

## INSPECTION REPORT

### **BURTON JOYCE PRIMARY SCHOOL**

Burton Joyce, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122624

Headteacher: Mrs D Proudfoot

Reporting inspector: Mr R A Robinson  
21024

Dates of inspection: 10 – 14.1.2000

Inspection number: 190920

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Padleys Lane Burton Joyce NOTTINGHAM
Postcode:	NG14 5EB
Telephone number:	0115 931 2373
Appropriate authority:	The governing body
Name of chair of governors:	Mr T Klima
Date of previous inspection:	19 – 22 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robert Robinson	Registered inspector	Mathematics Science	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development What should the school do to improve further?
Peter Dannheisser	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Margaret Handsley	Team inspector	Art Music Information and communication technology English as a second language Equal opportunities Special educational needs	How well is the school led and managed?
Roger Linstead	Team inspector	English Design & technology Physical education	How well are pupils taught?
Valerie Roberts	Team inspector	Geography History Religious education Under fives	How good are the curricular and other opportunities offered to pupils?

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The Registrar  
Inspection Quality Division  
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## REPORT CONTENTS

Page

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

**6**

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

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

**10**

The school's results and achievements  
Pupils' attitudes, values and personal development

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

**14**

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

**16**

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

**18**

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

**19**

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

**19**

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

**22**

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

**23**

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

**26**

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

### **INFORMATION ABOUT THE SCHOOL**

This is an average sized primary school for boys and girls aged 4 –11 years that serves mainly the local semi-rural area. A high proportion of parents is employed in professional or clerical posts. The percentage of pupils known to be in receipt of free school meals is low. The school has 242 pupils, 138 boys and 104 girls, who attend full time. Eight pupils come from minority ethnic backgrounds and five pupils are learning English as an additional language. Thirty-five pupils are on the school's register of special educational needs, which is below the national average. Three pupils have statements of special educational need. At the time of the inspection there were seven children under the age of five who were taught alongside other reception and Year 1 pupils. Children's attainment on entry to the reception class is typical of that found nationally.

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

This is a good school. Standards are, overall, above average as a result of the effective quality of teaching, the good attitudes to learning and the high standard of behaviour of the pupils. The leadership and management of the school are very good; curriculum co-ordinators, the headteacher and the deputy headteacher work very effectively with a dedicated and industrious governing body to the benefit of the pupils. The school serves its community well and provides good value for money.

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

- Standards by the age of eleven are high in English and science.
- The quality of teaching is good.
- Pupils behave well and they relate very well to other pupils and staff.
- The leadership and management of the headteacher are very good.
- The governing body is very effective.
- Parents are very happy with the quality of education and care provided for their children.

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

- Girls' attainments are not as good as those of boys.
- Standards in mathematics by the end of Key Stage 2 are not high enough relative to pupils' attainments in English and science and in comparison with those of other similar schools.
- The use of numeracy and information technology in other subjects is limited.

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

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

The school has made good progress in addressing the weaknesses pointed out in the previous inspection in November 1996.

- Standards of pupils' attainment have risen overall by the end of Key Stage 2, particularly, in English and science.
- The quality of teaching has improved
- The school now has detailed schemes of work in all subjects to guide teachers' planning of lessons.
- Assessment procedures have been improved. They are now good and are used well to assist teachers to plan the next step of learning for pupils.
- The leadership and management of the headteacher and governors have improved

significantly.

The particular strengths of the senior management team and the governing body place the school in a good position to improve standards further.

## 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
	1997	1998	1999	1999
English	B	A	A	C
Mathematics	B	D	B	D
Science	C	B	A	A

<b>Key</b>	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

- It can be seen from the table that standards compared to the national average in English and science have improved from 1997 to 1999 but have varied in mathematics. Compared to the results in similar schools, those in science are well above average, in English average and in mathematics are below average.
- Inspection findings show the performance of the present Year 6 class in English and science to be above average. In mathematics pupils' performance is close to the national average; however, pupils should do better considering their attainment in English and science.
- The differences between the inspection findings and the national test results in English, mathematics and science are mainly because the present Year 6 class has about twice as many pupils with special educational needs as that of the previous year.
- Standards in information technology are in line with the national expectations overall by the end of both key stages but pupils could do better as insufficient use is made of information technology in other subjects. In religious education pupils meet the expectations of the local education authority's agreed syllabus at both key stages and pupils' achievement is satisfactory.
- In design and technology, geography, history and physical education pupils, by the time they leave the school reach standards that are typical of eleven-year-olds and their achievement is satisfactory. In art and music pupils' achievements are good and they reach standards above those typical of eleven-year-olds.
- Children by the age of five exceed the level expected of their age in personal and social development, and reach the expected standards in language and literacy, in mathematics, in knowledge and understanding of the world, in physical development and in creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - pupils have positive attitudes to their work
Behaviour, in and out of classrooms	Good – pupils behave well throughout the day and follow school rules.
Personal development and	Very good - pupils have a very good rapport with their teachers and one another, and this benefits their learning. They assist willingly in

relationships	the daily routines of the school.
Attendance	Good – pupils enjoy attending the school.

## 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.*

- The quality of teaching and learning is good overall. The teaching and learning are very good in a quarter of lessons, good in half the lessons, and satisfactory in the remaining lessons.
- The teaching and learning of children under the age of five is good. Teachers understand the needs of under-fives and plan effectively for them. The pace of learning of these children is brisk, particularly in literacy and mathematical development; however as the children enter the class in the term in which they are five there is insufficient time for this to make a significant impact upon their attainment. Children's learning in physical development is satisfactory but the lack of an outdoor play area specifically for the under-fives limits the furtherance of pupils' progress in this area of learning.
- The teaching of English at both key stages has improved since the introduction of the National Literacy Strategy and is now good. Basic skills are taught well. Teachers have high expectations of pupils' concentration and good relationships ensure their very effective management of classes. Occasionally in lessons girls are involved insufficiently in discussions in comparison to boys.
- The teaching of mathematics at both key stages is good following the introduction of the National Numeracy Strategy at the start of this academic year. Teachers are fully aware of the need to maintain this recent improvement in teaching in order to raise pupils' attainment. Numeracy skills are taught well; teachers explain effectively and make new learning comprehensible, which results in pupils increasing their understanding. Teachers' planning is good and there is plenty of challenge at an appropriate level to move pupils' learning on at a brisk pace. In a few classes teachers are not sufficiently aware of the need to provide boys and girls with equal opportunities to ask and answer questions in order to help them to make similar progress. Teachers do not develop mathematical understanding sufficiently in other subjects in order to practise their mathematical skills and to assist their learning in other areas of the curriculum.
- The teaching of science is good at both key stages. Lessons are well prepared and build on pupils' previous learning effectively. The teaching of information and communications technological skills is good but teachers provide too few opportunities to use information technology in other subjects. The teaching of religious education is satisfactory at both key stages. The teaching of art and music is good. The teaching of history, geography and physical education is satisfactory. There was insufficient evidence to judge the quality of teaching and learning in design and technology. Pupils for whom English is an additional language and those with special educational needs are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school satisfactorily meets the requirements of the National Curriculum, having particular strengths in personal and social education, extra-curricular activities and the implementation of the National Literacy Strategy
Provision for pupils	The school makes good provision for pupils with special educational



with special educational needs	needs.
Provision for pupils with English as an additional language	The provision for pupils learning English as an additional language is good.
Provision for pupils' personal education, including spiritual, moral, social and cultural development	The school provides particularly well for pupils' moral and social development. Provision for spiritual and cultural development is satisfactory though the enhancement of pupils' knowledge and understanding of the ethnic and cultural diversity of British society is limited.
How well the school cares for its pupils	The school cares well both for pupils' academic and for their personal needs. There has been notable improvement in the procedures for monitoring pupils' academic performance since the last inspection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The headteacher and deputy headteacher work effectively together to provide very good quality of leadership. The key stage and curriculum co-ordinators make significant contributions to the work of the school.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well, giving clear direction to the school's strategic development. Long-term plans are thought out but detailed costings are made for only one year ahead.
The school's evaluation of its performance	The governors and senior managers have a clear view of the school's performance. They make good use of data to analyse results and make effective use of their findings to improve provision.
The strategic use of resources	The school makes good use of resources, prioritising spending for the benefit of the pupils.

## 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>• Their children are happy and well cared for.</li> <li>• Standards are high and behaviour is good.</li> <li>• Social education is a strong feature in the school.</li> <li>• Members of staff are accessible.</li> <li>• Pupils benefit from the range of provision for all pupils in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with the parents' positive views. Inspection evidence is that the school provides an interesting breadth of extra-curricular activities and is a particular strength of the school.

## **PART B: COMMENTARY**

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

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

1 The 1999 National Curriculum tests for 11-year-olds indicate that:

- pupils' performance in English is well above the national average and average when compared to schools with pupils from similar backgrounds;
- pupils' performance in mathematics is above the national average but below the average when compared to schools with pupils from similar backgrounds;
- pupils' performance in science is well above the national average and well above the average of schools with pupils from similar backgrounds;
- pupils' performance in English, mathematics and science overall is well above the national average and above the average of schools with pupils from similar backgrounds.

2 Inspection findings show that by the age of 11:

- the performance of pupils in English and science is above the national average;
- the performance of pupils in mathematics is close to the national average.

3 The National Curriculum tests for seven-year-olds in 1999 indicate that:

- pupils' performance in reading is above the national average and close to the average of schools with pupils from similar backgrounds;
- pupils' performance in writing is above the national average but below average when compared with that of schools with pupils from similar backgrounds;
- teacher assessment shows pupils' speaking and listening to be above the national average;
- the performance of pupils in mathematics is in line with the national average and well below average when compared with results in schools with pupils from similar backgrounds;
- teacher assessment shows pupils' attainment in science to be above the national average level expected for seven-year-olds.

4 Inspection findings show that by the age of seven:

- the performance of pupils in reading, writing, speaking and listening, mathematics and in science is above the national average.

5 There are a number of discrepancies between inspection findings and the result of the previous year's national tests. The present pupils in Year 6 are a lower attaining group than those of the previous year. The present Year 6 includes eleven pupils with special educational needs compared to five in the class tested in 1999. This high proportion of potentially lower attaining pupils affects the overall judgement. In addition a significant number of pupils joined the class in the past two years. There are other factors which explain the differences between inspection judgements and last year's results in mathematics. The school identified two years previously that standards in mathematics were not good enough and planned carefully to improve pupils' progress. The success of the initiatives can be seen by the rise in standards among the current Year 2 pupils and the good quality of teaching apparent throughout the school. However, there has been insufficient time for the strategies to make a significant improvement in the overall performance of pupils in the present Year 6.

6 Over the four-year period 1996 to 1999 overall standards in the core subjects of English, mathematics and science have risen above the national trend. However, English and, in particular, science have improved year-on-year whereas in mathematics pupils' performance has

been inconsistent and generally below the levels of the other subjects. During this period overall performance in English and science was above the national average and performance in mathematics was close to the national average. The four-year trend reflects the findings of the present inspection and shows that standards are not good enough in mathematics either in comparison to those in similar schools or the capabilities of the pupils in view of their performance in English and science.

7 Year-on-year from 1997 to 1999 there has been a marked difference in the performance of boys and girls in English, mathematics and science. Similar gender differences are also apparent in the present group of pupils at Year 6 in English and mathematics. From 1997 to 1999 girls' performance in the national tests has been below that of boys in English and science and well below in mathematics. Over this time in each year girls' performance in mathematics has been below the national average whereas boys' performance has been higher than the national average. The test results in 1999 clearly identified the problems in performance in mathematics to be related to girls' achievements rather than those of the boys; – if girls' attainments had been similar to those of boys in 1999 the overall performance in the subject would have been well above the national average and in line with the average achieved in similar schools.

8 Action taken by the school to redress the imbalance of performance between subjects is beginning to have some effect, demonstrated by pupils' attainments and increased rates of learning. As a result pupils by the end of Key Stage 1 are achieving standards commensurate with their capabilities in English, mathematics and science; however, by the end of Key Stage 2, despite improvements in progress pupils are still underachieving in mathematics. There has been limited focus and success in raising girls' performance to match boys' attainment by the end of Key Stage 2; as a consequence girls are not achieving well enough.

9 The school has developed good assessment and recording procedures over the past two years. Limited information is documented before this time, however, as the school, in common with many other schools in the local education authority, did not take part in the national tests at the end of Key Stage 1 prior to 1998. The information now available from statutory and non-statutory tests and annual standardised tests enables the school to set targets for individual pupils' performance for the future, but the information has not been used to track gender differences of year groups. The targets for the present Year 6 are set at above the national average for English and mathematics. These aspirations are rather optimistic in mathematics, considering the pupils' prior attainments, but the targets in English are challenging and achievable. The school splits the Year 6 class into smaller teaching groups, based on pupils' prior attainment, for English and mathematics for most of the spring and summer term. Last year was the third occasion that classes were set in this way for English, although the first time for mathematics, and this organisation resulted in pupils achieving their targets in English. It is the school's view, which is supported by inspection judgements, that this planned focus on raising standards of the current Year 6 should enable the school to meet its targets for English and move closer towards its aspirations in mathematics before the end of the academic year.

10 Children's attainment on entry to the school is generally in line with that expected of children close to the age of five. Children enter the school in the term in which they are five and most children have no previous nursery experience. The initial assessment on entry to school is very near to the children's fifth birthday and this assessment shows that their attainment is close to the local education authority's average. By the age of five most children exceed the nationally recognised desirable learning outcomes in personal and social development and they reach the expected standards in language and literacy, in mathematical development, in knowledge and understanding of the world, in physical development and in creative development. Children realise their potential in all their areas of learning except in physical development because of the lack of opportunities to take part in outdoor activities regularly as there is no specific play area directly accessible from the classroom.

11 Children make good progress in all their areas of learning during the very short period of time they are under the age of five. In personal and social development pupils quickly become accustomed and confident in coping with the school routines such as changing for physical education. In language and literacy they talk readily with others and learn new vocabulary and most children write their names with recognisable letters. In mathematics they develop their understanding of the language of number and sort sets of objects up to ten. In knowledge and understanding of the world children examine historical artefacts, such as old irons and hot water bottles, and find out how they were made and the type of materials used in their construction. In physical development children make good progress in indoor games when they skip, hop and jump but they have too few opportunities to develop further their learning in outdoor activities. In creative development children gain an appreciation of different sounds and music and make good progress. They learn to use different media and techniques, such as shading, in their artwork.

12 In English pupils satisfactorily realise their potential and this is reflected in their performance compared to pupils at similar schools. In science pupils do well when compared to pupils in similar schools. The progress pupils make, including those with special educational needs and those learning English as an additional language, is good at both key stages in all aspects of English and in science. Literacy skills are developed well in other subjects. In English at Key Stage 1 pupils listen increasingly to others and follow the good examples teachers set in speech. During Key Stage 2 they develop their ideas through confident discussions in whole class and in small groups. Pupils gain a deeper understanding of books; the youngest pupils learn words to assist their reading of elementary books and then as they grow older they develop an understanding of the purpose of the 'contents', 'glossary' and 'index' to help them find information to assist their learning in other subjects. Older pupils show enthusiasm for reading and most read regularly for enjoyment at home. Pupils make good progress in writing and learn to write in sentences and to use capital letters and full stops by the time they are seven though the presentation of their work is sometimes untidy. During Key Stage 2 they build on their previous learning well and by the time they are eleven they use a good range of writing forms and styles to meet different learning needs.

13 In mathematics pupils do not do as well as they could. However, there have been recent improvements in pupils' progress overall following the changes to the curriculum with the introduction of the National Numeracy Strategy and the school's other initiatives to improve standards in the subject. There are, however, limited opportunities for pupils to develop further their numeracy skills in other subjects such as science, design and technology and geography. Pupils' work since the start of this year shows that progress has improved over the term throughout the school and lesson observations show good progress in learning overall. Younger pupils gain an understanding of methods of adding and subtracting through effective explanations by teachers and they have opportunities to demonstrate and relate their methods to others. Pupils at Years 1 and 2 enjoy their number work and are well motivated and work productively with partners, though occasionally they lose concentration during the initial whole-class teaching and at these times their learning slows. In Years 3 to 5 pupils listen to their teachers and enjoy challenges and work at a high pace, and as a result build on their previous learning very well. Pupils in Year 6 are less confident than other year groups when new learning is introduced in whole-class teaching, particularly, if the sessions are too lengthy; however, when given the opportunity to practise their new learning in small groups of similar attainment they gain confidence and the pace of their learning increases.

14 In information technology the pace of learning is good following the introduction of the computer suite and a new scheme of work to guide teachers' planning. Pupils' attainment by the end of both key stages is in line with the national expectation but the use of information technology to support learning in other subjects is limited; this restricts pupils' achievements. Pupils' attainment in religious education meets the expectations of the local education authority's agreed syllabus and their achievements are satisfactory. Pupils' achievements are satisfactory in design and technology, geography, history and physical education and they reach standards typical of eleven-year-olds. In art and music pupils' achievements are good and they make good

progress as a result of the high quality of teaching in these subjects and by the time they leave the school standards are above those typical of eleven-year-olds.

15 Standards have improved overall since the last inspection. However, pupils' attainment in mathematics has been inconsistent and is not comparable to the levels that pupils achieve in English and science. The school acknowledges this and has put into place initiatives to raise standards in mathematics and it is beginning to address the issues surrounding the lower achievements of girls compared with that of boys. The strengths of the leadership of the school and the assessment information now available place the school in a strong position to improve standards further.

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

16 The attitudes of children under five are good. They are interested in their tasks and sustain concentration for an appropriate period of time. They enjoy the activities in school and behave well. They are keen to learn and undertake tasks well and confidently. Children relate well to each other and to their teachers. They begin to understand other people's feelings and take turns and share appropriately. They are good listeners and children co-operate well in class and group work. The children quickly gain an understanding of school routines and expectations.

17 Pupils at Key Stage 1 and Key Stage 2, including those with special educational needs and pupils learning English as an additional language, have positive attitudes to their work. Parents appreciate that their children are happy at school and pupils demonstrate this throughout the school in the way they approach their work and sustain concentration. In most lessons pupils answer questions readily and ask relevant questions to enhance their learning; occasionally younger pupils are careless in the presentation of their work. A few older pupils lack confidence to answer direct questions in introductory teaching sessions in mathematics; however, these same pupils delight in stating later during practical consolidation of the work that they now understand and are ready to move onto new work.

18 Pupils throughout the school behave well in the classrooms and as they move around the school. They follow the class rules displayed in the classrooms. At playtimes pupils play well together and goodwill is apparent though a few children are rather boisterous. Lunchtimes are happy well-ordered occasions. At the end of playtimes and after dinner pupils organise themselves quickly following a signal from a member of staff. Pupils are courteous to visitors, their teachers and other pupils. Parents, adults from the community and staff at the swimming pool remark rightly on the high standard of behaviour of the pupils. Pupils with special educational needs respond appropriately to lessons throughout the school. There has been one recent temporary exclusion of a pupil from the school.

19 Pupils are encouraged to adopt a responsible attitude to their own learning and towards the daily routines of the school. They look after equipment very well; for example, pupils at the beginning of Key Stage 2 sorted and ordered their number cards carefully at the end of a mathematics lesson. They work productively when not directly supervised by a teacher and this allows the teacher to give effective support to other groups without interruption. Even the youngest children have specific tasks that range from tidying the 'home corner' to maintaining the computer area. Older pupils collect registers efficiently from each classroom as one of their range of tasks to assist in the smooth running of the school. Some pupils act as guides to visitors during the village open day.

20 The quality of relationships is of a very high standard and this is evident throughout the day. Pupils work and play collaboratively and support one another effectively when working in pairs or in groups. They listen attentively to each other's reading during English lessons and encourage pupils with special educational needs to contribute their ideas. They take part willingly

in 'circle time' and sensitively respond and take turns. Pupils have a very good rapport with their teachers and this benefits their learning; for example, in a science lesson a less confident pupil felt sufficiently secure discussing work with the teacher in order to clarify understanding. Bullying is not an issue at the school and any minor incidents are dealt with firmly and sensitively. Harmonious race relations are a strong feature of the school and pupils learning English as an additional language are fully integrated into friendship groups. Attendance at the school is good and parents state that their children enjoy coming to school.

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

21 The quality of teaching and learning is good for children under the age of five and at both key stages. As a result, standards when pupils leave school at eleven are better than those of similar schools overall. Because of teachers' hard work, enthusiasm and enjoyment of teaching, pupils are keen and confident learners.

22 Teaching and learning are very good in a quarter of the lessons, good in half the lessons, and satisfactory in the remaining lessons. All pupils experience significant proportions of very good teaching and learning each year. The quality of teaching and learning has improved in nearly all subjects since the last inspection. This is mainly because of teachers' extra training in the last two years.

23 The teaching of children under the age of five is good. Teachers understand the needs of under-fives and plan effectively for these children. They set clear objectives for children and implement and reinforce them well to ensure that children are successful. They use vocabulary which children understand yet is also challenging thus develop the acquisition of vocabulary and extend learning. Teachers' methods show that they are well in tune with the learning needs of the under-fives and build on previous learning well. They have high expectations of good behaviour and self-discipline. Teachers' approaches encourage good social relationships between children and adults and self-confidence. The management of support staff is efficient and effectively supports children's learning. Resources, often made by the teachers, are of very good quality and readily accessible to children. Those resources used in demonstrations contribute significantly to the learning of the children. Teachers' approaches to under-fives have a marked effect upon children's personal development.

24 The teaching of pupils with special educational needs is good. Teachers are fully aware of the individual needs of pupils with learning difficulties. They provide well-matched learning activities and a very good level of support. They manage pupils with behavioural difficulties well, in accord with an agreed policy. The teaching of pupils learning English as an additional language is good. Teachers' planning is detailed and meets the needs of these pupils of differing levels of attainment. Lesson observations show that the school's approach works well in practice. Some pupils learning English as a second language receive very effective additional support from classroom assistants, and teachers carefully check pupils' understanding. As a result of the strengths in the teaching pupils with special educational needs and pupils learning English as an additional language make good progress relative to their prior attainments.

25 At Key Stage 1 and 2 pupils learn well when teachers know exactly the stages of understanding they have reached; for example, Year 1 pupils made good progress in adding up because the teacher matched their work to their understanding. In the good lessons, pupils work quickly and try to solve problems by themselves; for example, Year 2 pupils concentrated very well on designing and making model railway trucks. This good creative effort resulted from the teacher's high quality of discussion of the work and materials at the beginning of the lesson based on very good subject knowledge. Such good application to challenging tasks is common at both key stages. Teachers interest pupils in new work and give clear directions. As a result, particularly at Key Stage 2, pupils think carefully about what they are doing and are able to work well by themselves; for example, Year 3 pupils wrote powerful descriptions of imaginary

creatures. This resulted from the teacher trying out the work herself the previous evening in her own time and telling pupils in detail what she had found as she showed them her own writing. Pupils make sound progress in understanding their own learning, examples being in their assessments of their performances in music and physical education.

26 Learning is less effective when the teacher spends too long explaining new work and provides insufficient time for pupils to practise the new learning; this happened in mathematics lessons at the end of both key stages, for example. Learning lacked pace in the first half of a Key Stage 1 physical education lesson because it began with an overlong introduction, rather than a lively warm-up.

27 The good quality of teaching at both key stages results from very good management of pupils, good teaching of basic skills, effective planning and good use of time, support staff and resources. Teachers expect full concentration throughout all lessons. Pupils know this and so listen carefully, make thoughtful contributions to the learning of the whole class, and get on responsibly with their work. Secure knowledge and understanding of the subjects of the National Curriculum give teachers confidence and they have good questioning skills to lead pupils' learning. Teachers prepare lessons well, give clear introductions and link new learning effectively to previous knowledge. Lessons get off to a good start as a result. Pupils then find it easy to understand new work; for example, in Years 3 and 4, work in religious education on spiritual journeys began with pupils telling each other about their journeys, and reflecting on difficult journeys made by others. In a very good English lesson at Key Stage 1, the teacher's planning included the type of thinking she wanted the pupils to use. This precision helped pupils gain a quick and clear understanding of how writers use speech in traditional tales.

28 Teachers use a wide range of methods so as to match learning to pupils' ages and understanding. As a result, each day pupils enjoy a wide range of learning experiences and do not get bored. They therefore look forward to new learning, settle well at the beginning of lessons and work with interest. In the very good lessons, teachers let learning follow pupils' questions and comments; for example, in lower Key Stage 2 science work on magnets, the teacher used pupils' responses to develop their understanding of prediction. Such lessons have very good levels of management because teachers and pupils learn together. Effective teamwork with experienced support staff also improves the quality of learning in many lessons. Support staff show commendable skill in working flexibly to meet changing needs moment by moment in different lessons. As a result they make very effective contributions to the learning of large numbers of pupils. Teachers also make good use of artefacts to enliven learning, from the sound of a drum to the appearance of an earthenware hot water bottle. Good on-going assessment at both key stages keeps teachers closely in touch with pupils' progress; for example, in a Year 1 personal and social education lesson, the teacher made sure that each pupil understood all the examples other pupils gave. Teachers also assess pupils' progress well in very effective reviews of learning in the last few minutes of many lessons. Teachers use homework effectively to improve pupils' reading, calculation and spelling.

29 The teaching is less effective when teachers' precise understanding and use of correct subject language and its application confuses pupils' learning, for example as to the difference between 'estimate' and 'predict'. Sometimes opportunities are missed by teachers to develop pupils' language; for example, in a science lesson the teacher did not introduce pupils to the word 'friction' when they recognised that a carpet affected the movement of a toy car. At times, teachers do not ensure that girls play a full enough part in lessons; for example, in one lesson the teacher gave boys more opportunities to use the computer than girls. On these few occasions the opportunities for girls to make as much progress as boys in their learning were restricted.

30 Teachers have good technical competence in teaching literacy at both key stages. Good levels of training, monitoring and discussion have increased their skills, knowledge and confidence. Resources of good quality, particularly the wide range of reading material, catch and

hold pupils' interest. Teachers base weekly spelling work effectively on the individual needs appearing in pupils' own writing. The teaching of basic reading and writing skills at Key Stage 1 is good and builds effectively on pupils' developing speech. In class teaching of reading, teachers strike a good balance between the enjoyment and the analysis of text. Literacy skills assist pupils' learning in other subjects and provide effective opportunities for pupils to consolidate and practise skills they learn in English lessons.

31 Teachers' competence and technical skill in teaching mathematics are improving as a result of effective preparation for the implementation of the National Numeracy Strategy. The quality of teaching and learning is good, though the improvements are recent and the school realises that this standard must be maintained in order to improve further standards of pupils' attainment. The use of mathematics in other subjects is not sufficient and teachers provide too few opportunities for pupils to develop meaningful ways of enhancing the application and practice of skills of numeracy.

32 The quality of teaching and learning skills in information technology is good at both key stages. Teachers and pupils benefit from the recent installation of a well-resourced suite of computers, which is central, accessible and well used; however, there is not enough use of information technology in other subjects to provide opportunities for pupils' attainments to be raised further. The teaching of religious education is satisfactory at both key stages. The quality of the teaching of art and music is good. There was not enough evidence to judge the quality of teaching in design and technology. There is satisfactory teaching in geography, history and physical education.

33 Inspection evidence endorses the parents' view that the quality of teaching is good. The quality of teaching has improved since the last inspection and the school is well placed to maintain the high standards of teaching.

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

34 The school meets satisfactorily the requirements of the National Curriculum and the local authority's agreed syllabus for religious education. There are particular strengths in personal, social and health education, special educational needs and the implementation of the National Literacy Strategy. With the exception of some aspects of outdoor activities the curriculum for under-fives is good. The time allocated to some subjects for older pupils has been reduced by the implementation of national strategies but the school has endeavoured to redress this through a good range of extra curricular activities. The establishment of the computer suite is widening the opportunities for the development of pupils' skills in information technology.

35 Since the last inspection the school has ensured that policies and schemes are in place for all subjects. They take into account the needs of all pupils and the importance of access of the whole curriculum for all pupils. Planning is clear, following structured frameworks for literacy and numeracy and desirable learning outcomes for children under the age of five. There are effective schemes of work for other subjects, and the advice given by recent national schemes of work is well integrated into medium-term planning. Good transfer into short-term planning ensures that teachers' intentions are carried out satisfactorily. Personal, social and health education is a strength of the school. It has equal status in the curriculum with non-core subjects and impacts effectively on pupils' attitudes and social skills; it takes into account sex education and the misuse of drugs. The school uses links with science and the school nurse to assist teachers to provide sex education. The local police give assistance with a programme of activities on the dangers of the misuse of drugs.

36 The provision for special educational needs is good. Individual education plans are well recorded and well focussed; targets are appropriate to the needs of all identified pupils.



Procedures conform to the Code of Practice and reviews with parents are regular and informative. The school responds to a wide range of needs effectively through well-planned support and careful planning. The provision for statemented pupils is very good. The high quality of the support provided by the classroom assistants enhances the learning and care these pupils receive.

37 The school provides a good range of extra-curricular activities, which support the curriculum effectively. Sporting activities such as football, cricket and table tennis are available at different times of the year. A local professional football club, voluntary cricket enthusiasts and the local sports club provide coaching. 'Fun and Fitness' is available at programmed times of the year. Clubs for art, French and music, including guitar and recorder and an environmental club extend pupils' interests. The display on 'Reflections' was a clear example of the success of the art club and recorders provided good accompaniment to rehearsals for 'Hosanna Rock'. Dramatic productions for Christmas contribute well to pupils' drama curriculum. Key Stage 2 pupils benefit from well-chosen residential activities which support the curriculum for history and geography effectively. These are well attended and planned for social as well as educational development. Opportunities for pupils to access extra-curricular activities at different levels are available; the French club, for example, is available during the day as well as after school. Photographs of the many activities experienced by pupils live up to the title of the album 'A great start in life'.

38 Teachers' assessments and planning show that pupils engage in a broad and balanced curriculum. Pupils have equal access across the curriculum. No one is excluded from educational visits. Pupils for whom English is an additional language are provided for well and make good progress.

39 The school has beneficial links with other schools and the community. Members of staff from local primary schools and the secondary school meet not only in the interest of pupils but also to share expertise and training days. Secondary pupils have work experience with the younger pupils and present musical performances to the school. Family sports days are shared. The school has a variety of visitors and links with other institutions. Local churches participate in assemblies and the members of staff have close links with the local university and colleges, which provide students in training. The parish magazine contains regular copy on what is happening in the school.

40 The provision for personal development is good. The curriculum is planned well to develop these aspects through personal, social and health education as well as religious education and collective worship; this is an improvement since the last inspection. Teachers provide opportunities for reflection in assembly and during discussion time. Teachers make good connections with religious education and personal development when planning their work.

41 Spiritual development is satisfactory. Pupils are encouraged to explore their feelings and how they value others in 'circle time'. Pupils in the early years talk and write about how they feel and how others have made them feel better, putting their examples on the 'Kindness Plant'. They are given time to reflect when prayers are said and they express their feelings of sadness and hurt in poetry. To some extent pupils' spiritual awareness is raised by the bold artwork based upon feelings and 'Special people' and the joy which can be heard in their music making and singing for 'Hosanna Rock'. Themes for collective worship are well chosen to convey the charismatic qualities of famous leaders such as Jesus, Mahatma Gandhi, Emmeline Pankhurst and Martin Luther King. Special moments in the lives of famous people in religious education link well with the themes chosen.

42 The school's provision for moral development continues to be good. The clear discipline and behaviour policy is adhered to and certificates are awarded regularly for thoughtful, caring and kind pupils. Pupils are encouraged to support newcomers to the school, particularly in the early years. Older pupils understand that negative behaviour is not tolerated; they learn to recompense by putting their own ideas of good conduct into action through projects organised by

the headteacher. Pupils understand the difference between right and wrong and the majority behave well in class. Class rules are often composed by pupils and displayed in colourful ways; for example, pupils in Year 1 had chosen to draw a favourite car and display good playground behaviour on the side. 'We expect you to be TOPS (Thoughtful, caring & kind, Opportunities to show you are calm and responsible people, Polite, respectful and well behaved, Sensible & friendly)' is well displayed in the school.

43 The good social development of pupils has been maintained. 'Our Caring Tree' illustrates how young pupils have helped each other. Pupils in Key Stage 2 are encouraged to have a 'family' attitude in relationships with younger pupils and the school has an expectation that if a child experiences care he or she will demonstrate this to others at another time. There is good social interaction between teachers and pupils. Teachers respect the opinions of their pupils and praise them in their work and in their actions. They begin to develop pupils' independence by encouraging pupils from an early age to make reasoned choices and become aware of the needs of other pupils in their class. Whilst play at breaktimes is lively, pupils in both playgrounds have good social relationships, inviting others to join them and generally following the rules of playground games. Pupils participate in assemblies and class assemblies are good social experiences.

44 Cultural development is satisfactory. The school does not promote in depth understanding of the ethnic diversity of British society. An awareness of other cultures is mainly understood through encounters of the major faiths of the world. Pupils listen to Indian music and light candles to celebrate Diwali. Art and writing are celebrated widely and boldly in class and school displays. Displays such as 'We are all special' and 'We belong' attach places and the photographs of family members to pupils in the school. Pupils make Rangoli patterns when learning about Hinduism. Musical productions such as 'Ocean Commotion' and 'Hosanna Rock' are an important part of the cultural development of the school. Teachers incorporate cultural awareness in history and geography in days such as Greek day to bring together learning of a study of Greece.

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

45 The staff and governing body contribute to the provision of a caring school in which the personal needs of the pupils are met well. Since the last inspection the school has improved assessment procedures significantly and made good progress in developing a comprehensive system of assessing pupils' attainment; it has done as much as could be reasonably expected. The academic needs of individual pupils are being well assessed and recorded in a systematic manner, especially for English, mathematics and science. Teachers analyse the results of a wide range of tests so as to help planning for the future needs of pupils. Class teachers are now able to track the progress of individual pupils over time and identify pupils who might need additional help to fulfil their potential. Teachers know how much their pupils have learnt and they set challenging targets for pupils, including those with special needs and the higher attainers. The school has not tracked, however, until recently the progress of boys and girls in each year group to ensure that the pace of learning is similar for both genders.

46 There is a positive atmosphere and the teachers know their pupils well. Parents and pupils report that members of staff are kind and supportive. Pupils with special needs are identified and are given good support both by staff in the school and also staff from the local education authority's support services, the educational psychologist and other agencies. Pupils who are learning English as an additional language are provided with effective help and guidance from teachers and classroom assistants.

47 The school monitors attendance and punctuality well. The school reminds parents of the importance of good attendance and has achieved above average levels. Punctuality is also good and registers are well kept and conform to requirements.

48 The school maintains good behaviour through its effective policy for behaviour. There are many opportunities for pupils to have regular structured opportunities to discuss feelings, attitudes and behaviour with each other. The work is being developed through the use of regular 'circle time'; pupils sit in a circle and talk with each other and their teacher about a wide range of social issues. This encourages positive interaction and enhances self-esteem; for example, pupils discussed the qualities of friendship. Teachers encourage self-expression and help pupils, for example, to describe what they would do if another pupil did something that they did not like. The procedures for behaviour are good; the inevitable minor incidents such as calling out in class are dealt with firmly but in a gentle way and this succeeds in encouraging high standards. Members of staff are aware of child protection issues and have been informed about whom to consult and how to take appropriate measures should they feel concerned.

49 The premises provide a clean and pleasant environment, although the layout of the buildings and two mobile classrooms which are poorly equipped and past their design life present some problems. Members of staff take great care of their pupils; for example, at the swimming pool and on the journeys there and back, teachers, with the valuable help of parent volunteers, ensured that pupils were sensible and safe. A member of staff is qualified in first aid and others are experienced and aware of requirements. A key issue following the last inspection was the lack of an adequate fire alarm system; this has now been remedied. The school's monitoring of health safety and security issues through risk assessments and regular audits are satisfactory though they are infrequent and there are no specific written procedures to guide staff and governors.

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

50 Parents agree that the school encourages them to contribute to educational activities. They have opportunities to visit class assemblies and the school appreciates them taking an active part in the life of the school. Parents' contribution to their children's learning is good. A few are able to help in class, in the library and on school trips. They feel well briefed and appreciated by the staff and make a considerable contribution. Parents listen to pupils read, prepare learning materials and accompany and help pupils learning to swim.

51 There are regular review meetings about the progress of pupils with special educational needs and parents are closely involved. Most parents feel well informed about their children's progress. There is a lively parent-teacher association with a large committee which organises events. This raises useful funds and contributes to the spirit of the community. Many parents have considerable family and work commitments and are not able to support the school as much as they would wish.

52 The quality of information for parents is satisfactory. Reading records give an opportunity for parents and staff to comment on the pupils' progress, although they are not widely used for this purpose. Parents are sent a considerable amount of information about school activities through the newsletters but there is little detailed information about the curriculum.

53 The main annual reports for parents cover all subjects, although the information on individual progress and targets for all subjects but English, mathematics and science are rather brief in the current report format. At the end of the first two terms parents are also given brief reports about pupils' targets for the following term. There are three consultation meetings each year at which parents can discuss their children's progress. In addition there are occasional curriculum meetings; for example, the one on literacy was associated with the governors' annual meeting and attracted larger numbers than usual.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

54 The leadership and management of the school are very good. The headteacher and deputy headteacher work very effectively together to provide vision and educational direction which give a clear focus to the work of the school. They have built a strong team of staff who work very well together to develop the curricular provision. Management is strong and key stage and curriculum co-ordinators make significant contributions to the growth and development of the work of the school. Policies and schemes of work are regularly monitored and reviewed to make sure the provision is kept up to date. The school's aims and values, including the emphasis on personal and social development which pervades the curriculum, are reflected in the everyday life of the school. There is a strong policy for equality of opportunity and the senior management team has begun recently to analyse and address gender differences in standards of attainment. The provision for pupils learning English as an additional language is good. Pupils make good progress in learning English and take full part in the life of the school. The provision for pupils with special educational needs is of good quality and is in line with the Code of Practice. Pupils make good progress.

55 The governing body is highly trained, well organised and very effective. Governors take their responsibilities seriously, working closely together with the headteacher, providing support and monitoring the effectiveness of the school's work. The governing body gives clear strategic direction to the development of the overall provision. Individual governors take responsibility for subjects or aspects, such as literacy or special educational needs, monitoring the provision and making sure the governing body is kept up to date. Governors have a close understanding of the strengths and weaknesses of the school, which guides their thinking for the future, such as planning improvements in accommodation. They monitor standards, for example by looking at the results of the statutory tests, and set targets for improvement. The chair of governors takes part in the appraisal of the headteacher and in setting appropriate targets for development.

56 The headteacher and deputy headteacher analyse the results of formal testing to discover strengths and weaknesses in the school curriculum. Subject co-ordinators take action on this information, changing the provision to strengthen areas of weakness. This is effective in promoting good standards. The headteacher has introduced a programme of monitoring teaching which is proving effective in providing consistency in the quality of teaching. The curriculum co-ordinators have opportunities to monitor teaching in their subject when it is a priority for development; for example, the recent successful development of information and communication technology is partly due to improved skill and consistency in teaching the scheme of work. Arrangements for teacher appraisal are up to date. The targets set for teachers reflect the current needs, contributing to coherence in teaching throughout the school. This is effective in promoting and maintaining good standards. Induction procedures for new members of staff are good; the staff handbook provides effective guidance and joint curricular planning meetings provide additional support for newly appointed teachers.

57 The school makes good use of resources. Funding for special educational needs is used well to give pupils support of good quality. The headteacher makes the most of opportunities to attract funding from other agencies and local industries for specific purposes, such as national funding for building repairs. The school and parents together make commendable efforts in collecting tokens for resources in information and communication technology, books and musical instruments. These efforts make a good contribution to the quality of provision for little extra cost. The governing body plans several years ahead, but the planning is informal and costings are made for only one year ahead. Nevertheless, priorities are well supported by the limited available budget. Day-to-day financial control and internal communication are effective, contributing to the smooth running of the school. There has been no audit since before the last inspection.

58 The school makes very good use of national and local information to compare performance and looks carefully at ways of improving standards, such as analysing assessment information and setting targets for improvement. The cost of an additional part-time teacher is

very carefully considered and judged to be best value for money compared with other resources which could be provided to enhance pupils' learning. The headteacher considers the quality of service providers very carefully, taking into account the quality of goods and services, health and safety requirements, efficiency and quality of work carried out, and timescales. The principles of best value are applied very well.

59 The school has appointed a well-qualified teaching staff with a good range of expertise to give a good level of input in all subjects of the curriculum. The special needs support staff are well trained in the specialist areas of their work and give effective support. All other staff, including the site supervisor, cleaners, administration and classroom assistants effectively help in the smooth running of the school. The accommodation in the mobile classrooms is unsatisfactory having neither running water nor toilet facilities. This imposes restrictions on the range of opportunities offered in art in these buildings, and the restrictions have to be compensated for in other classes. A good range of learning resources is available to support the curriculum. There is no separate area directly accessible to the classrooms suitable for children to engage in outdoor physical activities during lessons; this limits the furtherance of children's physical development. **(KI-4 & 6)**

60 The school has made good progress in the quality of leadership and management since the last inspection. The quality of the work of the headteacher, deputy headteacher, staff and governors, with the high level of morale in the school community, places it in a very good position to continue to improve.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61 In order to raise standards further the school should take the following measures:

- (1) Improve girls' attainment by ensuring that they are more actively involved in all lessons.  
[Paragraphs 7, 8, 9, 29, 45, 74, 81, 84, 88, 93, 94, 98, 109]
- (2) Raise standards in mathematics by:
  - fully implementing the school's numeracy development plan;
  - increasing the time available for pupils to consolidate new learning;
  - providing increased opportunities for pupils to use numeracy skills in other subjects.  
[Paragraphs 6, 7, 8, 9, 13, 31, 85, 87]
- (3) Increase pupils' opportunities to use information technology in other subjects.  
[Paragraphs 14, 32, 95, 108]

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- The provision of a separate outdoor area for children under the age of five directly accessible to the classroom for the furtherance of their physical development.  
[Paragraphs 10, 11, 59, 63, 68]
- The enhancement of pupils' knowledge and understanding of the ethnic and cultural diversity of British society.  
[Paragraph 44]
- Alternatives should be sought to the present portable classroom accommodation.  
[Paragraphs 59, 121]

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	49

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	24%	49%	27%	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)		242
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		35

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	20

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.7	School data	0
National comparative data	5.4	National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	21
	Girls	14	14	14
	Total	34	32	35
Percentage of pupils at NC level 2 or above	School	87 (86)	82 (80)	90 (93)
	National	82 (80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	22
	Girls	14	14	15
	Total	33	35	37
Percentage of pupils at NC level 2 or above	School	85 (85)	90 (93)	95 (96)
	National	82 (80)	86 (84)	87 (85)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	17
	Girls	13	10	14
	Total	30	26	31
Percentage of pupils at NC level 4 or above	School	94 (75)	81 (64)	97 (79)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	12	10	14
	Total	27	27	31
Percentage of pupils at NC level 4 or above	School	84 (84)	84 (79)	97 (82)
	National	68 (65)	69 (65)	75 (72)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	222
Any other minority ethnic group	7

### Exclusions in the last school year

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



This table refers to pupils of compulsory school age only.

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

### Teachers and classes

### Financial information

#### Qualified teachers and classes: R – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	22.8
Average class size	27

Financial year	1998/99
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	£
Total income	430,043
Total expenditure	427,621
Expenditure per pupil	1,671
Balance brought forward from previous year	331
Balance carried forward to next year	2,753

#### Education support staff: R – Y6

Total number of education support staff	5
Total aggregate hours worked per week	95

FTE means full-time equivalent.

### Results of the survey of parents and carers

#### Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	100

#### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	6	1	0
My child is making good progress in school.	45	47	7	1	0
Behaviour in the school is good.	39	50	5	3	3
My child gets the right amount of work to do at home.	35	55	9	1	0
The teaching is good.	50	45	3	2	0
I am kept well informed about how my child is getting on.	39	52	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	31	7	1	0
The school expects my child to work hard and achieve his or her best.	49	46	5	0	0
The school works closely with parents.	41	50	7	0	2
The school is well led and managed.	51	40	4	3	2
The school is helping my child become mature and responsible.	51	43	5	0	1
The school provides an interesting range	26	53	10	5	6

of activities outside lessons.

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## **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**

62 There are seven children under five in reception who will reach their fifth birthday this term.

The curriculum provides a wide range of learning experiences, which are linked with the desirable learning outcomes. Teachers prepare their children well for statutory education at the age of five by connecting skilfully the nationally recognised desirable learning outcomes with envisaged demands of the National Curriculum

63 Overall attainment on entry to school is in line with expected levels. As a result of effective planning and good teaching children make rapid progress, particularly in language and literacy and mathematical development; however, as the children enter school in the term in which they are five there is insufficient time for this to make a significant impact upon their attainment. By the age of five children achieve the nationally agreed desirable learning outcomes in language and literacy, mathematical development, in knowledge and understanding of the world, in physical development and in creative development. Children exceed the desirable learning outcomes in personal and social development. Children realise their potential in all their areas of learning except in physical development as there is no separate outdoor play area directly accessible to the classroom for them to improve further their physical development.

#### **Personal and social development**

64 In personal and social development by the age of five children exceed the standards expected of their age. The quality of learning is good. Children are within secure and caring environment where they learn school and classroom routines; they readily take advantage of the choices they are given and gain confidence in making new relationships. When working with a partner they share the objects they will put into sets. They know how to form a queue for assembly and move around the building confidently. When working in groups with scissors and glue they co-operate well with other children giving advice to others, - 'I know- you do the drawing and I'll do the writing'; 'Why don't you do one side and I'll do the other'. They make realistic attempts to undress and dress for physical education and take responsibility for tidying their clothes. Whilst some are initially timid with visitors they gain confidence quickly over a short period of time and involve them in their tasks, - 'You can send a letter to Lucy, you'll need an envelope and a card and I'll stamp it'. They have confidence in the teacher's support, - 'How did you do this?'- 'I'm not sure, I'll go and ask'. The quality of teaching is good. Teachers respect the choice which children make and give good prompts in helping the children choose with whom to work. Their planning for personal, social and health education is structured to effect good relationships with other children, and teachers maintain a well-disciplined environment.

#### **Language and literacy**

65 In language and literacy, by the age of five, children attain standards in line with those expected of five-year-olds and a significant number exceed them. The quality of learning is good. Most children begin to converse with adults and their friends with confidence; they readily talk about their family and discuss their activities in the role-play post office. Children listen attentively to stories such as 'Farmer Duck' and respond with laughter at the illustrations and anticipate what is going to happen in the story, 'QUACK!' They join in the story with confidence and can retell the story with good descriptive vocabulary not seen in the text, -'They sneaked into the farmer's room'. When reading books they are best able to tell a story from the class books they know such as 'The Hunter'. They absorb vocabulary well, such as 'turtle and ' a herd of Zebras'. In individual reading they are hesitant where books are new to them but grasp new vocabulary rapidly with regular prompts. Most children have good knowledge of the sounds that letters make

and are confident in up to 12 sounds, which they sometimes use in their writing. All under fives know that symbols carry meaning. When writing their names they make recognisable symbols and several write their names accurately using correctly placed upper case letters. They begin to recognise the structure of sentences and copy well, leaving correct spaces in their sentences. Some of the group writes a recognisable sentence about themselves. Those who are beginning to write can write about the opening of presents and of feeling excited. The quality of teaching is good. Teachers' subject knowledge is good and they have high expectations. In all language lessons they maintain a good level of vocabulary and plan effectively to raise the level of children's speaking and listening skills. Their choice of resources for reading engages children's interest well and they record children's progress carefully.

### **Mathematical development**

66 In their mathematical development children reach standards in line with those expected for their age. The quality of learning is good. Children are given good opportunities to develop their understanding of mathematical language, their recognition of numbers and their ability to use some number operations. In reaching the expected levels children make good progress over a short period of time. They learn to recognise words such as 'circle' and 'rectangle' and make connections with things they do at home; 'Mummy had a rectangle in her basket'. The majority of children count to twenty successfully and several are confident in counting beyond. They can recognise a number by listening carefully to a number of claps. When working with a number line in class they recognise simple numbers which have been taken away and find a replacement correctly. Children work successfully with sets of objects up to ten and place them accurately, sorting and matching types of animals. They select successfully a chosen number of toy illustrations and paste them in the toy box, writing the correct number at the side. They know their colours and can describe them when selecting counting-cubes for their sets. A few pupils recognise number ideas beyond the task they are engaged upon and talk to the teacher about them; 'This set of numbers is five and it has the number five in it.' The quality of teaching is good. Teachers have good strategies for involving all children in number work. They recognise the need for reinforcement of concepts and plan interesting demonstrations involving children's participation. They are supportive in praise and encourage new learning through well-matched tasks.

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

67 In their knowledge and understanding of the world by the age of five most children achieve the standards expected. The quality of learning is good. Children, when looking at historical artefacts, talk about the domestic equipment their families use. They learn the purpose of the artefacts and begin to acquire an understanding of the past by handling old irons and hot water bottles. They describe the differences they see and feel and speculate on how these old objects were used. Teachers provide children with good opportunities to use the village as a resource and as a result children can describe some of the parts near to their home. The gallery of photographs of babies – 'Look at us now!' - encourages children to talk readily about families and close relatives and they talk excitedly about their birthdays and Christmas. Children's work on 'The Hunter' shows how they recognise some differences between familiar animals and more exotic animals and plants; they name a range of them and compare them with the animals described in 'Farmer Duck'. They examine hot water bottles to understand the materials from which they are made, which of them are heavy and light, why earthenware was used and why it was replaced by rubber. They use their sticking, cutting and fixing skills well, separating selected illustrations carefully, sticking these in order and fixing materials to paper for three-dimensional pictures. The quality of teaching is good. The introductions which teachers prepare engage the interest of children and encourage enthusiastic participation. The very good planning results in clear demonstrations, appropriate pace of lessons and good exploratory opportunities for the under-fives.

### **Physical development**

68 In physical development the quality of learning is good and children reach the level expected for their age, although the level of outdoor facilities for under-fives limits their opportunities. There is no outdoor area directly attached to the classroom and limited outdoor equipment, consequently children do not get enough opportunity to use large equipment or to exercise their control of wheeled vehicles. There is, however, good provision in indoor lessons in which children participate actively and energetically. They are confident in moving around in larger groups and model their actions on older pupils' demonstrations. Some can skip, jump and land well on demand and most play chasing games in the playground. In class they are aware of the space around themselves and others and join a circle appropriately; they understand the flow of people moving in one direction and make adjustments in a controlled manner. Their handling of small tools such as scissors, pencils and crayons is good and their manipulation of small fixing objects, such as plastic constructional equipment, is good. They have effective control when using the mouse on the computer. The quality of teaching is good. Teachers give clear instructions to children and good opportunities exist for children to experience a range of activities. Teachers have high expectations of good behaviour in activities and children respond well to their directions. There is good support from classroom assistants, who encourage good practices in group work and guide children towards successful outcomes.

### **Creative development**

69 Attainment of the under-fives in creative development is at the expected levels and the quality of their learning is good. The children experience a good range of opportunities to explore sound and music as singing-rhymes, jingles and sound patterns feature strongly in the curriculum for under-fives. They use their knowledge of colour and their understanding of the composition of oil pastel to describe its effect on fingers and paper. Children's understanding of roughness and smoothness is good and they make good attempts, under the direction of their teacher, at shading and demonstrating the fall of light. They show good imagination in their own pictures, illustrating parts of stories they have heard and incorporate recognisable images of animals and characters. The quality of teaching is good. Careful introductions are made to encourage good observation from children. Good opportunities are given to children to handle the objects they will draw and teachers ensure that children have a working vocabulary that will describe texture, form and light. Children's attention is drawn to appropriate tools and they learn how these will work on paper and the effect they can hope to achieve.

70 The curriculum for under-fives is good. Teachers plan well to the nationally recommended desirable learning outcomes. As children under the age of five are usually taught alongside older pupils in reception and Year 1, teachers blend the desirable learning outcomes with the programmes of study of the National Curriculum or separate the age groups for core skills such as numeracy. This is skilfully managed. There are pupils with special educational needs in the class but there were no children under the age of five on the special needs register. The provision for personal, social and health education is a strength. Teachers encourage independence and good social behaviour in all areas of the curriculum. The policy for early years is at developmental stage and features as a priority in the school development plan for the coming year.

### **ENGLISH**

71 Since the last inspection standards in English have improved from average to above the national average. This is because of improved teaching as a result of additional training for teachers, good use of the National Literacy Strategy, and the improved quality of resources.

72 The 1999 National Curriculum tests for eleven-year-olds show that pupils' performance in English was well above the national average, and broadly in line with the average for similar schools. The National Curriculum tests for seven-year-olds show that pupils' performance in

reading was above the national average and broadly in line with results for similar schools. Their performance in the writing tests was also above the national average, but was below the average of similar schools. Teacher assessment of speaking and listening skills showed that pupils' attainments were above the national average.

73 The findings of the inspection show that by the age of eleven the performance of pupils is above the national average in reading, writing and speaking and listening. Inspection evidence agrees with national test results for seven-year-olds at the end of Key Stage 1. The difference between inspection findings and national tests at the end of Key Stage 2 is due to the lower prior attainment of the present Year 6 class group; for example, there are 11 pupils with special educational needs in the year group compared with five in the previous year. The performance of pupils in comparison to those in similar schools and inspection findings show that pupils' achievements are satisfactory throughout the school.

74 Standards by the end of Key Stage 2 over the four-year period 1996-1999 were above average. Over the same period, the performance of girls in English was above the national average, whereas the performance of boys was well above the national average. The findings of the inspection show that boys continue to achieve higher standards than do girls. This is the reverse of the national pattern. The main reason for this difference is the greater attention given to boys in most lessons because of the higher proportion of boys in the school and therefore in most classes. There are no significant differences at either key stage between standards in speaking and listening, reading and writing.

75 By the end of Key Stage 1, speaking and listening standards are above average. This is because teachers speak very clearly to pupils, listen carefully to them and expect good concentration. Pupils listen well to teachers' explanations and directions for work, in the first part of the literacy hour for example. They listen carefully to each other and speak clearly when working in pairs and whole-class discussions; for example in talking about stories such as 'The Little Red Hen'. Pupils say clearly what they notice, feel, think and remember. They ask and answer questions about their own learning in reading and writing tasks.

76 By the end of Key Stage 2, speaking and listening standards are also above average. Pupils give their views confidently in whole class discussions and when working with a partner. They give full and varied responses to questions such as 'What makes this a horror story?' As a result of teachers' good development of talk in pairs, pupils appreciate others' points of view. They also justify and give evidence for their own views, for example, when describing characters and motives in stories. Pupils understand the need for formal English and use it appropriately. Confidence in speech and above-average vocabularies increase pupils' efficiency in learning. Speaking and listening skills are developed effectively in other subject, for example, in discussions in religious education.

77 By the end of Key Stage 1, reading standards are above average. Pupils read their scheme books accurately, but lower attaining pupils continue to need help with new words. Pupils understand the different parts of books, know how to use contents pages, and understand terms such as 'illustrator' and 'glossary'. High and average attaining pupils use simple indexes to find information. Pupils use alphabetical order to find meanings and some spellings in simple dictionaries. They use worksheets, read information books, and follow directions on computer screens.

78 By the end of Key Stage 2, reading standards are also above average. Nearly all pupils read fluently and accurately, both aloud and silently. Most pupils read regularly at home for enjoyment, and sometimes to find more information about school topics and interests. Pupils use skimming and scanning skills to pinpoint facts and evidence; for example, in geography and history pupils search for information in topic books. Pupils do not, however, re-read their own work enough to improve accuracy and punctuation.

79 By the end of Key Stage 1, writing standards are above average. Pupils shape and space letters accurately and write in sentences. They spell most words as they sound. Standards of handwriting and spelling are satisfactory. Pupils use above average numbers of words for seven-year-olds. There is an appropriate range of writing. Pupils write stories, and accounts of experiences, for example of holidays and Christmas, poems and lists of rules. Higher attaining pupils use joined up writing and some complex sentences. Pupils write in sentences and know how to use capital letters and full stops; occasionally, however, they forget to use them.

80 By the end of Key Stage 2, writing standards are above average. Pupils use writing to record and so to remember new learning; for example in science, religious education, design technology, geography and history. Pupils control sentences well. They know how to use paragraphs and speech marks. All pupils write to achieve particular effects; they choose describing and action words carefully, and change the lengths of sentences, for example. The range of writing is good. Pupils write film reviews, newspaper articles, poems, stories, eyewitness reports, letters and plays. Script-writing skills are well above average. Pupils have a good range of writing forms and styles at their disposal to meet different learning needs.

81 Pupils' attitudes, behaviour and personal development in English are good. They enjoy discussions in lessons particularly, and most find increasing personal satisfaction in reading, as they grow older. Pupils enjoy the detective work in the first half of literacy lessons, discovering meaning in text, and investigating language in use. They work well by themselves on their group reading and writing tasks. At both key stages, pupils are confident and industrious learners. They help each other and are interested in what other pupils have done and discovered. Most pupils are keen to answer questions and give opinions, reasons and examples; however, in a significant number of lessons, boys have more discussion with the teacher than girls.

82 The quality of teaching and learning is good at both key stages. Teachers at both key stages have good knowledge and understanding of literature for children and the stages in their language development. They make effective use of all the National Literacy Strategy techniques. As a result, they teach basic skills well. They have high expectations of pupils' concentration, and make effective use of support staff, resources and assessment information in well-timed lessons. Good relationships are the foundation for their very good management of classes. As a result, pupils make good gains in their knowledge, understanding and use of language in nearly all lessons. For example, Year 6 pupils learned quickly how to show fear and suspense in writing. This was because the teacher ran the lesson at a fast pace, provided plenty of good examples and was very interested in the work. Questions and comments such as: 'Are there any golden sentences?' and 'Comment on the length of sentences' spurred pupils into intense concentration on their creative writing, which they then wanted to share with the class. Teachers interest pupils at the beginning of lessons by explaining clearly what they are to learn and how to go about it. Such introductions are the result of careful joint planning. Pupils then concentrate well and are able to work by themselves and finish on time.

83 Teachers ensure good quality learning both for pupils with special educational needs, and for the few for whom English is an additional language. These pupils benefit from carefully devised work that develops their individual programmes, and from skilled, dedicated, help from teachers and classroom assistants. Teachers also sensitively involve all these pupils well in whole class activities. The pupils make good progress because of this support and the sensible match between their tasks and their previous learning.

84 The leadership and management of the subject are good. The school introduced the National Literacy Strategy well. Teachers now use this new approach confidently and effectively. Recent training, monitoring and professional discussion have sustained the commendable rising trend in standards. The school has begun recently to address the continuing difference between boys' and girls' standards. Pupils' good standards in speech, reading and writing prepare them well for the learning demands of secondary education.

## MATHEMATICS

85 The 1999 National Curriculum tests for 11-year-olds show that the performance of pupils in mathematics was above the national average but below the average in comparison to similar schools. The findings of the inspection show that by the age of eleven the performance of pupils is close to the national average. Pupils' performances in the national tests, at the end of Key Stage 2 over the period from 1996 to 1999 are inconsistent from year to year. Standards in 1996 were below the national average; they increased significantly in 1997 to above the national average, dipped to below the national average in 1998 and rose again in 1999 to just above the national average. Pupils' achievements are below their capabilities and this is shown in the comparison with other similar schools and pupils better performance in other subjects.

86 The National Curriculum tests for seven-year-olds in 1999 show the performance of the pupils by the age of seven is in line with the national average but well below the average for similar schools. The inspection judgements are that standards of attainment of seven-year-olds are now above the national average.

87 The discrepancy between inspection findings and national tests by the end of Key Stage 1 and Key Stage 2 can be explained. The headteacher and governors recognised two years ago that standards in mathematics were not good enough in relation to the capabilities of the pupils, and this is still the case at the end of Key Stage 2. The governors and the senior management team planned carefully to improve pupils' progress and documented this in a numeracy development plan. Staffing was enhanced with the planned appointments of teachers with specific mathematical expertise to teach the Year 5 and 6 classes, including a newly qualified graduate mathematics teacher who has subsequently become the co-ordinator for the subject.

88 The steps taken by the school during the past two years are thorough; however, the school has not identified until recently the effect of differences in boys' and girls' attainments. Over the last four years in the national tests for 11-year-olds boys have outperformed girls significantly to such an extent that if girls' attainments had been similar to boys in 1999 standards in the subject would have been well above the national average and average in comparison with similar schools. Girls are not doing well enough in mathematics and their achievements are below those normally expected. Similar differences in the performance of boys and girls are apparent in the present group of pupils at Year 6. Differences between the performance of boys and girls by the end of Key Stage 1 are similar though less marked.

89 During the 1998 – 1999 academic year the school embarked on improving the quality of teaching and learning linked to the introduction of the National Numeracy Strategy. This has had a positive effect both on the quality of teaching and on pupils' attainment at Key Stage 1, as is demonstrated by the inspection findings compared with the results of previous year. Standards have improved significantly in Years 3 to 5 and the recent pace of learning has been good. The present group of pupils at Year 6 is known by the school to be a lower attaining class than that of the previous year because of the presence of a relatively higher number of pupils with special educational needs and a significant number of pupils joining the class during Years 5 and 6. The school's effective monitoring of individual pupils' performance over the previous year has identified the present class of pupils in Year 6 as making expected progress overall. In order to accelerate learning the class is to be split into three attainment groups and taught in small classes during the spring and summer terms. The classteacher and headteacher are confident this strategy will improve pupils' attainment and enable the school to move towards its over-optimistic targets for standard this year; inspection judgements support this view. The targets set for the year 2001 are very challenging though they are achievable given the present progress of pupils in Year 5 and the good quality of teaching apparent.

90 Pupils by the end of Key Stage 1 investigate how many words they can copy before a sand timer runs out; they predict accurately and then record their findings well in tabular form.



Higher attainers build up and understand the multiplication of digits by four and five and recognise patterns in multiplication tables. They know that if 3 lots of 4 are 12 then 4 lots of 3 are also 12. Average attainers can represent simple multiplication diagrammatically. Lower attainers are able to sequence numbers up to twenty and quickly say the numbers backwards and forwards correctly. Most pupils can recognise and state some of the properties of shapes such as pyramid, cube, cuboid, square, rectangle, triangle and circle.

91 Pupils by the end of Key Stage 2 can solve problems by using their knowledge of factors of a number to calculate multiplication of tens and units by tens and units. Higher attainers understand and use to describe their calculations appropriate language such as 'partitioning'. Average attainers suggest confidently different ways to obtain an answer to a problem though they have slow recall of some multiplication facts. Lower attainers multiply units by units using pictures to aid understanding. Pupils use the 'greater than' and 'less than' symbols correctly. They recognise and understand positive and negative scales on a thermometer. Most average attainers and higher attainers know the difference in temperature between a positive and negative reading and lower attainers understood how to calculate using a 'number line' to assist their calculation.

92 The quality of teaching and learning is good at both key stages following the introduction of the National Numeracy Strategy at the start of this academic year and the success of the school's recent initiatives to improve standards. Teachers are fully aware of the need to maintain this recent improvement in teaching and in pupils' progress in order to raise standards to an acceptable level in comparison with those of similar schools and to enable pupils to realise their potential. The quality of teaching and learning observed was very good in four out of ten lessons, good in three out of ten and satisfactory in three out of ten. As a result of the high standard of teaching pupils' attitudes to their work and their behaviour are good.

93 Pupils work productively during small group work. Their behaviour is of a high standard and much purposeful discussion takes place between pupils as well as between pupils and teachers; this is a strong feature throughout the school and has a positive impact on pupils' progress. Pupils work responsibly together and maintain a high pace of learning without the direct supervision of a teacher. They are very supportive of other pupils who have special educational needs; for example, in one lesson pupils listened carefully to the contributions of a pupil with a statement of special educational needs much to the delight of this pupil. In most lessons pupils are actively involved and concentrate in the initial whole-class teaching period, though a significant number of pupils become restless and lose concentration in the few lessons when teachers expect pupils to concentrate for inappropriately long periods of time. At these times pupils' progress slows and, because of the excessive time taken for the introductory teaching, there is insufficient time for pupils to practise and consolidate their new learning.

94 Numeracy skills are taught very effectively; teachers explain well and make new learning comprehensible, which results in pupils increasing their understanding. For example, Year 2 pupils gained a deeper understanding during a lesson of how to subtract nine and eleven following good demonstrations using a 100 square board. Pupils with special educational needs and pupils who are learning English as an additional language make good progress as a result of the effective help they are given both from teachers and the highly-trained classroom support assistants. In a minority of classes teachers are not sufficiently aware of the need to provide boys and girls with equal opportunities to ask and answer questions in order to help them to make similar progress. For example, in one lesson the teacher focused questions on dominant boys despite girls wanting to participate, and in another lesson the seating arrangements allowed girls to be marginalised as they chose to sit at the periphery of the group.

95 Teachers' planning is good and there is plenty of challenge at an appropriate level to move pupils' learning on at a brisk pace; for example, in Year 1 the teacher asked challenging questions of pupils based on prior assessment information. Effective use is made of support staff to assist pupils with special educational needs to take part in lessons. Insufficient use is made of

information and communications technology to consolidate and develop pupils' learning and too few opportunities are planned to develop mathematical understanding in other subjects. Teachers prepare worksheets of high quality to focus pupils' learning and to encourage good progress as well as to check understanding; for example, pupils in Year 6 gained confidence in using factors to calculate the multiplication of tens and units and realised the value of improving their knowledge of the multiplication tables to speed up calculations.

96 The leadership and management are good. The senior management team and the governing body have recognised that standards are not high enough in the subject. The recently appointed co-ordinator provides good support for colleagues and has begun recently to monitor teaching and learning. The school is making good progress in implementing its numeracy development plan including the National Numeracy Strategy. Standards are rising already, though there has been insufficient time for the changes to the curriculum and the improvements in teaching to make an impact on pupils' attainment at the end of Key Stage 2. The school is well placed to raise standards significantly.

## **SCIENCE**

97 The results of the National Curriculum test for 11-year-olds in 1999 are well above the national average and well above the average achieved in similar schools. Inspection findings are that this year pupils' attainment is above the national average. The number of pupils with special educational needs and the significant number of pupils joining the school in Year 5 and 6 in the present cohort are the main reasons for the differences between the inspection findings and the previous national test results. Teacher assessment of seven-year-olds in 1999 indicates that the number of pupils attaining the expected level or above was above the national average; the inspection evidence supports this.

98 The school has made very good improvements in standards since the last inspection. Over the four-year period from 1996 to 1999 standards have risen each year from below the national average to well above the national average. Boys have outperformed girls consistently in each of these years and, in particular, in 1999; however, indications from assessment records show that girls' attainment will be higher than that of boys this year. Pupils overall achieve well in science throughout the school and in comparison to pupils in similar schools.

99 Pupils by the age of seven know that the force needed to move an object forward could be a 'push' or a 'pull'. During experimentation pupils recognised that a carpet might affect the movement of a car when it moves down a ramp, though they did not use appropriate scientific language such as 'friction' and this lack of understanding was not picked up by the teacher, resulting in opportunities for further learning being missed. Lower attainers record their investigations pictorially whereas average and higher attainers include text with their diagrams. Most pupils can suggest ways to ensure a 'fair' test. Pupils realise that it is important to wash hands before eating because of 'germs'. They understand that there are many sounds which can be produced in different ways which are heard through the ear. They understand that white light is made up of the 'colours of the rainbow'- pupils learnt this by producing a circular card containing the primary colours which they attached to the spindle of a motor and observed the colour changes when the motor rotated.

100 Pupils by the age of eleven successfully investigate the insulating properties of different materials and clearly record the details of their experimentation, including reporting results in tables and graphs. From pupils' books and files it is clear that information technology and mathematics are used insufficiently to support pupils' learning. Pupils create tests to find the properties of different rocks and in doing so gain an increased understanding of the variations in hardness. They build on previous learning of sounds and understand that sound travels through the air and can also travel through materials before arriving at the ear. They recognise that sound is heard when the vibrating air or material hits the eardrum and makes it vibrate. Most

pupils have an adequate knowledge and understanding of scientific language such as 'predict', 'attract' and 'repel'. The achievement of pupils throughout both key stages is good; previous pupils' performances and the inspection findings support this judgement.

101 The quality of teaching and learning is good at both key stages. The quality of teaching and learning at Key Stage 1 is good in half of the lessons and satisfactory in the rest; at Key Stage 2 the quality of teaching and learning is good in all lessons. Pupils' attitudes to their work and their behaviour are positive throughout the school, which is a reflection of the good teaching and this has a beneficial impact on the good progress pupils make.

102 Teachers explain tasks carefully and enter into purposeful dialogue with pupils and this results in pupils acquiring and understanding new learning as well as consolidating previous learning. Classroom support assistants are used effectively to assist pupils with special educational needs during the introductory whole-class grouping. Teachers encourage these pupils to participate in discussions to move their learning on as well as to celebrate their successes. Lessons are well prepared and build on pupils' previous understanding with activities that provide challenge for all levels of attainment to deepen their knowledge. For example, teachers provide pupils at Year 3 with a good range of well-chosen materials to enable them to find out which were attracted to magnets. These pupils worked well with partners and strove confidently to improve their understanding by first predicting, using their prior knowledge, and then testing and recording before realising that not all metals are attracted to magnets.

103 Pupils behave well and sustain concentration. They work quickly and quietly, recording results of investigations accurately. Teachers organise groupings efficiently and this enables both boys and girls to be involved quickly in discussions and demonstrations. Teachers make activities interesting and pupils are keen to express their views, as in a Year 2 lesson when pupils suggested methods of moving model cars. Teachers encourage pupils to hypothesise and this challenges pupils to increase their understanding during their investigations. Teachers set time limits for the completion of assignments and this increases the pace of learning. The good rapport between pupils and teachers and the interesting presentation of lessons result in high levels of motivation and standards of behaviour. Teachers provide good opportunities for pupils to develop their use and understanding of scientific language. In one lesson, for example, pupils gained a much deeper understanding of words such as 'angle' and 'slope' and phrases such as 'fair test'; in their responses to questioning they used words and phrases such as 'axle' and 'penetrating oil'. Teachers use previous assessment activities to plan future lessons and this means that new learning is built upon a firm foundation of knowledge.

104 The leadership and management of the subject are very good. The co-ordinator together with members of staff has produced a scheme of work of high quality, which is an adaptation of the nationally recommended scheme of work guidance, to ensure that pupils in mixed year groups are not repeating work. The monitoring of pupils' attainment is thorough and provides good guidance to staff to assist their planning. The strengths and quality of teaching, the curriculum and the leadership of the subject provide evidence that the school is well placed to maintain high standards.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

105 Standards of attainment are in line with the national expectations at the end of both key stages, as a result of recent improvements in the provision for the subject but pupils could do better as insufficient use is made of information technology in other subjects. At the end of Key Stage 1, pupils can write short pieces of text. They know that these can be saved and retrieved. Pupils use a graphics' program effectively, demonstrating good 'mouse' control and good use of the 'toolbar' to create and improve their work. They know that the floor robot can be controlled by programming and learn how to control it using simple programs. Pupils play educational adventure games successfully. They know how to switch the computer on, find the program they

need and close it down again. Pupils demonstrate a sound level of knowledge and understanding of the use of technology in the real world, such as video recorders and television controls, and know that the Internet is a source of information.

106 At the end of Key Stage 2, pupils can produce pieces of writing, such as reports, stories and poems, using different fonts, sizes and style of text. They can save, retrieve and redraft their work and can illustrate it using clip art. They use a graphic program successfully to produce posters and reproduce photographic images using a digital camera. Their ability to use data-handling programs for a variety of purposes, such as searching branching databases for information, is sound for their age. Pupils' ability to use a spreadsheet to calculate the cost of a party, for example, is also sound for their age. Pupils can research information from a CD-ROM, but have little experience of creating their own multimedia presentation. They know about the Internet and are becoming familiar with using it to find information. They demonstrate a sound knowledge and understanding of the use of technology in the real world, such as the use of microchips in household appliances. They have a well-developed understanding of the advantages and disadvantages of using information technology for a range of tasks, such as using a spreadsheet to adjust changes in pricing of party food rather than working costings out from scratch. Pupils' knowledge and understanding of control technology are satisfactory. They can program a simple robot and use screen commands at a satisfactory level.

107 Pupils' attitudes and behaviour are good. They enjoy the subject and are keen to learn. They work well both individually and in small groups, helping each other in the learning activity. This contributes to their personal development. Pupils are interested in their work and can concentrate for a good length of time, consolidating their learning. They form good working relationships, particularly when working in pairs or small collaborative groups, which help them make good progress. A significant number of pupils take the opportunity to work in the computer suite at lunchtimes to practise their skills.

108 The quality of teaching and learning is good at both key stages. The good teaching and learning are recent and have become apparent since the introduction of a suite of computers during last year. The resultant good teaching of the skills of information technology has enabled pupils to make rapid progress and reach standards of attainment in line with the national expectations. Teachers, however, are not using information technology sufficiently to assist learning in other subjects; this is unsatisfactory and restricts the raising of standards further. At Key Stage 1, one third of lessons were satisfactory and in two thirds were good. At Key Stage 2, the teaching in one quarter of lessons was satisfactory and three quarters were good.

109 Teachers plan lessons very clearly so that pupils know what they are learning and keep focused on the task. They explain very clearly how to carry out assignments and use imaginative activities to develop pupils' understanding, such as, in Year 2, using a robot to help Goldilocks find her way through the woods to the three bears' house. Pupils are well motivated and work hard to acquire new knowledge and understanding. Teachers revise previous learning and encourage new learning through clear instruction and demonstration and questioning of good quality. They set interesting and challenging activities designed to develop pupils' understanding, such as an activity on branching databases which helped the pupils to understand the shortcomings of the program they were using. The information and communication technology lessons are well paced to keep pupils' attention and help them to move forward in their learning. In one lesson, however, the teacher did not give sufficient encouragement to the girls, who were less demanding than the boys. This resulted in the girls working at a slower pace and doing less work than the boys did. Teachers give good support to pupils with special educational needs and those learning English as an additional language enabling them to take part in the lesson and move forward in knowledge and understanding.

110 The leadership and management of the subject are very good. The policy and development plan for information and communications technology is recent. They are very well designed, and, as well as taking advantage of current initiatives, take good account of the latest

developments in the subject. Teachers have been provided with up-to-date training and resources have been significantly improved in recent months. The introduction of a computer suite has made a significant and positive impact on the provision. Parents have made a substantial and welcome contribution to the improvement of facilities by fund-raising and collecting tokens for additional hardware. The school shows a significant level of improvement since the last inspection. With the appointment of new co-ordinator, the adoption of the national scheme of work, and the opportunities available through specific national funding, the school is well placed to continue to improve.

## **RELIGIOUS EDUCATION**

111 Standards in religious education at both key stages are in line with the requirements of the locally agreed syllabus. The subject is well linked to 'topic' themes and with the personal, social and spiritual development of pupils. A similar theme is usually developed throughout the school suited to the different levels of attainment of the pupils.

112 Younger pupils within Key Stage 1 can recount a previously read story and make choices about the characters they prefer to be. The written comment on the 'caring' tree indicates that young pupils understand well the nature of caring actions and their relationship with their everyday life. Older pupils know that some stories they hear are linked to holy books such as the Old Testament and can retell the main event in the story of Jonah and the Whale. They begin to understand that biblical figures have to make choices based on God's wishes. Their work shows satisfactory encounters with other faiths and the differences and similarities between such festivals as Christmas, Diwali and Hanukkah are recognised. By the end of Key Stage 2 pupils understand aspects of Christian baptism and that people of all faiths have rites which they celebrate on the birth of a baby. They write in more detail on the traditions within Islam, Judaism, Buddhism and Sikhism. Younger pupils in Key Stage 2 begin to understand the differences between holiday journeys and journeys with a spiritual purpose in introductions to work on pilgrimages.

113 Attitudes to learning are satisfactory at both key stages. The majority of pupils listen attentively to the stories they hear and to class discussions. In some lessons a good level of involvement takes place when younger pupils share their feelings with their teachers and older pupils enthusiastically share their experiences with each other. Most pupils behave well and carry out their tasks appropriately.

114 Teaching and learning are satisfactory at both key stages. Teachers have satisfactory subject knowledge, and sound planning makes effective links with areas of the curriculum, such as spiritual and cultural development, and as a result pupils' knowledge of the Christian religion and that of other world faiths increases satisfactorily. Lessons on the theme of light and Diwali give good opportunities to evoke atmosphere with candles and Indian music; the effect on learning is successful. Pupils are enlightened by aspects of human behaviour when exploring ideas on 'belonging' and 'making journeys'. Teachers encourage the use of good vocabulary and plan to include ideas encountered in literacy texts of good quality. Teachers use a variety of strategies effectively to present religious education and much of the work is learnt appropriately through discussion. This results in good exercise in speaking and listening and effectively supports pupils, including those with special educational needs and those for whom English is a second language. Learning resources are adequate for the teaching of the subject.

115 The leadership and management of the subject are satisfactory. The subject curriculum is broadly based and balanced but underdeveloped in the acquisition of skills. The school has maintained the sound provision for the subject since the last inspection. There is only a small amount of time is given to the subject and this restricts further improvements in standards;

however, pupils' achievements are in line with those normally found.

## **ART**

116 Pupils reach standards above those typical for eleven-year-olds by the time they leave the school. They gain a good level of knowledge and understanding of the works of a range of western and non-western artists. They develop a good level of skill in using a range of materials to express their ideas. Pupils demonstrate a good understanding of colour. Pupils' achievement is above that normally expected of eleven-year-olds.

117 Pictures by pupils in reception and Year 1, on an African theme, show good use of colour with oil based pastels on a background wash producing subtle effects reflecting the mood of the landscape. Pupils in Years 1 and 2 work with fabrics, producing appliqué pictures which are attractively finished. In Years 3 and 4 pupils use art to illustrate topic work on the 'Greeks', creating pictures, prints from CD ROM, and attractive puppets in a variety of materials. Pupils in Years 5 and 6 make good use of colour in their beautiful designs in the style of William Morris, with some very delicate work and subtle background effects.

118 Pupils' well-developed skill in portraying shape and form is evident in their work in the style of L S Lowry. Work in pupils' sketchbooks shows a wide range of characteristic figures in a variety of attitudes, very reminiscent of Lowry's work. Their compositions of groups of figures in a cityscape show well-developed technique in portraying perspective. Work on display throughout the school represents a variety of techniques and media and is of high quality; examples of these are watercolours on the theme of 'reflections', painted landscapes with a good sense of composition and attention to detail, work on the 'Tudors' in collage, and sketches in pencil, pastel and charcoal. A variety of attractive three-dimensional works in clay, collage, fabrics and paper, such as some impressive African masks, is recorded in photographs. Pupils study the lives of famous artists, such as Monet, and come to understand them through exploring artistic elements of their work.

119 Pupils work well in art lessons. They listen carefully to instructions and take great pains over their work, developing and refining details. They discuss their work with others, sharing ideas and understanding. Pupils concentrate for a good length of time, and are willing to develop a piece of work over several days, including, lunchtimes, sustaining interest and developing skills. Many pupils join the art club, enjoying additional opportunities to develop their skills.

120 The quality of teaching and learning is good; however, no lessons were seen at Key Stage 1 because of the organisation of the timetable. Teachers have a good knowledge and understanding of the subject, which helps them prepare well-focused lessons. They encourage pupils to look carefully at colour, shape and form, and at how space is used in the overall composition. As a result, pupils acquire a technical vocabulary, which they can use to describe their own work and to appreciate the work of others. Lessons are carefully planned for all pupils, including those with special educational needs and those learning English as an additional language. They have a good balance of instruction by the teacher and practical time in which pupils can develop and refine their technique. Teachers build successfully on previous learning planning challenging activities which motivate pupils to sustain their interest over time and to produce good results. Teachers encourage pupils to develop good working habits, using sketchbooks to practise details for example, and pieces of work over time are developed, refined and improved.

121 The subject is well managed by the co-ordinator, who has developed a comprehensive scheme of work covering a range of knowledge, techniques and materials. The school has built up a good resource bank of prints by western and non-western artists, which are used well to provide a varied curriculum. The range of opportunities offered to pupils is restricted, however, in those classes situated in the mobile classrooms, which have no running water supply. The extra-

curricular art club is a strength of the subject. This attracts a large number of pupils, who have the opportunity to work with materials and techniques in addition to those they use in lessons and who often produce work of high quality. The school has maintained the well-established provision since the last inspection and is well placed to continue to do so.

## **DESIGN AND TECHNOLOGY**

122 Pupils reach the standards in designing and making expected for eleven-year-olds by the time they leave school. All pupils, including those with special educational needs and those for whom English is an additional language, enjoy an appropriate range of investigative, planning and making activities. Their achievements are in line with those expected.

123 There was insufficient evidence to judge the quality of teaching and learning, as there was only one lesson during the inspection. However, the quality of teaching and learning in this lesson was very good because of the teacher's knowledge and enthusiasm, the quality and range of resources for pupils to work on, and the serious response of pupils to a challenging task. Observation of pupils' work, conversations with teachers and pupils, and scrutiny of plans and photographs showed that pupils have satisfactory opportunities to develop their making skills; however, in the reduced time now available for the work, the school does not give sufficient opportunity for pupils to evaluate the designing and making processes. There is also some over-reliance on the use of construction kits at times.

124 Reception pupils learn effectively to make teddy bears with moving limbs. They gain experience of drawing the shapes, cutting them out, colouring the parts in crayon and joining the limbs with split pins. Key Stage 1 pupils develop soundly their use of construction kits to make moving vehicles. They find out how to make models of hot air balloons with suspended baskets to hold a small toy. They also begin to make toys that spin. Year 3 pupils make good quality glove puppets of Greek gods in costume with heads made from plastic bottles and papier-mâché. They develop their designing skills satisfactorily when they construct models that lift and carry a small toy car. Year 4 improve the construction of their models by incorporating electrical circuits to set off buzzers. In Year 5 and 6 pupils build on their earlier learning effectively when they make model windmills powered by electric motors.

125 Leadership and management of the subject are satisfactory. The school makes good use of recent national guidelines. Joint planning for each year group links design and technology projects effectively to the science programme and Key Stage 1 topics. In this way, teachers broaden and enliven pupils' learning.

## **GEOGRAPHY AND HISTORY**

126 The history and geography curriculum is set within a topic or thematic approach particularly at Key Stage 1 and, to a lesser extent, at Key Stage 2. Whilst younger pupils will encounter both subjects throughout the term, specific units of work are planned for older pupils within each key stage. Consequently, opportunities to observe lessons were limited. Standards of attainment by the time pupils leave the school are typical for eleven-year-olds. Pupils, including those with special educational needs and those for whom English is an additional language, make sound progress and their achievements are satisfactory.

127 In history by the end of Key Stage 1 pupils have a satisfactory sense of time, recognising the differences between old and new weaponry of two world wars, domestic equipment and toys. When looking at old and new artefacts used in the home pupils talk about the differences they notice. They gain a greater knowledge of important inventors in history such as Faraday, Alexander Bell and the Montgolfier brothers. By the end of Key Stage 2 pupils show a good understanding of historical context when researching Nottingham of the past. and identify

satisfactorily the differences between the environment of the past and of the present day.

128 In geography, by the end of Key Stage 1, pupils reveal a clear knowledge of their immediate environment and several can direct a visitor to their homes from the school. They have an expected level of knowledge of the world beyond their home environment but much of this is related to their personal experiences rather than to what has been learnt in school. They are familiar with simple atlases and can talk about the similarities between the village and the city and follow 'left' and 'right' instructions on a simple diagram. By the end of Key Stage 2 pupils can talk about their knowledge beyond the immediate locality. They have opinions on how some activities affect the environment. They have a satisfactory understanding of world maps and can find, with help, simple locations on a map of the British Isles but need prompts when using terms such as 'north', 'south', 'east' and 'west'. They make good connections with history when describing various parts of the world colonised by Victorians.

129 Attitudes to learning are good, particularly amongst the younger pupils of each key stage. Pupils are keen to examine the historical artefacts they are shown and ask searching questions about their use. Older pupils within Key Stage 2 explore enthusiastically old maps and photographs when looking for similarities and differences over time. They behave well in geography lessons and are eager to participate in 'brainstorming' exercises on the types of weather experienced in Britain. They share their information collaboratively and present their work well on individual work sheets.

130 The quality of teaching and learning is satisfactory overall and there are good features common to both subjects. The planning of the curriculum is well structured and supported by national recommendations for schemes of work. However, teachers do not always have sufficient time available for the teaching of the subjects to achieve the learning objectives they have chosen, particularly at Key Stage 1. Teachers' informal assessment procedures occasionally do not give sufficient information for them to recognise that, whilst pupils have worked well at set tasks, the assessment gives little indication of pupils' level of historical and geographical knowledge. Teachers' subject knowledge is good and introductions to lessons raise the interest of pupils well with the result that pupils manage the content of their lessons satisfactorily. Teachers manage pupils well and exercise pupils' literacy skills in using challenging vocabulary. They prepare their learning resources well and display some of them to good effect.

131 Pupils at both key stages have satisfactory levels of knowledge and understanding in history and geography but their geographical and historical skills are underdeveloped. They learn facts satisfactorily but do not have sufficient skills in historical or geographical vocabulary to increase their thinking skills or the pace at which they work. Consequently pupils remain too dependent upon their teachers for direction in completing the tasks presented to them.

132 The curriculum is satisfactorily broad and balanced for both history and geography. The school incorporates a good range of extra-curricular opportunities which include Greek and Victorian days to support these subjects. Visits are made to places of historical interest and geographical discovery. Residential visits for Years 5 and 6 to Lincoln and Cober Hill are well managed to enrich pupils' understanding through first-hand experience in historical settings and in fieldwork. Resources, whilst obtained from outside sources, adequately support the curriculum of each subject.

## **MUSIC**

133 Pupils reach standards above those typical of eleven-year-olds by the time they leave the school. Their achievements are good throughout the school. At Key Stage 1 pupils become confident and well practised in performing their own compositions. Pupils play a wide range of tuned and untuned percussion, developing a good level of skill and a well-developed understanding of the effects produced by different instruments and by different ways of playing



them; for example, pupils in Year 2 evoke successfully the image of life in a pond, using instruments such as the xylophone, glockenspiel, voice and triangle, brought to life by the sound of bubbling water. The composition is carefully shaped, using repetition of the main theme. Pupils in Year 6 successfully compose their own 'genuine' Victorian street cries, which they set effectively to an accompaniment, such as, 'Buy my sweet oranges!' Pupils successfully develop ways of recording their compositions and learn conventional notation in Key Stage 2. They sing with enthusiasm and are quick to learn new songs. Most pupils can match their voices to the teacher's but a significant minority struggle to do this. Their developing vocabulary for talking about music helps pupils to appreciate and enjoy the music of great composers.

134 The quality of teaching and learning is good. Teachers have very good knowledge and understanding of, and enthusiasm for, the subject, which promote learning of good quality for all pupils. Pupils throughout the school enjoy music lessons and try hard. They work well in small groups, trying out ideas and co-operating closely with each other in sharing their compositions. Pupils enjoy performing for each other and for a wider audience. The lessons are well planned to build on previous lessons and pupils are told what they are going to learn. This keeps the lesson well focused and pupils are clear about what they are doing. Lessons are well pitched so that all pupils, including those with special educational needs and those learning English as an additional language, are working at the right level, with sufficient challenge to move them on. The good level of organisation and management of pupils results in well paced lessons in which pupils are involved in their activities and make the most of the time to develop and consolidate their learning; for example, pupils, in Years 3 and 4, developing composition about an electrical device with the battery running out, were organised into small groups and given an interesting activity with an appropriate period of time to carry it out. This resulted in pupils developing a good understanding of tempo, texture and dynamics. The good quality of the musical instruments provided for pupils encourages them to look after them, use them properly and obtain sound of good quality in their compositions.

135 The subject is well managed by the co-ordinator. The scheme of work is of very good quality and very helpful in guiding teachers' planning. The school provides additional opportunities for pupils to enjoy music making and participate in performances. Instrumental lessons are available in violin, brass instruments and recorder. A musical play is performed every year, such as 'Hosanna Rock', which pupils and parents enjoy very much. Pupils listen to a rich variety of music of western and non-western composers in lessons and in assembly. The school has maintained good standards since the last inspection. The high quality of the co-ordination of the subject and the introduction of a new scheme of work mean that the subject is well placed for further development.

## **PHYSICAL EDUCATION**

136 Pupils' achievements are satisfactory and as a result reach the standards expected for eleven-year-olds by the time they leave school, in games, gymnastics and dance. Pupils do well in swimming and their attainment by the age of eleven is well above average; nearly all pupils can swim 25 metres and many exceed this standard. By the end of Key Stage 1 pupils move safely as they make good use of space. Their co-ordination and expression in dance is average. They can devise imaginative balance positions and ways of moving. Pupils by the end of Key Stage 2 develop satisfactorily individual sequences of running, jumping, climbing, rolling and stopping, using mats and stands.

137 Pupils enjoy their physical education lessons and try to do their best. Enthusiasm and good listening help them to follow directions exactly and so quickly pick up new skills. They work well together in pairs and groups. They value their opportunities to pick up and test new skills. They move and use equipment responsibly and behave very well in lessons. Members of the public describe pupils' behaviour on the trip to the baths as 'brilliant' and swimming instructors comment on pupils' very good behaviour and effort.

138 The quality of teaching and learning is satisfactory overall with significant amounts of good teaching and learning at both key stages. The quality of swimming teaching and learning is very good. This is because each class has three qualified instructors or teachers at the baths. As a result pupils have expert and challenging teaching to match their personal attainment in each swimming lesson. Parents make an important contribution to pupils' success in swimming through coaching and helping with transport.

139 In physical education lessons at school, teachers have satisfactory knowledge and understanding of the subject. They ensure that pupils warm up before activities and teach pupils the importance of safe work and exercise. They follow a carefully developed scheme of work, making good use of published materials for dance lessons. Teachers give precise directions for activities and the use of equipment. Good demonstrations by teachers or pupils in most lessons often enable pupils to improve their performances, for example in balance or dance movements. Pupils try hard to master new skills. They benefit from opportunities in most lessons to watch and assess each other's performances. Pupils with special educational needs and those for whom English is an additional language are well taught. They respond well to skilled individual support.

140 Teaching and learning are less effective when pupils do not change for lessons, spend too much time listening to directions and do not meet challenging activities. Progress is also unsatisfactory when pupils do not have sufficiently detailed instructions on new movements. As a result they are reluctant to try and they develop poor technique.

141 The subject is well managed. A thorough scheme of work guides teaching effectively to give pupils a balanced and stimulating programme; however, the limited time available for physical education in Years 5 and 6 does not give pupils enough opportunity to improve their skills; however, overall pupils' achievements are satisfactory. Staff and parents support a good range of after-school activities to enhance pupils' opportunities for physical development. At different times of the year the school offers football, netball, cricket, table tennis, rounders and lacrosse. The residential visit during Year 6 provides some opportunities for outdoor and adventurous activities.