in the latest reporting period. Pupils of all ages understand the impact of their actions on others very well and show very good consideration for others' feelings, values and beliefs. In Year 6, for example, pupils shared ideas about their practical science work amicably, respecting each other's views, and in religious education were capable of deep, considered reflection about Christ rising from the tomb and the events of the Ascension.
14. Relationships in the school are excellent, both between groups of pupils and between pupils and teachers. Pupils of all ages work well in groups, sharing resources and discussing their work confidently; they develop a good capacity for collaborative group and pair work as they mature. Pupils show great respect for their teachers and other adults at the school, including the headteacher, the librarian and the lunchtime supervisors.
15. Personal development of all pupils is very good. Pupils show initiative. Year 6 pupils presented an excellent dramatic production which they wrote and performed themselves during an assembly. Pupils use dictionaries to discover the meaning of a word, for example, without being told to do so. Pupils exercise personal responsibility well; for example, Year 6 boys and girls willingly help to

care for younger pupils at playtime. Older pupils are keen to attend extra-curricular activities; they are proud to represent their school in sporting and chess matches and those not selected for teams attend practice sessions with enthusiasm. They take pride in their achievements, for example, in producing story sacks for younger children in the needlework club.

16. Pupils with special educational needs contribute well in lessons and are successful in joining in the oral segments of the literacy and numeracy sessions. Other pupils in the school are generally very tolerant and helpful to them in class and outside, demonstrating acceptance and a caring attitude, enhanced by their close ties with the special school next door. This respect enables pupils with special educational needs to 'fit in' and become valued members of the community.
17. Attendance is very good and well above the national average. Punctuality is good. There are no unauthorised absences. Pupils who are absent with long-term health problems are well supported by the school.
18. Since the last inspection very good standards of behaviour have been maintained. Pupils' attitudes to school have improved and the very high quality of relationships has further improved. Attendance and punctuality have both improved.

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

19. The quality of teaching and of learning is good. No teaching is less than satisfactory. Overall, eight out of ten lessons are at least good and, of these, three out of ten are very good or excellent. The very good and excellent teaching took place in those areas of the school, catering for pupils aged between six and eleven. This is a strength of the school and is an improvement on the previous inspection where six out of ten lessons were judged to be good or better and a small minority of lessons was unsatisfactory.
20. It is good overall in every subject where teaching was observed except in art and design, where it is very good, and in religious education, where it was satisfactory. No teaching of design and technology took place during the inspection and there was insufficient evidence to make a judgement about the teaching of ICT. The teaching of the skills of literacy and numeracy is good throughout the school.
21. The teaching has many strengths. Where it is more effective, teachers have a good knowledge and understanding of the subject they are teaching. This ensures that their lesson planning clearly identifies specific targets for the whole class to achieve. Weekly targets for literacy and numeracy are clearly displayed in most classrooms. Teachers' clear objectives are communicated to the pupils at the beginning of each lesson, which means that they know precisely what they are supposed to be learning. An example of this is an art and design lesson with pupils from Years 1 and 2, where they were reproducing one of Monet's paintings. They knew from the outset what they would be doing and were highly motivated by the activity, which resulted in some good quality work. Teachers' planning is clearly linked to the requirements of the National Curriculum and the locally Agreed Syllabus for religious education and takes full account of the guidance of the national strategies for literacy and numeracy. They also make good use of published schemes of work to support their planning.
22. A further feature of the effective lessons is that they move at a brisk pace so that most pupils make maximum gains in their learning. Most lessons are organised well to enable the teacher to interact efficiently with as many pupils as possible and to target groups or individuals in most need of support. In the most effective lessons, teachers use probing questions to challenge pupils' thinking and to establish what they have learnt. This information is then used to refine the on-going activity to further increase the pupils' knowledge; this practice is more evident with the older pupils. An example of this was in a mathematics lesson in Year 6 to revise line graphs, where the teacher's on-going assessment and questioning was used very well to ensure that specific teaching points were made. Also in this lesson, when a pupil returned from a cello lesson, another pupil was asked to explain what had been learnt; this effectively reinforced his own learning and ensured that the returning pupil's learning in mathematics did not suffer as a result of being out of

the classroom. This is a good example of the way that the school ensures that no pupil misses out by being withdrawn for music or other lessons.

23. The setting and use of homework is too irregular and inconsistent between classes. This does not support and extend pupils' learning well enough or prepare them adequately for the next phase of their education.
24. Generally, teachers take full account of pupils with special educational needs in their planning; pupils with English as an additional language are proficient in English and need no extra provision. Individual education plans contain manageable goals, which can be behavioural as well as academic and teachers have the plans to hand in their files.
25. Support staff are generally used very effectively, in particular to help lower attaining pupils to make progress. However, there are occasions, particularly in literacy and numeracy lessons, when they are asked to watch the introductory class session and this time could be more effectively spent. The librarian makes a very good contribution to pupils' learning.
26. Throughout the school, relationships between all staff and pupils and between the pupils themselves are excellent. An example of this is a lesson in which a child from the neighbouring Special School was present. This child demonstrated her singing and signing prowess and was given spontaneous applause as the class genuinely recognised and rewarded one of her strengths.
27. A result of the excellent relationships and the other strengths in the teaching is that there is nearly always a calm and purposeful atmosphere in every classroom. Pupils behave very well. They have very good attitudes towards their learning and apply good effort to their work, which makes a significant contribution to high standards of achievement. Incidents caused by the very small minority of pupils who exhibit challenging behaviour are quickly and efficiently managed to avoid disrupting learning.

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

28. The breadth and balance of the curriculum are good overall. For pupils aged less than six years of age, they are good. The indoor areas are attractive and spacious, providing a stimulating learning environment. The Foundation Stage is well resourced, apart from outdoor provision. This is currently unsatisfactory but the school is aware of this and there are plans for developing this area. They are good for pupils aged six or seven and, for seven to eleven year olds, they are very good. The quality of provision for the oldest pupils is marginally better mainly because the extensive range of extra-curricular activities offered to all pupils in the school is of particular benefit to older pupils.
29. Provision meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The curriculum includes good provision for personal, social and health education, sex education and attention to drug misuse. Pupils of different abilities, gender and backgrounds are well catered for, so that all pupils are included in curriculum provision. Members of staff are closely involved in implementing the new National Curriculum and monitoring and evaluating its effectiveness. The quality of provision is similar to that reported at the time of the previous inspection.
30. The school has successfully implemented the national strategies for literacy and numeracy. There is a strong emphasis on promoting basic skills in English, mathematics and science in both key stages in order to raise pupils' standards. This has been particularly successful in English and science. In addition, national guidance for planning in other curriculum subjects is being satisfactorily adapted or used to supplement existing schemes of work. However, teachers recognise that more work needs to be done to plan more effectively for the continuous and progressive development of skills in most subjects. The time allocated to subjects is appropriate. Members of staff have worked hard to make sure that the additional time allocated to literacy and

numeracy and the reduction in the time available for other subjects, as a consequence of national initiatives, has not reduced the good quality of provision in the creative arts, reported at the time of the previous inspection.

31. Teachers make good use of the National Literacy Strategy guidelines to raise pupils' standards. They consistently provide a range of interesting and relevant activities that stimulate and motivate pupils. Literacy skills are effectively promoted in most other subjects of the curriculum, for example in history, where pupils throughout the school write with considerable feeling about how adults and children lived in the past. However, opportunities are missed to support and extend pupils' literacy skills in science and geography. Good use is also made of the National Numeracy Strategy guidelines in all classes to support the systematic development of pupils' knowledge, understanding and enjoyment of numeracy. Because they are still evaluating how best to use some of the national guidance, teachers are not as consistent in the quality of the lessons they plan as they are in literacy.
32. The good quality of provision for pupils with special educational needs reported at the time of the previous inspection has been maintained. Good quality individual education plans are produced by the special needs co-ordinator in conjunction with class teachers and these are used effectively to help pupils make progress at the same rate as other pupils in their classes, particularly in the development of their literacy and numeracy skills. There is close co-operation between all support staff, and individual and groups of pupils benefit significantly from their expertise and sensitivity in lessons. There is a small minority of pupils for whom English is an additional language, although none is at an early stage of acquiring English. The special needs co-ordinator, class teachers and support staff liaise well with each other to assess these pupils' needs and to plan appropriate programmes of work.
33. The inspection took place one week after the commissioning of the new computer room. The use of ICT across the curriculum is therefore at a transitional stage, so it is impossible to judge its effectiveness. However, appropriate targets are clearly identified in the school's current development plan to ensure that ICT is used effectively.
34. An impressive range of extra-curricular sporting and creative activities, which are well attended by both boys and girls, extends the statutory curriculum very well. There are lunchtime and after school clubs for pupils throughout the school, although the majority of these are for the older pupils. Musical activities are particularly strong, with two choirs and string and woodwind instrumental tuition. Pupils attend badminton, football, table tennis, cross country and netball clubs, as well as chess, needlework and computer clubs. Pupils' learning is further extended by very good links with the local community. All year groups benefit from a considerable number of well-planned visits within the local area related, for instance, to geography, history and the creative arts. There are annual visits to theatres for pupils to watch and listen to ballet, drama and music. Year 6 pupils have the opportunity to use many of their skills during a residential visit to an activity centre. Visitors to school, for example from the emergency services, give good support to the curriculum areas pupils are studying in class, with talks and demonstrations. The school has made a significant link with the local Education Business Partnership and pupils derive considerable benefit from activities planned by their teachers in conjunction with personnel from local industries. Extra-curricular activities and links with the community have a major impact on the breadth and balance of the curriculum and the depth of pupils' study.
35. The partnership with other schools is excellent. Teachers share good practice in many areas of the curriculum with colleagues from local primary schools and the feeder secondary school by attending training programmes together, taking part in joint curriculum projects and visiting other schools. The science curriculum in particular is enriched by a well-established partnership with local schools, chaired very successfully by the science co-ordinator. Members of staff take their responsibilities as a Beacon School very seriously, providing for a considerable number of primary schools in this country and abroad a wide range of training courses and good quality documentation on their expertise in promoting literacy skills across the curriculum.

36. The school is successful in promoting pupils' personal development through the planned curriculum. As a result, the provision for pupils' moral and social development is very good. Provision for their spiritual and cultural development is good.
37. At the time of the previous inspection, provision for pupils' spiritual development was reported to have good features but with weaknesses in applying principles and meeting the school's aims. Members of staff have given considerable attention to tackling the weaknesses since then and, as a result, improvements in provision are good. Religious education is used effectively to promote pupils' spiritual development. Pupils are successfully encouraged to think about values and beliefs, for instance, when studying world faiths and religions. All members of staff are very successful at valuing pupils' ideas and contributions across the whole curriculum, creating effective displays of pupils' work in classrooms and corridors. Acts of worship meet statutory requirements. They are very well planned and their involvement of pupils of all ages in music, drama and celebration of achievements makes a significant daily contribution to pupils' spiritual development.
38. The school promotes clear principles and values and helps pupils to understand the differences between right and wrong. As a result, pupils develop very good social skills and moral values. Teachers work together with pupils to draw up sets of rules for the classroom, lunchtimes and playtimes. This moral code is well promoted with clear sanctions and rewards. Teachers provide excellent role models in fostering values in pupils, such as good manners, politeness, honesty, fairness and sharing. For instance, Reception class children were observed discussing with their teacher why it is important to say 'please' and 'thank you'. The teacher skilfully related this to aspects of school life and the children put theory into practice immediately as the lunchtime supervisor gathered them together and led them off to have their dinner.
39. Pupils' social development is effectively promoted through a wide range of opportunities for pupils to take responsibility, show initiative and develop an understanding of living in a community. Pupils obviously enjoy helping with classroom tasks and offer their services enthusiastically. Many pupils in all year groups show considerable maturity for their ages in the efficient way they carry out tasks. For example, Year 6 pupils manage stage lighting and control computer-generated images during assemblies. Reception children walk to the school library by themselves on a regular basis, discuss their choice of books with the school librarian and return confidently to the classroom. A wide range of group activities in class lessons makes a significant contribution to pupils' moral and social development. For example, in science investigations, older pupils organise amongst themselves who is to take responsibility for recording results, explaining to the rest of the class what they have found out or ensuring all equipment is returned to the right place. Involvement from an early age with pupils from the adjacent Special School has a significant impact on pupils' personal development and parents are particularly pleased with this aspect of provision. A satisfactory beginning has been made in promoting pupils' understanding of citizenship, for example, through talks given by outside visitors, such as the police.
40. Pupils develop a very good awareness of Western cultures and traditions as a result of the school's emphasis on art and design, drama and music in the curriculum. All pupils learn to play the recorder and many pupils benefit from instrumental tuition. The two school choirs are well attended by boys and girls. Pupils take part in local music festivals and go to concerts. Overall, musical activities make a significant contribution to pupils' social, moral and cultural development. Some provision is made for pupils to listen to and experience music and art from non-Western cultures and geography and religious education provide reasonable opportunities for pupils to study the culture and traditions of people from other parts of the world. However, the emphasis on preparing pupils for life in a multicultural society is not sufficiently strong and opportunities are missed to extend pupils' learning and understanding in this respect.

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

41. The procedures for assessing pupils' attainment and progress are satisfactory. Procedures for monitoring and supporting pupils' academic progress are good. The use of assessment information to guide curricular planning is satisfactory, overall, although the school has already identified that more remains to be done to ensure that all teachers use the information available

consistently well to devise further work for pupils that closely matches their individual and developing needs, particularly in foundation subjects. Since the last inspection the school has made good improvement in monitoring and supporting pupils' academic progress and developing procedures for all subjects of the curriculum.

42. Assessment procedures are now in place for all subjects. They are firmly in place for English and mathematics and are developing well in science. They are effective in the overall planning for English and mathematics and are used to modify groupings, for example, in Year 2 mathematics, and provision, such as the teaching of reading and probability in mathematics. Regular assessment and recording of pupils' progress in English and mathematics has been developed and is good. In these subjects the work is assessed and collated along with test results from school and national tests. The good practice evident in English and mathematics is not consistently carried out in science and other subjects. There are examples of very good practice where teachers have developed a good understanding of their potential, such as in the pre-Reception class, Year 5 and Year 6.
43. Very good practice in the pre-Reception class results in well documented assessment and recording to follow on from the initial base-line assessments. Once the children attain the basic level, individual targets are tailor-made for each child, ensuring that work is planned for children of different ability within the one class. Regular observational notes on children's achievements are used to guide this work. Very good practice is also evident in Year 6, when pupils' individual achievements are carefully recorded in all subject areas. In some classes of younger pupils and in the older Reception class no further targets are identified when children have achieved their initial one. In some lessons work is planned to match the needs of pupils of different attainment but this is not consistent across the school.
44. The targets on their individual educational plans are used well to help pupils with special educational needs. Teachers remind pupils of these targets, when necessary. Pupils are also well supported in their personal development by their teachers and the learning support assistant.
45. The co-ordinator for assessment has worked very hard, establishing improved procedures for assessment and monitoring and supporting pupils' academic progress. There is now an effective data analysis group which meets regularly to monitor progress. This group closely analyses the school's performance and identifies trends over time together with strengths and weaknesses. There are now clear guidelines on assessment and classroom practice. The individual assessment records for teachers to assess attainment in the foundation subjects are completed annually but, as mentioned before, not all teachers use these records to guide individual planning. Regular reviews of pupils' work in books every term contribute soundly to assessment procedures and the monitoring of the quality and appropriateness of work and, therefore, to the progress they make.
46. The school makes satisfactory provision for the care of its pupils. There are established procedures to identify and handle issues related to child protection and to protect the health and safety of pupils and staff. Clear guidelines are established to deal with first aid and minor emergencies. Routine checks are conducted at appropriate intervals to ensure the safe operation of electrical, fire prevention and other equipment. However, key members of staff and governors have received little or no recent training in these areas, except for first aid. Pastoral care is good for all groups of pupils. Transitional arrangements ensure a smooth transfer from junior school. Routines at the end of the day should be reviewed.
47. Procedures for monitoring and improving attendance are good. Reasons for absence are always sought and, whenever practicable, contact is made with parents on the first day of absence. Registration is conducted efficiently and data is properly recorded. The educational welfare officer is used appropriately. Pupils who are absent for extended periods for medical reasons are well supported.
48. Procedures for monitoring and promoting good behaviour are very good. There is a clear Code of Conduct to which staff and pupils adhere. There is a hierarchy of sanctions for unacceptable behaviour and incidents of poor behaviour in lessons or playtimes are fully recorded. Parents are



involved at an appropriate stage. Good work and behaviour are suitably rewarded; pupils appreciate receiving small rewards, for example, collecting house points for tidying the classroom, unasked, at the end of the day. The school has an effective anti-bullying policy; the school's position on bullying is reinforced in assemblies and class discussions and as a result the number of incidents is very low.

49. Procedures for monitoring and supporting pupils' personal development are satisfactory. Form registration times provide a purposeful and thoughtful start to the school day. All pupils have at least one member of staff in whom they could confide from their first day at school. Any concerns are recorded and monitored by class teachers; records of personal characteristics and of parental contact are kept but the detail varies between teachers. Whilst personal achievements are recognised, for example in assemblies, a record of what each child has achieved is not maintained through his or her time in the school and cannot therefore be passed on to the secondary school at the end of Year 6, other than verbally, which is done.

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

50. Parents' view of the school is that it is satisfactory. Most feel that the school has high expectations for children to work hard and achieve their best. They feel that the school is well led and managed and would feel comfortable about approaching the school with questions or a problem. They think the teaching is good and most say that their children like school. As in the last inspection, concerns were expressed about homework, with over a third of parents dissatisfied with the amount of homework given. Some parents do not feel sufficiently well informed about how their child is getting on, or that the school works closely with them as parents. Communication generally was criticised by parents who submitted comments to the Registered Inspector; some said it was insufficient, others that it arrived too late for them to respond and some parents of children under five would appreciate the results of the tests made on entry to school. Other parents were concerned about the range of activities outside lessons and the methods of dismissing some of the youngest children at the end of the day.
51. The inspectors agree with the views expressed by parents, except for the fact that the range of activities outside lessons is very good. They found the teaching to be good, that children make good progress in line with the school's expectations of them and that the school is willing to deal with questions or problems. They found the practice of setting homework to be too variable. Teachers follow the school's agreed policy of not having a timetable for homework; this leads to inconsistent practice. In some classes it is used well, but in others it is not set often or regularly enough to support or extend the work done in school, nor to prepare pupils for transfer to secondary school. Inspectors found that the information provided to parents about progress, especially through the written reports, is good for the core subjects of English and mathematics and science, but not good enough in other areas. Opportunities provided for parents to view their child's work on Friday afternoons are not used to full effect.
52. Parents of pupils with special educational needs are well informed at every stage and are aware of their child's inclusion on the register. Regular meetings are held to review targets and set new ones.
53. Overall, however, the school has effective links with parents. The quality of information provided is satisfactory and parents are welcome to approach the school if there are concerns or problems. Legal obligations are met in the prospectus but the governors' annual report has several omissions of information required by law. Parents receive regular newsletters providing information of events in school. A lively web site is maintained, although the full range of planned information is not yet available. Annual progress reports are satisfactory; they give a good insight into gains of knowledge and understanding in English, mathematics and science, but little information about what pupils know and can do, or should do to improve, in the other areas of the curriculum. Consultation evenings are offered and parents who do not attend are contacted. Home-school agreements have been established. Progress is needed on improving the annual reports and clarification of homework intentions to meet parents' expectations of what the school will do.

54. Parents' involvement in the work of the school is good. They attend performances and support sports events. The Parents' and Friends' Association plays a significant part in the life of the school, raising funds for extra learning resources and putting on social events. Parents make a satisfactory contribution to children's learning at school and at home. A very small number help in school and some parents are always keen to help with supervision on out of school visits. When work to do at home is set they are supportive and many share books or listen to their children read at home.
55. Since the last inspection an effective partnership with parents has been maintained.

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

56. The school benefits from very good leadership from the headteacher and deputy headteacher. They have formed a very effective partnership and their combined strengths are providing the school with a very clear educational direction. The aims, values and development priorities for the school are appropriate, reflect especially well in the life and work of the school, and are shared by the staff, governors and parents. There is a very caring atmosphere in which pupils feel valued and develop their confidence and self-respect. A significant achievement is the way in which the headteacher has motivated the staff to work together as a very good team. This teamwork is well directed towards common goals and there is a clear understanding about roles and responsibilities. There are good routines for the day-to-day management of the school. Relationships are exceptionally effective throughout the school.
57. Management tasks are delegated very well. The structure of management is carefully planned to incorporate the whole staff, alongside the key group, which oversees curriculum and scrutiny of assessment information. Subject co-ordinators are becoming increasingly aware of their roles and many carry out their responsibilities in an appropriate, effective way. This is apparent in the core subjects and where the school is particularly successful in enriching pupils' experiences, such as music, history and physical education. All co-ordinators are encouraged to lead by example and take responsibility as professionals.
58. The school is well advanced in adopting ways of assessing the effectiveness of its practice. The headteacher and key staff monitor teaching through a programme of observations, using agreed criteria. Whilst good practice is celebrated, points for development are not reported and exploited rigorously enough, usually when staff monitor each other, and opportunities for improvement are lost. However, the co-operation and positive attitudes of the staff show that there is a very good capacity for further progress in this direction, especially linked with pupils' learning and the work to be done to meet, and improve, the school's targets. Satisfactory procedures are in place to provide newly qualified teachers with a mentor during their first year of teaching and to integrate the induction process into the overall system of assuring effectiveness.
59. The school has made good improvements in its provision and practice since the previous inspection. Key issues identified then have been addressed well, overall, although further work is needed, as identified elsewhere in this report, to ensure that new practices are firmly embedded throughout the school. The current school development plan has identified suitable priorities and is a good tool for further improvement.
60. There is a strong commitment to ensuring that all groups receive the best education for their needs. Despite this, some more able pupils are insufficiently well challenged in some classes. However, the management recognises the need to broaden its narrow definition of high ability and to continue to improve provision. The school uses all means possible to support pupils with special educational needs. The co-ordinator is an experienced member of staff, who manages the provision well. She has effective links with the teachers and learning support assistant. The school's procedures are efficient and this ensures that time and funding are used to maximum benefit. The governing body has appointed a link governor who visits the school once or twice per term and liaises with the special needs co-ordinator. However, the role is not well enough developed at present.

61. Members of the governing body are committed to the school and are justifiably proud of its achievements, particularly in Beacon School status. They are interested in the work of the school but are not yet fully meeting their statutory duties because the annual report to parents has several omissions, especially the requirement to state the success of the implementation of their policy for special educational needs. The report gives limited information about the school, its plans, results and developments. The school would benefit from governors having a clear understanding of the work of the school through undertaking rigorous monitoring; they currently do not ask enough critical questions to call the school to account. Overall, the leadership provided by the governing body is adequate.
62. The school makes excellent use of the resources allocated to it, including specific grants and its Beacon School funding. Educational priorities are fully supported by excellent financial planning. The principles of best value are always applied before any purchases are made or resources added to.
63. Financial planning to support educational priorities is excellent. Priorities are clearly set out, in line with the school's aims, in the school development plan. Training needs are clearly identified to effect improvements in teaching and learning. Very effective use is made of the delegated and devolved funds to ensure priorities are funded. The budget is rigorously monitored. The few suggestions made in the recent audit have been adopted. Very good use is made of any additional funds offered to the school. In particular, the school has used its Beacon status funding to provide training courses in library skills and disseminate Barnfields' very good practice to many other establishments.
64. Very effective use is made of new technology. Although the computer suite had only just been completed at the time of the inspection, the use of hardware and software was seen used to very good effect. For example, electronic presentations were used very well indeed by Year 6 pupils, to explain the work of the Barnardo's charity in an assembly, and by senior management, to pass on information about the school's effectiveness to teachers and governors.
65. Overall, the school's provision and use of staffing, accommodation and learning resources are good. Teachers and support staff are very well matched to the demands of the curriculum and their specialist skills are utilised very well, not only in extra-curricular provision but also in timetabled lessons, for example in library skills, music and physical education.
66. The accommodation overall, although it has many defects, is adequate for the delivery of the curriculum. A particular weakness is the external mobile classrooms, used by Year 5, which have no mains water. Water needed for lessons, such as science and art and design, has to be carried from the main buildings, where the only toilet and washing facilities are located. In many areas of the buildings the levels of light are insufficient and ventilation is poor due to inherent faults in the design of the windows. These require rectifying as soon as possible. Staff and pupils do not, however, allow the faults of the building to hinder learning; attention remains focused on lessons even when there is noise and visual disturbance from adjacent classrooms, which in many classes is continual. The small hall limits some activities for physical education, precludes the provision of lunchtime activities and means that pupils not buying a cooked meal have to eat their packed lunches in their classrooms. Large grounds enhance the environment, although the area of hard play is too small for the number of children and there is, at present, no separate play area for the under-fives. Most of these accommodation defects were noted at the time of the last inspection; the school has imaginative plans in hand for improvements.
67. Learning resources have improved and are now good overall. In English, mathematics, design and technology, history and music they are particularly good. Every class has a good stock of books. These are supplemented by the two very well run lending libraries and all pupils are encouraged to borrow books regularly to read in class at designated times and to take home for personal reading or to share with parents. There is no provision for large play equipment for the under-fives and resources for physical education are inadequate for pupils aged six and seven.

68. As at the last inspection, expenditure per pupil is low in comparison to the national average. Positive attitudes and behaviour have improved and good standards of attainment have been maintained. The school continues to give very good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further, the headteacher, staff and governors should:

- refine, as planned, the way that teachers use assessment information and ensure that they use it consistently in all subjects and classes to plan work that closely meets the individual needs of all pupils, especially higher-attainers;

Paragraphs: 10, 23, 30, 31, 41 – 43, 49, 60, 96, 104, 105, 118, 120, 121, 136, 140, 145, 151, 153, 163

- implement the planned developments in information and communication technology.

Paragraphs: 33, 112, 132, 142, 145, 146, 163

- develop the role of subject co-ordinators, as intended, to include a more rigorous analysis of, and improvement in, standards of teaching and learning.

Paragraphs: 58, 115, 132, 145

**NB. All the key issues identified by the inspection team have already been recognised by the school as priorities and are contained in their current school development plan.**

Other issues the school should consider are:

- Increase the effectiveness of the governing body in influencing the strategic direction of the school and in fulfilling its statutory obligations.
- Improve the quality of communication with parents, particularly about their children's progress.
- Improve the provision for pupils' multi-cultural education. (\* This issue is already in the school development plan as a priority to be addressed.)
- Improve aspects of the accommodation as and when possible, including the establishment of a designated play area for children aged less than six years, and improve other aspects of resourcing.

References to these issues are contained in the following paragraphs:

28, 40, 50, 51, 53, 60, 61, 66, 67, 69, 71, 77, 85, 128, 159

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	50	19	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	333
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	23
	Girls	23	24	23
	Total	47	48	46
Percentage of pupils at NC level 2 or above	School	94 (97)	96 (97)	92 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	21	24
	Girls	24	21	23
	Total	46	42	47
Percentage of pupils at NC level 2 or above	School	92 (97)	84 (97)	94 (97)
	National	84 (82)	88 (86)	88 (87)

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
		2000	19	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	20	17	22
	Total	37	33	41
Percentage of pupils at NC level 4 or above	School	88 (91)	79 (95)	98 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	19
	Girls	19	18	22
	Total	35	34	41
Percentage of pupils at NC level 4 or above	School	83 (80)	81 (84)	98 (96)
	National	70 (68)	72 (69)	80 (75)

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	1
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	274
Any other minority ethnic group	3

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

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

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

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	24.7
Average class size	25.6

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

Total number of education support staff	5
Total aggregate hours worked per week	86

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

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

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

### ***Financial information***

Financial year	1999/2000
	£
Total income	502,314
Total expenditure	507,170
Expenditure per pupil	1,566
Balance brought forward from previous year	0
Balance carried forward to next year	-4,856



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	152

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	2	2	0
My child is making good progress in school.	47	47	1	1	5
Behaviour in the school is good.	43	53	0	1	3
My child gets the right amount of work to do at home.	24	35	26	9	5
The teaching is good.	62	32	1	0	5
I am kept well informed about how my child is getting on.	38	43	11	7	1
I would feel comfortable about approaching the school with questions or a problem.	64	28	5	2	1
The school expects my child to work hard and achieve his or her best.	65	32	1	1	1
The school works closely with parents.	42	41	7	7	3
The school is well led and managed.	68	26	1	0	5
The school is helping my child become mature and responsible.	54	38	2	1	5
The school provides an interesting range of activities outside lessons.	34	40	11	2	10

## **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**

69. There are three classes in the Foundation Stage - a pre-Reception and two Reception classes. Children enter the pre-Reception class in the term following the child's fourth birthday. They enter the Reception class in the academic year in which the child is five. At the time of the inspection there were 41 children in the Reception class and 16 children in the pre-Reception class. There are three qualified teachers and one classroom support for the pre-Reception class. Most children have attended the local playgroup and the school maintains very good links with this group. Children and parents are well prepared before they enter school with several school visits but more opportunities should be taken to involve parents in the dismissal of their children at the end of the school day.
70. Attainment on entry, as assessed by objective tests, is average, with many children well launched into the early learning goals when they come into the school. ('Early learning goals' is the name given to the scheme of work adopted nationally for children in nursery and reception classes.) This information shows slight variation between cohorts, with entry standards being sometimes above and sometimes below average. Two children are identified with special educational needs, one of whom was away from school during the inspection.
71. Assessment information is carefully collated during the year and information is communicated to the next class teacher. The indoor areas are attractive and spacious, providing a stimulating learning environment. The Foundation Stage is well resourced, apart from outdoor provision. This is currently unsatisfactory but the school is aware of this and there are plans for developing this area. All children are on course to achieve the early learning goals in all areas of learning by the time they leave Reception. Pupils with special educational needs make good progress in their learning and are well supported in the classroom.
72. Teachers in the Foundation Stage plan together for longer term learning goals. The very good practice currently taking place in the pre-Reception and younger age Reception class, explained in more detail later in this section, needs to be shared across the Foundation Stage.

### **Personal, social and emotional development**

73. The children's personal, social and emotional development is at least satisfactory and some aspects of it are good. They play well together and establish good relationships with their peers and with the adults who teach them. The regular exchange visits with the local special school are a strength and contribute well to children's growing awareness of other people. Personal, social and emotional development is good in the pre-Reception class because the teacher is experienced and skilfully provides a stimulating range of activities that encourage children to interact and co-operate well with each other. Children show initiative writing their own notes and offering visitors cups of tea with milk and sugar. In the role-play area children consider others well as they prepare meals for each other. Opportunities are not always taken in the older Reception class to challenge and extend children's role-play because children are too often left to play with insufficient adult intervention to challenge their ideas and fully extend their learning. All children sustain concentration well, answer questions confidently and explain what they are doing clearly to visiting adults. They are polite and remember to say 'Thank you' for their milk and biscuits; they are sensible and responsible, clearing up after activities. These sorts of procedures are well established and this contributes to a secure atmosphere where children develop in confidence. There are appropriate opportunities for children to work in a variety of groupings - individually, with a partner and alongside others in larger groups. Pupils show good independence when they visit the school library. The Foundation Stage provides a happy and secure environment. Moral development is good. Pre-reception children know the class rules and discuss with their teacher

the reasons why they should be kind to others. Children are involved in decision making from an early age. The teacher makes effective use of the teddy bear to reinforce 'Please and thank you.' Children are taught to respect each other and to distinguish between right and wrong. During the year children experience two visits to the theatre and a zoo or park.

74. Teaching is good overall in this aspect and children respond very well to clear guidance from their teacher and the encouragement of adult helpers who all provide good role models. Planning is good and children enjoy the activities provided, which all contributes to the very positive attitudes to learning and school. Teachers are particularly successful in establishing very good standards of behaviour. Opportunities for reflection are given during the day and, at the end of all lessons, the teacher provides opportunities to reflect on the content of the lesson and to appreciate each other's work.

### **Communication, language and literacy**

75. Most children make good progress and exceed the early learning goals by the time they enter Key Stage 1. Many are well launched into National Curriculum work. Standards in speaking and listening, reading and writing are above average in all three classes.
76. The children talk confidently about their work and their home experiences. They acquire a good vocabulary related to the work they do. In the pre-Reception class the teacher constantly extends vocabulary by encouraging children to respond to questions. Children learn the nursery rhyme 'Humpty Dumpty' and the teacher skilfully encourages pupils to think of different places for Humpty to sit - 'Humpty Dumpty sat in a boat, Humpty Dumpty had a red coat' and so on. The children develop very good listening skills and listen attentively to each other when participating in group discussion. They quickly become absorbed in the stories they hear and eagerly participate in discussion about the characters and events.
77. The children are confident and habitual readers. They read regularly at home and at school and visit the school library weekly. Higher attaining pupils talk enthusiastically about books they have read and enjoyed, identifying favourite characters and events in the story. In the younger Reception class teaching is strong and younger children correctly identify the author and illustrator. They read accurately and confidently and some expression is beginning to emerge. Strategies for tackling difficult or unfamiliar words are very well developed in the younger Reception class but are not as well developed in the older Reception class. As a result, younger children tackle unfamiliar words successfully when reading to a visiting adult but older Reception children wait for adults to help them and are hesitant and less confident about identifying the author and illustrator of their book. Pupils take library books home but opportunities to involve parents in their children's reading and to communicate with parents about their child's progress in learning are not utilised well enough. For example, there are no home school diaries whereby parents can communicate with teachers and contribute to children's reading. Pupils are enthusiastic about books, and average-attaining children willingly identify their favourite books. Children go to the library independently and talk freely to the librarian about their books. The librarian's exuberant enthusiasm is infectious and is very successfully communicated to the children, who are eager to read other books by the same author. The librarian makes a significant contribution to children's positive attitude and growing knowledge of books.
78. Writing skills are developing well and higher-attaining children are beginning to write sentences independently such as, 'My favourite toy is sleepy teddy who makes me go to sleep.' Children's writing is neat and well controlled for their age. Most children hold their pencils correctly and write with letters of even shape and size. Writing habits are well established; children write their own names on their work with appropriate use of capital letters. Spelling is accurate and higher-attaining children are well launched into National Curriculum work. Many spell single syllable words without the aid of the teacher when they are writing. They make good use of writing aids provided by the teacher to help them with unfamiliar or difficult words.
79. Teaching is consistently good and experiences in language and literacy are well planned and taught so that most children make good progress in their learning. A strength of teaching is the

way the teacher constantly extends vocabulary through discussion. Handwriting skills are taught well and children develop a consistent style to their writing. Most children achieve their literacy targets in the older Reception class.

## **Mathematical development**

80. Children's standards are above those expected, overall. All children make good progress and are well on course to achieve the early learning goals by the end of the Foundation Stage; many are already working towards National Curriculum levels. Higher-attaining children accurately add numbers under 20 and take away numbers under ten. Standards of counting and pattern work are good - average children count up to and down from 20 and create complex patterns. They have good vocabulary of mathematical terms to describe shape, size and quantity. They know and name basic shapes. Older children are developing a reasonable sense of time and are beginning to estimate how much time it will take to complete activities. Nearly all children recode numbers to ten accurately and some write larger numbers. In the pre-Reception class all children make good progress in their learning. Higher-attaining children count confidently to 20 and recognise basic shapes in the classroom. Lower attaining children know there are five fingers on one hand and ten fingers altogether. Average- and higher-attaining children know that if you have three sweets and eat one you will have two sweets left. They join numbers correctly in sequence to make a star shape.
81. Teaching is satisfactory in the older Reception class and good in the pre-Reception class and younger Reception class. In the more effective lessons the teacher ensures that children extend their learning through games activities and by skilful teacher intervention in play activities. There is, however, a tendency to be too reliant on worksheets at times. Lessons are well planned and children become well motivated and work industriously on mathematical tasks. A strength of the teaching is the use of repetition to reinforce children's learning.

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

82. Children achieve average standards in knowledge and understanding by the time they leave Reception.
83. Children in the pre-Reception class know the days of the week and identify which particular day it is, such as Thursday. They know that plants grow and they colour and identify correctly parts of the plant, such as the roots, stem and petals. Children use the computer confidently and their mouse control is good. They have a good awareness of different modes of transport. Children can identify and talk about different characteristics of vehicles because the teacher guides children well to observe details such as the number of wheels and the shape and size. The teacher skilfully extends children's vocabulary and this also contributes to their knowledge of vehicles such as a pick up truck and a breakdown lorry. They have a good understanding of past times and can identify features of an old Teddy and old toys. Children in the younger Reception class know about God and can identify 'The special book, the Bible, tells stories of Jesus.' The teacher guides children to read the Bible in a positive way when they listen to the story of Noah and talk about special people in their lives. Children in pre-Reception class have a clear understanding of how materials can change during cooking because they have regular opportunities to weigh, mix, and shape food, for example, when they bake jam tarts like the Queen of Hearts. The classroom support teacher makes a very good contribution to this activity, as well as in all other areas of learning, which reflects her enthusiasm and quality support.
84. Teaching is good overall. Adults make good use of questions to extend knowledge and understanding and develop and extend vocabulary. Provision for this area of learning is broader in the pre-Reception class. Experiences are well linked to language, literacy, art and design and religious education. Good foundations are created in the pre-Reception class to develop referencing skills, for example, when children are encouraged to observe the spider's web in books and pictures.

## **Physical development**

85. Standards achieved in physical development are average overall at the end of the Foundation Stage and children make satisfactory progress. Children achieve very well in developing fine motor skills

and control but achievement in developing control of larger items, such as wheeled toys, is impeded by a lack of provision for daily outdoor play. Opportunities to develop these skills are provided weekly rather than daily.

86. All children take part in weekly physical education lessons. Most children dress and undress for physical education independently. They respond well to a recorded radio programme, for example, acting out the story of Noah's Ark. Children use their imaginations well when they move like animals, such as birds and butterflies. They skip, jump, balance and travel around the room in a good variety of ways, sometimes in a prescribed sequence. Children are developing an awareness of balance when they are still but they have not yet mastered this skill. Spatial awareness is well developed as children find their own space and move sensibly in space alongside others. They listen to the teacher and stop well on command. The teacher uses questions well to develop awareness of the effect of exercise on the body. In the more effective lessons, the teacher extends learning by challenging the children to find out about two toed sloths.
87. Children are encouraged to improve their manipulative and fine motor skills through a range of appropriate activities. They use pencils, crayons, and scissors and paint brushes effectively and with confidence. Hand-eye co-ordination is developed well through matching and positioning shapes, jigsaws, decorating and sticking. They use small tools such as scissors effectively and accurately. Children in the pre-Reception class use scissors to cut out Humpty Dumpty puppet shapes. Hand-eye co-ordination is good in this class because there are lots of opportunities for children to use equipment on a daily basis. There were no opportunities to see children climbing, balancing and using larger equipment, but teachers' planning indicates that this does take place.
88. Teaching is good overall. Teachers identify clear learning objectives and demonstrate very good management of small children and relationships, which lead to very good behaviour. Consistent messages contribute to children's positive response to lessons. Children respond well to their class teacher. Teachers in the pre-Reception and the younger Reception class show a very good understanding of how young children learn.

## **Creative development**

89. Children receive a very good start in the pre-Reception class and continue to make good progress in this aspect of their learning in the reception classes. Standards in creative development are above average at the end of the Foundation Stage. Many children have already exceeded the Early Learning Goals and are well into National Curriculum work.
90. Children in the pre-Reception class know and sing a wide range of nursery rhymes and songs, sometimes from memory, for example 'Incy Wincy Spider', 'The Big Ship Sails on the Alley Alley Ho' and 'Little Miss Muffet' and accompany their songs with appropriate actions. Their singing is clear and rhythmical; children are confident singers and open their mouths well. It is evident that children enjoy singing. Children are acquiring a good knowledge of instruments, such as the rainmaker, because the teacher introduces each instrument to the children and shows them how it works. They have good opportunities to explore and play the instruments and this results in children's growing confidence.
91. Children paint competently for their age, and higher-attaining children mix their own colours. All children know how to hold paintbrushes correctly because all teachers guide them in developing this skill correctly. Their knowledge of painting is good, for example an average child explains to a visiting inspector that they must fill the picture, and higher-attaining children use up to five colours in their painting. A higher-attaining child in the younger Reception class paints herself clearly riding her bicycle. Children use construction kits confidently. Average-attaining children use them to make interesting models of vehicles; for example, one child made a model of Chitty Chitty Bang Bang, attaching wheels and propellers to the vehicle.
92. Teaching in creative aspects is good. The teacher provides a wide range of experiences and children are very well challenged in their work. Subject knowledge is used very well to extend knowledge and enhance positive attitudes towards creative development. Children develop confidence and respond well to the excellent organisation and brisk pace of activity. In the younger

Reception class there is a constant buzz of activity and teaching is good. The teacher is well organised and motivates the children well; they respond with an energetic buzz to all the activities. In less effective lessons in the Foundation Stage, children are left to select their own play activities. In these lessons, there is insufficient teacher intervention and challenge and children, particularly the higher-attaining ones, could and should be making more progress. Children are not always sufficiently challenged to extend their thinking, ideas and imaginative play.

93. Creative activities contribute well to children's spiritual development; for example, children respond with a united 'Wow!' as they observe the effect of glitter on their spider's web shaped glue picture.

## ENGLISH

94. In the national tests for seven-year-olds, taken in 2000, pupils' results were well above the national average in reading and writing, even though there was a very slight downturn from consistently very high results in previous years in writing. When compared with similar schools, pupils' results were above average in reading and they were well above average in writing. A high proportion of pupils achieved the higher levels. Overall, there was no significant difference between boys and girls, but boys did better when compared to other boys nationally. The trend of improvement mirrors the national trend over the last four years. The pupils presently in Year 2 are working at a level above average and their standards are at least as good as those of the previous year. Pupils with special educational needs make good progress throughout the school because the work set is usually appropriate. Pupils with English as an additional language are proficient in English and make progress at a rate that matches that of their peers.

95. By the age of 11, pupils' results in the National Curriculum tests in 2000 were above the national average, but below average when compared with similar schools, based on pupils' prior attainment. However, there has been an increase in the proportion of pupils reaching the higher levels. These standards are reflected in the work of the pupils presently in Year 6 and, overall, pupils achieve well. Over the last four years, the school's results have fluctuated, with a very good year in 1998, but the trend is upward at the same rate as that found nationally. Girls outperformed boys but compared with national figures there is no significant difference. The targets for English for eleven-year old pupils in this year's national tests are challenging and seem unlikely to be met.

96. However, higher-attaining pupils only make satisfactory progress, overall, throughout the school because the work set for them is inconsistently challenging.

97. Standards of speaking and listening are good for seven-year-olds and very mature for eleven-year-olds. Throughout the school, pupils express themselves clearly, and listen well to teachers and each other. Teachers value pupils' contributions and frequently remind them about listening carefully and politely. This level of attention to the spoken word has a clear, positive impact by Years 5 and 6, when pupils listen and share opinions thoughtfully and sensitively, for example, in religious education lessons, when thinking about how religions 'have caused arguments', or considering the passage of time in a literacy session about the poem 'Night Mail'. Teachers use appropriate technical language throughout when teaching reading and writing, and pupils increase their vocabulary of everyday words well.

98. In Years 1 and 2, pupils achieve good standards of speaking and listening. They are articulate, listen and concentrate well and take account of what has been said. They listened particularly well in assemblies where attention was never seen to flag. They demonstrate that they are listening and thinking about what has been said by commenting, for example in a Year 2 set, when considering what the boy in the poem might look like. One pupil decided, after all the discussion, that Wilfred Gordon might be wearing a Barnfields red sweater, like them. They are confident when they speak to adults, demonstrating a growing awareness of situation and audience. Older pupils build upon their skills effectively, making appropriate comments and asking good questions, for example, in history, about the Viking way of life. They have a very good level of vocabulary and use technical language very well to give thoughtful, clear descriptions and opinions. They concentrate hard and listen intently to the teacher and, as a result, they write thoughtful responses. They pay

close attention to what others have said and follow on logically with perceptive ideas and sensitive thoughts. A good example was seen in Year 6 literacy lessons as pupils discussed 'Macavity, the Mystery Cat', enhancing their answering techniques, evaluating their performance and ability to obtain maximum marks in a test. An outstanding example of group interaction and discussion took place in the Year 6 assembly about the Dr. Barnardo's organisation. The pupils were given the opportunity to research, write and act out their play and deliver their message and their performance was exceptional.

99. Pupils' attainment in reading is consistently above average and standards are high by the end of Year 6. The school places a strong emphasis on this skill and pupils obviously enjoy reading. High expectations from teachers and parents are reflected in the pupils' achievements. Pupils are generally confident when discussing characters and settings and they know what sort of books they like. Pupils with special educational needs are supported well and join in fully, for instance, with their ideas in oral sessions of reading.
100. By the age of seven, pupils are developing good reading habits. They are enthusiastic and know reading is fun; for instance, they enjoy their trips to the library to discuss their latest choice with the librarian. They sensibly discuss the plot and characters and make very sensitive comments about them. A very good example was seen when the class was reading the 'Wilfred Gordon' poem. One group was asked why the cricket-bat-man might have 'memories that make you cry, my boy, memories that make you cry'. One pupil thought he might have been hit by the bat at one time, but another thought he may remember losing an important match. This shows the early development of a very good understanding of underlying meanings. By the age of eleven, pupils are developing good reading still further. They are independent, discerning readers, who enjoy books of all types, for pleasure and information. Their information handling skills are improved by the work they do in conjunction with the Beacon School status and are greatly enhanced by the work of the librarian, in liaison with the teachers. Those who are higher-attaining have a real 'feel' for audience, always full of expression and aware of humour to make the reading interesting. They are able to use the text as they illustrate an idea, or infer meaning. Other groups also read with understanding, fluently and with appropriate expression. They are always ready to offer explanations and ideas about what they have read.
101. Throughout the school, writing is recognised as another vital life skill and much emphasis is placed upon it. Handwriting is of a very high standard in all sections of the school, cursive and joined as it is from the very beginning. As pupils mature, they develop an individual style that is appropriate for them and their neat presentation greatly enhances their work.
102. By the end of Year 2, pupils' attainment in writing is generally above average and likely to be well above in national tests, as in previous years. Teachers have high expectations and pupils respond well with neat, joined writing and accurate spelling, for example, when writing what the bear might be thinking in 'This is the Bear'. They write for a good range of purposes, for example: letters to the wolf in 'Red Riding Hood'; Spring poems with very good use of repetition, 'it's Spring, it's Spring'; very good newspaper reports, linked with history in the Fire of London. Here they capture the raging of the fire clearly, as well as the mature feeling of style for writing in a newspaper. They also write acrostics for a variety of reasons and factual pieces about their visit to the local church. They have due regard to correct punctuation and try hard with spelling. They demonstrate a growing awareness to use good connective words instead of 'and then', such as 'because we...' and 'until'.
103. By the end of Year 6, the quality of the writing is consistently above average. It is frequently mature and perceptive. A good example is in the use of the Kipling poem 'If' as inspiration. One pupil writes, 'If I could go into the playground and not find my best friend playing with my worst enemy.' Other pieces are witty and humorous, such as their kennings. (A kenning is an Old Norse style of poetry that relies for effect on the coining of compound words to describe everyday objects, such as 'bone-house' for 'body'.) For example, they use computers to import pictures and then write text such as 'Nosey Parker, terrible marker, mister teacher, hair loser, lap-top user' to describe the deputy headteacher. Other pupils write very sensitive tankas (a Japanese verse form containing five lines, the first and last having five syllables, the rest seven) about fish, or a winter



scene and inspired Year 5 pupils write haiku (a 17 syllable Japanese verse form) about Mount Fuji, which are moving and very mature. Handwriting, punctuation and spelling are of a high standard and pupils take an obvious pride in their work. Because, throughout the school, teachers constantly re-affirm high expectations, extend vocabulary and adults recommend good reading, pupils build well on their skills and make good progress.

104. The quality of teaching has improved since the last inspection. It is of a consistently high standard throughout the school, with some very good, even excellent features. Teaching was judged to be at least good in twelve out of thirteen lessons and very good or excellent in four of those; the other lesson was of satisfactory quality. This clear and skilful teaching builds into very good quality learning experiences for the pupils and helps to ensure that they have very good attitudes to the subject. Lessons are well planned and teachers have good methods for teaching basic skills. Lessons are usually carried out at an appropriate pace, allowing for quick-fire sessions and times to think, which gains and retains pupils' attention very effectively. Teachers use time and resources well, for example, 'props' for enhancing speech marks in a story or white boards for trying out ideas. However, teachers generally make inconsistent, insufficient good use of the finishing sessions, which should draw points together and consolidate learning. Often, they are used to share the reading of work instead of taking pupils' learning further. In some very good, or excellent lessons, teachers challenge thinking for the higher-attaining pupils and give them good opportunities to be independent, to make choices and consider their own learning. An excellent example was seen in a Year 2 class, where pupils could make several choices, within given boundaries, in order to bring their individual ideas to the fore. This worked very well and they were able to consider how well they had succeeded, or what problems they had faced. In satisfactory but less inspiring lessons, work offered is the same for all pupils and the higher-attaining do 'some more of the same'. This does not extend their thinking and, although the outcome may be 'better' than their peers, lack of intervention by the teacher leads to a measure of underachievement.
105. The school analyses all test results and the system of assessment is improving. However, teachers make insufficient use of on-going assessments to alter their planning, generally. This is usually linked with inconsistencies in the level of challenge offered in some lessons. Pupils' work is marked well but the quality varies in its usefulness in helping pupils to understand how to improve their work. Teachers set class targets, for example, in spelling and punctuation. They carry out book scans each term as part of the monitoring process and tracking of pupils' progress has begun in a more detailed way. This work is still at an early stage of development, because it does not yet focus on how to interpret what is found. The school is aware of this and has formulated strategies in its development plan. Literacy skills are taught well and this is making a good contribution to other subjects, such as religious education and history, where pupils practice their acquired skills, for example in report or letter writing.
106. The subject is ably led by the co-ordinator, who manages the provision very well. She discusses ideas with colleagues in order to make best use of the strategies available for teaching English. Together, the staff have decided to make some modifications to the literacy hour and take out the guided reading element, to teach it elsewhere. This is a positive development, undertaken since the last inspection, and offers more fluid opportunities for both reading and writing. The provision for English is greatly enhanced by the employment of a librarian, and her evident skills have a very positive impact on the pupils' learning experience, motivating and sustaining interest and enthusiasm, alongside the provision by the teachers. The school was recognised as a Beacon School and has discharged its duties to the literacy section of that recognition very well. It has maintained its high standards and continues to be innovative in its approach.

## **MATHEMATICS**

107. On entry to compulsory education, the present cohort of children aged less than five has attainment that is above national expectations in their mathematical development. In the National Curriculum tests for seven year olds in 2000, pupils' attainment was in line with the national average in comparison with all schools but below average when compared with similar schools. In the National Curriculum tests for eleven year olds in 2000, pupils' attainment was in line with national averages in comparison with all schools but well below average when compared with

similar schools. This was an uncharacteristic dip in results for the school and is explained by a number of factors. One high attaining child was on holiday, several missed achieving the next level by one or two marks and, following advice, the school had done insufficient revision work on probability, which was assessed in both test papers. Boys' attainment exceeded that of girls throughout the school but not significantly so.

108. Current inspection findings are that, at the ages of seven and eleven, pupils' attainment is in line with the national expectations. Pupils' achievement, including that of pupils with special educational needs, is sound in both key stages. Attainment at these ages indicates a slight dip since the last inspection.
109. In Year 1, pupils build soundly on their experience of the early learning goals for mathematical development. Most count objects reliably to 50, many to 100. They use their knowledge of the number system satisfactorily to identify on a 100 grid a number that has been covered. Using a number grid they find one or ten more or less than a given number. Higher-attaining pupils extend this activity to find 11 more or less than the given number. Pupils have a sound understanding of place value and demonstrate this by using one-penny and ten-pence coins. Pupils know how to make numbers below 20 by adding three different numbers. They know that 25 is a two-digit odd number. In Year 2, pupils work in sets according to prior attainment. This helps teachers to plan effectively for the different ability groups. By the end of Year 2 pupils recognise numbers to 1000 and understand the place value of each digit in a three-digit number. They choose appropriate units to measure length and they measure objects accurately to the nearest centimetre. They read simple scales accurately. They know the names of the most common two- and three-dimensional shapes and some of their properties. Higher-attaining pupils have good mental recall of addition and subtraction facts to 10. These pupils also understand reflective symmetry and make good use of the new computer room to create symmetrical patterns using ICT.
110. In Years 3 to 6, pupils continue to develop their mathematical knowledge soundly. In Year 3 they readily count forwards and backwards in fives from two- and three-digit numbers. They identify pairs of numbers ending in fives that add up to 100. They know that adding two numbers that end in five will always result in a number that ends in zero. Higher attaining pupils extend this to higher numbers, for example,  $195 + 5 = 200$ . Pupils know that numbers can be added in any order. Pupils in Year 4 understand place value in numbers up to 1000. Most are secure in their mental strategies for adding and subtracting multiples of 10 from a 3-digit number. In Year 5, pupils create and interpret line graphs. Most understand about prime numbers, factors and multiples. They accurately divide odd numbers by two.
111. In Year 6, pupils are taught in sets according to prior attainment. As in Year 2, this helps teachers to plan effectively for different ability groups. In Year 6, most pupils use their understanding of place value to multiply and divide whole numbers by 10. They use efficient written methods of addition, subtraction, multiplication and division. They add and subtract decimals to two places. They find perimeters of simple shapes and find areas by counting squares. Many have a secure knowledge of the multiplication facts to 10 times 10. Higher attaining pupils calculate accurately fractional and percentage parts of quantities and measures. They know that the sum of the angles of a triangle is 180 degrees and they know what is meant by acute and obtuse angles. They know that when rolling a die the chance of getting a three is one in six (poor chance) and of rolling an odd number is one in two (even chance). They understand the vocabulary "certainty" and "no chance." They calculate the volume of cuboids by multiplying the lengths of the sides. Across the school, pupils use a variety of methods of mental calculation and explain how they find their answers. An example of this was seen in a Year 3 and 4 class where Year 4 pupils clearly explained their methods of vertical addition. In both key stages pupils present their work neatly.
112. There are numerous examples of mathematics being used effectively across the curriculum, notably in history by the use of time lines. In design and technology pupils used their knowledge of nets to design and make boxes to carry eggs and in geography heights of mountain ranges were discussed. A Year 6 lesson on line graphs is already planned to extend to the use of data logging programs, when available, in the new computer room.

113. The overall quality of teaching is good. All teachers have a good knowledge of the requirements of the National Curriculum and the National Numeracy Strategy. The three-part lesson structure is well established and effectively implemented. Teachers' planning makes effective use of published schemes of work and relates directly to the national requirements ensuring that all attainment targets are adequately covered. Basic numeracy skills are taught well in all classes. Teachers use appropriate methods to teach all areas of the mathematics curriculum. They generally plan activities that are well matched to pupils' prior attainment. However, there are occasions in some classes throughout the school when higher attaining pupils are not sufficiently challenged because teachers are not using the results of assessment information well enough to set pupils work that matches their needs and aptitudes closely enough. They are sometimes given extension activities but have to complete the original class activity, which concentrates on learning that has already been well consolidated. Lesson plans always have clear objectives that are communicated to the pupils at the beginning of the lesson so they know precisely what they will be doing. Many lessons move at a brisk pace and involve activities that inspire pupils' interests. For instance, a Year 6 lesson revising line graphs used the pupils' interest in fast cars to motivate their work. Support staff are used very well, in particular to support the learning of lower attaining pupils. However, they sometimes watch the warm up sessions to numeracy lessons and this time could be better spent. Teachers make good use of on-going assessments during lessons to move pupils' learning forward but assessment information is not always used effectively to inform future planning. Homework is used inconsistently across the school to reinforce or extend what is taught in lessons. In particular, it is not used well to prepare pupils for their move to the High School.
114. The good teaching means that pupils work productively and at a good pace. They show interest in their work and sustain high levels of concentration. Teachers have excellent relationships with the pupils and consequently manage their behaviour very well. An example of this is in a Year 2 class where the challenging behaviour of a minority of pupils was effectively managed to ensure there was no disruption to the class's learning. The attitudes and behaviour of the younger pupils are good; they are very good for older pupils.
115. The subject is well led by an effective, well-qualified co-ordinator. She has had opportunities to monitor standards of teaching and learning across the school but this requires further development to become more regular and more rigorous. An analysis of statutory assessment data has been carried out but this needs to be done in more detail, particularly for the older pupils, to identify possible areas of weakness in what pupils know, understand and can do. Pupils' achievement across the school would benefit from current assessment procedures being developed to enable individual pupil targets to be set.

## **SCIENCE**

116. In 2000, pupils' standards, as shown by the teacher assessments for pupils aged seven, were close to the national average and the average for similar schools. Pupils' standards in Year 6, as shown by the results of the 2000 national tests, were well above the national average and matched the average for similar schools. Notably, the percentage of pupils attaining the higher level (level five) was well above both the national average and that of similar schools.
117. Inspection evidence indicates that, at the age of seven, pupils' attainments are average overall with a significant minority of pupils working at higher levels. The current Year 6 pupils are attaining standards that are above the national average. High standards have been maintained since the previous inspection.
118. The quality of teaching and learning for the younger pupils is satisfactory, overall. Pupils receive good teaching and make good progress in their knowledge and understanding of basic scientific skills and in this respect are well prepared for work later in the school. They develop a satisfactory awareness of the importance of carrying out investigations and experiments systematically and recording results carefully. For example, Year 1 pupils were observed studying the different kinds of seeds found in fruit and vegetables. The class teacher and two classroom assistants provided very good support in the way they encouraged pupils to take their time observing and noting details instead of rushing to draw their pictures. Year 2 pupils showed good levels of general knowledge

as they identified a wide range of fruit and vegetables. With the help of their teacher, they confidently sorted them according to which parts were eaten by humans, such as the leaf, stem or seed. Both of these lessons were very well resourced and this factor contributed to the good quality of learning. Teachers of the younger pupils also produce other resources of good quality, including workbooks made up of worksheets related to the theme being studied. However, lessons based on these tend to be given to the whole class and pupils' past work shows that teachers have very little difference in their expectations of the standards to be achieved by pupils of different ability levels in their classes. This is one of the main reasons why there are fewer pupils working at higher levels than might be expected.

119. Older pupils build successfully on the interest and motivation established when younger. The quality of teaching and learning is good overall, as pupils benefit from a strong emphasis on investigations and experiments as a means of extending knowledge and understanding. For example, Year 3 pupils carried out an investigation into forces, using a variety of springs of different shapes and sizes. The lesson was successful because the teacher maintained a good balance between providing helpful information and letting pupils find things out for themselves. As a result, the lesson moved on at a good pace as pupils eagerly tested the springs and recorded their results. The whole-class session at the end was very good. Pupils had not used force meters before and the teacher posed some key questions about them for pupils to consider, which left them looking forward to the next lesson. An important element of the successful teaching seen is the extent to which pupils are encouraged to make predictions and to use their results to draw conclusions and there is much evidence of this in pupils' past work. By Year 6, pupils have a confident approach to science activities. The quality of their group work is exceptionally good. They organise tasks, take turns, share equipment, discuss results and present their findings to others with considerable maturity. These very good attitudes to their work are a key reason for the high standards pupils achieve. Pupils listen carefully to their teachers, respond with enthusiasm to questions and are keen to contribute to discussions.
120. Teachers at both key stages have good subject knowledge. This helps them to plan interesting and often challenging investigations. Pupils with special educational needs and those for whom English is an additional language respond well to these activities and, with well-focused support from teachers and classroom assistants in lessons, make good progress. However, science activities are not used fully enough to provide special challenges for some of the particularly able pupils, especially the older ones, where a high proportion of pupils show advanced scientific knowledge and understanding.
121. The subject is well led by an experienced and knowledgeable co-ordinator. She has made a significant contribution to raising standards in the subject through her effective work in the school and co-ordination of shared projects and training between neighbouring primary schools and the feeder secondary school. She has guided members of staff well through the implementation of the new National Curriculum and is successfully evaluating its impact on standards. She is aware that more could be done to use assessment information to match work more closely to pupils' needs, particularly for the older, higher-attaining pupils and in some lessons for younger pupils. The subject makes a good contribution to the promotion of pupils' spiritual, moral and social development. Pupils of all ages show evident pleasure as they experience the wonders of nature or scientific phenomena. The use of ICT for pupils to write reports, construct tables and display findings in graphical form is satisfactory and the co-ordinator has useful plans to increase its use as a result of the recent completion of the new computer suite.

## **ART AND DESIGN**

122. By the age of seven, pupils attain standards that are appropriate for their age and make satisfactory progress. At the age of eleven, standards are above average and all pupils, including those with special educational needs and those with English as an additional language, have made good progress since the age of seven. Since the last inspection standards have improved from average to above average because the quality of the teaching of older pupils has improved.

123. Throughout the school, pupils are confident in their line drawings, and observational drawings contain good attention to detail. Pupils make good progress in their paint-mixing skills because they are encouraged to use paint well in the Foundation Stage. Display work around the school is attractive and teachers make good use of the limited display areas. Work around the school and photographic evidence shows that a wide range of media and techniques is being used.
124. By the age of seven, pupils select and use a wide range of materials to create an underwater collage. Pupils discuss sensibly the texture of different materials used and talk about the differences between their work and that of others. Artwork is used well to support displays in other subject areas, such as a sea scene to illustrate the story of Grace Darling in history. Pupils use paint confidently to communicate their sea picture. The work of professional artists is used well to explore concepts of style; for example, pupils observe Monet's work and then explore ideas in a similar style. Pupils use appropriate techniques to produce atmospheric impressions. Pupils talk about their own work and that of others well, identifying features they like in the work. Confidence in the use of paint is evident in, for example, the wall display of spring flowers.
125. Pupils achieve above average standards by the age of eleven because teaching is very good and teachers are confident with the subject. They have good subject knowledge. In a Year 6 lesson on landscapes, higher and some average-attaining pupils confidently sketch working drawings for a subsequent watercolour landscape painting. They use shading and perspective well and recognise the use of perspective in professional artists' work. Lower-attaining pupils talk about the characteristics of landscape paintings and refer appropriately to artists, such as John Constable. Pupils demonstrate an interest in technique because the teacher explains about different techniques, such as the use of egg white. Very good subject knowledge and organisation ensure all Year 5 pupils design and paint a ceramic plate in the style of Clarice Cliff. Teachers use language well to draw pupils' attention to the colours and shapes and form used. Evidence of pupils' extended learning was evident in their reference to the television programme 'Art Attack', which they talked about enthusiastically. Throughout the school, pupils' attitudes to art and design are positive because teachers are enthusiastic and communicate their own appreciation of the subject to the pupils. Homework is used well to extend pupils' learning, for example, when pupils research information about the life and work of Clarice Cliff from the Internet.
126. The teaching of the younger pupils is good; it is consistently very good for the older pupils; this has improved since the last inspection. Teachers are very well organised, using the work of professional artists well to illustrate style and technique. Art and design is used well to enhance other areas, such as literacy, and to increase cultural awareness. Teachers use a wide range of methods to develop awareness and extend learning; walks and visits, working drawings and sketches showing shape, texture and form all help pupils develop skills. Overhead transparencies and appropriate video snippets of professional artists applying watercolour paint are used well. In the most effective lessons the very good management contributes to pupils being genuinely excited and enthused by the activity.
127. Art and design makes a very good contribution to pupils' spiritual, moral, cultural and social education. When evaluating the work of others in a Year 3 class, for example, the whole class reacted by exclaiming, 'Wow!' when one pupil's work was shown on black and white symbols, in the style of Escher, to represent a journey. In Year 5, pupils used textiles effectively using the stimulus of Mount Fuji and creating art in the style of Katsushika Hokusai. All pupils visit art galleries and artists visit the school; this all contributes to pupils' very good attitudes. The work of professional artists is evident around the school and contributes to pupils' knowledge and appreciation of art and design, as do the regular visits to art galleries.
128. The co-ordinator has specialist knowledge in art and design and supports colleagues well. A portfolio of work reflects the wide range of materials and techniques experienced as pupils pass through the school. The scheme of work does not identify a progression in skills throughout the school and pupils' progress and standards are as good as they are only because of the personal expertise of the teachers. Accommodation in the mobile classrooms is cramped and there is no sink; as a result, teachers have to spend valuable time and risk injury carrying heavy buckets of water to the mobile classrooms for use in art and design lessons.

## **DESIGN AND TECHNOLOGY**

129. No lessons in design and technology were seen during the inspection. Judgements are, therefore, based on the scrutiny of pupils' work, evidence of teachers' planning and records and interviews with pupils and the subject co-ordinator. From this evidence, standards at the age of both seven and eleven are judged to be in line with national expectations. Pupils' achievement is satisfactory across the school. There is insufficient evidence to say whether there have been improvements since the last inspection.
130. Throughout the school, pupils satisfactorily develop their skills of designing and making. At the age of seven, they make moving pictures linked to the book "The Blue Balloon." In Year 3, pupils had dismantled party tooters to find out how they are made. They use their discoveries to design and make their own, accurately evaluating which is the best and how it could be made better. In Year 4, pupils design and make packages to hold eggs. They design nets to help make the final package, making good links with work in mathematics. They accurately evaluate whether the package is attractive and whether the egg is held in place and protected. In Year 5, recent work in the subject had centred on Hokusai's artwork, Mount Fuji. Different fabrics had been used to create waterfall pictures. This had other effective links with other subjects, for example, in the work on shape poems and haikus in English. Year 5 pupils had also used the stimulus of a children's story to create imaginative reconstructions of 'Borrowers' rooms in shoeboxes. In Year 6, pupils know that there are four main types of bridges. They designed their own ways of spanning a 15cm gap using one A4 sheet of paper and adhesive tape. Following testing of the strength of their bridges, using marbles, they evaluated their designs and identified ways of improving them. This work was further extended during a visit to the local outdoor centre where they constructed a bridge based on a design by Leonardo da Vinci. Throughout the school, pupils are happy to discuss their work and effectively communicate their ideas.
131. The evidence of pupils' work and teachers' planning and assessments indicates that teaching is satisfactory in both key stages.
132. The subject is effectively and enthusiastically led by the co-ordinator. She ensures that whole school long term planning complies with National Curriculum requirements through adopting and adapting national subject guidance. The school is well resourced and tools are kept safely. The co-ordinator has insufficient opportunities to monitor rigorously the standard of teaching of the subject. Adequate assessment procedures are in place but these require consolidation and the results of assessments need to be used more to inform teachers' planning.

## **GEOGRAPHY**

133. Pupils make good progress throughout the school and, at the age of both seven and eleven, attain standards that are above those expected nationally. Standards are similar to those reported at the time of the previous inspection.
134. Younger pupils, in Year 2, make good progress in basic mapping skills as they record significant features observed on their route to school. Many of these pupils talk knowledgeably about other parts of the world and different climatic conditions, as a result of classroom studies and their own holiday experiences. The pupils in Year 6 have developed good levels of knowledge and understanding about rivers. They are familiar with the main features of rivers and confidently use appropriate geographical vocabulary, such as 'tributary', 'meander' and 'estuary'. Pupils have a good understanding of how rivers change the landscape as they make their way towards the sea. Higher-attaining pupils describe in detail the part that rivers play in the water cycle. Pupils' ability to discuss geographical themes using correct terminology makes a significant contribution to the standards attained. Pupils make effective use of photographs, atlases and detailed Ordnance Survey maps to develop their geographical skills. For instance, one class of Year 6 pupils was observed studying the mountainous regions of the world. Working with atlases and outline world

maps, pupils identified and located a considerable number of mountainous areas, marked them accurately on their maps and recorded some of the heights.

135. The good progress made by pupils in the lessons observed, and from a study of their past work, is the result of the good quality of teaching and learning. Teachers' subject knowledge is good and this helps them to plan interesting and motivating activities. It also helps them answer pupils' questions confidently and provide helpful explanations, particularly at the start of a lesson. For example, in a lesson for a class of Year 1 and 2 pupils, the teacher's simple but clear instructions during the whole-class introduction meant that pupils were fully aware of what they were doing in their practical work and why. This helped them to make good progress in their knowledge and understanding of mapping skills. Teachers make good use of available resources to support pupils' learning and this was a key feature of all the lessons seen. As a result, pupils sustain concentration and interest for extended periods of time. The relationships that exist between teachers and pupils are excellent. Pupils are keen to learn and have very good attitudes to their work, and these attributes make a significant contribution to the good quality of learning in lessons at both key stages.
136. Pupils with special educational needs gain considerable benefit from working with average and higher-attaining pupils during group activities and from focused guidance that they receive from classroom assistants, particularly in Key Stage 1. They make good progress as a result. The tendency for lessons to be taught to the whole class at the same level does, however, mean that higher attaining pupils are not challenged as often as they might be. Teachers use a lot of worksheets to guide pupils' learning. Although they are often of good quality and often produced by teachers themselves, using information and communication technology to good effect, they sometimes restrict the extent to which higher attaining pupils are able to move on in their learning. Worksheets also limit the amount of writing that pupils are required to do and opportunities are missed to promote pupils' literacy skills throughout the school.
137. The co-ordinator provides satisfactory leadership. She has guided members of staff well through the implementation of the new National Curriculum. In recent months, much improved assessment of pupils' progress has begun and it is beginning to be used satisfactorily to identify where the skills of individuals and groups of pupils need improvement. The co-ordinator provides effective support for teaching through the provision of some good resources, such as aerial photographs, maps of the local area and library books.

## **HISTORY**

138. The standard of pupils' work at the age of seven and eleven is above that expected for their age. All pupils, including those with special educational needs and those with English as an additional language, make good progress. Pupils' literacy skills are promoted very well and, as a result, pupils write with considerable feeling about how life might have been for children and adults during particular periods in history. Standards are similar to those reported at the time of the previous inspection.
139. By the age of eleven, pupils have good enquiry skills and make well-informed suggestions and comments about life in the past. One reason for this is the benefits pupils gain from the school's status as a Beacon School. Teachers have acknowledged expertise in using the non-fiction library, artefacts, photographs and other sources to encourage pupils to pose questions and find answers for themselves. Levels of pupils' general knowledge and recall of facts are good. Pupils talk confidently and in detail about periods in history they have studied in other year groups, especially where their learning has been reinforced by studying artefacts or visiting an historical site or building. Pupils take considerable care with the presentation of their work. Standards of handwriting are good. Illustrations, maps and drawings are neatly done, photographs and pictures labelled and stuck carefully in folders. The quantity and quality of written work is generally good, with some of a very high standard. For example, in their study of life in Victorian times, pupils took on the character of poor children and wrote moving accounts of their wretched lives working in factories or begging on the streets. Pupils are encouraged from an early age to use research information to recreate life in the past. For instance, Year 2 pupils wrote letters, pretending they

were soldiers in the trenches during the First World War, and included many pieces of information and detail they had found out for themselves.

140. The interest and enjoyment that pupils show during lessons is due to the good quality of teaching and learning. Teachers have an enthusiasm for the subject that they successfully transmit to their pupils. Very good subject knowledge linked to high expectations of what pupils can achieve led to stimulating lessons and good progress being made by pupils of different prior attainment. For example, in a Year 3 lesson on the Vikings, the teacher had provided an excellent range of artefacts, such as a shield, coins, pottery and jewellery. She had arranged the artefacts and supporting worksheets carefully so that they matched pupils' different abilities. A classroom assistant worked purposefully with special needs and lower-attaining pupils, including a pupil from the adjoining Special School. The teacher used questions skilfully to prompt pupils' thinking and to encourage them to pose questions about the artefacts for themselves. As a result, the level of challenge for all pupils was good, the quality of pupils' discussions in their groups was high and pupils made significant advances in their knowledge and understanding of life in Viking times. Younger pupils benefit from this enquiry-based approach and pupils in Years 1 and 2 develop a good sense of chronology, for instance in studies linked to important events in the calendar, such as Poppy Day and the 5<sup>th</sup> November. In lessons which have shortcomings, but are satisfactory, higher attaining pupils complete the same work as the rest of the class before moving on to more challenging activities, instead of tackling the challenging work straight away, which reduces their rate of progress.
141. The subject co-ordinator provides satisfactory leadership. Her secure subject knowledge is helpful to teachers when they plan their lessons. She is overseeing the implementation of the new National Curriculum requirements well and is evaluating its success by talking with colleagues and sampling pupils' work. Much improved procedures for the assessment of pupils' progress are now in place and beginning to be used to focus on specific areas for improvement. An important feature of the co-ordinator's work is the promotion of an extensive range of visits within the locality to places of historical interest. These arrangements, much enjoyed and valued by both pupils and teachers, contribute significantly to the good standards attained by pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

142. There were too few lessons seen to make a reliable judgement about the quality of teaching. However, through looking at teachers' plans, pupils' work and by talking to pupils, it is evident that, at the age of both seven and eleven, pupils' standards match those expected nationally. The provision for information and communication technology has made steady improvement since the time of the last report. The staff have improved their confidence, knowledge and expertise with both software and computers, and this is having a positive impact on the pupils' learning. With the substantial investment in terms of machines, in the new suite, now ready for use, the school is set to implement the plans currently laid out in the school development plan. The range of software and extra equipment has been improved and many innovations are ready to be incorporated, as soon as teachers and pupils become familiar with the system.
143. In Year 2, all pupils, including those with special educational needs, are skilful with the mouse and keyboard. They securely alter, save and print their symmetrical patterns, drawn using an art package, then log off. They also use word processing soundly for writing and programmable floor robots for control and giving instructions. They know that information can be gained from other sources and effective use is made of video, for example in history, to show pupils what life was like in a Victorian kitchen.
144. Older pupils use art programs to produce more complicated versions of symmetrical patterns, with two axes of symmetry. They have successfully logged temperatures in their classrooms over a twenty-four hour period and were 'surprised by the drops, dips and rises during the day. We could tell when we were in the room and when we went out to play'. They also used temperature sensors with a data-logging program to measure their own temperatures. 'We held our hand open then closed it. We were totally surprised at the difference between open and closed'. They printed out a line graph of their results but were unsure of the correct name of the sensor or how the



computer handled the data. In Year 6, pupils use computers to develop their skills in several directions. The one they find most interesting is the Internet and use it well to gather information. However, in a very focused session with the librarian, the group realised that it might not be the quickest source if one is in a hurry, because there is so much information to sort through. This was a valuable lesson to learn. In their research about Dr Barnardo and his work, they used the Internet to find relevant facts. In a visit to the local high school, they made their work into a multi-media Power Point presentation, with moving text, pictures and animation. The finished performance in an assembly of information and dramatic re-enactment was exemplary. This has fired their imaginations to try this again for other projects.

145. The subject is led appropriately and managed efficiently. The responsibility for the hardware system has been given to a different member of staff than the co-ordinator, which is a good use of relevant expertise. The school is building its own website and pupils' work is to be displayed there. Planning is effective and it is still evident, as it was at the time of the last inspection, that pupils have enthusiasm and good work habits, respecting the machines and sharing ideas well with each other. Assessment has been utilised directly from the government guidance schemes. However, the school recognises the necessity of personalising these systems for their own school's use. Monitoring and evaluation are still heavily reliant on checking plans and informal contacts with teachers. When the course of government training starts, the co-ordinator will have opportunities to see how the staff enhance their skills and what they need to do further to improve provision. Whilst, overall, standards in the school are reaching nationally expected levels, the subject is advancing rapidly and the school is poised to move forward appropriately.
146. The inspection took place one week after the commissioning of the new computer room. The use of ICT across the curriculum is therefore at a transitional stage so it is impossible to judge its full effectiveness. However, appropriate targets are clearly identified in the school's current development plan and there are already examples of it being used soundly in other subjects, such as English, mathematics and science.

## MUSIC

147. Pupils' standards at the age of seven match those expected nationally and pupils make satisfactory progress. Older pupils make good progress and, by the age of eleven, attain standards that are above those expected nationally of pupils of their age. The good number, quality and range of resources available – human as well as physical – make a good contribution to pupils' enjoyment and learning.
148. Year 1 pupils accurately beat the pulse in music and respond well to different styles and speeds of music. Pupils in Year 2 sing tunefully and in time. They clap quite complex rhythms correctly in response to motifs given by the teacher. By listening carefully, they successfully improve the accuracy of their responses. Year 3 pupils play pitched or untuned instruments in unison in a suitable variety of groupings. Nearly all pupils read the length of notes in standard notation correctly and higher attaining pupils read pitch correctly. All pupils in Years 5 and 6 play in the school orchestra. Two-thirds of them play pitched instruments and accurately read standard notation; the remainder play untuned instruments. All sustain independent parts accurately. All pupils listen carefully to recorded music and just under half recognise the music of a good range of composers and genres, such as fanfares or choral music.
149. The quality of teaching is good, overall, throughout the school and is sometimes better than this. The teaching of the Year 5 and 6 orchestra is excellent and is an outstanding example of teamwork between four teachers, each of whom makes a significant contribution to the rate and extent of learning for all pupils through teaching basic skills effectively. Significant strengths of teaching throughout the school are:
- teachers' subject knowledge and enthusiasm that carry lessons along at a good pace;
  - the way they manage learning so that all pupils work very hard at tasks that interest and motivate them and make good progress;

- their high expectations of pupils' standards and application to task, coupled with very good relationships so that pupils are confident to 'have a go'; and
- the strategies they use to ensure that pupils are actively involved in learning for a high proportion of the time, including varying the focus of lessons regularly to retain pupils' interest and active participation.

150. Because of this high quality teaching, pupils concentrate very well and work very hard to produce good quality work. All pupils are fully included in music throughout the school, including those identified as having special educational needs in other aspects of their school life. All enjoy the subject greatly and behave very well, which makes a very good contribution, not only to the rate and extent of their learning, but also to their cultural and personal development.

151. The subject is led and managed very well. The co-ordinator is very enthusiastic; she enjoys a very good measure of support from her colleagues who appreciate her knowledge and dedication and recognise the continuing high-quality contribution made by the subject to the life of the school. Recent national subject guidance is being evaluated and integrated, as necessary, into the school's existing scheme of work. Associated assessment systems are also being tried but teachers are not yet using them consistently enough in all classes to provide a reliable record of achievement for individual pupils or to inform their future planning. Nevertheless, because of the involvement of the co-ordinator in teaching in classes other than her own and the high quality of the school's scheme of work, progression is effectively addressed, overall.

152. The school makes very good provision to enhance pupils' standards and enjoyment of music through a good range of measures. Almost 50 pupils enjoy high quality instrumental teaching by peripatetic teachers; the school takes great pains to ensure that no pupil misses out on the content of the lessons from which they are withdrawn. The school orchestra plays in many festivals in the area. All classes learn the recorder. Two choirs – one for Year 2 pupils and another for those in Year 6 – perform regularly in the area, including singing carols in the Town Square at Christmas time. Taken as a whole, the human and physical resources make a very good contribution to pupils' enjoyment and standards in this subject.

153. The high standards and central position of the subject in the life of the school, which were noted in the last inspection report, have been improved upon very well since then. The orchestra now involves all Year 5 pupils as well as those in Year 6; pupils now learn keyboards with peripatetic teachers, as well as strings, woodwind and brass; pupils' attitudes to the subject have strengthened further from an already high base and the subject makes an even better contribution to their personal development than it did before; the quality of teaching has improved and there have been developments in assessment, although these need further improvement.

## **PHYSICAL EDUCATION**

154. Standards of attainment for seven-year-old pupils are average and they have made satisfactory progress. Standards are above average by the age of eleven. All older pupils, including those with special educational needs, achieve well and benefit from the wide range of extra-curricular activities. Since the last inspection standards have been maintained. The school is following national guidelines for planning and assessment procedures are in place in some classes.

155. During the inspection no dance or gymnastics lessons for the younger pupils were observed. These pupils make good progress in developing games and athletic skills. In Year 1, pupils develop throwing and catching skills using a small ball. Higher-attaining pupils watch the ball well and catch with confidence, performing well for their age. Average and lower-attaining pupils are less secure throwing and catching a small ball and would benefit from the use of balls of a larger size. Clear demonstrations by teachers and appropriate teaching points challenge higher-attaining pupils but lack of a range of resources limits the performance of lower-attaining pupils. Aiming skills are well developed as pupils toss a beanbag into a bucket, throw a foam javelin through a hoop and roll a ball at the skittles. Aiming skills improve during the lesson as a result of practice and guidance from the teacher. Opportunities for pupils to evaluate their own and other's performance are developing well.

156. By the age of eleven, consistently good teaching ensures that pupils attain above average standards. All pupils achieve well at swimming; they develop good water skills and competence and confidence in swimming on their fronts and backs with many achieving the required 25 metres. Progress is recorded in individual swimming record books. Knowledge and performance in athletic activities is good and reflects teachers' good subject knowledge. Pupils know that a higher leg lift will aid faster running and increase speed and that greater use of the arms in jumping will improve performance. The quality of teacher feedback on performance is good although opportunities are sometimes missed for pupils to evaluate their own and others' performances. Planning is good and lessons contain a good level of progression and opportunity for activity. Pupils work hard during their lessons. Pupils' ability to create sequences is well developed and they make good progress in developing a sequence using twisting and turning movements. Quality and extension in movement, however, could be improved. In games activities, pupils have a clear understanding of attack and defence tactics.
157. Knowledge of the importance of physical activity is well developed throughout the school and pupils in Years 2 and 6 talk about the effect of exercise and demonstrate the appropriate knowledge for their age. Pupils in Year 2 know why they need to warm up and the effect of exercise on the heart rate. Pupils in Year 6 can explain the effect of exercise on their body.
158. Teaching is good throughout the school with instances of very good teaching in Year 6. Lessons are always well planned with a good range of activities to guide pupils. In the more effective lessons, all pupils make good progress in their learning. In less effective lessons, a closer match of activities to pupils' needs and prior attainment and appropriate resources for pupils of differing ability would maximise and extend learning. All pupils have a good attitude towards physical activity because most teachers are good role models and because their appreciation of physical education is communicated clearly to pupils. Pupils listen well because the teacher's subject knowledge is good and clear messages are communicated. In Year 6 the specialist knowledge of the teacher contributes to very good progress in learning. The lesson is well planned with a clear progression in the activities. Very clear and appropriate teaching points, for example, 'Lift, step and hit', contribute to all pupils' ability to hit the ball in a cricket lesson. There is a clear progression from hitting a dropped ball to hitting a thrown, and then a bowled, ball; this enables all pupils to achieve at their own level within the lesson.
159. Resources are generally satisfactory for older pupils. They are, however, unsatisfactory for younger pupils and Foundation Stage children, because there is insufficient gymnastic and games equipment. The co-ordinator is enthusiastic and works very hard ensuring that pupils experience a wide range of extra-curricular activities. A significant strength is the number of staff, including the school secretary, who help with after school clubs. There are very good links with the local community sports clubs and the pupils benefit from regular visits from the professional football club. Pupils achieve well in local inter-school competitions.

## **RELIGIOUS EDUCATION**

160. Pupils' standards at the age of seven and eleven match those expected in the local Agreed Syllabus for religious education. All pupils, including those with special educational needs and for whom English is an additional language, make satisfactory progress.
161. In Year 2, pupils correctly name the main features of a Christian church, such as the font and the Bible, and of a Sikh Gurdwara that they have visited. Year 4 pupils know the story of some people, such as Gladys Aylward, whose faith has sustained them in adversity, and begin to appreciate that faith can inspire individuals to remarkable feats. They recognise a range of religious symbols, such as the dove representing peace, and begin to perceive some similarities between religions, such as the 'Light' motif in Christianity and Judaism. Pupils in Year 5 understand that prayer is a time of personal communication with God and that some prayers, such as The Lord's Prayer and al-Fatihah, are special. Year 6 pupils show an astute understanding of the meaning of the Resurrection of Jesus and show good English skills when they transcend the physical aspects of the Bible story to deduce the spiritual meaning.

162. The quality of teaching is satisfactory, overall, throughout the school although there are many examples of lessons that are taught well or very well. Because of the high quality relationships throughout the school and the high expectations teachers have of pupils' attitudes and behaviour, pupils are confident learners who express their opinions secure in the knowledge that they will be valued. Pupils' attitudes to the subject are, therefore, good. They listen carefully, concentrate hard and behave well. The pupils in Year 6 showed outstanding maturity and mutual respect for the beliefs and feelings of others when considering their responses to the Resurrection story. Teachers plan their work securely from the scheme of work and pupils gain knowledge soundly in a logical sequence as a result.
163. The co-ordinator is enthusiastic and manages the subject soundly. However, she is insufficiently involved in a critical analysis of the standards of teaching and learning in the subject. Since the last inspection, satisfactory improvements have been made to the assessment procedures, which now closely follow those suggested in the scheme of work. However, more work is needed to make them effective enough because they are not yet used consistently throughout the school and are not effective in ensuring that teachers plan future work that closely matches the needs and prior attainment of all pupils. Pupils throughout the school are encouraged to respect and value other people's beliefs and values. There are insufficient planned opportunities for older pupils to make relevant visits to places of worship for faiths, other than Christianity. Religious education is used effectively to promote pupils' spiritual development. Pupils are successfully encouraged to think about values and beliefs, for instance when studying world faiths and religions.