

# INSPECTION REPORT

**WOOD LANE PRIMARY SCHOOL**

**BIGNALL END, STOKE ON TRENT**

LEA area: Staffordshire

Unique reference number: 124057

Headteacher: Mrs Pauline Francis

Reporting inspector: Mrs Pat King - 7853

Dates of inspection: 19 June-22 June, 2000

Inspection number: 8602158

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Wood Lane,  
Bignall End,  
Stoke on Trent,  
Staffordshire.

Postcode: ST7 8PH

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Maurice Howell

Date of previous inspection: 27-31 January, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Pat King	Registered inspector	Art; English; Physical Education.	The School's Results and Pupils' Achievements; How Well Are Pupils Taught? How Well Is The School Led and Managed?
Mrs Elizabeth Fraser	Lay inspector		Accommodation; Community Links; How Well Does The School Care For Its Pupils? The School's Partnership With Parents.
Mr Dennis Maxwell	Team inspector	Music; Religious Education; Science; Under-Fives; Equality of Opportunity; Special Educational Needs.	Learning Resources; Pupils' Attitudes, Values and Personal Development; Staffing.
Dr Gillian Plummer	Team inspector	Design and Technology; Geography; History; Information Technology; Mathematics.	How Good Are The Curricular and Other Opportunities Offered To Pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a small primary school for boys and girls aged from 4-11 years, with 83 pupils currently on roll. It serves the village of Wood Lane and the surrounding areas of Audley, Bignall End and Chesterton. Attainment on entry is below average. The proportion of pupils eligible for free school meals is 18 per cent, which is below the national average. There are no pupils from ethnic minority groups and no pupils with English as an additional language. 21 pupils are on the school's register of special educational needs. This proportion is above the national average. Three pupils have a statement of special educational need and require considerable support with their learning. This figure is above the national average.

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

Wood Lane is an effective school. It achieves largely appropriate standards in most of its work in the Reception Year and Key Stage 1. The consistently good quality of the teaching in Key Stage 1 is promoting a marked improvement in standards since the last inspection. Standards are improving at the end of Year 6 due to the good teaching in Years 5 and 6, although pupils could do better in lower Key Stage 2. Most pupils are keen to learn and generally work hard. However, many pupils in the lower junior class show insufficient interest in their work to make appropriate progress in their learning. The school is well led and managed and provides satisfactory value for money.

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

- The leadership and management by the headteacher and governors give a clear sense of direction to the work of the school.
- The teaching in the Reception Year, Key Stage 1 and upper Key Stage 2 is good.
- Links with the Small Schools' Cluster Group are very good in broadening the curriculum opportunities available to pupils and in promoting teachers' professional development.
- Most pupils have positive attitudes to learning and relate well to each other and to adults.
- Pupils' attendance is good and this helps the pupils to make mainly satisfactory progress, with some that is good.
- The school provides well for pupils' moral and social development.

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

- Pupils' attainment in English, mathematics and information technology at the end of Key Stage 2;
- The quality of teaching in lower Key Stage 2;
- The monitoring of pupils' academic progress to support the teachers in raising standards;
- The promotion of pupils' independent learning and enquiry skills;
- The level of provision for pupils with special educational needs in Key Stage 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997, standards have risen in the national tests in reading, writing and mathematics at the end of Key Stage 1 and in science and mathematics at the end of Key Stage 2. Some of the weaknesses identified in the last inspection report have been addressed well. The leadership and management of the school have improved and a good school development plan is being implemented effectively. Procedures to improve behaviour and reduce the incidence of bullying at break times have been very successful. A good start has been made in the monitoring of teaching and learning by the headteacher, governors and staff but the procedures are in need of further development. Satisfactory progress has been made with the preparation of curriculum planning but more work needs to be done to support teachers in planning for subjects like art, geography and physical education. Emphasis has been placed in the last year on developing information technology and design and technology and the provision for these subjects has improved. Assessment has yet to be addressed fully. The headteacher is giving a clear lead on future developments and the governors and all members of staff are committed to improving the school. The capacity to improve further is judged to be good.

## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	Year-1997	Year-1998	Year 1999	Year 1999
English	C	B	D	E
Mathematics	D	C	A	A
Science	D	C	C	D

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

Children enter the Reception Year with attainment that is below average for their age. They make good progress in most aspects of their learning and by the age of five reach what is expected nationally for their age in all areas of experience except mathematics. By the age of seven pupils' attainment in the national tests in 1999 was mainly average in reading and writing. It was well below average in mathematics. In the current Year 2 attainment was judged to be above average in reading and average in writing and mathematics, which shows a marked improvement in standards. By the end of Key Stage 2 pupils' attainment in the national tests in 1999 was below average in English, well above average in mathematics and average in science when compared to all schools nationally. When compared to similar schools based on the number of pupils eligible for free school meals, pupils' attainment was well below average in English, well above in mathematics and below average in science. Standards in the current Year 6 are below average in English and mathematics and average in science. Over the last four years, standards have risen in the national tests at the end of Key Stage 2 in mathematics and science more than the national trend and in line with the national trend in English. Fluctuations occur in the school's results due to the small number of pupils in the year groups and changes in the percentage of pupils with special educational needs, but these are within an improving trend. Pupils' attainment in information technology is slightly below the national expectation at the end of Key Stage 1 and below at the end of Key Stage 2. In religious education their attainment is in line with the expectations of the locally Agreed Syllabus. In the other subjects, pupils make mostly satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In three of the four classes pupils have developed good attitudes to school life and work. They are generally interested in the good choice of tasks provided by the teachers and enjoy their work. In one class pupils have unsatisfactory attitudes to learning, which affect the progress that they make.
Behaviour, in and out of classrooms	Behaviour in the majority of classrooms, in the playground and around the school is good. However, the behaviour in lessons of a minority of pupils in the lower juniors, requires frequent correction by the teacher and is unsatisfactory.
Personal development and relationships	Pupils are polite, caring and friendly towards one another, staff and adults. They are willing to take responsibility within class and when involved in such activities as fund-raising.
Attendance	Attendance is good. A minority of parents does not keep the school informed fully about reasons for absence.

## TEACHING AND LEARNING

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

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

The quality of the teaching is good overall. Approximately nine out of ten lessons seen were satisfactory or better. Seven out of ten lessons were good, or occasionally very good, and about one in ten lessons was unsatisfactory or poor. The quality of teaching is mostly good in the Reception class, Key Stage 1 and in Years 5 and 6. It is mainly unsatisfactory in Years 3 and 4 and this has an adverse effect upon pupils' progress. The quality of teaching overall is similar to that at the time of the last inspection. Teaching is mainly good in literacy in Key Stage 1 and in Years 5 and 6 and in numeracy, mathematics and science in both Key Stages. Teachers teach the basic skills of literacy and numeracy effectively. Teaching in the other subjects is satisfactory, although insufficient teaching was seen in physical education and music to make a judgement. Teachers generally provide work that meets the needs of all pupils but not all pupils are challenged enough on some occasions, because procedures for assessment are not developed fully. The quality of teaching usually ensures that pupils make satisfactory progress and on some occasions promotes rapid acquisition of knowledge and understanding in literacy, numeracy and science. It often results in pupils working hard and at a good pace, particularly in whole-class work.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum meets statutory requirements satisfactorily. Links with the Small Schools' Cluster Group and school visits make a very good contribution to pupils' learning opportunities.
Provision for pupils with special educational needs	Satisfactory overall. Present provision does not meet fully the needs of pupils within Key Stage 2.
Provision for pupils' personal, development including spiritual, moral, social and cultural development	Moral and social development is promoted well. Provision for cultural and spiritual development is satisfactory, although insufficient attention is given to developing pupils' understanding of life in a multi-cultural society.
How well the school cares for its pupils	All members of staff know pupils well and provide a good level of care. The school promotes good behaviour and an anti-bullying culture. Procedures for the assessment of pupils' academic progress are unsatisfactory, although the school has begun to address this matter.

The school has a good relationship with parents. Parents are provided with good information to keep them well informed about the life and work of the school and have many opportunities to be involved in what their children do.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is good. She works closely with the staff, governors and parents to give a shared sense of purpose to improving the school.
How well the governors fulfil their responsibilities	Governors take a very active part in the life and work of the school and fulfil their responsibilities effectively.
The school's evaluation of its performance	The school has identified its main strengths and weaknesses and has put in place priorities for improvement. It is beginning to use information from tests and the monitoring of teaching and learning to raise standards. However, this approach is not yet systematic enough.
The strategic use of resources	The governors have managed the financial resources very carefully since the last inspection in order to reduce costs because of the decrease in the numbers of pupils in the school. Spending is linked to priorities for school development and governors consider carefully value for money and the views of staff and parents when making decisions.

Teachers are appropriately qualified and experienced to teach this age group. Learning resources are satisfactory. The school has an inadequate hall for indoor physical education but makes good use of the

local secondary school facilities. There is no easily accessible outdoor provision to support the physical development and play of the under-fives.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<p>In response to the parents' questionnaire and at the pre-inspection meeting the majority of parents stated that:</p> <ul style="list-style-type: none"> <li>• the school is well led and managed;</li> <li>• the headteacher and staff are very approachable and willing to listen to parents' suggestions and concerns;</li> <li>• the teachers' supportive and caring approach helps the pupils to make good progress;</li> <li>• pupils' behaviour is good and has shown much improvement in the last two years;</li> <li>• parents are welcomed into the school and are kept well-informed about the life and work of the school;</li> <li>• the school encourages pupils to be polite and friendly and to work together effectively;</li> <li>• pupils have a wide range of interesting activities to take part in within school time.</li> </ul>	<p>A few parents consider that:</p> <ul style="list-style-type: none"> <li>• the progress of some pupils in the lower juniors has been affected adversely by inconsistencies in the quality of teaching;</li> <li>• the approach to homework is variable across the school. Homework is appropriate in Key Stage 1 but does not become sufficiently more demanding for the pupils in Key Stage 2;</li> <li>• the range of activities offered to pupils outside of lessons as extra-curricular activities is limited;</li> <li>• the school does not work closely enough with parents.</li> </ul>

The inspection evidence generally endorses the parents' positive views of the school. It finds that there is need for improvement in the quality of teaching and the progress that the pupils make in lower Key Stage 2 and in the homework given in Key Stage 2. However, the inspection findings show that the school has a good partnership with parents and provides an average range of extra-curricular activities for a school of this size.

## **PART B: COMMENTARY**

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

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

1. Pupils enter the Reception Year with attainment that is below average overall for pupils of that age. They make good progress in most aspects of their learning and by the age of five reach what is expected nationally in their personal and social development and in their creative and physical development. Their attainment in language and literacy and in their knowledge and understanding of the world by the age of five is close to the national expectation. They make satisfactory progress in mathematics but their attainment remains below the national expectation when they reach the age of five.

2. Over the last four years there has been a marked improvement in the national test results at the end of Year 2 in reading and writing. Pupils' attainment has risen from well below average to average when compared to all schools nationally. In mathematics, whilst there has been an upward trend, pupils' attainment has remained below the national average. In the national tests of summer 1999, teachers' assessment of pupils' attainment in science was very high in comparison with national averages. In the current Year 2 attainment was judged to be above average in reading and average in writing, mathematics and science, which shows a marked improvement in standards since the last the last inspection in English, mathematics and science.

3. At the end of Key Stage 2 there was an improvement in the national tests in English from 1996 to 1998 from average to just above the national average, which was more marked than the national upward trend. In 1999 standards were below the national average. In mathematics there has been a significant improvement over the same period with standards rising from below average to well above average. In science standards have shown a steady improvement in line with the national trend but have remained below average. In 1999, when compared to similar schools, based on the percentage of pupils eligible for free school meals, pupils' attainment in English was well below average, in mathematics was very high and in science was below average. Pupils' attainment at the end of Year 6 is currently below average in English and mathematics and average in science. The fluctuations in standards from year to year are more marked because of the small numbers of pupils in each year group. They reflect the changes in the numbers of pupils with special educational needs and inconsistencies in progress in Key Stage 2.

4 Pupils' listening skills are average overall in both key stages. They learn at an early age that it is important for them to listen and most listen carefully, which contributes to the mainly satisfactory progress that they make. Pupils speak clearly and confidently in Key Stage 1, although they seldom respond at length by adding detail. By the end of Key Stage 2 pupils' attainment in speaking is below average and they find difficulty in offering explanations within the class, although they are given support and encouragement to do so. By the end of Year 2 pupils' attainment is at least in line with the national expectation in writing. Punctuation and spelling are satisfactory but there are some weaknesses in handwriting and pupils often write briefly. By the end of Year 6 pupils' attainment is below average. They develop satisfactory knowledge of spelling and punctuation but the application of these skills to their independent writing is inconsistent. Their handwriting is of a satisfactory standard. They are able to use their writing skills to support their learning in other subjects but they often have difficulty in structuring their ideas when writing stories and accounts independently. Pupils' attainment in reading is above average at the end of Year 2 and below average at the end of Year 6. Pupils read with good attention to accuracy and understanding. They are generally able to read for information in subjects like history, geography and science and many pupils are able to use research skills

appropriately for their age.

5 Pupils' skills in numeracy are appropriate for their age at the end of Key Stage 1 and they are able to calculate mentally to a satisfactory standard. Younger pupils in Years 1 and 2 respond to quick questions from the teacher, which require mental calculation and are also able to record their calculations accurately in written form. Their ability to use a range of strategies to solve problems is below what is expected for their age. Inspection evidence indicates that the proportion of pupils gaining the expected level or above in this year's test at the end of Year 6 is likely to be below the national average. The pupils in both key stages can use their numeracy skills effectively within other subjects, for example when taking weather measurements and interpreting graphs in geography.

6 In science pupils demonstrate a good understanding of testing and investigation in discussion with the teacher at the end of both key stages. However, in Year 6 pupils do not always apply their understanding when working independently to carry out experiments. Pupils in Years 2 and 6 demonstrate a sound knowledge of the required aspects of science, although this is not often reflected in the written work of the eldest pupils.

7 Pupils' attainment in information technology is just below the expected level at the end of Key Stage 1 and below average at the end of Key Stage 2. Pupils make satisfactory progress in Key Stage 1 and unsatisfactory progress in Key Stage 2. The rate of their progress has been partly affected by lack of up-to-date hardware and software to meet curriculum requirements. It is also due to pupils not building enough on their knowledge and skills across the school because of insufficient subject guidance for the teachers. A satisfactory level of improvement in pupils' attainment has been achieved in word processing, data handling and computer control since the installation of new equipment. Pupils use these skills satisfactorily across the curriculum.

8 In religious education pupils make satisfactory progress and their attainment is in line with what is required in the locally Agreed Syllabus. By the end of Year 2 pupils have a satisfactory knowledge of Bible stories and an appropriate understanding of the significance of some special religious occasions, such as baptism. By the end of Year 6 pupils have a sound knowledge and understanding of some world faiths. In both key stages pupils develop their moral and spiritual awareness effectively through religious education.

9 In art, geography and history pupils' attainment is in line with the national expectation at the end of both key stages. In a games lesson at the end of Key Stage 1 and in music at the end of Key Stage 2 pupils demonstrated satisfactory skills. It was not possible to make a judgement about attainment overall in design and technology, in music at the end of Key Stage 1 and in physical education at the end of Key Stage 2, because insufficient lessons were available for observation during the days of the inspection.

10 Pupils make mainly satisfactory, with some good progress in Key Stage 1 both in the lessons seen and over time. The good progress is particularly evident in reading and mathematics because of the consistently good quality teaching. Progress overall in Key Stage 2 is satisfactory. In Years 3 and 4 the progress that the pupils have made has been unsatisfactory. This is due to the unsatisfactory quality of the teaching and currently to the pupils' poor attitudes to learning. They find difficulty in concentrating and applying themselves to improving the quality of their work. This has an adverse impact on standards at the end of Key Stage 2, despite the good progress that is often made in Years 5 and 6.

11 Progress in art, design and technology, geography, and history is satisfactory overall in both key stages. In these subjects pupils generally have opportunities to develop their skills, knowledge and understanding. However, they do not always build on these sufficiently across the school to make good

progress. This mainly occurs because teachers do not have appropriate subject guidance as to how skills are to be built upon systematically over time and procedures are not in place to check pupils' progress fully. Progress in the lesson seen in physical education was satisfactory and in music it was good.

12 Higher attaining pupils generally make satisfactory progress but there are instances of a lack of challenge for these pupils in writing, in some aspects of mathematics and in geography and history. There is no significant difference in the progress made by boys and girls.

13 Pupils with special educational needs make satisfactory progress overall, although some progress is unsatisfactory in Years 3 and 4 when insufficient support for the teacher is available. Realistic and manageable targets are set for them so that they are able to achieve appropriately through the mostly effective support. The register of special educational needs shows that a few pupils are ready to move off the register as they overcome their difficulties.

14 The school met its target in 1999 for the end of Key Stage 2 attainment in English and exceeded its target for mathematics by 28 per cent. The targets set for the Years 2001 and 2002 are appropriate. However, those for 2002 are much lower due to the higher proportion of pupils who have special educational needs and to the unsatisfactory progress that these pupils have made in the lower part of Key Stage 2.

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

15 All members of staff work hard to create an orderly and caring environment. This encourages children in the Reception Year and pupils in both key stages to feel secure and that their work is worthwhile. Most pupils respond well to the expectations set by the staff and have developed good attitudes to school life and work, thus maintaining the standards at the time of the previous inspection. Pupils of all ages enjoy school and parents recognise this feeling in their children. In the classrooms, pupils are mostly interested in the good choice of tasks provided by the teachers and enjoy their work. Several pupils remain very dependent on the teachers and classroom assistants for recognition and approval of their work. By the end of Key Stage 2, the quality of presentation of the pupils' work is usually good, although in earlier years, pupils are more dependent on reminders by the teacher to lay out their work carefully.

16 There is a good working atmosphere in the Reception class and Key Stage 1 but in the lower junior class there is a lack of interest and co-operation amongst many pupils, reaching severe disaffection on a few occasions. By Year 6, pupils show that they are able to work sensibly on their own or within groups without supervision, for example in science experiments. Their improved interest and attitudes result directly from the consistent and high expectations of the teacher. Pupils regularly share their findings and answers with each other during both class sessions and group work, but are only gaining the skills of working collaboratively by Year 6. Pupils with special educational needs usually take a good interest in the activities planned for them, enjoy their work and co-operate with other pupils.

17 Behaviour is satisfactory. At the time of the previous inspection it was noted that behaviour in the playground by a minority of pupils was unsatisfactory, with aggressive and threatening behaviour by older to younger pupils. None of this poor behaviour was observed in the playground during the week of this inspection. Most pupils respond to the school's expectations for considerate behaviour and respect that are applied consistently in three of the four classes. A minority of pupils, notably in the lower juniors, requires frequent correction. In the Reception class most children understand the need for good behaviour and work well together. Across the school pupils know the difference between right

and wrong, and want approval for their behaviour and work. They usually treat materials with respect, and are learning to listen to each other. Within the lower junior class pupils have learned uncooperative behaviour that adversely affects their attention and attitudes. The behaviour of some pupils in Years 3 and 4 is challenging, and at times there is insufficient classroom support to counter the inappropriate behaviour and prevent distraction for the majority of pupils. Most pupils with behavioural difficulties are developing good attitudes through the combined management strategies of the teachers and classroom assistants. Bullying is rare, and is dealt with quickly and effectively when it does occur. There were no exclusions last year and there have been no exclusions in recent years.

18 Pupils have satisfactory relationships with one another and often show care and consideration to others. Pupils in the Reception class are helped well to form positive relationships and to think of others, although a few pupils find this difficult. All members of staff work hard to establish good relationships with the pupils, based upon a strong commitment to their well-being and a very good understanding of their needs. They help the pupils to recognise and respond to others' feelings, supported by the effective classroom management. Pupils' personal development is satisfactory and this has been maintained since the last inspection. Pupils understand school and classroom expectations for being responsible, although opportunities for taking on whole school responsibilities are rather limited. They make a good contribution to charity work, for example by raising funds for NCH Action for Children. They also contribute to the life of the local community through visits and a study of local facilities.

19 Attendance is good, and is better than the average level of attendance for this type of school. These good levels of attendance support pupils' progress. Overall the level of attendance has improved since the last inspection, but the rate of unexplained and unauthorised absences remains higher than average.

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

20 The quality of the teaching is good overall. Approximately nine out of ten lessons seen were satisfactory or better. Seven out of ten lessons were good, or occasionally very good, and about one in ten lessons was unsatisfactory or poor. The quality of teaching is mostly good in the Reception class, Key Stage 1 and in Years 5 and 6. It is mainly unsatisfactory in Years 3 and 4 where this has an adverse effect upon pupils' progress. The quality of teaching overall is similar to that at the time of the last inspection. Teaching is mainly good in literacy in Key Stage 1 and in Years 5 and 6 and in numeracy, mathematics and science in both key stages.

21 Teachers address the Literacy Framework effectively to plan relevant work for the pupils. They teach phonic skills systematically. Their approach ensures that pupils make satisfactory and often good progress in their knowledge and understanding of punctuation, spelling and strategies for recognising unknown words in their reading. Teachers organise lessons well so that they are able to work closely with groups of pupils to extend their thinking. One of the strengths of the good teaching in literacy is the teachers' very skilful questioning of pupils, which helps pupils to acquire new learning at a good rate. They motivate pupils through the use of appropriate texts, with the result that pupils are keen to contribute and express their ideas.

22 Teachers implement the Numeracy Strategy effectively. There is a good pace in the mental arithmetic sessions through the use of good questioning. This is not as well maintained in the group work because it is not made clear to pupils what they are expected to achieve in the time available. Numeracy skills are taught satisfactorily and positive attitudes to the subject are developed.

23 In science there has been an improvement since the last inspection in the teaching of

investigative approaches. Teachers set up good experiments that challenge pupils to observe and predict in Key Stage 1. In upper Key Stage 2 the teacher's questioning style brings out pupils' ideas well.

24 Just over half the teaching observed was in literacy, numeracy and science. Fewer lessons were observed in each of the other subjects. When taking account of all evidence, teaching was found to be satisfactory in art, design and technology, geography, history, information technology and religious education in Key Stages 1 and 2. The teaching in these subjects is mainly satisfactory because teachers do not build as consistently on pupils' skills over time as they do in literacy and numeracy. However, within some lessons, pupils make some good progress, such as in art lessons seen in Key Stages 1 and 2. In history, in particular, teachers do not stress the skills of enquiry enough. Insufficient teaching was observed in physical education and music to make a judgement about the quality of teaching overall and it was not possible to scrutinise past work.

25 In the majority of lessons where teaching is good teachers prepare lessons thoroughly so that activities are interesting and often build satisfactorily on previous learning. They are able to offer clear explanations to pupils who then understand what it is they have to do. They have suitably high expectations of pupils' behaviour, which they communicate to them. These positive features of the teaching mean that pupils generally work hard and at a good pace. They are well motivated and are able to work independently of the teacher, when required. However, teachers give pupil very few opportunities to make decisions about which materials they are to use or how they are to record their work.

26 Teachers question pupils well and listen carefully to their responses to assess their progress. In some subjects, particularly in literacy and numeracy, some teachers have developed their own methods of recording these observations and use the information to plan appropriate future work. Generally, there is a suitable level of challenge for average and lower attaining pupils but in numeracy and literacy on some occasions the highest attaining pupils could be stretched more. In other subjects there is less evidence of work being matched to the different levels of ability within the class and this results in some underachievement in subjects like geography and history. Teachers generally mark pupils' work carefully and some teachers make very detailed comments to help pupils to know how to improve. However, this approach is inconsistently applied across the school. Where teaching is unsatisfactory the marking is thorough but has very little impact on the quality of pupils' future work. Where teachers are setting individual targets and monitoring pupils' progress towards them, it is having a very positive impact on pupils' progress.

27 In the unsatisfactory teaching the management of pupils is weak. As a consequence, pupils have poor attitudes to learning and cannot sustain concentration. Pupils repeat work at a similar level and the teaching does not promote improvement in the quality of pupils' work.

28 Lessons are generally, but not always, planned with the needs of pupils with special educational needs. The teachers have copies of the pupils' individual education plans and adapt their approach and questioning to their needs on most occasions. The teaching of pupils with special educational needs is good. Teachers and support staff work well as a team to the pupils' benefit. The learning support assistants provide thoughtful, caring and effective support that is usually used to good effect in promoting the pupils' development. A considerable amount of time is given to pupils' personal and social needs to enable them to take part in the lessons.

29 Teachers in Key Stage 1 use homework very effectively to support and extend the work of the classroom in spelling and reading. The approach is not consistent across Key Stage 2. In Year 6 pupils have a range of work that is linked to classroom activities but it is not often matched to pupils' differing needs. The expectations in terms of time commitment for this age group are not high enough.

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

30 In the last inspection report, the curriculum was judged to be broad and well balanced for children under five. Though generally broad at Key Stage 1 and 2, there were some shortcomings, particularly in Key Stage 2. These weaknesses have been addressed satisfactorily but further work is needed. There is no guidance to aid planning in the foundation subjects and teachers' planning for each term in these subjects is not checked fully. These are priorities for improvement in the school's development plan.

31 The curriculum experiences provided for the Reception class are good. Teachers plan to meet the government's Early Learning Goals for young children and offer the pupils activities that are relevant and stimulating. They match the work to the needs of the pupils so that they make mainly good progress.

32 The school provides a broad and balanced programme that meets National Curriculum requirements in both key stages. Since the last report, satisfactory improvements have been made in the school's provision for practical mathematics, information technology and design and technology. These are adequately delivered. Provision for personal and social education, including health education is satisfactory. The school nurse delivers sex education and drugs education in the upper school, along with health and hygiene sessions. The school is also involved in the Health Promoting Schools Initiative and teachers are trained to make effective use of 'circle time', an activity to promote pupils' social and personal education.

33 Both the literacy and numeracy strategies have been successfully implemented and are satisfactory in developing the pupils' basic skills. Slowly, they are beginning to have a positive effect on raising standards.

34 The school's provision for equality of access and opportunity for all its pupils is satisfactory. A positive aspect is the encouragement of girls to play football if they wish.

35 The great majority of tasks provide worthwhile and interesting experiences for the pupils with special educational needs, matched to their stages of development. They take part in the full range of curriculum activities. In a few instances, particularly at Key Stage 2, their learning is adversely affected by a lack of learning support, although their full allocation of hours by the Local Education Authority is provided.

36 For a school of its size, the provision of extra-curricular activities is satisfactory in enhancing the curriculum for pupils. Pupils have the opportunity to play the recorder, join first aid, science and homework clubs and play football and netball. Pupils in Years 5 and 6 have the chance bi-annually of a week's stay at a Stafford Field Studies Centre undertaking outdoor pursuits. These activities are effective in broadening pupils' interests and in raising their attainment in these areas. Few opportunities are provided for pupils in Key Stage 1.

37 The school's links with the local community and its use of local resources make an effective contribution to supporting and enriching pupils' knowledge in subjects such as history, geography, science, religious education and pupils' personal development. For example, the school holds concerts at the Methodist Chapel and ministers from the chapel regularly visit the school. Pupils visit



places of historical, geographical and cultural interest in the locality and further afield, like Beeston Castle and Apedale Woods which extend pupils' knowledge. The school's programme of visits and visitors is supported effectively by funding from the Stafford Partnership and this organisation also provides valuable contacts with local businesses. Pupils entertain senior citizens at Christmas, and over the past years the Parent Teachers' Association float has regularly won first prize in the village carnival.

38 The school is an active member of the Small Schools' Cluster Group. This enables the school to take part in a wide range of visits and sporting activities which would be uneconomic for them to undertake or provide on their own, such as the residential visit to the outdoor pursuits centre. These activities are most effective in promoting pupils' personal and social development through enabling them to make friends with their peers in other small schools

39 Links with the local high school are good. There is a well-managed familiarisation programme to prepare the pupils for transfer at the end of Year 6. The high school is very supportive. For instance, it accommodates pupils for physical education and for work in the computer suite. Training in information technology is also provided for this school's staff. As the inspection finished, Year 6 pupils were preparing to spend an afternoon of sport at the secondary school, although there was some apprehension about the prospect of going into the 'big school' showers. In the summer term there is a valuable programme of science and information activities for pupils in both key stages based in the secondary school.

40 The provision for pupils' spiritual, moral, social and cultural development is good overall. There has been improvement since the last inspection in the school's promotion of pupils' social and moral development.

41 Provision for pupils' spiritual development is sound. It was also judged to be sound in the last report. Daily acts of collective worship meet statutory requirements. Assemblies provide pupils with the opportunity to listen to music and to sing and pray. Moments of reflection are based on Christian values. Pupils think about children not as fortunate or as happy as they are, and reflect on what they are looking forward to and on having patience to wait. Whilst other opportunities to promote pupils' spirituality are not planned, they do occur. Children in the Reception class are excited at chocolate melting. In Years 1 and 2 there is delight when a baby lamb and goat are brought into school when pupils are learning about farming. Pupils in Years 3 and 4 are intrigued with an experiment showing why plants need roots. However, the curriculum overall does not provide a wide range of opportunities for pupils to consider the spiritual dimension through music, art or literature appreciation. The promotion of an understanding of a wide range of beliefs through visiting speakers is limited.

42 Pupils' moral development is promoted well through the encouragement of pupils to devise their class rules. These are clearly displayed in all rooms and help pupils to conform to routines. Additionally, school and playground rules are displayed. The school's behaviour policy clearly identifies the need to promote pupils' moral development as an on-going priority. Pupils are helped to understand the principles that underpin moral values, particularly through an activity called 'circle time' when pupils talk about the effects of their behaviour on others. They are encouraged to communicate with each other when problems occur. Moral development is promoted adequately through religious education and assemblies. Themes are explored through story telling, highlighting the need for patience, respect and giving recognition to the needs of the wider world. Opportunities also occur in history, for example when pupils in Years 1 and 2 are read the story of the Grace Darling and learn that some people are brave enough to risk their lives for others.

43 Pupils' social development is emphasised strongly. The school cultivates this from an early age. The Reception class has a special person day when the children take on roles as class monitors.

Older pupils take responsibility for younger pupils at break- and lunch-times on a weekly rota. They help them to line up and come in to school and work with them in developing their information technology skills. The school promotes an awareness of others' needs and pupils respond well. Older pupils have made their own games and competitions to raise funds for Children in Need and the school has made donations to Schools for Gambia from the harvest festival sale. Younger and older pupils have taken part in collecting funds for the NSPCC. In written work, pupils are asked to express their views on environmental issues and, on the organised residential centre visit, pupils in Years 5 and 6 have a good opportunity to extend their understanding of community living.

44 Sound cultural development has been maintained since the last inspection. The school provides an appropriate range of cultural experiences through history, art, music and literature. For instance, an author has visited and pupils have the opportunity to learn the violin. The school's links with the high school are promoting pupils' cultural development through initiatives like Year 6 pupils' involvement with a visiting orchestra. The school's promotion of multi-cultural aspects is unsatisfactory. A few good examples are seen. Pupils in Years 5 and 6 whilst studying India have tasted Indian food and racism has been touched upon. Younger children whilst learning about clothes have looked at how a sari is made. However, little is done to widen pupils' understanding of the diversity of society and the issues that this raises.

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

45 The school looks after pupils well, taking good care of their safety and well-being and providing a good level of educational and personal support and guidance to pupils. The adults in the school know pupils very well and are sensitive to, and aware of, their needs.

46 Since the last inspection, the priority has been to develop positive strategies for managing inappropriate behaviour and to promote good relationships. The impact of this has been particularly at break times and over the lunch hour. Pupils are now very positive about playtime and enjoy it. Arrangements for supervision at these times are good. The lunch-time supervisors are ably led and work very effectively as a team to look after the pupils in the dining hall and in the playground. They meet regularly with the headteacher to review arrangements, are well motivated and have received some valuable training. They are kept appropriately informed about school developments and are well supported by the teaching staff when there are concerns about behaviour or the well-being of individual pupils. The lunchtime supervisors award certificates to pupils who are particularly helpful or well behaved in the playground. They attend an assembly regularly when they select pupils for praise or raise any concerns about playtime behaviour. This initiative is in line with the positive approach to behaviour management throughout the school. Pupils feel safe in school and are confident that staff will deal with concerns effectively. Parents value how quickly members of staff identify and deal with any problems. The school has been effective in promoting an anti-bullying culture.

47 Adults are generally consistent in their expectation and promotion of good standards of behaviour and politeness, and in expressing disapproval of poor standards of behaviour and poor manners. This is reflected in the good behaviour around the school. In lessons, teachers praise pupils who are behaving well, recognising effort and improvement and using sanctions only as a last resort. Behaviour in class is generally managed well in three out of four classes and pupils know what is expected of them. Most pupils value the school and class rules and enjoy competing for team points, which are awarded for effort, improvement and helpfulness.

48 An effective personal and social development programme helps pupils to become more knowledgeable about themselves and to learn about healthy and safe living. At morning break-time

pupils can purchase milk and fruit as part of the school's focus on healthy living, and are encouraged to bring fruit into school. However, the occasional use of sweets as a reward for pupils seems to run rather contrary to this programme.

49 Whilst overall levels of attendance are good, the school is now giving priority to reducing the above average level of unauthorised absences and to improving the poor punctuality of a few individual pupils. Unexplained absences or concerns about punctuality are now more closely followed up. Good attendance is rewarded with certificates and poor attendance commented on in annual reports. The school works effectively with the education welfare service when there are particular problems. A number of the unauthorised absences are due to parents taking occasional days off for long weekends or visits to family and friends without prior permission. At present the school documentation does not explain to parents the procedures for obtaining prior permission for holidays in term-time, nor does it fully clarify what absences can be authorised.

50 The school has appropriate procedures and arrangements for dealing with sick and injured pupils. Illnesses, incidents, injuries and treatments given are skilfully dealt with and carefully recorded and monitored. The school's arrangements for child protection are good and the school liaises closely with other agencies when there are concerns.

51 Assessment was a key issue in the school's last inspection report and remains in need of improvement. Whilst appropriate actions are identified in the school's development plan, they need to be introduced quickly to raise standards.

52 Procedures for the monitoring and supporting pupils' academic progress are unsatisfactory. The school does not track pupils' progress sufficiently within and across year groups. Whilst national tests are taken in Years 2 and 6 and optional tests in Years 3, 4, and 5 relatively little is done with this information. Targets are not being set for year groups with the intention of raising the level of pupils' attainment. The school is aware that this needs to be addressed.

53 Overall procedures for the effective assessment of pupils' attainment and progress are unsatisfactory. There is no assessment overview giving a clear picture of what assessments are to take place in curriculum areas or when these are to be done. In the Reception Year, assessment and record keeping are good. Baseline assessment is made on admission, giving teachers useful information upon which to plan the learning of the youngest children. On-going assessments are made, although these are not formalised in any way. In Key Stages 1 and 2, teachers assess in their own individual ways. Records are kept showing pupils' attainment in writing, although the format for these is different across the school. Recently, a whole school format for recording pupils' attainment in mathematics has been introduced indicating the positive direction in which the school intends to move. There are no assessments being made for information technology, religious education or for any of the foundation subjects to ensure pupils are making good progress. Also, there are no examples of levelled work to support teachers in having a shared understanding of National Curriculum levels, or to illustrate what pupils of different abilities can achieve.

54 The school's use of formal assessment information to guide curricular planning is satisfactory. It is used effectively to group pupils for mathematics and English within year groups and to identify pupils who would benefit from additional literacy support in Years 3 and 4 in order to raise their level of attainment. Informal assessment information is being used appropriately to set targets for individual pupils. These targets are clear and specific and are shared with pupils and parents. They are proving helpful in supporting and encouraging pupils to raise their attainment. Assessments outlined in half-termly plans are not specific enough to be of use to the teacher in judging pupils' levels of skill, knowledge and understanding so that subsequent planning may be modified accordingly.

55 Assessment of pupils with special educational needs provides useful information for allocating support. This is satisfactory. Pupils with special educational needs are identified shortly after entering school, using results from baseline assessments in the Reception Year. Throughout the school these pupils are given targets to focus their learning and the procedures to review their progress ensure that these are updated regularly. There are appropriate links with outside agencies for specialist help and support. Pupils with statements of special educational need receive the support to which they are entitled.

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

56 The school has a good relationship with parents who are supportive of the school and the values that it promotes. They appreciate the high standards of care that are given to their children. In particular, parents are very pleased with how behaviour has improved since the last inspection, when there were concerns about bullying. They are confident that behaviour is generally well managed throughout the school and that members of staff promote good behaviour and positive attitudes effectively. They appreciate how older pupils are encouraged to help younger pupils and are pleased that lunch-time play is now constructive, well supervised and enjoyed by pupils.

57 A number of parents are very concerned about the adverse effect the frequent changes of teachers in one class, due to staff illness, have had on their children's attitudes to learning, behaviour and progress. However, they also appreciate that recently there has been more stability and consistency. Some parents consider that the amount and frequency of homework is not consistent within Key Stage 2 or more demanding as the pupils get older. Their concern was shared by some of the older pupils who did not feel they are being sufficiently well prepared for the higher levels of homework they expect to have in secondary school.

58 Parents appreciate that they are encouraged to be involved in the life and the work of the school. They have been consulted about the behaviour policy and have been asked to discuss it with their children. They value the accessibility and approachability of staff, and they are pleased that their views are listened to. They find the headteacher very supportive and effective in dealing with concerns.

59 Parents receive a good range of information from the school about events and activities. This includes notices in school and on windows, letters home, school newsletters, displays and letters each half term about areas to be covered in topic work. The tone of written information is good, but the school prospectus does not give extensive information on the different subjects and what is taught to pupils. The format of the end of year pupil reports is currently being changed so that this year it meets statutory requirements. Last year's reports provided parents with information about what their children could do in English, mathematics and science, with some focus on areas for development. However, in the other subjects they mostly gave little more than a short, general and rather standardised statement on what was covered. Information on pupils' personal development was more individual and informative. At the consultation evenings teachers discuss pupils' individual targets with parents, and this gives a good focus to the session.

60 There is a good range of informal and formal opportunities for parents to be involved in the life and work of the school. For example, they attend open evenings each term, carefully planned workshops on developments and initiatives such as literacy, numeracy and information technology, and whole-school events such as harvest festival, sports day and concerts. The recent development of work packs to take home, containing mathematics games and activities, for example, and of the Key Stage 1 library box from which parents can borrow books to share with their children, is supporting and encouraging parents to be more involved with their children's learning at home. Parents participate fully in the review procedures for their children with special educational needs and agree the targets set.

61 A few parents and friends of the school help regularly during the school day and with sporting activities, whilst others help with visits. The teachers appreciate and value their commitment and support. The small, committed and hard working Parent Teachers' Association acts as a good link between the school and the parent body, provides practical support and organises social events which raise very useful funds to enrich the school's curriculum and environment.

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

62 The headteacher's leadership is good. She is aware of the school's strengths and weaknesses and has identified appropriate priorities for its development and improvement. She is promoting a shared sense of purpose amongst all those involved in the life and work of the school. Responsibilities have been delegated appropriately to members of staff, who are becoming increasingly involved in decision-making alongside the headteacher. Most members of the governing body have been recently appointed. They participate actively in the life and work of the school and have put in place appropriate procedures for keeping themselves appropriately informed. They fulfil their statutory responsibilities effectively.

63 The school's aims emphasise the commitment to the promotion of high quality learning experiences, pupils' social and personal development, good relationships and equality of opportunity. These are largely met in practice, with the exception of the promotion of high quality learning experiences. Teachers often offer pupils experiences of good quality in English, mathematics and science but the quality of learning is not consistent across all classes in these subjects and is most often satisfactory in the other subjects.

64 The headteacher has produced a good plan for school improvement, which identifies persons responsible for actions, clear time scales for completion of tasks and precise details of what is to be achieved. This shows good progress since the last inspection when school development planning was a weakness. A systematic approach to monitoring and evaluating the success of actions to improve the school is included in the plan.

65 At present the monitoring of the quality of teaching, learning and standards has been mainly carried out by the headteacher in observation of literacy, with some involvement of the governors and staff in observation of literacy and numeracy lessons. The approach, which is in an early stage of development, has been effective in identifying areas for staff training needs. However, it does not address sufficiently a whole-school evaluation of strengths and weaknesses in subjects to be shared with staff and governors as a basis for planning future improvements. The curriculum co-ordinators are beginning to identify areas for development in the subjects for which they have responsibility but this evaluation is not based on a wide range of strategies for collecting evidence. Monitoring of subjects by curriculum co-ordinators was a weakness in the last inspection report and satisfactory progress has recently been made in this aspect of leadership and management.

66 The school's provision for special educational needs is managed and organised efficiently by the co-ordinator. Her record keeping provides suitable details of pupils that are shared with colleagues as required. She liaises closely with parents and outside agencies to ensure that pupils receive the provision required. The headteacher is the acting co-ordinator for the summer term and there are firm plans to have a permanent arrangement from September. At present the co-ordinator monitors the work of the learning support assistants informally through daily contacts and there is little formal monitoring of the provision for pupils with special educational needs across the curriculum.

67 Since the appointment of the new headteacher two years ago there has been a marked

improvement in the leadership of the school and in behaviour management at break-times. Standards have risen considerably in Key Stage 1 during this period in English and mathematics. In Key Stage 2, although pupils' attainment has improved, it has not done so consistently across the year groups to raise standards sufficiently by the end of the key stage. The school is committed to raising standards but the procedures for target setting are not based on comprehensive assessments of pupils' progress over time that can be monitored systematically. The pace of change has increased in the last two years and the headteacher, governors and staff now have the knowledge, understanding and shared sense of purpose to take the school forward further at a faster pace.

68 Financial planning is good. The governors are very active in managing the school's finances. They have done so very carefully since the last inspection in order to reduce teaching staffing costs, which were high due to above average staffing levels. They have recently taken appropriate steps to resolve this issue. They link priorities for expenditure to the school development plan, such as recent improvement in the information technology resources and replacement of furniture in two classes. Governors use all grants for their intended purpose. They give careful consideration to obtaining value for money when purchasing services and resources and listen carefully to the views of parents and staff when making decisions. Administrative procedures are very good and support the smooth running of the school. The secretary manages the finance very well on a day-to-day basis and provides the governors with regular information about expenditure which they monitor carefully. Satisfactory use is made of technology, such as the Internet.

69 Teaching staff levels are above the national average. A new staffing structure is to be put in place for September, which involves a reduction in teaching staff. This will mean some re-organisation of classes in Key Stage 1 for September, 2000. The school is planning to meet the needs of the youngest pupils by appointing an additional part-time member of staff with an NNEB qualification, which is appropriate for the age group. The headteacher and governors have effective plans to address the unsatisfactory teaching in lower Key Stage 2.

70 All current members of the teaching staff are suitably experienced by their training and qualifications to teach in a primary school. The arrangements for the professional development of staff is well organised and includes both school-based training and external courses. It is linked closely to priorities in the school development plan. The Small Schools' Cluster Group also provides a good range of training and staff development opportunities for teachers, supporting school initiatives and the professional development of staff. The level of support staff is below that found in most schools of this type. These members of staff are suitably deployed to meet the needs of the youngest pupils and those throughout the school who have special educational needs. However, there are occasions throughout the day when teachers in Key Stage 2 do not have sufficient support to manage some pupils who have behavioural difficulties.

71 The quality, range and quantity of learning resources are satisfactory for all subjects except physical education. Equipment for gymnastics is very limited. The school has not purchased more because the hall is too small. As an alternative, the school makes effective use of facilities in the local secondary school. Small equipment for outdoor games has been improved recently but the quantity of some items limits the teaching of skills to a whole class. Resources for studying texts by the whole class and groups in literacy are good. However, resources for English overall are satisfactory, because of the lack of provision for pupils to develop their reference and research skills fully. The school has very limited storage space for learning resources to ensure that they are readily available to staff and pupils, but makes good use of what it has. However, the resources for history and geography are not organised sufficiently to help teachers in developing work on areas of study set out in the National Curriculum. The school has given careful consideration to the provision of resources for information technology and has selected appropriate hardware and a good range of software.

72 The school, supported by practical help from a stalwart band of parents, has made some valuable improvements to the accommodation since the last inspection. The entrance area is much more welcoming and pleasant, particularly since the open toilets have been closed off from it. A number of areas have been refurbished. Displays in circulation areas and classrooms encourage achievement and effort and give visitors useful insights into the work and ethos of the school. Classrooms are well laid out and support different groupings and activities.

73 The Governing Body has produced plans and applied for funding to extend and improve the accommodation and grounds, but at present there are serious shortfalls in the accommodation, which adversely affect the full delivery of the curriculum. As noted in the previous inspection report, although the school partly overcomes the lack of indoor physical education facilities by use of the local high school sports hall for older pupils, the very small and cramped hall seriously limits the delivery of the physical education curriculum. The hard play area outside is sloping and is not in very good condition. It is used for car parking, making outdoor ball games difficult on occasions. The delivery of the full curriculum to the under-fives is limited by the lack of a suitable, easily accessible and secure outdoor classroom or garden area. There is no library to enable teachers to promote the development of pupils' independent learning and research skills.

74 The accommodation does not permit the provision of a sick room for dealing with sick or injured pupils. A number of stepped changes of level across the school means that there are difficulties in providing easy access to all the accommodation for adults or pupils with physical difficulties. Administrative and office accommodation is inadequate. It is very cramped, and it is often difficult for staff to find space for necessary confidential interviews and discussions.

75 The school grounds are spacious and mature trees provide shade at the edges of the field. At present there is little variety in the outdoor environment to support the outdoor curriculum nor are there spaces for quieter and more contemplative play and activities. Pupils said that they would like some play equipment, such as climbing frames to increase the choices of activities at break-time. The school has plans to develop the grounds.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76 In order to build on the satisfactory progress made since the last inspection, the headteacher, governors and staff should:

- (1) **raise attainment further in English, mathematics and information technology in Key Stage 2 by:**
  - improving pupils' ability to apply their spelling and punctuation skills within their independent writing; (paragraphs 4, 12, 95, 98, 116)
  - developing pupils' handwriting skills and their ability to write at length in Key Stage 1; (paragraphs 4, 98)
  - developing pupils' spoken and written vocabulary; (paragraphs 4, 93, 122)
  - ensuring that appropriate emphasis is given to improving the other aspects of mathematics as well as number work; ( paragraphs 5, 104)
  - improving the pupils' access to information technology and ensuring that the planned programme of skill development is implemented fully; (paragraphs 141, 144)
  
- (2) **improve the quality of teaching in lower Key Stage 2 by:**
  - putting in place procedures to ensure that the quality of teaching in the class of Year 3 and 4 pupils reaches the quality of that in the rest of the school; (paragraphs 20, 27, 97, 107, 109)
  
- (3) **improve the monitoring of pupils' academic progress to support teachers in raising standards by:**
  - implementing consistent assessment procedures so that work is well matched to the needs of all pupils, particularly the higher attaining pupils; (paragraphs 26, 51, 53, 54 ,98, 100, 110, 117, 128, 132, 138, 139, 145, 152, 161)
  - setting targets for pupils at the end of each year and key stage and monitoring and evaluating their progress towards them; (paragraphs 67, 100, 111)
  - monitoring teaching and learning regularly and using the information to identify key areas for improvement, particularly in respect of teachers' expectations; (paragraphs 64, 65, 66, 124, 133, 139)
  
- (4) **promote the improvement of pupils' independent learning and enquiry skills by providing:**
  - more opportunities in lessons for pupils to make choices and decisions and develop independent research skills; (paragraphs 24, 25, 102, 109, 118, 123, 128, 132, 138)
  - a focused homework programme appropriate to the age and abilities of the pupils; (paragraphs 29, 57 ,99)
  
- (5) **increase the level of provision for pupils with special educational needs in Key Stage 2.** (paragraphs 13, 35)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed insufficient evidence.	One lesson was not graded for teaching due to	30
Number of discussions with staff, governors, other adults and pupils		23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0.00	3.45	68.96	17.24	6.89	3.45	0.00

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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	83
Number of full-time pupils eligible for free school meals	15

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	21

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.1
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 [8]	5 [6]	11 [7]	16 [13]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4 [4]	3 [3]	2 [4]
	Girls	9 [5]	11 [5]	10 [4]
	Total	13 [9]	14 [8]	12 [8]
Percentage of pupils at NC level 2 or above	School	81 [69]	88 [62]	75 [62]
	National	82 [81]	83 [81]	87 [83]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3 [4]	2 [3]	5 [4]
	Girls	10 [5]	10 [5]	11 [6]
	Total	13 [9]	12 [8]	16 [10]
Percentage of pupils at NC level 2 or above	School	81 [69]	75 [62]	100 [77]
	National	82 [81]	86 [85]	87 [86]

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 [8]	9 [12]	2 [9]	11 [21]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5 [8]	7 [8]	6 [8]
	Girls	2 [8]	2 [4]	2 [6]
	Total	7 [16]	9 [12]	8 [14]
Percentage of pupils at NC level 4 or above	School	64 [76]	82 [57]	73 [67]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5[8]	7[8]	4[9]
	Girls	2[7]	2[8]	2[8]
	Total	7[15]	9[16]	6[17]
Percentage of pupils at NC level 4 or above	School	64[71]	82[76]	55[81]
	National	68[64]	69[64]	75[70]

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	
Pakistani	
Bangladeshi	
Chinese	
White	71
Any other minority ethnic group	

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

**Teachers and classes**

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

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	18.4:1
Average class size	20.8

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	36

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	1999/2000
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	£
Total income	167,644
Total expenditure	174,223
Expenditure per pupil	2,151
Balance brought forward from previous year	13,460
Balance carried forward to next year	6,881



***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out

83

Number of questionnaires returned

40

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	20	15	1	2	1
My child is making good progress in school.	17	15	5	1	1
Behaviour in the school is good.	14	19	3	2	0
My child gets the right amount of work to do at home.	7	15	10	5	1
The teaching is good.	19	14	3	2	1
I am kept well informed about how my child is getting on.	19	10	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	25	12	2	0	0
The school expects my child to work hard and achieve his or her best.	26	10	2	1	0
The school works closely with parents.	24	7	7	1	0
The school is well led and managed.	25	8	3	2	0
The school is helping my child become mature and responsible.	20	13	3	2	0
The school provides an interesting range of activities outside lessons.	10	16	6	5	2

**Other issues raised by parents**

Absence of a teacher in Key Stage 2 has unsettled the pupils.

## **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**

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

77 Children make good progress in their personal and social development in the Reception class. The majority of children reach the national expectations for young children by the time they are five. They understand the classroom routines and expectations for their behaviour and relationships. They are interested and involved in all the activities, showing good attitudes, and they are happy and secure in their surroundings. Most children explore new tasks and materials eagerly, watching with rapt attention, for example, as the chocolate melted in their experiment. They have good concentration, sustaining it well when they choose activities for themselves. Behaviour is good for their age, with only minor incidents showing attention-seeking or immature responses. They take on responsibilities well, such as clearing things away, and use their own initiative in simple decisions. The careful attention to personal development by the teachers helps the children to take turns and listen to others as they share experiences. The children relate well to each other at most times and recognise the authority of adults who work with them.

78 The teachers give good attention to this area of experience. All members of staff encourage children to make decisions about their activities. They help them to work together, for example on the computer or in the imaginative play area. They encourage the children to think of others and many class discussions include a focus on developing social skills. Children are helped to think about what it means to be a good friend and which actions may upset others.

#### **Language and literacy**

79 Children enter the Reception class with a wide variety of language skills and their overall attainment is below the national average. They make good progress and by the age of five are close to the national expectation. A few children have well developed speaking and listening skills and have gained early reading skills but a small number of children remain below the expectation by age five. The good emphasis on independent writing by the teachers encourages children to write freely, and skills in writing are close to the expectation for their age. The children take part in many class discussions as a preparation for activities and show a growing vocabulary and sentence structure, particularly when trying to explain their observations. Several children use good imaginative language, as when the Daddy Bear might be shouting at the Baby Bear because he had torn the wallpaper. They handle books sensibly, know that print gives meaning and follow the story line of simple books. A few children are able to read individual words and use them in their own writing. The children know several songs and rhymes, joining in spiritedly with repeating phrases. They know several letters of the alphabet and are beginning to associate these with sounds at the beginnings of words. The good emphasis by the teachers on early phonic skills helps the children to apply them to simple words. All children are expected to write simple sentences for a 'flap' book and all children see the purpose of writing when they make their own books.

80 The quality of teaching and the provision is good. Teachers use the secure setting of sitting as group on the carpet to encourage children to talk and share ideas in front of others. They expect the children to contribute to all the activities, asking searching questions such as, "Who is the last but one in the line?" The practical activities provoke a lot of discussion, such as the class shop and melting chocolate. Handwriting receives appropriate attention. The literacy session is carefully structured and is organised appropriately for the children's ages.

## **Mathematics development**

81 Children's attainment on entry is below the national expectation. They make satisfactory progress but their attainment remains below the expected standard by the time they are five. The children begin to use mathematical language, such as 'more than', 'first', 'last', and 'behind'. They recognise the numbers from one to six on a dice, and move the corresponding number on a track. The higher attaining children are confident with numbers to ten. Most count in twos to ten, and know the numbers in songs and rhymes. Evidence around the classroom shows that pupils are becoming familiar with a variety of shapes, have an early understanding of fitting shapes and recognise money values to 10p.

82 The teachers give good attention to all aspects of mathematics so that skills are built upon appropriately. The curriculum for children in the Reception class leads well into the National Numeracy Strategy, and is planned carefully to provide relevant experiences. The tasks are planned well to help children gain good number sense and to apply their skills to other class activities. For example, the sand play task with a diagram of Hoo Farm encourages children to play in two- and three-dimensions. A suitable range of practical equipment enables the children to develop their skills, and sand play, again, for example, helps them to explore ideas of capacity.

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

83 Children enter the Reception class having a wide variety of pre-school experience. They are below the national expectation in knowledge and understanding of the world as they enter school. They make good progress so that by the age of five their attainment is close to the national expectation. The children know of the main senses and how they are used in eating. They talk about the sounds they hear, and their favourite smells. The children know that we wear different clothes for different times, such as games and school. They know that the weather changes and that sunshine helps things grow. They understand that a variety of foods comes from farm animals and that several foods have milk in them. They know several places in the locality and near their homes and talk about things they have noticed. They are beginning to understand about the present and the past in relation to their own lives. Well-structured activities help children to explore and use materials well, for example in producing a farm animal's home. They have used recyclable materials sensibly and have had very clear ideas of their own about what to make. The majority of children now use the computer confidently and with sufficient skill to hear the sounds of different musical instruments through clicking on the icons with a mouse.

84 The teachers provide worthwhile and interesting activities that engage the pupils well and extend their skills. The activities give a good basis for later subject-specific tasks, indicating careful planning and good quality teaching. There are good opportunities for free choice and play for pupils to investigate simple materials and consolidate their skills.

## **Creative development**

85 Children make good progress in their creative development and many reach the national expectation by age five. They demonstrate many good creative ideas in the colours used to paint butterflies. They have made handprints for a display linked to mathematics and have created a variety of farm animals, such as a pig and a turkey, with good effect. The children experiment well with materials and use colour imaginatively. They have made several collages with good use of colour, shape and materials.

86 The children enjoy and take part in a good selection of songs and rhymes for their music. They join in eagerly with their teacher, who accompanies the children on the guitar. The children take a full part in the imaginative play area that the teacher sets up and changes in line with the class topic. They express themselves imaginatively through role-play, such as being a shopkeeper, and extend their vocabulary naturally through these well-chosen play situations.

87 The preparation and teaching for creative development are good. The well-chosen activities enable children to acquire simple fitting, joining and finishing skills in their constructions and to create attractive, colourful paintings. The teachers' high expectations encourage children to work carefully and produce an attractive article. The children are beginning to evaluate their own work, and what it takes to produce something worthwhile. The quality of children's work on display is of a satisfactory standard, showing imagination and skill.

### **Physical development**

88 The standard of children's physical development is below the expectation overall as they enter the Reception class. They make good progress and broadly meet the national expectation by the age of five. The children learn to use pencils, scissors and glue spreaders carefully. They put staples into their pages of free writing to give the work the professional finish that they have observed with adult papers. The children paint with a variety of sizes of brush, and are developing fine motor control through this and their writing. Suitable construction material is to hand for building, and sand play extends their control in pouring and filling containers. There is less evidence of children taking apart simple objects to find out how they were constructed. They have quite good skills in controlling and operating a mouse when working with computer programs.

89 The children develop their co-ordination skills through activities, such as jumping and running, throwing beanbags and climbing. There is less opportunity for them to use big toys such as tricycles, or to explore climbing on large equipment since a safe outside area has yet to be developed. Most children show that they are developing satisfactory control and co-ordination when running, jumping and playing games. For example, when playing 'What's the time Mr Wolf?' most children ran to avoid being caught and anticipated where the catcher was going.

90 The quality of teaching is good in this area. The teachers make good use of the playground outside the classrooms and provide good experiences that develop skills.



## ENGLISH

91 Pupils' attainment at the end of Key Stage 1 in reading and writing has shown a marked improvement in the national tests from well below average in 1997 to average in 1999. At the end of Key Stage 2 there was an improvement in the national tests from 1996 to 1998 from average to above average, which was more marked than the national upward trend. In 1999 pupils' attainment fell to below the national average and to well below average when compared to similar schools. Pupils make satisfactory, and often good progress, in Key Stage 1, as they did at the time of the last inspection. Whilst progress overall in Key Stage 2 has been satisfactory, it has been inconsistent. In Years 3 and 4 it has been unsatisfactory and in Years 5 and 6 it has been good. As a result, standards achieved at the end of Key Stage 1 have not been built upon as much as they should have been. There is no significant difference in the progress made by boys and girls.

92 Pupils' work seen during the inspection, shows levels of attainment in line with the national expectation in English overall in Year 2 and below the national expectation in Year 6. This level of attainment is similar to that seen at the time of the last inspection at the end of Key Stage 1 and slightly lower at the end of Key Stage 2.

93 Pupils' listening skills are average at the end of both key stages. Their speaking skills are average in Year 2 and below average in Year 6. In most year groups, pupils are very attentive listeners but in the lower part of Key Stage 2 pupils find difficulty in listening to the teacher and each other and in taking turns in discussions. In Year 2 the pupils speak clearly and are confident to offer brief explanations and responses to the teachers' questions. By Year 6 pupils are not able to express their ideas and views in sufficient depth, for example when they were discussing their poem of the week, "The Fly Crawls Up the Window". Some pupils have difficulty in structuring their ideas and finding an appropriate range of vocabulary.

94 Standards in reading are improving due to the emphasis that teachers have placed on developing their approach to teaching this aspect of English in the last academic year. At the end of Year 2, pupils' attainment is above average overall. Pupils use a good range of strategies for reading unknown words and read simple texts with appropriate accuracy and often good understanding. They know the difference between a fiction and a non-fiction book and are able to use a contents page. They are enthusiastic readers but their reading preferences are not well developed. Pupils' attainment at the end of Year 6 is currently below the national expectation. However, these pupils achieved standards that were well below average in 1996 in the national tests at the end of Year 2. Some pupils have made significant progress over the last few years and just over half of the pupils are now reaching the expected level or above. These pupils read aloud expressively and show confidence in reading unknown texts so that their reading skills support their work across the curriculum. However, they have very limited knowledge of authors and of how to use the Dewey classification system because they do not have access to a library.

95 Pupils' attainment in writing at the end of Year 2 is at least in line with what is expected for their age. Standards in spelling are satisfactory. Pupils use their phonic knowledge well when attempting unknown words. Their handwriting is not always formed accurately and consistently. They have a sound knowledge of punctuation for their age. However, their writing is most often brief which means that they do not develop sufficiently their use of more complex sentences and a wider range of vocabulary. At the end of Year 6 pupils' handwriting is well formed and joined and work is presented neatly. Most pupils have a sound knowledge of punctuation and spelling patterns but they do not apply these skills sufficiently when writing independently. Pupils are able to write to support their work in other subjects, such as recording their investigations in science or writing reports about their residential visit. However, many pupils have difficulty in structuring their work and their redrafting skills are not developed enough for their age. These pupils achieved just below the national average in the national

tests at the end of Year 2 and their attainment is below average at the end of Year 6. They have made satisfactory progress overall in Key Stage 2. Their progress in Years 3 and 4 has been unsatisfactory and in Years 5 and 6 it has often been good.

96 The quality of teaching is good in Key Stage 1. It is satisfactory overall in Key Stage 2, with teaching being good in Years 5 and 6 and unsatisfactory in Years 3 and 4. Teachers plan from and use the nationally recommended materials appropriately. Their subject knowledge is good and is used to teach the basic literacy skills effectively. As a result, pupils make good progress in their knowledge. In the good teaching, there is a clear focus on what is to be learned in lessons so that pupils work in a purposeful manner. Teachers offer precise explanations to pupils, which help to ensure that the lowest attaining pupils make satisfactory or good progress. A particularly effective feature is the skilful questioning of pupils to encourage reflection, which promotes pupils' understanding. A good example of this was when pupils in Years 5 and 6 were asked to provide a mnemonic for spelling words like patient. Lessons are well organised and managed so that pupils' behaviour is good and they are well motivated and work hard to complete the tasks set. Teachers are thus able to work closely with groups of pupils of similar ability in the development of reading and writing skills, which has a very positive impact on the progress that they make. Pupils co-operate within these teacher-led groups or when working independently so that they benefit from sharing their ideas, for example about more interesting words to use in Key Stage 1 or the interpretation of poetry in Key Stage 2.

97 By contrast where teaching is unsatisfactory, work is not planned to meet the needs of the wide range of ability in the class, so that tasks are sometimes too difficult for the lowest attaining pupils who become inattentive. Expectations about how much work is to be completed in the lesson are not made clear. The class teacher frequently reminds pupils of the need to work quietly but there is an undercurrent of restlessness and pupils work at too slow a pace.

98 Teachers give pupils a wide range of opportunities for reading both silently and within groups. They act as good role models and read aloud expressively to the pupils. They provide pupils with relevant experiences for writing and teachers' marking places appropriate emphasis on accuracy and content. Teachers' written comments make clear to pupils how they need to improve their work. The tasks set are often matched well to the pupils' needs, although there is not always enough challenge for the highest attaining pupils. For example, pupils in Key Stage 1 are not asked to write at length often enough. In lower Key Stage 2 pupils have been given a range of opportunities for writing but their use of punctuation and spelling and their style have shown insufficient improvement because teacher expectations have not been high enough. In upper Key Stage 2 pupils are not often asked to write independently to enable the highest attaining pupils to improve their ability to structure their writing

99 Teachers set appropriate homework in Key Stage 1 and involve parents in hearing pupils read. Parents are very supportive and teachers use the comments that parents write in the home/ school communication book in their assessments of pupils' progress. Homework in Key Stage 2 is inconsistent and does not become increasingly demanding as pupils progress through the school.

100 The co-ordinator manages the subject well. Strengths and weaknesses in attainment have been identified and addressed through staff training and discussion. There are no precise actions identified in the current school development plan to raise standards in Key Stage 2, although the school has identified this as a priority. The headteacher, as co-ordinator, and governors have monitored literacy lessons and have used the information gained to support teachers' professional development. Individual teachers have put in place some useful assessment procedures but these are not yet consistent across the school. Targets are set for individual pupils to help them to improve their work and these are used frequently in Key Stage 1 to help pupils to recognise their achievements. Setting end of year targets for pupils is not yet fully in place to help in the monitoring of pupils' progress over time and, particularly, to assist the school in identifying improvement in standards and predicting future levels. Resources are

good for literacy, particularly for class and group work on developing understanding and appreciation of a range of texts.

## **MATHEMATICS**

101 The school has made good improvements since the previous inspection, when standards were judged to be below the national average. National test results over time show the school's standards at Key Stage 1 to be well below national averages in mathematics. Nevertheless, the trend since 1998 is one of marked improvement. Whilst the 1999 tests for seven-year-olds show that the proportion of pupils gaining the expected level was well below the national average, the number gaining the higher levels was close. Compared with those of similar schools, the results were well below average. However, observations during the inspection reflect a noticeable improvement in standards with pupils working at the levels expected for their age.

102 In number work, most pupils recognise and sequence numbers on a hundred square by the end of Year 2. Mentally they can add two numbers up to 20 quickly and count on in a sequence of three. Higher attaining pupils can add on in fives to 500. Even and odd numbers to at least 20 are understood and the early stages of division by sharing are mastered. Identifying numbers with a 'difference of 5' is a struggle. In work on measurement, pupils represent time in hour, half-hour and quarter-hour units although not all have grasped the importance of the difference lengths of the clock hands. Informal units of measure are used with ease. Area is calculated through counting squares and capacity by the number of cups. The concept of a half litre and litre has been introduced. Pupils' ability to use a range of problem-solving strategies is below expectations for their age. For instance, even higher attaining pupils struggle to spot a number pattern in the ten times table.

103 National test results in mathematics for the eleven-year-olds in 1999 show the proportion of pupils gaining at least the expected level to be above the national average. The proportion attaining a higher level was well above average. The school exceeded its own target. In comparison with schools in similar contexts, the pupils' performance was well above average. The trend shows a significant rise in standards over time. There are a number of pupils with specific learning needs in the current Year 6 and inspection evidence indicates that the proportion of pupils gaining the expected level or above in this year's test is likely to be below the national average.

104 By the end of Key Stage 2, most pupils have a firm understanding of place value to four figures and are able to use the four rules of number accurately. Their mental arithmetic skills are sound for their age and they understand terms, such as factor and square numbers. They can name the factors of 96 and higher attaining pupils offer numbers, such as 630, as having seven as a factor. Most can use brackets to simplify calculations when multiplying and sequence numbers according to decimal points. Simple fractions are multiplied by whole numbers successfully. Pupils work on shape, space and measure successfully to calculate perimeters, measure and name angles and identify parallel lines. Pupils' attainment in these aspects, along with interpreting data, is weaker for all but higher attaining pupils who ask interrogative questions in data handling work. Pupils can draw bar and line graphs and know terms, such as 'mode'.

105 The attainment of pupils on entry to the school is below expectation in mathematics. Good progress is being made in Key Stage 1, particularly in number work. At the time of the last inspection progress was satisfactory. Higher attaining pupils do not always make as much progress as they could potentially, for instance in using formal measures. In Key Stage 2 progress is satisfactory by the end of Year 6 but unsatisfactory in Years 3 and 4. Good progress is made in number work in Years 5 and 6. Higher attaining pupils work at a higher level in some aspects of mathematics but not all. Pupils with special educational needs make satisfactory progress over time.

106 In the last inspection pupils' skills in using and applying mathematics were under-developed. The school has adopted the National Numeracy Strategy and, in doing so, has addressed this area appropriately.

107 Overall, pupils' attitudes to mathematics are good and this contributes well to the improvement in standards. They learn at an early age that it is important for them to listen and most listen carefully. In doing this, they grow in confidence in answering questions. Pupils in Years 1 and 2 happily respond to quick questions like, "How many corners has a rectangle?" in a whole-class context. Working independently, younger pupils can explain clearly what they have to do, for example, "Pick up two number cards turn them over and add." They record their calculations accurately as a standard notation, such as  $20+2=22$ , and know that 20 is the best number to pick up to get a quick total of a 100. Working well in pairs, taking turns, they check each other's total. Older pupils are equally at ease with quick mental arithmetic challenges and also settle quickly to independent work and stay on task. Behaviour is often very good. In contrast, pupils in Years 3 and 4 continually chatter and the teacher has to stop frequently to quieten them. Even then, pupils interrupt the teacher and there is an undercurrent of restlessness. Once settled, they focus on the task well and make satisfactory progress.

108 The quality of teaching seen during the inspection was good overall. Teachers provide good learning experiences for pupils in the majority of lessons, with worthwhile tasks that promote attainment. They plan from and use the nationally recommended materials appropriately. Teachers' subject knowledge of number is good and is used well to set appropriate work for pupils of differing abilities. There is a sharp focus in lessons on precisely what is to be learned but this is not always made clear enough to pupils within group work so that they know exactly what they are intended to achieve. Questions are used well to assess what pupils know, for example, "What is seven a factor of?" and are matched well to pupils' differing abilities. This encourages good progress. There is a brisk pace in the whole-class mental arithmetic sessions, although this is not always maintained within group work. Pupils are rarely given any indication of how much time they have to work independently on a task. Lessons are carefully structured to enable pupils to build well on previous learning. The questions get increasingly more difficult such as, "What about a quarter to midnight?" and pupils have struggled to respond to a request for quarter past 10 in the morning.

109 Too often teachers accept one response from pupils in answer to a question. As a result, they are not actively encouraged to respond and little use is made of their responses to support or challenge each other. During the inspection, teaching in Years 3 and 4 was satisfactory, although pupils are not encouraged to develop or explain the problem-solving strategies they are using, or their skills for calculating. Over time teaching has been unsatisfactory in this class in that the curriculum provided has focused too much on the basic skills and work pupils have already understood.

110 Classroom management is good in most year groups, although it is not effective in Years 3 and 4. The current teacher of this class works hard to keep the pupils on task but is not successful in breaking the pupils' established lack of commitment to achieving work of a good quality. The other teachers set high standards of behaviour and develop a positive working atmosphere, enabling pupils to concentrate on their learning. Praise is used well to motivate and encourage pupils and to raise their confidence in learning mathematics. For instance, pupils are encouraged to find quick ways of calculating, for example by adding the units first. Groups are organised well to support pupils' independent work on tasks, which they do effectively. Lower attaining pupils are well supported to complete tasks. Teachers match work closely to most pupils' learning needs but expectations of the higher attaining pupils can be too low.

111 Mathematics is well managed by a competent co-ordinator. Strengths and weaknesses have been audited and priorities identified. The monitoring of lessons and pupils' work has taken place and

the effectiveness of these strategies is satisfactory in raising standards. The school has just put in place a whole-school system of recording achievements, which will enable teachers to track pupils' progress and focus more clearly on raising standards within and across years, particularly for higher attainers.

112 The contribution made by other subjects to pupils' competence in numeracy is satisfactory. A good example is seen in geography where pupils take weather measurements and use data from a shopping survey to construct and interpret graphs. Resources are satisfactory overall but more practical equipment is needed. The school has allocated funding for this.

## **SCIENCE**

113 Taking into account a scrutiny of pupils' work in Year 2 and observations of lessons, standards in science at the end of Key Stage 1 are average overall, in all the elements of science, including experimental and investigative work, which receives good attention. In the teachers' formal assessments at the end of Key Stage 1 in 1999, pupils' attainment was well above the national average. Inspection evidence indicates that pupils' performance overall by the end of Key Stage 1 is average. This finding is an improvement over the last inspection when attainment was below the national average.

114 By the age of seven, pupils have good experiences and understanding of investigating and testing. In Year 2, for example, pupils were very keen to offer ideas and make predictions when discussing the collection of steam from a kettle, and what had happened to the cloud of steam. They understand the need for safety, and have an early understanding of the idea of a fair test. Most pupils noticed the change from steam back to water and interpreted their observations correctly. The pupils have a secure understanding of how heat causes the change of water to steam but are not always clear in explaining the changes and what happens to reverse the change. Previous work and the subject planning shows that by the end of Key Stage 1 pupils have a satisfactory understanding of work that covers life and the living conditions of animals, how they grow and some of the characteristics of different animals. For example, they explained that a polar bear would not be suited to life in a hot country. They know about the five senses and the main parts of a plant. They have met some properties of materials through their experiment with steam, and know some properties of metals, wood, plastic, and what they are used for.

115 In the 1999 national tests for eleven-year-olds standards were below average. The proportion of pupils gaining the expected level or above was below the national average. The percentage of pupils reaching the higher Level 5 or above was at the national average. Standards have improved since the previous inspection in line with the national trend, and follows from the good teaching in Year 6 and the thorough focus on basic skills and investigational methods. In comparison with schools in similar contexts, pupils' performance in the science tests was below average in 1999. Inspection findings show that by the end of Key Stage 2, standards in science are average when pupils are working in class, and are better than pupils demonstrate in the formal tests. There were no significant differences between the performances of boys and girls. Taking the past four years together the pupils' attainment is close to the national average, and since the school has a small number in each year group this is a good indicator of overall performance.

116 Within Years 3 and 4 pupils demonstrate an average understanding of the basic structure of plants, and know the main functions of the roots, stem and leaves. Their oral responses show a sound understanding, although their writing does not always reflect this. Within Years 5 and 6, pupils showed some good investigational skills when challenged by the teacher to find out how well light from a torch passes through various papers. They understand the need to control the conditions and what constitutes fair testing conditions, although most pupils did not apply this understanding in practice. The pupils'

reasoning and understanding was drawn out well by the teacher, showing that most understand that when fewer sheets are needed the paper lets less light through. The higher attaining pupils have good understanding and skills. By Year 6 the pupils have acquired a satisfactory range of investigative skills, and use these to good effect in their enquiries. Previous work and subject planning show that the pupils have studied all aspects of the programme of study, and that attainment is broadly average overall.

117 The quality of teaching in lessons seen during the inspection was mainly good in both key stages, providing good learning experiences. Over time the quality of teaching has been unsatisfactory in lower Key Stage 2. In Key Stage 1, the teacher sets up good experiments that challenge pupils to think about what is happening and to interpret their observations. A very good focus on experimental skills encourages prediction and reasoning. The teachers' skilled questioning brings out pupils' ideas well. In Years 5 and 6, particularly, the teacher's questioning style, good methods and high levels of challenge are effective in creating the conditions for good learning experiences. The teacher's good subject knowledge is applied effectively in having the pupils set up purposeful experiments. Her understanding is shown through clear explanations, good questioning and a good emphasis on pupils setting up their own experiments. The teachers and pupils enjoy positive relationships in most classes, and the well-chosen and interesting tasks capture pupils' imagination well. The teachers make on-going assessments through observation and questioning as the pupils work, but there is no consistent school system at present to record these observations. Teachers give careful attention to health and safety aspects. In all classes teachers make their expectations clear for behaviour, attitudes and work, which helps to keep pupils focused, although in the lower juniors the pupils' behaviour is not consistent throughout the lesson. The teachers mark pupils' work carefully, although they seldom set out what pupils should do to improve.

118 Pupils enjoy science, and apply themselves so that they gain new knowledge and skills well. Most pupils work hard at the tasks to understand the ideas and complete the work to a good standard. However, pupils in Years 3 and 4 find difficulty in concentrating throughout the lesson. Pupils make satisfactory progress through Key Stage 1 and in Years 5 and 6 through their good levels of interest and effort. Progress in Years 3 and 4 is unsatisfactory. Pupils with special education needs are carefully monitored and supported in the classroom and make satisfactory progress in the targets that are set for them. Pupils' behaviour in lessons is good overall. They have positive attitudes to the activities and most concentrate well to find out the results of their experiments. The teachers give positive feedback to pupils, which helps to motivate them. Pupils listen attentively at most times and are keen to answer questions. The upper junior pupils are responsible with apparatus, usually work co-operatively together without disagreement, and work hard to complete the task. They respond well to challenge and make good progress during the investigational lessons. By Year 6, most work is presented neatly, although this varies. The pupils are often expected to write out their own results of experiments, but almost all notes otherwise are the same, copied by all pupils. There are good opportunities for pupils to apply their numerical skills when making tables of results and to use the technical language of the subject.

119 The science curriculum is broad and balanced and meets the requirements of the National Curriculum. The scheme that is in place as a result of the school working with Small School's Cluster Group has a good structure of support about the knowledge and understanding to cover, and sets out a clear progression of skills. The focus on investigative and experimental science is good and underpins all the areas of the subject. The school is beginning to use information technology in the teaching of science, for example in setting out the results of experiments. The teachers give careful attention to scientific language, and emphasise the use of mathematical skills to make observations and interpret results. The subject is managed appropriately by the headteacher as acting co-ordinator, and she has a good understanding of the role. The quality and range of resources are satisfactory and they are readily accessible. The subject makes a positive contribution to pupils' personal development,

through both their co-operative working and the gains in understanding about the world.

## **ART**

120 Observations were made of the two lessons that took place during the days of the inspection. Little past work had been retained for scrutiny but work displayed around the school was examined and discussed with pupils, particularly in Years 2 and 6. Pupils make satisfactory progress in their skills and knowledge and understanding of art in Key Stage 1 and in upper Key Stage 2. By the time they leave the school, pupils' attainment is in line with what is expected of pupils of this age, despite making unsatisfactory progress in lower Key Stage 2.

121 In Year 2 pupils are able to draw from observation with satisfactory awareness of shape. Higher attaining pupils show good use of pencil to create texture and tone. When pupils are able to mix colours effectively on the paper when using watercolours and to use techniques of colour wash to paint in the style of Monet. They make satisfactory progress in a series of lessons in appreciating the work of Monet, which they describe as fuzzy or like a cartoon. They are able to use information technology to create Impressionist style paintings with appropriate control.

122 By the end of Year 6 pupils produce drawings of a spinning wheel, which show good observational skills and satisfactory use of pencil to create texture. This work shows sound progress in the skill of producing a colour wash from Year 2. When copying Salvador Dali's work, pupils observe carefully and produce the main details of the picture. When using paint, they create tone and texture effectively. In a series of lessons pupils make good progress in their appreciation of Salvador Dali's work. They can express preferences and are beginning to understand some of the artists' intentions but they do not always have the control of language required to express their views fully. Pupils use sketch books well to explore techniques of drawing with a pencil, which they apply effectively to drawing still life.

123 The quality of teaching was good in the lessons seen in both key stages. Teachers have good subject knowledge, which they use well to plan carefully what pupils are to gain from lessons in terms of their skills, knowledge and understanding. This means that lessons are well structured and purposeful. In Years 2 and 6 the teachers build on the pupils' learning over a series of lessons and use questioning very skilfully to promote reflection, observation and the development of opinions and ideas. This results in some good progress within the lesson and over time. Discussion with the class and individual pupils helps pupils to know how to improve their work. Teachers manage pupils very effectively so that they listen attentively to explanations and concentrate and behave very well when working individually. They promote very positive pupil attitudes to the subject; by valuing pupils' contributions, they encourage confidence and an enthusiasm for learning. However, the pupils have too few opportunities to make choices about materials or techniques, which limits their independence in expressing their ideas creatively. The pace of the work is sometimes too slow for the eldest pupils when they work for too long as a class before exploring the techniques for themselves.

124 The school has an appropriate scheme of work, which is to be reviewed in the academic year 2000 / 2001 in the light of national recommendations for the subject. There has been little change in the provision and attainment in the subject since the last inspection. However, at present the quality of the experiences that the pupils have varies across the school and does not always build sufficiently on their skills from year to year, particularly in the lower part of Key Stage 2. The curriculum co-ordinator is aware of the need to develop the subject but is new to the role and has not yet had the opportunity to monitor and evaluate teaching and learning to ensure that work is of a consistent quality and standard across all classes. She is currently having a positive impact on ensuring progression in the work given to pupils through planned staff discussions and evaluations of pupils' completed work.

Resources are satisfactory but are not always readily available because of limited storage space.

## **DESIGN AND TECHNOLOG**

125 The last inspection report judged progress as unsatisfactory or poor in some Key Stage 2 classes. Currently progress in Key Stage 1 and upper Key Stage 2 is satisfactory. No work was available for lower Key Stage 2. Evidence to make a judgement on standards overall is insufficient.

126 Pupils by the end of Year 2 can plan what materials they will need to make a sock puppet: smooth buttons, sequin, wool, sand paper. A knot is tied and a stitch made to attach the materials to the sock successfully. Using papier-mâché, and inspired by the work of an artist, they mould their own fruit and vegetables which hold together reasonably well. Pupils' ability to cut accurately and assemble parts is developed through making dinosaurs and dolls with moving parts. By the end of Year 6, when making shadow theatres, pupils select materials, paper, glue and sticks, to design puppets. Papier-mâché heads and arms are completed with difficulty and pupils have to make decisions about making clothing. They have experimented successfully with tie-dyes for this. Evaluations show they have struggled with the papier-mâché arms and heads. Pupils can state satisfactorily what they enjoyed, for example, "Making the ears which were sometimes lopsided", and what went wrong as, "The newspaper was too low down the stick." A few explain how improvements can be made, such as, "When the nose fell off I put lots of paper over it to hold it." Skills in measuring accurately, sanding, sawing, drilling and assembling were developed when pupils made hanging baskets last term.

127 Judging from the scrutiny of past work, the quality of teaching and learning is satisfactory within both key stages. The co-ordinator has recently taken on the role and has already drawn up a draft list of skills to show what pupils are to be expected to do, know and understand within and across year groups. This will be helpful in Key Stage 1 where design and technology is integrated within topic areas and where the skills being developed can lose their focus.

128 Further improvements are needed to ensure pupils have access to design and technology skills of a higher level, particularly in the upper school. There is no evidence of work using electrical and mechanical components. The need for more demanding problem-solving tasks was a key issue in the school's last inspection report and remains a weakness. A further area for development is the raising of standards in pupils' planning and evaluation skills, again referred to in the previous report. On-going assessments and the monitoring of planning, pupils' work and teaching are not in place to ensure that these improvements are made.

## **GEOGRAPHY**

129 Pupils make satisfactory progress in their learning of geography in Key Stage 1 and in upper Key Stage 2. Their progress in lower Key Stage 2 is unsatisfactory. By the end of Key Stage 1 and 2, pupils' knowledge and understanding of the subject is at a level expected for pupils of their age. Satisfactory standards have been maintained since the last inspection.

130 Pupils in Years 1 and 2 develop their geographical knowledge and skills through topics on farming, the water cycle, and the weather. By the end of Year 2, they use a range of geographical terms, such as field, wood, river, cloud, lightning to describe physical features successfully. Symbols are also used accurately to represent the day's weather. On a diagrammatic picture of the water cycle they match geographical terms to geographical features appropriately. Most pupils can give a simple explanation of the cycle as, "The water from the sea evaporates and turns into clouds. It comes out as rain."



131 By the end of Year 6 pupils studying the local area think about the information needed if they wanted to open a butcher's shop in Wood Lane. They design a questionnaire and collect suitable evidence by seeking local people's opinions. They can record and report their findings appropriately. Developing their understanding of human influences, they consider what is needed for a new settlement. Explanations of why they chose particular facilities and why they located them where they did, show an appropriate level of reasoning. Using an atlas, they label India and surrounding countries, name the oceans and important towns successfully. In studying India, their comparisons of the life of an Indian child with their own are satisfactory.

132 From scrutiny of pupils' work, it is judged that the quality of teaching is satisfactory overall in both key stages. However, pupils' work across the year groups shows that there is insufficient difference in the level of work pupils of different ability produce. There is no evidence of higher level skills being taught to higher achieving pupils. This is partly because there is no list of skills to be developed from year to year or system of assessment in place to inform planning within and across year groups. Work is marked and positive comments are made but these are not specific enough to support pupils in how to improve their geographical understanding. Occasionally there is unnecessary colouring of work, which does not add to pupils' knowledge or understanding. Pupils often present their work well across the school.

133 Geography is a low priority in the school and is not managed effectively. No monitoring of teachers' plans, pupils' work or teaching is taking place to ensure consistency of approach to teaching across the school.

## **HISTORY**

134 Overall, satisfactory progress is made in history. Progress in Years 3 and 4 is unsatisfactory in aspects of history other than historical description. Nevertheless, by the time pupils leave school, the quality of their work is at a level expected for pupils of this age. This level has been maintained since the last inspection.

135 At the end of Year 2 pupils learn that some people are brave enough to risk their lives for others and recognise that Grace Darling was important historically because the example that she set led to the founding of the life-boat service. They learn that people in the past made discoveries and some became famous. Pupils are introduced to Archimedes and Ancient Greece. At a very simple level, they can explain Archimedes' principle that if you put something heavy in water the level rises. Pupils in lower Key Stage 2 study the Celts and Romans. They use appropriate historical terms, such as AD, BC, Boudicea and legion, and apply these terms appropriately in describing the Celtic rebellion. Their ability to do this in other contexts is inconsistent. They offer satisfactory reasons why Julius Caesar came to Britain. Their responses to questions like, "How do we know?" are adequate. Pupils' ability to use research skills and present information in a variety of ways and their understanding of chronology is limited. Too much work is based on worksheets, which give pupils little opportunity for developing a range of historical skills.

136 By the end of Year 6 pupils have notably increased their range of historical skills. Accurate constructions of a family tree for Tudor kings and queens demonstrate an awareness of chronology. Interpretations are drawn from it and historical questions constructed appropriately. Viewpoints and opinions are expressed as to why Henry VIII became king when he did. Satisfactory explanations are given relating to rulers having to be able to lead soldiers into battle. Pupils get a little confused when retelling the details of Henry and Katherine's divorce. Only the higher attaining pupils give a clearly sequenced account of the events leading up to it. When drawing out information from a picture of town house, most pupils make factual statements. Higher attaining pupils can give reasons for their answers.

137 During the inspection pupils in Year 6 were comparing their lives in Wood Lane with those of previous generations. They constructed questions and used these appropriately to glean information from an older member of the local community. This lesson was well structured, although planning focused on the activity rather than the specific historical skills pupils were to learn. The teacher used questions effectively to enable pupils to increase their knowledge and to guide the visitor's talk. As a result, the visitor explained and demonstrated particular aspects of his own and other people's lives, of which pupils had little knowledge. Pupils listened well and showed interest; the visitor was knowledgeable about the lives and times of their grandparents and shared information and memories well. A few pupils expressed their knowledge and understanding of the purpose of historical artefacts, such as a mangle.

138 Judging from the one lesson seen and the scrutiny of pupils' work, it is judged that the quality of teaching is satisfactory in Key Stages 1 and 2. However, the level of achievement that higher attaining pupils make is not as high as it could be, even in Year 6 where pupils' work reflects differences in ability. Differences in what is achieved tend to be in the language used rather than in historical skills. There are insufficient opportunities for the higher attaining pupils to develop the higher level research and interpretation skills, which make use of conflicting information. Teachers do not plan to teach higher levels. In Key Stage 1, historical skills tend to be overshadowed within a wider topic framework, and aspects of history, such as a sense of chronology, are not well developed. Marking in Key Stage 1 is used effectively to make assessments, for example, "Managed to only write this sentence". Whilst in upper Key Stage 2 positive comments are given, in lower Key Stage 2 there are no written comments. Across the school marking is not being used to inform pupils of how to improve their work.

139 History is a low priority subject in the school and management of it is ineffective. There is no scheme of work to support teachers in building on pupils' knowledge and skills from year to year. Assessment is not used sufficiently to support teachers' daily and long-term planning to enable them to match work more closely to higher attaining pupils' learning needs. Evaluation of the quality of teaching and pupils' learning is not in place to promote the development of the subject. Good use is made of visits and visitors.

## **INFORMATION TECHNOLOGY**

140 Pupils' attainment in information technology is slightly below the expected level by the end of Key Stage 1 and below by the end of Key Stage 2. This has, in part, been due to the lack of provision and availability of up-to-date hardware and software to allow the school to meet the breadth and balance of curriculum requirements adequately. It is also due to the absence of guidance to support teachers in building on pupils' existing knowledge and skills over time. This was highlighted in the last inspection report when standards at the end of Key Stage 2 were well below national expectations. The hardware situation has been improved very recently; new equipment is in use in two classrooms. A satisfactory level of improvement has been achieved with the introduction of work on databases, word processing and computer control outlined necessary.

141 Progress in information technology is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2 overall. In lower Key stage 2 there is incomplete coverage of planned work, which hinders pupils' progress. In the last inspection progress was unsatisfactory in Key Stage 2 and some aspects remain unsatisfactory. The school has plans to address these.

142 By the end of Key Stage 1 pupils use the mouse well. They can click on the display screen and drag. When developing their word processing skills, with help, pupils write their own sentences. Most

are using the capital letter and numbers keys and can save their work. They can follow instructions when using logo, such as 'forward 10, left, and forward three' and predict the outcome. Pupils are confident in using software programs set up, for instance, to develop mathematical knowledge. They do not always know what these are called. Fruit and vegetables pictures have been created using a graphics package, with pupils selecting appropriate tools to match their purpose. Pupils know how to use the delete function.

143 By the end of Year 6 pupils put a disc in the machine, boot up and get started. All can enter text using a word processor. They change fonts and font size, highlight text, save their work and print it out. They are not able to retrieve it independently. Coloured images are imported to a text using clip-art. This is seen in work on New Year and the Millennium. In work using logo, pupils attain at the expected level for pupils of their age. They follow simple procedures and write their own to create a pattern. They make successful use of a branching database for data handling problems in mathematics and of data logging equipment using light and heat sensors in science. Recently, pupils have had experience of using the Internet to research the work of famous artists. They follow instructions accurately to do this. Experience of using email is planned.

144 The quality of teaching is satisfactory. The confidence of teachers in their own ability to teach pupils computer skills has improved since the last inspection with teachers attending training. Further training is planned to develop teachers' skills in the use of e-mail, the Internet and modelling techniques.

145 The co-ordinator is committed to improving pupils' attainment in information technology. She has devoted a lot of time and energy to carrying out the National Grids for Learning audit of the school's provision and produced an action plan which has led to the purchasing of new machines. These are sufficient for National Curriculum requirements to be met and the co-ordinator is confident about the advance that the school will make now that resources are available. Time has also been spent well putting together a detailed list of the skills and levels expected in each year group. This is yet to be implemented. Still to be developed is an assessment system that will enable the school to monitor pupils' progress in the acquisition of skills and standards overall.

146 Information technology is now making a satisfactory contribution to other subjects of the curriculum.

## **MUSIC**

147 Only one music lesson was observed during the week and this was in Key Stage 2, so it is not appropriate to make a judgement on progress. By the end of Key Stage 2, pupils demonstrate an appreciation of the colour and emotion of music. Many pupils have a good dramatic sense, recognising the style and intentions of a poem they have written and providing a varied accompaniment. Pupils have gained a satisfactory range of skills. They understand musical elements, such as pitch and duration, and are beginning to know standard musical notation. They apply their skills well to songs, having a clear singing voice and keeping in tune. Pupils play a variety of untuned percussion instruments, with satisfactory skills at keeping time and rhythm, and showing style in their playing. Overall, the pupils demonstrate a developing understanding of music through the school, supported by the programme of study and the work of the subject co-ordinator.

148 Pupils' singing in assembly is tuneful, with some pupils showing good style. Pupils' attitudes to music were good in the upper junior class. Behaviour was good in the lesson observed. The pupils participated well in the activities and showed a good sense of enjoyment. They co-operated sensibly when playing instruments and were beginning to listen carefully to them as they accompanied to keep time. Pupils sing with increasing confidence through the school.

149 The quality of teaching was good in the lesson seen and enabled the pupils to make good progress in their appreciation of music. The teacher's pupil management is good, with pupils arranged suitably to help them take an active part. The subject planning allows for opportunities to compose, perform, listen to and appraise music. The teacher has a secure subject knowledge that is shown through explanations, and particularly the work the older pupils have produced since the visit by a group of musicians. The teacher makes appropriate evaluations of the pupils as they sing or perform to help improve their performance. The range of resources for the subject is satisfactory, including percussion instruments from differing cultures. The extra-curricular recorder groups make a helpful contribution to pupils' social and cultural development. Pupils also have opportunities to appreciate music in assemblies, although the composer and period of the music are seldom mentioned. A small number of pupils receive instrumental tuition, and they are making appropriate progress, including early grades for the violin.

## **PHYSICAL EDUCATION**

150 Only one physical education lesson took place during the inspection days and therefore it is not possible to make judgements about standards, teaching and learning across the school. In the games lesson seen, pupils at the end of Key Stage 1 were able to throw under arm with appropriate accuracy for their age, to show satisfactory awareness of space when travelling and to participate in small group activities.

151 The quality of teaching observed was satisfactory. The lesson was well organised and managed so that the pupils knew what they were expected to do and behaved well. Appropriate emphasis was placed on health and safety aspects and the pupils were becoming aware of the effects of exercise on their bodies. The teacher provided opportunities for pupils to work in pairs and in teams and encouraged pupils to support and help each other. As a result, they co-operated well and were successful in taking turns. Relationships between the teacher and the pupils were very good so that the pupils gained in confidence and were motivated to try to do their best. When the teacher taught the skills by demonstration, the pupils made satisfactory progress. For example, pupils showed improvement in their ability to throw as a result of watching the teacher and each other. However, when introducing the skill of dodging, the teaching of the skill was not identified as clearly and the pupils continued to chase each other. Too few opportunities were given for pupils to show independence and decision-making. However, the pupils were expected to practise to improve and, as a result, they demonstrated good perseverance and commitment. The pace of the lesson was at times a little slow when pupils spent too much time observing each other without sufficient emphasis on evaluating performance.

152 There has been little change in the provision for the subject since the last inspection. The school provides an appropriate range of activities for physical education. In Key Stage 2, all pupils have the opportunity for swimming lessons at the local swimming pool and Key Stage 1 pupils participate in dance. The time given to physical education varies across the school and there is no scheme of work to ensure that pupils build on their skills systematically from one year to the next. Assessment is used inconsistently and is not yet sufficiently in place to ensure that pupils build systematically on their knowledge and understanding. The school plans to review the subject provision as part of national developments in the curriculum, which are to commence in September 2000. This is an appropriate time to determine a whole-school approach to the subject.

153 Although the hall is too small for use for gymnastics, the school compensates for this by the use of the local secondary school's facilities. This is to be extended from September 2000 when the expertise of secondary physical education specialists is to be available in lessons. Whilst there are benefits for the pupils in this provision, there are also disadvantages in that additional curriculum time

is taken for travelling to the secondary school. The playground and field are spacious and are used appropriately for games.

154 Resources in the physical education are just satisfactory. There is not enough small games equipment for the teaching of games skills.

155 The pupils have good opportunities to participate in competitive sports within the Small Schools' Cluster Group. For example, they are involved in football and netball matches for teams of boys and girls, in swimming galas and sports days. These activities contribute significantly to pupils' social development and enhance the skills of pupils with a particular interest or aptitude. The pupils benefit from regular after-school football and netball activities, which are supported by governors' and parents' expertise.

## **RELIGIOUS EDUCATION**

156 Standards are satisfactory in relation to the expectations of the locally Agreed Syllabus by the end of Key Stages 1 and 2. The school has maintained satisfactory standards since the last inspection.

157 By the end of Key Stage 1, pupils understand aspects of religion, such as caring, sharing and giving. They know several stories from the Bible, such as Noah and the parable of the sower. They have heard about the lives of special people and understand that people continue to work for those in need. They have some knowledge of other faiths through looking at festivals. They recognise the significance of practices such as baptism, and that several religions have similar occasions.

158 By the end of Key Stage 2 pupils have a basic understanding of events that are significant to Judaism. They know about the different kinds of Hindu shrines and the importance of making a pilgrimage to the River Ganges. They understand about the purpose of a pilgrimage, and can relate it to their own lives and wishes. Previous work shows that they have a satisfactory knowledge and understanding of topics across the locally Agreed Syllabus. Pupils are encouraged to develop moral and spiritual awareness through religious education. They are able to describe some important religious people, places and events. Pupils have an early understanding of issues that affect their lives and those of others. They understand the importance of their family life and that rules and respect for things around them are needed in an orderly community.

159 Pupils, including those with special educational needs, make satisfactory progress through the school overall. Pupils are becoming aware of the differences between faith communities. Religious education lessons give significant prominence to developing pupils' wider understanding of religious festivals, both Christian and those from other cultures and world religions.

160 Pupils' attitudes are good in most classes. However in the lower junior class, their attitudes and behaviour were such as to prevent any worthwhile work taking place. In Key Stage 1 and the upper juniors, pupils mostly work with good interest and concentration. By Year 6, they are generally thoughtful in what they say and express their ideas and information they remember clearly. Behaviour is mostly good and supports their attainment.

161 The quality of teaching is good in Key Stage 1 and satisfactory overall in Key Stage 2. Teachers' planning is clear, with learning objectives. In Key Stage 1, lessons are managed well so that pupils' attention and behaviour are good. The teacher provides well-considered explanations based on accurate subject knowledge. The very good questioning ensures that pupils make good progress in knowledge and understanding. In the lower junior class the lesson seen was unsatisfactory because too much time was spent in ensuring that the pupils were working so that there was insufficient opportunity

to encourage pupils to develop their thinking. In the upper junior class, the teacher sets high expectations that encourages pupils to concentrate. She gives clear explanations and draws information from them through careful questioning, so that pupils demonstrate that they have collected information from the Internet, for example. The teacher has secure subject knowledge and she encourages discussion. Everyday assessment practice is sound, although the school does not have a simple record system to note progress. Overall, teachers are providing satisfactory learning opportunities for pupils in religious education.

162 The headteacher is the acting co-ordinator for this term and she has a satisfactory understanding of the role and provides support as required. The management of the subject is sound, and the school follows the locally Agreed Syllabus. Teachers' planning is now monitored for coverage and progression, but formal work sampling is not established. There are no formal procedures for assessment, although pupils' work is marked carefully. A satisfactory range of books and picture resources is available for religious education but there are few artefacts.