

# INSPECTION REPORT

**Gloucester Road Primary School**  
Cheltenham

LEA area: Gloucestershire

Unique Reference Number: 115585

Headteacher: Mr A Brooks

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Reporting inspector: Jennifer Nicholson  
OIN: 23036

Dates of inspection: 22 – 25 November 1999

Under OFSTED contract number: 707343

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
Type of control:	County
Age range of pupils:	4 – 11 years
Gender of pupils:	mixed
School address:	Gloucester Road Cheltenham Gloucs GL51 8PB
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Appropriate authority:	Gloucestershire
Name of chair of governors:	Mrs J Hallas
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Jennifer Nicholson, RgI	Mathematics History Geography Religious education	Attainment and progress Teaching Leadership and management
Malcolm Weaver		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Curriculum and assessment Efficiency
Ann Kinmont	English Design technology Information technology Music Special educational needs English as an additional language	
Monica Mullan	Science Art Physical education Under-fives Equal opportunities	Spiritual, moral, social and cultural development

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## **MAIN FINDINGS**

### **WHAT THE SCHOOL DOES WELL**

- .The school has very good procedures for improving pupils' behaviour; teachers manage pupils' behaviour very well.
- .Pupils almost always behave well in class and around the school, and have good attitudes to their work.
- .Relationships are very good.
- .The work of the attendance officer school has a very positive effect on punctuality and absenteeism
- .The school's procedures for child protection are very good.
- .The school takes good care of pupils.
- .The school makes good provision for physical education and especially swimming.
- .The school provides well for pupils' moral and social development.
- .The school makes good provision for extra-curricular activities, particularly sport.
- .The school has good community links.
- . The school provides well for pupils with English as an additional language.

### **WHERE THE SCHOOL HAS WEAKNESSES**

- I.Standards in reading and speaking at Key Stage 1, and English at Key Stage 2 are below average.
- II.Standards in science are below average at both key stages.
- III.Pupils do not do enough written work.
- IV.Curriculum planning does not include the development of skills such as word building strategies, or speaking and listening.
- V.Curriculum planning does not include clear enough expectations for what pupils are to learn each year.
- VI.Information gained from assessments does not influence planning well enough.
- VII.The learning needs of under-fives are not recognised as a separate stage.
- VIII.The management of subjects is not strong enough overall.
- IX.Lesson time for pupils at Key Stage 2 is short.
- X. Pupils in Years 3 and 4 miss collective worship on Mondays.

**Strengths outweigh weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or carers of pupils at the school.**

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

The school has made satisfactory improvement since the last inspection. There are improvements in information technology at Key Stage 2, and some improvements in writing at Key Stage 1 and mathematics at both key stages. In science, although results have fluctuated, the previously satisfactory standards have not been maintained overall. Provision for pupils with special educational needs has improved. The management of behaviour is much improved and is now a strength of the school. The quality of teaching has also improved significantly. The school has now established sound procedures for recording assessments, but teachers do not use the information gained to influence curriculum plans well enough. Topics are better planned. Statutory requirements for attendance and reporting the results of national testing are now met. Improvement since the last inspection has been hindered by considerable changes in staffing, including senior management. The school's capacity for further improvement is satisfactory. It remains constrained by staffing not yet being settled.

· **STANDARDS IN SUBJECTS**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	·	Key
English	E	E	<i>well above average</i>	A
Mathematics	D	C	<i>above average</i>	B
Science	E	E	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

In 1999, standards for eleven-year olds in mathematics at the end of Key Stage 2 were below the national average. In English and science they were well below average. Few pupils achieved highly. Standards in mathematics were in line with those of schools with pupils from similar backgrounds, but in English and science they were well below. During the inspection, standards at the end of Key Stage 2 in mathematics were judged to be average; in English and science they were below average, although standards in the speaking aspect of English were just average.

At Key Stage 1, standards in writing and mathematics are average, and pupils listen well. In reading and science standards are below average and in speaking they are below expectations. Standards in other subjects, including information technology and religious education, meet expectations at both key stages, with the exception of swimming at Key Stage 2, where they exceed expectations. Children under five are likely to achieve the desired outcomes in all areas of learning with the exception of language and literacy, which is below expectations. They make at least satisfactory progress. Progress in personal and social development is good.

· **QUALITY OF TEACHING**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good	Satisfactory
Science	N/A	Satisfactory	Satisfactory
Information technology	N/A	Insufficient evidence	Satisfactory
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching in lessons seen is satisfactory overall. In thirty-eight per cent of lessons, teaching was good, including five per cent of very good teaching. Five per cent of lessons were judged to be less than satisfactory, due to weak behaviour management.

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

· **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
Behaviour	Good. Pupils almost always behave well in class and throughout the school. They know the school and class rules, and keep them well.
Attendance	Satisfactory. Most pupils are punctual and lessons start on time. A small number are occasionally late, and a small number are regularly absent.
Ethos*	Good. Relationships are very good. The school is committed to improving standards, but there is some lack of challenge for higher attaining pupils. Pupils have good attitudes towards their work.

Leadership and management	Satisfactory. The new headteacher has a clear view of the future development of the school. The management of subjects is not strong enough. Governors are actively supportive.
Curriculum	Satisfactory. It is planned to provide breadth and balance, but there is not enough lesson time at Key Stage 2. Teachers assess pupils' work regularly but do not use the information well enough to plan future units of work. The curriculum is enriched by many after-school activities.
Pupils with special educational needs	The school makes satisfactory provision for pupils with special educational needs.
Spiritual, moral, social & cultural development	Good overall. The school provides planned opportunities for reflection. Pupils' behaviour is almost always positively and consistently managed. The local area is not used enough to contribute to pupils' cultural development.
Staffing, resources and accommodation	Satisfactory. Teachers are suitably qualified and have sufficient range of experience. Learning resources are adequate overall, but the provision of books is barely satisfactory. The accommodation is adequate for the work of the school.
Value for money	Satisfactory

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

#### • THE PARENTS' VIEWS OF THE SCHOOL

##### **What most parents like about the school**

- XI. The children behave well in class.
- XII. The school encourages older children to look after younger ones.
- XIII. Support for children with special educational needs is good.
- XIV. Attendance and punctuality procedures are good.
- XV. The headteacher is approachable and responsive to concerns.
- XVI. The children like school.

##### **What some parents are not happy about**

- XVII. There are too many staff changes, which
- XVIII. There is not enough regular information
- XIX. There is not enough supervision in the
- XX. The summer consultation evening is

Inspectors broadly agree with parents positive views of the school. They agree with parents' concerns about staff changes, but this now appears to have settled. Behaviour was found to be good, almost always in class, and around the school. During inspection week, the level of supervision at lunchtime was adequate, and no bullying was evident. Inspectors agree that there is not enough information for parents about the curriculum. Inspectors find the number and timing of consultation evenings to be satisfactory.



## **KEY ISSUES FOR ACTION**

**In order to build on the existing good features of the school and raise standards of attainment, the headteacher, governors and staff should:**

- XXI. raise standards of attainment in: English at Key Stage 2, speaking and reading at Key Stage 1, and science at both key stages, by :
  - systematically developing speaking skills and strategies for tackling unknown words; extending the range, quality and quantity of written work;
  - promoting reading to stimulate a love of books;
  - improving the curriculum for science;
- XXII. further develop curriculum plans to:
  - include realistic targets for pupils to make better progress in their learning;
  - reflect more accurately information gained from teachers' assessments;
- XXIII. improve overall management by developing the role of curriculum co-ordinators;
- XXIV. recognise the separate needs of children under the age of five by:
  - producing a suitable policy for under fives;
  - preparing appropriate plans which take account of the desirable learning outcomes;
  - reviewing current provision in terms of activities and equipment;
- XXV. review curriculum time at Key Stage 2 in line with recommended guidelines.

In addition to the key issues, the following point should be included in the action plan:

- XXVI. Fulfil statutory requirements for the daily act of collective worship.

## **INTRODUCTION**

### **Characteristics of the school**

1. Gloucester Road Primary School is a small inner city school situated to the northwest of central Cheltenham. The school serves the local area, which consists predominantly of established terraced housing, council owned or privately rented. A significant proportion of the pupils also come from further afield to maintain family links. Some pupils have attended several local schools before coming to Gloucester Road. Pupil mobility is high, with about one fifth of pupils joining the school in the last year. The governors' admissions policy includes admitting children at the beginning of the year in which they will be five, about half of whom attend pre-school groups. The pupils come from a variety of social and economic backgrounds; many parents are in part-time work or unemployed. The school is under-subscribed as a result of a decrease in the primary school population. There are fewer pupils than at the time of the previous inspection. Currently, 153 pupils, aged from four to eleven years, attend the school. There are 88 boys and 65 girls. There are 19 children who are under five or just five. Approximately three per cent of pupils come from homes where English is not the first language, higher than in most schools. Twenty per cent of pupils are eligible for free school meals, broadly average, although the number in the last five years has been consistently above average. Thirty four per cent of pupils are on the school's register of special educational needs, well above the national average. Five pupils have a Statement of Special Educational Need, above average. Most children enter the school with below average attainment overall, in language skills in particular.
1. Gloucester Road Primary School's mission statement declares that the school will provide an excellent education within a safe, caring environment. It sets out to give each child the skills he or she needs in numeracy, literacy and enquiry. It aims to build on each child's strengths, and to foster positive attitudes so that they feel valued and have a desire to learn.
2. Targets for school improvement include evaluating existing policies and practices, writing new policies for music, design and technology and equal opportunities, and implementing the National Numeracy Project. The school's academic targets for testing in 1999 were not met in English. They were very close in mathematics. Targets for next year reflect the school's commitment to improvement. In English at Key Stage 2, they predict results to be 64% at the expected level or above, in mathematics, 57%, and in science 64%.

3. **Key indicators**  
**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	13	11	24

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	9	10	7
	Total	19	20	17
Percentage at NC Level 2 or above	School	83 (77)	95 (73)	74 (70)
	National	82 (80)	83 (81)	87 (84)

3. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	9	7
	Girls	8	8	7
	Total	16	17	14
Percentage at NC Level 2 or above	School	70 (73)	64 (80)	61 (80)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	15	7	22

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	8
	Girls	4	4	4
	Total	12	3	12
Percentage at NC Level 4 or above	School	55 (58)	59 (50)	55 (75)
	National	70 (65)	69 (59)	78 (69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	10
	Girls	6	4	5
	Total	15	14	15
Percentage at NC Level 4 or above	School	64 (74)	59 (54)	64 (75)
	National	68 (65)	69 (65)	75 (72)

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1 Percentages in parentheses refer to the year before the latest reporting year

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2 Percentages in parentheses refer to the year before the latest reporting year

1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School National comparative data	% 5.3 5.7
	Unauthorised Absence	School National comparative data	0.3 0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	7
	Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	5%
	Satisfactory or better	95%
	Less than satisfactory	5%

## 1        **PART A: ASPECTS OF THE SCHOOL**

### 1        **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### 1        **Attainment and progress**

1. In national testing in 1999, at the end of Key Stage 1, standards of attainment in reading and writing met national averages. Standards in mathematics were below average and in science very low. Few pupils achieved at high levels, except in mathematics where the proportion of pupils achieving higher scores was close to the national average. In comparison with similar schools, results overall in reading were above average, in writing well above average, and in mathematics, average.
2. In national testing at the end of Key Stage 2 in 1999, results show that standards in English and science are well below national averages; in mathematics they are below average. The proportion of pupils achieving highly is below average. In comparison with similar schools, results in English and science were well below average, but in mathematics they were in line with those of similar schools, and in science, they were well below.
3. Comparisons with similar schools reflect the take-up of free school meals, which have declined significantly recently, having been high previously. As a result the school is now placed in a different category for comparisons with similar schools, which does not fully reflect the pupils' backgrounds, and the outcomes appear less generous.
4. Trends for Key Stage 1 over the last three years for which data is available, 1996 to 1998, show standards in writing to be close to national averages, in reading to be below, and in mathematics to be well below. Results for 1999 at Key Stage 1 show improvements in writing, reflecting differences in the year group and extra support from the local education authority. At Key Stage 2, from 1996 to 1998, standards in English, mathematics and science were well below national averages overall. Results for science at both key stages are significantly lower in 1999 than in 1998, which may be the result of disruptions to staffing. Data shows that during the period 1996 to 1998, girls outperformed boys at Key Stage 1, but at Key Stage 2 there were no observable differences. Inspection evidence found no observable differences between the performance of boys and girls.
5. Since the last inspection standards have improved at Key Stage 2 in speaking, mathematics, information technology, religious education, art, and geography. Standards in science are lower than at the last inspection at both key stages. Standards at Key Stage 1 are broadly unchanged.
6. The attainment of most children on starting school is below average, in language and literacy skills in particular. By the time children are five, they are likely to achieve the desirable learning outcomes in all areas of learning with the exception of language and literacy, which is likely to be below expectations. Children make at least satisfactory progress. They make good progress in personal social development. Children are making an appropriate start to statutory education.
7. Inspection evidence shows that standards in speaking are below expectations at Key Stage 1, but in line at Key Stage 2. Standards in listening meet expectations at both key stages, reflecting the positive way almost all teachers manage pupils' behaviour, including their high expectations for

attentive listening. Standards in reading are below expectations at the end of both key stages. Standards in writing are average at the end of Key Stage 1, but below average at the end of Key Stage 2. Inspection evidence reflects results in national testing in science at both key stages, and in English at Key Stage 2. In mathematics at both key stages, inspection evidence reflects higher standards, but standards were found to be lower in reading at Key Stage 1 than results in national testing. Differences may be accounted for by differences in year groups. In addition, as the number of pupils taking the tests each year is relatively small, the results of each pupil has a marked impact on the data, and variations are to be expected.

8. Pupils in Year 2 enjoy listening to stories but have limited confidence in speaking in extended sentences, and a limited vocabulary. They read simple words but have few strategies for tackling new words. They are beginning to write freely in sentences, spelling some basic words correctly. In Year 6, pupils make relevant comments and can develop their ideas. They are developing fluency in reading, but many are unsure about the meaning of individual words. In writing they are developing useful strategies such as making notes and drafting. Pupils practice their literacy skills usefully in other subjects by recording information in different ways, for example preparing a newspaper report in religious education.
9. Standards in mathematics are average at both key stages. Pupils in Year 2 count in tens to one hundred. They can explain their working strategies. In Year 6 they have clear understanding of negative numbers and most can order them. The National Numeracy Project is being implemented satisfactorily and is having a positive effect on numeracy across the curriculum, for example in science and geography.
10. Standards in science are below average at both key stages. Pupils in Year 2 can construct a simple electrical circuit, but few can articulate their ideas. In Year 6, they are developing an appreciation of the power and effect of gravity, but their scientific vocabulary is limited. They are aware of the need for consistency to ensure a fair test.
11. Standards in information technology meet expectations at both key stages. Pupils use their skills effectively to support learning in other subjects, for example, English, mathematics and art. Standards in religious education meet the expectations of the locally agreed syllabus at both key stages. Standards in other subjects meet expectations at both key stages.
12. Progress is satisfactory in two thirds of lessons. In one quarter of lessons, progress is good, occurring mainly in the mixed Year 5 and 6 class. In this class, progress is promoted well by lively, stimulating teaching. Good progress also occurs in English mathematics, music and physical education. In swimming, regular assessment identifies effectively what pupils need to do next to improve, impacting well on their progress. There are other examples of good progress in almost all classes. Weak behaviour management in some Year 4 lessons hinders pupils' progress.
13. In relation to prior attainment, pupils make broadly satisfactory progress across the range of subjects. However, progress in writing is not satisfactory over time in Key Stage 2. Pupils make good progress in writing through Key Stage 1 in relation to their prior attainment, and begin Key Stage 2 with broadly average standards. However, these are not sustained through Key Stage 2, as identified during the last inspection. This may be due to staffing changes, high pupil transience, and the National Literacy Strategy not yet impacting well enough on standards and results by the time pupils leave the school. Pupils' slow progress in acquiring secure literacy skills is hindering their achievement in other subjects. Progress in science over time is less than satisfactory at both key stages, constrained by some insecure knowledge and understanding of what is required. Pupils with special educational needs make satisfactory progress in learning word-building strategies. Pupils for whom English is an additional language make good progress in acquiring competence in English, promoted well by effective support. Higher attaining pupils do not always make sufficient progress, hindered by a lack of challenge, for example in science and in writing in Year 2.

17. The school has set realistic targets for national testing in 2000, reflecting the commitment to improving standards but set in the context of the year groups to be tested. The school does not set targets for improvement for other year groups.

17. **Attitudes, behaviour and personal development**

18. Children under the age of five make good progress in their personal and social development. Most children are settled well into the routines of school. They sit quietly and listen attentively. They work well with others. They behave well and respond politely to the adults around them.
19. The attitudes, behaviour and personal development of pupils are good and are strengths of the school. This finding confirms that the good behaviour found during the previous inspection has been sustained. The good attitudes to their work and to teachers are better than that found previously. The school is a harmonious and secure place in which to learn.
20. Pupils show interest in their work and are able to sustain concentration for reasonable periods of time. From the very beginning of their experience in school, pupils are expected to be involved, listen and pay attention in all aspects of school life, and do so readily. Most pupils readily answer questions and many offer suggestions when given opportunity. They take pride in their work. They assist in class by clearing away after tasks and use the school equipment in a sensible manner. As a result, pupils enjoy their work overall and are keen to please. Older pupils are happy to talk about their work, and talked freely about their school. These factors build their self-esteem and self-confidence well. However, pupils with special educational needs are readily distracted, but they respond well to encouragement and support. They show pleasure when they are able to achieve and succeed in tasks and activities. They are developing more positive attitudes to learning and are usually well integrated in whole class and group activities.
21. For the greater part of the inspection period, the pupils' good behaviour was a good feature of the school as a result of consistently positive behaviour management. Pupils know and understand what is acceptable behaviour and are aware of the class and school rules, which they mostly keep well. Pupils listen attentively and show respect for each other. They take appropriate responsibilities. They feel safe and secure. Pupils' behaviour deteriorated in one class only, where a part-time member of staff did not follow the school's behaviour code effectively. Otherwise, no instances of unsatisfactory behaviour, racial dis-harmony or bullying were seen during the inspection period. There have been seven occasions where the school has excluded pupils for temporary periods. This figure is reported by the school to be rising. A number of parents have expressed concern over some pupils' behaviour at lunchtime, considering midday supervision to be insufficient. There were no occasions of unsatisfactory behaviour observed in the lunchtime when the headteacher also supervised pupils at play.



22. The quality of pupils' relationships with one another and with adults is very good overall, and permeates the whole work of the school. Boys and girls play and work together well and older pupils take responsibility for assisting younger pupils at lunchtimes and during their initial period at school in the infant playground. The school property is respected; there is neither graffiti nor litter about the premises. Most pupils are courteous, they confidently relate to adults and visitors without needing to be prompted and are polite to one another. In school assemblies, the pupils listen well to the presentations, and enjoy the singing. In some classes, such as in Year 5, they have the opportunity to celebrate other pupils' awards such as 'special agent', for good work. These opportunities help to promote the concept of sharing and an understanding and respect for the feelings and values of others.

14. The pupils' personal development is good. Pupils share the results of their work with other classmates, such as in Year 3, when a few were asked to show the results of their work in art. Older pupils have been involved with the local council in making improvements to the Winston Churchill Memorial Gardens, and have considered and suggested designs for revising the children's' play areas including the provision of a wobbly bridge between two existing mounds. Pupils in Year 6 have also been involved in suggesting and designing improvements to the infant playground. Their personal development and self-esteem has risen as a result of presenting ideas to council representatives.

23. **Attendance**

1 Attendance is satisfactory and is broadly in line with the national average. This shows an improvement over the last year, although it is slightly below that found previously. Registers are completed quickly, efficiently and correctly. A small number of pupils, however, are developing regular habits of arriving late at school though this does not have a disruptive impact in classes and most lessons get off to a prompt start. A small minority of pupils is regularly absent. Attendance for pupils with special educational needs is erratic. Some remain at the school for only a short time and this has a negative impact on their progress.

24 **QUALITY OF EDUCATION PROVIDED**

24 **Teaching**

2 The quality of teaching is satisfactory overall. In thirty three per cent of lessons seen, teaching is good, and in five per cent, very good. In the majority of these good or very good lessons, pupils progress well, although in several the main impact is on the quality of behaviour, and good attitudes to work, as a result of the school's focused attention on behaviour management. In the three best lessons, mathematics, music and swimming, teachers' good subject knowledge, combined with enthusiasm, high expectations and a brisk pace, clearly motivated pupils very well and enabled them to make good progress. In swimming, identification of what pupils need to learn next to improve was very good. Five per cent of lessons were less than satisfactory, occurring in some Year 4 sessions. In these lessons, management of pupils' behaviour was weak, hindering the quality of their learning. The quality of teaching for children under the age of five is satisfactory. Sometimes it is good as in mathematics and personal and social development.

3 Teachers' subject knowledge is satisfactory. There is some good subject knowledge in music and physical education at Key Stage 2. There is some subject insecurity in science. Teachers ask relevant questions to prompt thinking about new information. Introductions to lessons and explanations are clear.

- 4 Teachers' expectations for pupils' learning are satisfactory. Teachers make effective links with previous learning, asking appropriate questions to recall and then extend prior learning. There are some good examples of challenge, as in music in Year 5 and in mathematics in the mixed Year 5 and 6 class. But sometimes expectations for pupils' learning are not high enough as in science at both key stages. In addition, most tasks are teacher-directed with few opportunities for pupils to research topics for themselves. There are clear expectations for presentation of work. The work in pupils' books is generally neat, but often limited in quantity.
- 5 Teachers and support staff are fully aware of individual needs and targets of pupils with special educational needs. They respond effectively in all areas of the curriculum, giving appropriate support in group work and on an individual basis. They enable pupils to begin to meet objectives outlined in individual education plans.
- 6 Lesson planning is satisfactory and follows a useful common format. Lesson objectives are appropriately identified, but are not always specific enough. Links with medium term topic plans are evident. However, planning to increase pupils' skills systematically, for example, phonics and speaking, is less secure. Teachers plan for differing abilities within their classes, as evident on the weekly planners for literacy and numeracy. However, higher level tasks for higher attaining pupils are often set as extension work, to be tackled after the general task, which does not always provide sufficient challenge. Lessons for children under the age of five are suitably planned to meet their varying needs.
- 7 Teachers use a variety of teaching methods with opportunities for pupils to work together in different ways, as a whole class, individually, or in pairs. Evidence of pupils working collaboratively in groups is limited. The structure to lessons is clearly defined. Sometimes, at the beginning of lessons, teachers usefully make explicit what pupils are going to learn during that session, as for example in religious education in Years 5 and 6. Introductions are informative, and questioning to check understanding appropriate, but not enough emphasis is placed on encouraging pupils to talk in complete sentences, or in an extended way. Instructions are generally clear, although sometimes pupils find them difficult to understand. Teachers support pupils effectively during activities, intervening appropriately to move the learning on. They use their knowledge of pupils' abilities effectively to target particular pupils. In plenary sessions, teachers usefully reinforce learning points. However, whole class sessions are often over-long with insufficient time for tasks to be completed. There is an emphasis on written tasks which, whilst appropriately reinforcing pupils' developing literacy skills, are often restricted by them. Too much of the time for children under the age of five is directed by the teacher, with insufficient time for them to initiate their own activities.
- 8 Teachers suitably assess work in progress during lessons, checking pupils' understanding, and evaluating the impact of lessons. They amend subsequent lesson plans accordingly. They listen carefully to pupils' contributions. Marking is positive and encouraging, and sometimes constructive, but does not identify consistently enough what pupils need to do to improve. Teachers maintain suitable records of pupils' test and other results, but evidence indicating pupils' next learning steps is limited.
- 9 Teachers' relationships with pupils are very good overall. Almost all teachers manage them very well in a friendly, positive and supportive, but firm manner, working hard to promote consistently the school's agreed behaviour policy. As a result pupils work purposefully and a positive classroom ethos is achieved. The few instances of weak behaviour management result in restless and attentive pupils who behave inappropriately and do not progress well. Children under the age of five are managed in a consistent, positive and well organised way. As a result they are settled within the routines of school, and their behaviour and attitudes to work are good.
- 10 Time and resources are used appropriately overall, although sometimes the use of practical resources is limited. Lessons generally start on time and maintain a suitable pace. In better

lessons a brisk pace stimulates pupils well, but there are examples of a calm relaxed pace fostering enjoyment and understanding effectively, as in a religious education lesson at the end of the day. One class has two teachers in a job-share arrangement. Joint planning and liaison for pupils' learning in this class is limited as the teachers' times in school do not overlap. In addition, differences in teaching approaches impacts significantly on pupils' behaviour. Support staff are used satisfactorily. They are clear about their role. However, they are not always used to best effect during over-long whole-class sessions. There is limited support for children under the age of five.

11 Good support is provided for pupils with English as an additional language, to enable them to settle into the school routine and to give them access to the curriculum. New arrivals are given intensive support. Work is planned with the class teacher to develop pupils' experience of English and to consolidate their ability to understand and communicate in English. These pupils are encouraged to use their developing speaking, listening, reading and writing skills. Tasks are well planned and resourced. Teaching builds on and extends pupils' contributions. There are careful explanations. Good liaison with the class teacher is making a significant contribution to improving pupils' attainment.

12 Evidence shows that homework is adequate overall, including for example, reading, spellings, and tables practice. However, there was little reference to homework observed during the inspection week. The policy for homework is currently under review to ensure an agreed practice through the school. Parents expressed concern about the amount of homework given and its consistency among the classes.

13 Since the last inspection class management is much improved. It is now a strength of the school. In addition, the school has worked hard to produce a comprehensive policy for teaching and learning, using a practical application of the school's aims as a basis. This is beginning to securely underpin teaching practices. A common format is used for lesson planning, which is useful for literacy and numeracy in particular, but learning objectives are sometimes too general. Tasks now match pupils' abilities better, although there is still some lack of challenge for higher attaining pupils in particular. Subject knowledge in religious education, art and geography is now satisfactory. The quality of teaching, judged previously to have serious weaknesses, is now judged to be satisfactory overall, with a significant proportion of good or very good lessons. However, a small percentage of less than satisfactory teaching remains.

### 36 **The curriculum and assessment**

14 The curriculum meets statutory requirements. It includes all the subjects of the National Curriculum, religious education and sex education.

15 Planning for children under five takes some account of the recommended curriculum for these children, and teaching in practice leads towards the desired outcomes. However, there is no policy reflecting the separate needs of these children and how they learn in a practical and active way. There is no separate and distinct planning, which takes full account of the six areas of learning and the criteria for each.

16 The school offers a curriculum which broadly meets the needs of the pupils. It is based on the recently introduced teaching and learning policy. At present not all planning and policy documents fully reflect the aims and intentions of the policy and some are still in draft form. Curriculum planning is now moving towards a common format and organisation to ensure a more consistent approach. The content of the curriculum is clearly set out and planning has recently been amended to include learning activities and objectives.

17 Though the content of schemes of work is clear in half term planning, there are still weaknesses in

the identification of specific learning objectives in teachers' weekly planning, as observed in the previous inspection. As a result work is not always suitably matched to the needs of pupils, constraining their progress. There is satisfactory balance and relevance in curriculum provision and breadth at Key Stage 1, but there is insufficient time at Key Stage 2 to achieve the necessary depth and breadth of activity and experience. This is a weakness in provision, which has an effect on pupils' progress and learning. There is good provision for swimming and pupils make good progress. Pupils have the opportunity to apply their literacy and numeracy skills across the curriculum. Too few opportunities are provided within the curriculum for independent study, particularly for more able pupils.

- 18 Equality of access and opportunity is demonstrated in all areas of school life with the exception of pupils in Years 3 and 4, who regularly miss their entitlement to collective worship on Mondays on account of swimming. Equality of access and opportunity is clear, however, in the organisation of groups, in the integration of pupils with special educational needs and those for whom English is an additional language. Higher attaining pupils do not always make sufficient progress, an issue identified in the previous inspection. The curriculum provision for pupils with special educational need is satisfactory. This is an improvement on the previous inspection. All pupils with English as an additional language have individual targets for learning. There is effective use of repetition and visual aids. Links with the first language are being effectively reinforced. There is close monitoring through the building up of individual profiles. There are bi-lingual books and posters in classrooms.
- 19 There continue to be some weaknesses in planning for pupils to build steadily on their prior learning. They show structure and sequence but there is insufficient emphasis on the actual development of skills. Some consistency is now being achieved through more joint planning and the better organisation and recording of planning and assessment procedures.
- 20 There is good enrichment of the curriculum by the provision of and the priority given to extra-curricular sport, which includes cricket, soccer, rugby, athletics, gymnastics, cross country and netball. The school benefits from outside support and coaching, including table tennis. There is also recorder tuition available to all pupils in both key stages. As a result of the good provision, many pupils take part in these activities. All pupils in Key Stage 2 take part in residential courses, which blend adventurous and cultural activities. Teachers' contributions to extra-curricular activities are high as they are all involved.
- 21 There are effective links with the next school and a sharing of their expertise and facilities in, for example, physical education and information technology. The curriculum promotes pupils' intellectual and physical development. It is particularly successful in promoting pupils' personal development. There is an appropriate home-school reading contract. Homework is being appropriately used to motivate pupils with special educational needs and to enable them to make progress.
- 22 The previous inspection identified the need to ensure curriculum coherence, particularly at Key Stage 2 as a key issue for action. This has been partly resolved as the process of updating policies and schemes of work to promote continuity in pupils' learning still continues. A more consistent approach to planning is being achieved. There still remains a need to identify specific learning objectives for higher attaining pupils at both key stages. There is now more secure provision for pupils with special educational needs.
- 23 Assessment is satisfactory overall. There are effective procedures for assessing and recording pupils' attainment. Formal records which relate to National Curriculum requirements and which include the results of regular testing form the basis of satisfactory reports to parents. There is also recording of aspects of personal development. Informal assessment takes place through day-to-day observation and marking. There is effective practice in Key Stage 1 and in Year 6, where teachers respond to work in progress and record brief observations. In these classes, annotated work and

diagnostic comments provide targets for the next stage of learning, and state clearly what pupils need to do to improve. There are few opportunities for pupil self-assessment.

24 The assessment policy is adequate. It emphasises what has to be done and when. However, it contains no reference to moderation and the sampling of pupils' work to identify levels of attainment which accurately inform the process of determining what pupils need to do next to improve. In national testing, there are some discrepancies between teacher assessment and test results. At present, assessment information is not being used effectively enough to influence curriculum planning and teaching as was identified in the previous inspection. In addition, although the school has begun formal analysis of national results, this is not yet impacting sufficiently well on curriculum provision. The entry assessment for the under fives is purposefully used in the planning of their work.

25 The school has put in place satisfactory recording systems in response to the previous key issue for action of ensuring that assessments of pupils' progress are recorded and used to inform the planning and teaching of future work. There is still a need to improve procedures and practice in the latter area.

#### 48 **Pupils' spiritual, moral, social and cultural development**

49 The school provides good provision for moral and social development. It makes satisfactory provision for pupils' spiritual and cultural development. This represents a similar picture to the findings of the previous inspection.

50 Pupils are provided with frequent opportunities for spiritual development in class and through the daily acts of collective worship. These are generally of good quality with appropriate times for reflection. However, they do not fully meet requirements, as pupils in Years 3 and 4 miss Monday assembly each week, and thereby their entitlement for spiritual development, on account of swimming. Other opportunities for pupils to experience spiritual awareness occur, most particularly in curriculum areas such as religious education, music and art. Younger pupils are spiritually captured when hearing of Mary and Joseph's search at the time of Christ's birth. Pupils also demonstrate a sense of awe at the vastness of the universe in science. They are encouraged to be reflective when listening to Greek myths and legends, and to consider the feelings of Mary and Joseph as they journey to Bethlehem.

51 Pupils' moral development is successfully promoted. Parents also believe that the school succeeds in providing positive values. The school is united in setting consistent standards as to expectations of pupils' behaviour. In this, there is an emphasis on moral behaviour, which is clearly conveyed to all pupils. They learn the difference between right and wrong and messages of correct moral principles are regularly reinforced throughout the school day. They are expected to understand and follow the class rules, some of which they have had a share in formulating and which are clearly displayed. The headteacher and staff provide good role models and consistently treat pupils with respect.

52 Pupils' social development is well managed and forms a positive part of the good ethos, which pervades the school. From an early age pupils are encouraged to work considerately with one another and to show concern for the feelings and needs of others. Pupils mix well together in an atmosphere of collaboration and co-operation. In assemblies they are directed towards considering how people can live well together and how the school can be made a better place. In lessons they learn to share their books and materials and take turns fairly. They are enabled to take on small responsibilities regularly, and in this way make a genuinely useful contribution to school life.

53 Pupils are given suitable opportunities to learn about their own culture and traditions through various areas of the curriculum, particularly music and geography. However, there is insufficient use of the locality to further promote cultural development. In religious education pupils learn something of the diversity and strengths of peoples' beliefs. They have a repertoire of songs, which reflects both national and other cultures. Pupils are taught to be aware of a wider world and differing lifestyles, and to consider the relative needs of people of all cultures. Older pupils have studied Jamaica and its historic links with Britain. They are able to share their findings well with the whole school through a good presentation of ideas and related music.

53 **Support, guidance and pupils' welfare**

54 The provision for the support, guidance and well being of all pupils in the school is good overall. Most parents appreciate the caring ethos of the school and are happy with the support and guidance offered to their children. They feel that staff know their children well and that their children are happy in school. Sound induction procedures for children under five ensure a smooth start to full time schooling. Most children settle into school routines well.

55 The formal procedures for monitoring the pupils' academic progress are satisfactory. Teachers' records, however, are variable, with the better records containing useful, regular notes from the teachers observations, whilst others contain less detailed information. The procedures for monitoring the personal development of pupils are good, although insufficient provision is made for pupils to take their own initiative or to develop their research skills. There is early identification and appropriate monitoring of pupils with special educational needs. The support for these pupils is satisfactory and they make satisfactory progress based on their prior attainment and in their personal development. Individual education plans for these pupils are in place, but the targets identified are not specific enough. This shortcoming is being actively developed by the special educational needs co-ordinator and the support teacher. When fully developed, these records should provide the teachers with useful information.

56 The school's procedures for monitoring and promoting attendance are very good and have a clear impact on attendance rates. Attendance is consistently monitored and the school's attendance officer follows up all absence efficiently and effectively. Her work has a very positive effect on reducing the number of pupils arriving late. Good links are being developed with a number of families to assist pupils to improve their attendance at school. In addition, the education welfare officer works closely with the school when problems of attendance arise, and supports the school in seeking to reduce the levels of absence. The school has effective measures in place for recording late arrivals and regularly encourages the parents to ensure that their children arrive at school on time.

57 Procedures for monitoring and promoting good behaviour are very effective overall. They are known well and are applied consistently by almost all adults working in the school. As a result, pupils almost always behave well. They are developing mature habits. The parents are generally happy with the school's expectation for good behaviour and its response to any incidents of bullying.

58 The school is successful in promoting pupils' health, safety and well being. The headteacher is the designated person for child protection procedures and the identification and handling of child protection issues. Very effective procedures are in place and are well known to teaching staff. Confidential records are compiled and stored securely. The headteacher is shortly to receive further training but has yet to ensure that all midday supervisors are fully aware of the school's procedures. Several members of staff have received emergency first aid training, and the procedures for administering first aid and recording accidents are satisfactory. The governors have approved the school's sex education policy and pupils receive appropriate guidance. Satisfactory measures are in place for more mature girls. The school's science curriculum has a programme for healthy living that includes the effects of smoking and drug awareness programme. The health and safety policy gives clear guidelines to all adults involved with the school and regular fire drills are carried out. A small number of issues of concern have been brought to the headteacher and arrangements have been quickly put in place to resolve them.

59 The positive findings of the last inspection have been maintained well. Procedures for monitoring pupils' academic progress have improved.

### 59 **Partnership with parents and the community**

60 The school's partnership with parents and the community is satisfactory overall. The quality of information for parents is satisfactory with general letters and information being issued regularly. Whilst parents are happy with the everyday information they receive from the school, they have expressed the concern that they are not informed of what their children are to study during the forthcoming term. In addition, little information is received to inform them of the work and progress of children under five. Inspection findings confirm that these concerns, raised at the last inspection, have yet to be addressed. The information in their child's end-of-year report is satisfactory overall. The reports, however, are variable in that some give satisfactory detail as to the pupils grasp of skills and their understanding, whilst some others indicate the aspects that pupils have been taught during year. A small number of reports give indicators for improvement, but they do not state clearly enough what pupils need to do to improve. The school has sought to inform parents of the new National Numeracy Strategy, but few parents attended the meeting, partly due to it being held in a different location, being a shared session with other schools.

61 The school prospectus is being prepared for the next academic year and meets all statutory requirements. The governors' annual report to parents, however, omits some items of statutory information. The omission of other statutory items highlighted in the previous inspection report has been addressed. Arrangements for parents to talk about their children's progress are satisfactory, including those for parents of pupils with special educational needs. There are good links with external agencies.

62 The involvement of parents in their children's learning is satisfactory. Some parents form a reliable nucleus that assist in classes with general activities and listening to pupils read. Some parents helpfully support their children with homework. Parents are encouraged to hear their children read daily, and to make comments in their child's reading diary, which occasionally they do. The involvement of parents in these activities contributes effectively to raising standards. The parent teacher association is formed by a small but strong core of parents who readily organise social and fund raising activities to support the work of the school. Good resources have been purchased from this support including books, computers and listening centres. Other parents give support in assisting with football and rugby training after school and at weekends, and several help at the school fete.

- 63 There is very good home / school liaison for pupils with English as an additional language. Daily contact and discussion is maintained. Parents are fully involved and give help with homework. Unique family books are being created, which include contributions from all family members to reflect their cultural heritage.
- 64 The school has good links with the local community. Positive involvement has been developed with the High Street regeneration scheme, where pupils helped to redesign children's play areas in the memorial gardens. Links with the local Anglican Church are strong and the vicar visits the school to assist with assemblies. The school is currently seeking to strengthen its links with the Roman Catholic Church. Older pupils sing carols in the High Street at Christmas and hold a Carol service in school. Satisfactory links with the nearby supermarket has allowed pupils to collect for 'Children in Need' on the supermarket premises. Visitors to the school also include representatives from the Police and a local industrial manufacturer, who give talks to older pupils related to working occupations, giving pupils an awareness of the wider world of work.
- 26 The positive findings of this inspection reflect those of the last inspection, although there is still not enough information for parents regarding what their children are going to learn.

## 65 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 65 **Leadership and management**

- 27 The leadership and management of the school are satisfactory. The headteacher and governing body have a clear view of the future development of the school. They are fully committed to the importance of fostering pupils' welfare as well as their intellectual development. The new headteacher has made a good start to establishing his role, especially in respect of translating school aims into a practical policy for teaching and learning, and in establishing a climate for improvement. The emphasis he places on the positive management of behaviour is clearly successful. He provides positive leadership, and he and the deputy headteacher are fully supportive of staff. The deputy headteacher carries an important management role, with a well-established position in the school. The strategic role of the senior management team is developing. However, the role of curriculum co-ordinator is not strong enough: several subjects are currently under supported, or have co-ordinators new to the role, on account of staffing changes. In addition, there is no co-ordinator responsible for developing policy and practice for children under the age of five.
- 28 Governors are committed and actively supportive. The governing body is suitably organised to enable it to fulfil its responsibilities suitably, but is still under-strength, as during the previous inspection. Governors are familiar with the life of the school through informal visits, including some classroom observations, but they are not involved with the curriculum in a structured way, for example with literacy and numeracy. They are aware of areas for improvement as indicated by the school's results in national testing, and are beginning to be involved with target setting. The governing body fulfils its statutory duties.
- 29 Support and monitoring of teaching and learning, and curriculum development, are satisfactory. The headteacher is involved with classroom life through informal classroom visits. The focus of his monitoring role at present is observing the implementation of the National Strategies for Literacy and Numeracy with all classes. These monitoring sessions suitably involve feedback to teachers, but this is informal. It is not recorded as a basis for building on strengths and remedying weaknesses. Co-ordinators for English and mathematics are also involved with monitoring teaching and learning in their subject. Monitoring teaching and learning in other subjects is limited, with the exception of those subjects with established co-ordinators. There is insufficient monitoring of pupils' work. Governors suitably report the findings of their classroom visits at



meetings.

- 30 Governors are properly involved with supporting pupils with special educational needs. Policy and procedures meet statutory requirements in practice and in reporting to parents. As the school is aware, the policy is due for review. The co-ordinator for special educational needs, the headteacher, fulfils his role well. The school provides well for pupils with English as an additional language, thereby promoting their progress effectively.
- 31 Planning for school development is satisfactory. Governors and staff are appropriately involved. The major areas of school life are covered in a planned way, but the main priorities for development are not clear enough. Procedures for monitoring and evaluating the progress of priorities are clearly stated in the plan, but related information and discussions are not reflected well enough in minutes and records. The school is in the early stages of linking formal analysis of National Curriculum results to identifying priorities for raising standards.
- 32 The school's mission statement and aims are met in many respects, especially with regard to valuing and supporting each child within a safe and caring environment. The school's aims permeate the work of the school effectively. They are translated practically into a comprehensive teaching and learning policy, which the school has recently begun implement. The areas relating to the positive management of behaviour and fostering good attitudes to work are being implemented well. The ethos of the school is positive and encouraging. Everyone and their contributions are valued, and there is a calm purposeful working atmosphere. Relationships are very good. The school promotes equality of opportunity in most respects. The school is fully committed to the raising of standards.
- 33 Statutory requirements are met with the exception of collective worship and minor points in the school's annual report to parents.
- 34 The school has made satisfactory improvement since the last inspection. There are improvements in standards across the curriculum, in mathematics and information technology in particular, and in aspects of English. Although standards in science have fluctuated since the previous inspection, they are now lower overall. Provision for pupils with special educational needs has improved and there is now a newly appointed support teacher. The management of behaviour is much improved and is now a strength of the school. The quality of teaching has also improved significantly, although a small proportion of less than satisfactory teaching remains. The school has established sound procedures for recording assessments, but the information gained is not used well enough to inform curriculum planning. The curriculum is better structured to enable pupils to build on prior learning, especially in those subjects with an emphasis on content. However, curriculum documents are diverse and do not emphasise the development of skills sufficiently well. Statutory requirements with regard to attendance and reporting the results of national testing are now met. Improvement since the last inspection has been hindered by considerable changes in staffing, including in senior management.
- 35 The commitment and dedication of the headteacher, the diligence and hard work of the staff, and the active support of the governing body, lead to the judgement that the school's capacity for improvement is satisfactory. It is constrained at present by staffing not yet being fully settled.

#### 74 **Staffing, accommodation and learning resources**

- 36 There is an adequate balance of suitably qualified and experienced teachers in the school to meet the demands of the curriculum. Many teachers have good subject expertise in the areas for which they are responsible, though none have specialisms in English or science at present. However the turnover of staff is high: almost all staff have joined the school within the last two years and two teachers are temporary. The provision of support staff is high, mainly for pupils with special

educational needs. Children under the age of five are supported for about half of the time. The school is well supported by the efficient attendance officer and competent school secretary. Midday supervisors are actively involved in the life of the school, though some guidance is needed in helping them to be more proficient in supervising pupils during lunchtime play. This is a concern expressed by some parents.

37 Procedures for staff development are satisfactory. The comprehensive list of courses for teacher's professional development is well linked to the school's priorities and indicates that the school endeavours to meet the needs of the staff. The introduction of the literacy and numeracy strategies training is having a positive impact upon the education provided and pupils' learning. The school has satisfactory preparations for staff induction and the staff handbook gives useful details about school routines, though it has yet to include details of arrangements for child protection. Procedures for staff appraisals are in place.

38 The accommodation is adequate to meet the needs of the curriculum for the number of pupils in school. Good opportunity has been taken since the previous inspection to refurbish the external corridor to provide more space for resources and for supporting the needs of individual pupils with special educational needs. However, the usable space is cramped and is interrupted by pupils and staff going between the hall and classrooms. There is a good-sized hall with adequate provision for physical education. The size of classrooms is adequate for most activities, although space is limited for practical aspects of the curriculum, such as experiments in science, and art. The lack of storage space means that many resources are stored in other resource areas throughout the school and not readily accessible to pupils. The limited resource space in the school results in the junior library being sited in the main corridor, which is not satisfactory. There is insufficient space for whole-class teaching in library skills, or for quiet reading or research.

39 The classroom accommodation for children under five is satisfactory, with an area for messy activities in addition to the classroom space. However, there is no separate covered or play area outdoors for these children. Accommodation outdoors for pupils in both key stages is satisfactory, with separate playgrounds for infants and juniors. Provision of grassed areas, shaded areas and seats is limited. The infant playground is in the process of development having recently been resurfaced and painted with games.

40 Learning resources are generally adequate for most subjects. In physical education they are good. Provision of books, however, is barely satisfactory. They are limited in many subjects, including English and science for older pupils, and there are not enough books in the library. In addition, many books are old. There are sufficient bi-lingual books to support pupils with English as an additional language. Resources are stored tidily and labelled well, although most are not accessible by pupils. There are some visits and visitors to support the curriculum, but in general the local area is under-used. Resources for children under five are adequate, but there are neither wheeled vehicles nor large construction equipment for these children.

41 Findings broadly reflect those of the last inspection, including with regard to staffing changes. Resources have improved, as there was a shortage in most subjects. Improvements to the building include the corridor and infant playground.

## 80 **The efficiency of the school**

42 Overall educational development is supported by careful financial planning, and budget control is sound. The headteacher and governing body have clearly defined roles but formal monitoring procedures are not yet in place. The school development plan is therefore carefully costed but has no related system for evaluating the outcomes against expenditure. This reiterates the findings of the previous inspection, which noted that governors were not sufficiently involved in evaluating financial and curriculum responsibilities and the cost effectiveness of spending decisions. The

school is fully aware of the need to link formal analysis of results to the raising of standards, but the analysis is in early stages and is not yet influencing spending priorities. Governors are very aware of the need for prudent planning in response to falling roles.

- 43 The appointment of a new headteacher and almost total replacement of teaching staff since the last inspection has had an impact on the extent to which the school can respond to the issues identified. These account for the large underspend in the period 1998 - 1999. The headteacher, in consultation with governors has now established a sound basis for strategic planning, development and communication. Private funds from the After School Club are appropriately monitored and have been audited recently. All recommendations of the school audit have been implemented. Well run office and administration practices give effective support to the headteacher and the school.
- 44 Resources are generally well managed. Effective use is made of teaching and support staff though there are times in lessons when support staff are under-used. There is effective deployment of outside support for pupils with English as an additional language, which is enhanced by joint planning with the class teacher. This liaison has a positive impact on the progress of these pupils, and ensures their full inclusion in all areas of the curriculum. There is effective use of the accommodation and of learning resources. The library is under-used by pupils for independent study.
- 45 The school has clearly identified priorities for the use of specific grants. These are directed towards support for pupils with special educational needs and to reductions in class sizes. The budget surplus has therefore been spent on the employment of a part time teacher for pupils with special educational needs. Expenditure on pupils with special educational needs forms a substantial proportion of the budget.
- 46 As in the previous inspection the school provides satisfactory value for money. Despite the high unit cost per pupil, this is justified in relation to the high proportion of pupils with special educational needs; in the costs involved in the specific arrangements made for their support and in the setting of pupils to ensure a closer match of work to attainment. In addition there is the high turnover of pupils, and the strong emphasis which is given to behaviour modification. Substantial staff changes have also had an impact on continuity and stability within the school. Overall, in relation to their attainment when they enter the school, pupils make satisfactory progress.

85 **PART B: CURRICULUM AREAS AND SUBJECTS**

85 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

86 The school admits children at the start of the school year in which they are five. At the time of the inspection the majority of children in the reception year were still four years old. Some of them have had pre-school experience in local playgroups. Sound induction procedures ensure a smooth start to full-time schooling. Children under or just five form about two thirds of the reception class, the other third being the youngest Year 1 pupils. An additional teacher, in the role of a teaching assistant, supports these children for about half of the time.

87 The school does not make clearly separate provision for children under the age of five. There is no separate policy outlining their differing needs. Planning does not always take account of the specific learning requirements of children of this age. Standards on entry are below average, particularly in general use of language. However, by the time these children are five, they are likely to meet the desirable learning outcomes in all areas of learning, with the exception of language and literacy which is below expectations. They make at least satisfactory progress. Progress in personal and social development is good. Children are appropriately prepared to start work on the National Curriculum.

88 Good progress is made in **personal and social development**. Most children settle well into the structured routines of school. Children learn, through properly organised group and play activities, to work well with others. They learn to sit quietly when required to, such as in early literacy sessions and when listening to religious stories. They are able to respond politely to the adults around them. They take appropriate care of classroom equipment and are quite independent in changing for physical education lessons. Teaching in this area of learning is good. It is very effective in establishing good standards of co-operation and behaviour. The teacher encourages good behaviour in a positive and kindly way, and emphasises good attention, right from the beginning. Her pleasant but firm manner ensures that the children are aware of the standards, in work and behaviour that are expected from them.

89 Although standards in **language and literacy** remain below average, sound progress is made in all aspects. In the development of listening skills, progress is good due to good behaviour management. Speaking skills are developed through such imaginative play situations as the “Toy Shop”, but generally, children have too few opportunities to engage in sustained speech or dialogue. Children generally speak in short sentences and have limited vocabulary. They enjoy looking at the books available and know that the print, as well as the pictures, in books carries the story. They know a number of initial sounds and can sometimes recognise them in text. Some are able to write their names. Many copy letters and words and attempt to “write” their own ideas by themselves. Teaching in this area of learning is satisfactory. The teacher demonstrates the formation of letters carefully. She places a strong emphasis the growth of listening skills, but there is less emphasis placed on the systematic development of children’s oral skills.

- 90 Standards and progress in **mathematics** are satisfactory. Children are able to count to ten reliably and currently have a satisfactory understanding of values up to five. With support, they can put numbers to ten in the correct order, and can say why they have put a number in a particular place. Children use their fingers appropriately to show an understanding of the differences between numbers. They are beginning to add one more object practically to a small group, of elephants, for example. They use suitable equipment to match and fit numbers and explore shape in three dimensions. Mathematical language to indicate relative size and distance is developing appropriately. Children develop concepts of capacity through such activities as sand-play. Ideas of mathematical shape are introduced and some children are able to recognise and name simple shapes. Teaching in this area of learning is satisfactory; sometimes it is good. The teacher provides sound, practical opportunities for children's mathematical development. She encourages children effectively to talk about their mathematics, for example why they put a number in a particular place in the sequence. She involves them appropriately in lesson introductions and has a clear teaching focus during activity time.
- 91 Standards and progress in **knowledge and understanding of the world** are satisfactory. Children begin to become aware of times past through hearing stories about such people as Grace Darling. Knowledge of their immediate environment is established through looking at homes, and many know and can describe where they live. They are aware of some of the sources of light. They have a basic concept of day and night and of the lives of some night time creatures. They are beginning to use computers and are developing basic skills in manipulating a mouse and keyboard. Teaching in this area of learning is satisfactory. The teacher suitably broadens children's experience through a variety of topic related activities. However, there are not enough opportunities for pupils to investigate and discover for themselves.
- 92 Standards and progress in **physical development** are satisfactory. Many children use pencils, crayons, brushes and other small tools with confidence, although the hand control of some children is still developing, for example with pencils. In general, children learn to cut, paste and join materials, developing hand and eye co-ordination effectively while doing so. They manage a range of standard construction kits and promote the refining of their small motor skills appropriately. In physical education lessons they are able to perform simple movements at varying speeds and use space properly. Although there is no provision for large outdoor equipment, children benefit from experience of the large apparatus available indoors. Teaching in this area of learning is satisfactory. The teacher provides appropriate opportunities for children to develop their hand and finger control, and also to develop their large body movements.
- 93 Standards and progress in **creative development** are satisfactory. Children explore their own ideas through drawing and painting. They know the names of most colours and understand something of the effects of mixing paint. They engage in appropriate collage work related to other experiences gained from their topic. They use paper creatively to make Christmas candles and demonstrate the ability to personalise their work. They enjoy singing a small number of rhymes and songs. They sing in tune. They are able to perform with percussion instruments satisfactorily and can follow the simple musical signals provided by the teacher. Teaching in this area of learning is satisfactory. The teacher uses her own voice appropriately in singing and teaches new words to songs clearly and effectively.
- 47 The findings of this inspection broadly reflect those of the last inspection, although the balance between activities which children choose for themselves and those which are led by adults is less good than previously.

94 **ENGLISH, MATHEMATICS AND SCIENCE**

- 48 In the 1999 National Curriculum assessments in reading at Key Stage 1, the percentage of pupils reaching the expected Level 2 or above was in line with the national average, and above the average for similar schools. The percentage reaching Level 3 was below the national average. The results are similar to the previous year. In writing, the percentage reaching Level 2 or above was well above the national average, and the average for similar schools. These results are markedly better than those of 1998. However, no pupils achieved at the higher level, below the national average. At Key Stage 2, in English, the percentage reaching the expected Level 4 or above was well below the national average and also below the average for similar schools. The percentage reaching Level 5 was well below the national average. There are no real differences in the results of girls and boys at both key stages. Inspection evidence suggests that results at Level 2 and Level 4 are being consolidated. Despite the improvements in reading and writing at Key Stage 1, there are still too few pupils achieving Level 3 and Level 5.
- 49 At Key Stage 1 results over the period 1996 to 1998 show that reading was below the national average, moving close to the national average in 1998 and in line with the national average in 1999. This shows an upward trend. Results for Key Stage 2 for the period 1996 to 1998 are well below the national average. The low trend remained evident in the results for 1999.
- 50 Evidence from this inspection demonstrates that attainment at the end of Key Stage 1 in listening is in line with that of pupils of the same age; in writing it is average. In speaking it is below expectations and reading it is below average. Pupils in Year 2 enjoy listening to stories and are keen to contribute their ideas, but they have limited confidence in speaking out and do not speak often in an extended way. In reading, a significant number of pupils have very few ways of working out new words, which affects their enjoyment and understanding. They read simple words only. Higher attaining pupils are more confident and are beginning to read with expression. Pupils know about book conventions and as a class read aloud together clearly and with expression. In writing, pupils are both copying and freely creating their own writing. They are beginning to write in sentences, spelling some basic words correctly. They are beginning to have an understanding of the structure of stories. Many pupils have developed a neat, well-formed script.
- 51 Attainment in English at the end of Key Stage 2 is satisfactory in speaking and listening but below average in reading and writing. Pupils in Year 6 are prepared to express their feelings and to say what they find difficult. They make relevant comments and can develop their ideas. Higher attaining pupils make clear, articulate responses when discussing poetry. In reading, pupils are developing fluency, but a significant number are often unsure about the meaning of individual words, which affects the speed and clarity of their reading. They can locate information in non-fiction books. Higher attaining pupils read with fluency, expression and good understanding. In writing, pupils are developing a consistency of work and presentation. They are acquiring useful strategies, making notes and drafting, and are tentatively beginning to express ideas. They use dictionaries appropriately. Handwriting is in a satisfactory cursive style, though there are too few examples of extended writing. Higher attaining pupils produce well-presented poems, reflecting an interest in choosing words for effect. For lower-attaining pupils, aspects of recording are weak. They have poor co-ordination with pens and pencils, and produce too little written work.
- 52 Progress at Key Stage 1 is satisfactory overall. Some good progress is evident early in the key stage in the development of strategies to tackle new words, as pupils build on prior knowledge, but this is not being developed systematically to enable them to make sufficient progress in reading and better support their writing. Younger pupils respond well to books and lay secure foundations for reading. Pupils make appropriate progress in handwriting through the key stage in producing well-formed letters. Pupils practice their developing writing skills in other areas of the curriculum, for example in geography.
- 53 Progress through Key Stage 2 is satisfactory overall, although progress in writing over time is

unsatisfactory. In general, year groups enter the key stage with average attainment in writing, but this is not sustained as they move through to Year 6. In addition, the rate of progress in lessons seen is not steady. There is some good progress in Year 3 as pupils' previous learning is extended well, and their literacy skills are applied effectively across the curriculum. Progress in Year 4 is variable. Sometimes it is less than satisfactory, reflecting the impact of the job-share teaching arrangement and inconsistencies in behaviour management. Pupils are beginning to overcome the lack of verbal confidence reported in the previous inspection and are consolidating their reading skills, but there are some weaknesses in comprehension. Most pupils are developing a cursive style of writing. An insecure understanding of word building strategies hinders progress in writing, but the writing of higher attaining pupils shows some good progress. In general pupils produce too little completed work, which affects their rate of progress in English and impacts on subjects with an emphasis on written communication. In addition, occasionally pupils do not understand the task or cannot read worksheets, and their progress is hindered.

- 54 Pupils in Year 5 make satisfactory progress in response to high expectations. Good progress is made in making constructive and critical comments of a text and pupils are starting to apply their knowledge of language in different contexts and for different purposes. They maintain high standards of presentation and writing is well formed. Improvements in writing are seen in punctuation, the use of paragraphs, the beginning of descriptive writing and an individual style. Pupils use information technology with increasing confidence to send, for example, an e-mail to a friend in Australia. Lower attaining pupils make limited progress and do not always complete tasks as concentration is often limited. Higher attaining pupils do not make enough progress in developing research skills. The siting of the school library in the corridor hinders independent study skills. Pupils in Year 6 are well motivated by stimulating teaching, and this has a positive impact on the progress they make. For all pupils, especially the more able, there is good progress in developing confidence in analysing texts. Some pupils reflect on what has been achieved in the lesson and relate it to previous learning, raising levels of comprehension. Pupils have the opportunity to apply their learning across the curriculum, by writing up experiments in science for example, thereby practicing their literacy skills.
- 55 The progress of pupils with special educational needs is satisfactory in relation to their prior attainment, promoted effectively by individual and small group support. Pupils at Key Stage 1 are developing their knowledge and understanding of initial sounds satisfactorily. Older pupils in Key Stage 2 consolidate spelling and word recognition skills. They try to spell out rhyming words and note the patterns in spelling. They match letter blends and complete words. They are gaining strategies for working independently. However, in general, the learning objectives for these pupils are not specific enough to enable them to make better progress.
- 56 The previous inspection noted some under-achievement in lower Key Stage 2 classes, especially in relation to reading and writing. Many higher attaining pupils continue to under-achieve. Factors that need to be taken into account include the time taken to overcome the low attainment on entry, the transient pupil numbers and changeovers in teaching staff in the past year. Evidence from this inspection indicates some improvements in speaking at Key Stage 2, and writing at Key Stage 1. Standards in listening remain satisfactory. Standards in reading at both key stages and in writing at Key Stage 2 remain less than satisfactory overall. The school has adopted a consistent approach to handwriting and standards are improving. Pupils are making satisfactory progress overall. Provision and support for pupils with special educational needs is now satisfactory, but there is insufficient use of computers to assist pupils to develop literacy skills.
- 57 Pupils' attitudes to English lessons are good. At both key stages, quiet, attentive, interested behaviour and attitudes are characteristic of the majority of lessons. Pupils in Key Stage 1 enjoy participating in lessons. They are keen to contribute and share information and ideas. They are familiar with routines and quickly settle to tasks. Younger pupils in Key Stage 2 can sustain concentration and, in Year 3, have a business-like approach to work. More variation in response is evident in Year 4 where, in the best lessons, pupils behave well and work purposefully. In less than

satisfactory lessons, there is a decline in behaviour and pupils can become discourteous and distracted. They take no pride in their work. Older pupils in Key Stage 2 have positive and productive relationships with teachers and each other. They work methodically and have good standards of presentation in their work. They take pride in what they are doing. In Year 6 pupils are open about what they find difficult, work well together, sharing ideas and information. In both Years 5 and 6 most pupils are able to take responsibility and show some initiative in their learning. Most pupils concentrate, though this is difficult for lower attaining pupils. Pupils respond appropriately to high expectations of good behaviour.

- 58 Pupils with special educational needs co-operate well. Younger pupils respond to direct, firm help and finish what they have been given to do. Older pupils sustain limited concentration but are willing to attempt answers. They have constructive relationships with teachers and support staff and show obvious pleasure when they succeed.
- 59 The subject has a positive impact on personal development. An interest in books is being fostered with the youngest children. In Key Stage 1 pupils are developing confidence in speaking as part of a group or class. From stories such as *The Mango Tree* and topic work on the Greek Theatre they are absorbing ideas and information about other cultures. At Key Stage 2, the study of poetry is having an impact on emotional development, promoting self-expression and the capacity to deal with feelings. The nature and quality of relationships in lessons has an impact on social and moral development, encouraging mutual support and co-operation. Pupils for whom English is an additional language are being effectively integrated, enabled by sensitive teaching and the positive encouragement of their peers. They are confident to join in discussions and make good use of their developing skills in English, for example, on occasion, helping other pupils with work.
- 60 Teaching at Key Stage 1 is satisfactory. It is informed by satisfactory subject knowledge and teachers are generally confident. They provide satisfactory models for reading and writing. There is some imbalance in teacher/pupil talk in lessons, where teachers tend to anticipate what the pupils wish to say and do not fully extend their contributions. In the best lessons there is effective prompting and open questioning. Lessons are well planned overall, with a sequence and structure for progression in pupils' learning. In practice there are weaknesses in the actual development of specific skills, particularly in the necessary repetition and reinforcement of phonic skills. Tasks are not always sufficiently well matched to individual attainment. For example, reading texts are sometimes too difficult, or activities undemanding. This has a negative impact on pupils' attainment and progress. Control and management of pupils is good. There is a reasonable pace to lessons and pupils are quickly allocated to group work. Teachers' expectations are satisfactory in general, but there is insufficient emphasis on identifying what each pupil needs to do next to improve as a means of setting targets for the raising of standards. This involves a broader range of teaching strategies based on day-to-day observations of individual pupils. Higher attaining pupils are not always being sufficiently challenged.
- 61 Teaching at Key Stage 2 is satisfactory. Sometimes it is good, but in a small percentage of lessons it is unsatisfactory. Teachers are confident in the subject. Lesson objectives are clearly outlined in planning and clearly explained in lessons. Planning is generally satisfactory, and provides sequence and continuity in lessons. In the less successful lessons, pupils sit for long periods and are not involved enough. Weekly planning needs to take more account of and build on their differing levels of attainment in order for them to make progress, for example, in developing independent reading strategies. In the best lessons there is a brisk pace, good levels of support for individual pupils and appropriate questioning. Pupils are pushed hard to stay on task and to achieve. Work appropriate to the needs of pupils of different abilities is evident in the best practice, based on day-to-day observation. Work in progress is checked and improvements noted. In most classes there is effective grouping of pupils and good organisation for both class and group work. Good progress is being made where time limits are imposed and pupils complete work and make effective use of time. The oldest pupils are being encouraged to develop their own learning strategies. Pupils are well managed even where there is less satisfactory use of time and the pace is slow. In the few



instances of weak control, the constant chiding leads to loss of motivation and interest in the pupils.

For older pupils the development of constructive relationships between pupil and teachers has a positive effect on pupils' progress in learning. Expectations for pupils in lower Key Stage 2, particularly higher attaining pupils are not challenging enough. Older pupils in the key stage are given some responsibility for their own learning and are being encouraged towards self evaluation. They are being motivated by quite challenging tasks and activities. At both key stages teachers are developing confidence in the National Literacy Strategy and skills in classroom practice. It is generally successfully exploited, particularly where a wide range of teaching methods and strategies are used.

62 Teaching has improved since the last inspection. Previously judged to be 'variable', it is now almost always at least satisfactory. In almost four lessons out of ten it is good, occurring mainly in upper Key Stage 2.

63 The curriculum meets statutory requirements. Planning for the acquisition of knowledge and understanding is satisfactory. However, the planning does not address sufficiently well the development of basic skills, such as word building skills and speaking, or extended writing. This has an impact on the quality of weekly planning which emphasises what is to be taught, rather than to the skills to be learned. At Key Stage 2 there are weaknesses in provision for the use of the library and for the development of independent learning and study skills. Procedures for assessment and recording are in place but the information is not being used effectively in weekly planning to identify specific learning objectives. Day-to day observation is satisfactory but does not support the setting of learning targets for individual achievement well enough. There is some insecurity in making judgments about levels of attainment, which hinders accurate assessment and the identification of pupils' next learning steps. Information technology is being used constructively to support pupils' learning in the subject.

64 Management of the subject is satisfactory. The co-ordinator, assisted by the headteacher, has monitored the National Literacy Strategy in all classes to evaluate its impact, and has led appropriate school based in-service training. However, there is no on-going programme for monitoring in class to continue to influence other teachers and support them in their classroom practice. Weekly plans are scrutinised. The analysis of results in national testing has identified particular weakness in pupils' levels of comprehension. The lack of time within the planning for the National Literacy Hour to fully develop pupils' independent reading strategies is an issue of concern, in particular for the high proportion of pupils with special educational needs.

65 The school has an appropriate policy for home/school reading, and parental involvement in pupils' reading at home is clearly beneficial. A few parents come into school to hear pupils read. Provision of books to support the National Literacy Hour is satisfactory. There are some bi-lingual books but the range of fiction and non-fiction books is too narrow. Many books are old and some in poor condition. Use of the library to support pupils in their learning is under-developed. A love of books and reading is not promoted actively enough.

## 112 **Mathematics**

66 In national testing in 1999, at Key Stage 1, attainment in mathematics at the end of Key Stage 1 was below the national average. The percentage of pupils achieving higher scores was average. At the end of Key Stage 2, in 1999, standards in mathematics were below average. The percentage of pupils achieving at a higher level was also below average. Standards at the end of both key stages were in line with those of similar schools. Over the period from 1996 to 1998, results were well below national averages overall, although there are variations from year to year on account of differences in the year groups. During this time, data shows that girls outperformed boys at Key Stage 1, but that at Key Stage 2 there was no difference in performance. Inspection evidence indicates that there is little difference between the performance of boys and girls at both key stages.

The results for 1999 for both key stages show no statistically significant improvement over those for 1998, but a few pupils did attain at the higher level.

- 67 Inspection evidence shows that standards at the end of both key stages are in line with averages overall, although pupils at the end of Key Stage 2 are not yet fully meeting required standards in using and applying mathematics. Inspection findings reflect the upward trend in line with recent improvements; they are better than national testing indicates. Predictions for testing in 2000 suggest further improvement. Pupils in Year 2 discuss their work and explain their strategies. They order numbers and count in tens to one hundred. They measure in handspans and are beginning to measure in centimetres. Some higher attaining pupils are beginning to have an understanding of place value. Lower attaining pupils add numbers to ten with support. Pupils in Year 6 explain how problems are worked out and recognise the number operation needed. Some higher attaining pupils manipulate a shopping list with confidence to reduce it by £20. Pupils have a clear understanding of negative numbers and most can order them orally and correctly. They calculate the duration of time in problems, and name complex two-dimensional shapes such as trapezium and quadrilateral. They identify the likely outcomes of everyday situations, for example they are certain that they will sleep tonight, but consider that there is an even chance that it will rain tomorrow. Pupils use their satisfactory numeracy skills to support learning in other subjects such as rainfall and temperature graphs in geography and census data in history.
- 68 Standards in numeracy are satisfactory at both key stages. Pupils use their numeracy skills to support learning in other subjects, for example recording times in science, and interpreting graphs in geography and census information in history. They make appropriate use of literacy skills, for example when reading problems.
- 69 Progress in mathematics is satisfactory overall at both key stages. There is some good progress at the end of both key stages, where prior learning is effectively extended and a brisk pace maintains pupils' attention well. Setting in upper Key Stage 2 contributes effectively to promoting the progress of these pupils. During these sessions, Years 5 and 6 are taught separately and an additional teacher works with a group of lower attaining pupils. Pupils in Year 4 sometimes do not progress well enough for example when the task is too easy. Pupils' computation skills and their ability to work with bigger numbers progresses steadily through the key stage. Knowledge of shapes develops appropriately from basic shapes in Year 1 to different sorts of triangles in Year 5. Pupils' understanding of the value of digits in large numbers develops appropriately. Pupils with special educational needs make similar progress to their peers, enabled by particular support, in class and in focused work outside the classroom. This support furthers pupils' understanding of mathematics and also keeps pupils who are easily distracted or have behaviour difficulties on track.
- 70 Pupils' attitudes to mathematics are almost always good, promoted very well by firm and positive behaviour management. However, on occasion pupils become fussy, inattentive and unsettled when behaviour is not managed effectively. In general pupils enjoy mathematics, and settle readily to their tasks. They are interested in the subject. They work purposefully and help and encourage each other appropriately. For example pupils in Year 3 shared ways of ordering fractions with each other.
- 71 The quality of teaching is good at Key Stage 1 when the pace is brisk, explanations are clear and effective strategies support pupils' learning, for example when counting in tens. Teaching is satisfactory overall at Key Stage 2. On occasion teaching is very good at the end of Key Stage 2 when the task is challenging, and lively teaching motivates pupils effectively, clearly promoting their progress. In addition, the teacher's knowledge of pupils' abilities informs well-targeted questions to stimulate thinking and move learning forward. There is a small percentage of less than satisfactory teaching in lower Key Stage 2, where behaviour management is weak and pupils are not challenged well enough, and as a result do not progress as well as they should. In general, teachers' planning is good and lesson structure clearly defined, reflecting the introduction of the

National Numeracy Strategy. However, whole class sessions are often over-long and much of the work is teacher-directed, with little evidence of pupils' own investigations. Learning objectives are generally clear and sometimes usefully shared with pupils, for example about relating fractions to division in Year 4. Tasks for differing abilities are suitably identified. Questions are appropriate and often pre-planned to enable pupils to build on previous learning, for example about graphs in Year 4. Explanations and instructions are generally clear. On occasion, practical resources are not used to support developing understanding.

- 72 The National Numeracy Strategy is supporting the mathematics curriculum effectively overall. However, as the school is aware, the entry point for each class into the strategy and the way pupils progress through it, steadily building on previous learning, is in need of review. At present there is some repetition. Assessment is satisfactory. It appropriately follows the guidance of the Strategy and includes formal testing, both optional and statutory. Day to day observation and assessment is satisfactory. However, information gained from the assessments, particularly weaknesses identified in national testing is not influencing the curriculum well enough.
- 73 Management of the subject is satisfactory. The co-ordinator has a reasonable view of the development of the subject, but she is new to the role. She monitors weekly plans, and is establishing a programme of class monitoring to check the practical delivery of the planning. Resources are satisfactory and have improved since the last inspection.
- 74 Since the last inspection, there have been improvements in standards, a previous key issue for action. Tasks are now more appropriate. The quality of teaching has improved; a suitable number of activities take place during lessons and pupils receive appropriate guidance; class management is much improved. However, the using and applying aspect of mathematics still needs further development.

## 121 **Science**

- 75 A wide range of inspection evidence shows that pupils' attainment in science at both key stages is below average. The results of teacher assessments for seven-year-olds in 1999 indicate that the proportion of pupils reaching the expected standard is very low compared with national figures. The number reaching the higher Level 3 is also below the average. In the national testing for eleven-year-olds in 1999, the proportion achieving the expected Level 4 is well below the national standard. The number reaching the higher level is similarly well below other schools nationally. Results for both seven-year-olds and eleven-year-olds are below those for similar schools. Although results at Key Stage 2 have fluctuated since the last inspection, results at both key stages represent an overall decline in standards.
- 76 At Key Stage 1, pupils do not have enough scientific experience. They know about some materials and have some understanding of the magnetic properties of metals. They are aware of some of the purposes of electricity and can relate its use to domestic life. They have drawn simple pictures of a power station. When introduced to a basic electrical circuit, they can re-construct it satisfactorily. They can also find other differing ways of forming effective circuits. They learn to experiment with these, but few are able to articulate their findings and ideas clearly due to general weaknesses in spoken language. Pupils at this key stage have achieved too little in the development of basic scientific skills.
- 77 At Key Stage 2, insufficient work is completed to ensure that pupils have adequate knowledge and understanding in the subject. Younger pupils in the key stage have worked on some means of insulation, though they do not know or use that particular word. They have made suitable predictions about the effects of heat on water and foods. Some have a reasonable idea of a fair test and are able to copy out their results appropriately. Most pupils have too narrow a scientific vocabulary, and this limits both their understanding and powers of explanation. Where pupils have

made a wider study of the earth and its movements, they have acquired satisfactorily basic ideas of the reasons for night-time and seasonal daylight. They know that the sun is a star and a powerful source of light in our solar system.

- 78 Older pupils at Key Stage 2 are aware of some of the main parts and functions of the human body. They know about some aspects of recommendations for healthy living and know the function of the teeth and the importance of dental care. They have studied some of the characteristics of living things but have not included sufficient focused exploration and investigation to increase their understanding. An appreciation of the power and effect of gravity is developing satisfactorily. Pupils are acquiring ideas of friction through, sometimes quite good, methods of testing. They can apply such words as 'constant' and 'variable' in an experiment, but overall, scientific language is restricted due to restricted experience.
- 79 The progress of pupils at both key stages is unsatisfactory overall. This is largely due to the lack of appropriate provision for the subject and insufficient work being carried out in the majority of classes. Pupils have too few regularly planned opportunities to develop their skills of experimentation and investigation. There is a lack of a steady improvement in pupils' abilities to observe and enquire in a systematic way and record their findings with confidence. Activities and topics are frequently approached in insufficient depth to enable appropriate development in the subject to take place. Pupils revisit topics, such as electrical circuits, at too similar a level to work undertaken two years previously. Inconsistencies in planning across classes add to the general underachievement. In some lessons observed, pupils made adequate progress when they built on recent knowledge gained in whole-class topic work satisfactorily.
- 80 Pupils with special educational needs, while sharing fully in the limited provision for science, also lack the breadth of experiences required to stimulate interest and enquiry, and consequently do not make the levels of progress expected for their abilities. Higher attaining pupils are not challenged enough to reach the better levels of which they are capable.
- 81 Pupils' response in lessons observed is satisfactory. They generally show appropriate interest in the topics provided. They usually listen carefully and have been well trained in this aspect of learning in other lessons. Although they answer teachers' questions when required, they do not ask questions of their own spontaneously, nor are they encouraged to do so. This simple aspect of enquiry is significantly underdeveloped and has a negative impact on progress in the development of scientific skills. On the occasions when equipment was in use, it was handled appropriately. Most pupils settle down to written work obediently and try to do their best, except when assignments are too lengthy and demanding. They behave well and work properly in groups. Sometimes they show amazement, for example at the vastness of the universe.
- 82 In the lessons observed, the quality of teaching was satisfactory. Individual lessons are suitably planned and resourced. Introductions appropriately revise learning from earlier lessons. Teachers generally capitalise well on the good relationships that have been built with pupils. However, the overall impact of teaching in science is unsatisfactory. Pupils make too little progress overall at both key stages and do not complete work of sufficient quantity and quality. Weaknesses in adapting learning requirements to lesson plans lead to deficiencies in provision at classroom level. There is a lack of rigour in the way in which the subject is approached in the school. This adds to the insecurities in subject knowledge and appropriate strategies, which some teachers demonstrate. There is an over-dependency on prepared work sheets, which sometimes replace the pupils' need for more active experimentation.
- 83 Pupils' skills in literacy are satisfactorily employed in science. They are encouraged to read the required materials properly and most lessons provide for some written tasks. Occasionally, these are too testing of pupils' limited literacy skills, and interest and effort subsides. Some opportunities for the use of numeracy skills occur, such as when recording the times taken for the earth's rotations. Information technology is not used enough to support the subject.

84 There is currently no permanent co-ordinator for science, and consequently no monitoring of teaching and standards is being effectively carried out. Assessment is insufficiently used to monitor efficiently what pupils can and cannot do. There is a suitable policy for the subject in place, but overall, schemes of work are not meeting the particular needs of the pupils. At present, curriculum requirements are not being effectively translated into good working plans, which ensure that appropriate progression, particularly in skills, is made at both key stages.

## 131 **OTHER SUBJECTS OR COURSES**

### 131 **Information Technology**

85 Standards in information technology for the oldest pupils in the school are as expected at both key stages. They make satisfactory progress. This reflects an improvement in standards since the previous inspection when attainment was judged to be unsatisfactory.

86 The previous inspection found that there were too few computers, and some incompatibility between the software and dated machines. All have been renewed and upgraded with more to follow. All pupils now have ready access to computers and printers in the classroom. They are gaining in confidence and competence in their use and application.

87 Keyboard skills are now generally well established. Pupils in Year 1 refer to and can use the mouse to make selections. Word processing using different sizes and fonts enables pupils in Year 2 to produce and edit stories. By Year 3 pupils can use the keyboard to draw and colour shapes, to save and bring together shapes and text. They make progress in editing their stories which are complemented by computer-generated images. Pupils in Year 4 are confidently working with text boxes. In preparing biographical details, pupils in Year 5 combine the use of a digital camera to include a photograph with the description. They can cut and paste text to improve presentation. A significant number of pupils are becoming competent in using equipment and software, and moving into desktop publishing. They are beginning to organise and present their own writing, access programs and generate and communicate information including spreadsheets. Other links with literacy and numeracy are being suitably developed. Pupils in Year 6 are working out written mathematical problems using information stored on the computer and send e-mails to friends in Australia. In other areas of the curriculum there is the use of simulation games in history and control and modelling exercises within topic work. This is enabling pupils to become independent users of information technology. As in the previous inspection the use of information technology to support pupils with special educational needs is not always used to best effect.

88 Pupils respond with enthusiasm. They learn to take turns in Key Stage 1 building on this in Key Stage 2 where they work well together. They are confident in explaining operations and respond to the challenge of working independently. There are good levels of concentration and sharing of ideas and interests. The subject makes a good contribution to pupils' social development in the opportunities it provides for working together.

89 Teaching is satisfactory overall. Sometimes it is good, as in Year 3 where the teacher has confident subject knowledge and provides sufficient challenge in activities. Lessons are well planned and there is pace and sequence in both teaching and learning. This has an impact on the raising of standards. Less successful aspects of teaching occur when pupils are not involved enough, and when the lesson introduction is over-long.

90 A satisfactory new policy for information technology has been introduced this term and its impact is already evident in teachers' confidence and in the way pupils are building progressively on prior learning. The co-ordinator is well informed and enthusiastic but, although requirements for the role are identified in the policy, support for other teachers is informal at present. There is a clear

vision for development with identified priorities in relation to the purchase of software and in-service training to further enhance provision. Teachers keep records of pupils' achievements, but assessment overall is in the early stages of development, in line with the new policy.

## **Religious Education**

- 91 By the end of Key Stage 2, standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. Pupils in Year 6 reflect on the meaning of the Christmas story. They have an awareness of the importance of birth of Jesus to Christians. Some pupils are beginning to show understanding of 'Messiah' and 'Saviour'. Evidence shows that pupils have appropriate factual knowledge of aspects of Islam and Judaism.
- 92 Progress through the school is satisfactory overall. Pupils make appropriate gains in their knowledge of a variety of Bible stories. Understanding of the Christmas Story develops as pupils move through the school, from a sense of wonder as the basic story is sensitively revealed to the youngest pupils, to an increase in knowledge of factual detail in Year 2. Pupils in Year 5 reflect on the feelings of Mary and Joseph as they journey to Bethlehem, but many pupils do not connect easily the importance of Jesus' birth to Christians. They are just beginning to show an appreciation of the significance of the story. Pupils in Year 3 are enabled to make good progress by a visit to a local church. They remember the main features well and talk about how they felt in the church. The progress of pupils in Year 4, however, is hindered by weaknesses in class control and a calm purposeful atmosphere not being established. Pupils with special educational needs make similar progress to their peers in, although weak literacy skills hinders the quality of their written work. Pupils with English as an additional language use developing skills in English effectively, for example to express feelings when inside the church.
- 93 Pupils respond well overall to religious education lessons. They are interested, contribute well and enjoy the subject. They listen attentively, to the teacher and to each other's contributions, and give positive encouragement, for example to pupils with English as an additional language. On occasion, however, when behaviour management is not effective enough, they become restless, do not listen well, and talk inappropriately.
- 94 The quality of teaching is satisfactory overall. On occasion it is less than satisfactory when pupils' behaviour is not managed effectively. In general teachers read Bible stories well, capturing pupils' attention. They question appropriately to check understanding. They often encourage pupils to talk about feelings to good effect, contributing well to pupils' personal and social development. Occasionally, however, they do not encourage pupils well enough to talk about their learning. Sometimes teachers ask searching questions, which stimulate pupils' thinking and extend learning. They emphasise key words, such as golden eagle, pipe organ and pews. The curriculum is satisfactory, supported by the locally agreed syllabus. Procedures for assessing religious education are in place, but the information gained is not used to influence planning. The subject is not well enough managed. The co-ordinator is new to the role and, although she has made an adequate start in the time allocated, has not established what needs to be done to develop the subject further. Resources are satisfactory, with some new artefacts recently purchased to support learning about other religious faiths. The local church is used to good effect for pupils to learn about a Christian place of worship, but visits to other religious buildings are limited. The subject makes a good contribution to pupils' spiritual and cultural development through the attention given to exploring feelings and by the study of faiths other than Christianity such as Islam and Judaism. It also makes an appropriate contribution to developing pupils' literacy skills, for example in written accounts and reading religious stories.
- 95 Since the last inspection, standards in religious education have improved at Key Stage 2. No lessons were seen previously at Key Stage 1. Pupils now reflect on their learning. Timing allocations for the subject are more equitable and a policy has been written.

## **Art**

- 96 Pupils of all abilities make satisfactory progress in the development of their artistic skills, knowledge and understanding. They reach standards commensurate with their ages. This is a similar position to that found at the time of the previous inspection.
- 97 At Key Stage 1, pupils record in their sketchbooks their observations of objects satisfactorily in pencil. They can mix paint correctly and predict the outcome of using different quantities. They can apply paint in a variety of ways, including in simple printing. They make basic pictures of animals in their habitats and show some understanding of the effects of light and dark. They demonstrate a suitable understanding of colour and tone when exploring different shades to paint bright fish on an underwater background.
- 98 At Key Stage 2, pupils increase their knowledge of creating mosaics and are able to link work appropriately to other areas of their solar-system topic. They work with coloured chalks on black paper to create effective pictures of the planets. Pupils improve their drawing skills and produce interesting pictures in charcoal. Knowledge gained from studying the Ancient Greeks is appropriately used to produce masks, representing Comedy and Tragedy, reasonably accurately. Pupils are able to select from a variety of differently textured materials, and apply techniques of collage making to produce the planned artefact.
- 99 Older pupils in the key stage know how to paint a two-colour wet wash in preparation to construct a three-dimensional shield. Their work reflects a sound knowledge of Viking art and mythical creatures. They are able to work quickly and effectively to achieve the objectives of the lesson. Although some satisfactory clay pots have been produced, there is generally little three-dimensional work undertaken at any level throughout the school.
- 100 Pupils' response in lessons is generally good, and sometimes very good. At both key stages they appear to enjoy their work and seek to please their teachers. They listen attentively to instructions, and as a result, are usually able to complete the work planned. Behaviour is sometimes very good when pupils adopt a particularly purposeful and concentrated approach to their work. They show kindly appreciation of what others have achieved and share materials and implements fairly.
- 101 The quality of teaching is satisfactory with some examples of good practice. Lessons are suitably planned to meet the learning needs of the different age groups. Classes are mostly suitably organised and pupils are managed in a way that promotes development. A strength in some teaching is the way teachers make useful links between art and other areas of the curriculum. In the best teaching observed, the specific requirements of the task were very well demonstrated. Pupils were taken through the necessary steps very clearly. As a result they all approached the exercise with every confidence of success.

## **Design and technology**

- 102 Standards in design and technology are as expected for the ages of the pupils. Progress is satisfactory, including for pupils with special educational needs. As in the previous inspection little teaching of the subject was observed. Judgments are therefore based on lessons seen and limited samples of pupils' work. Younger pupils develop confidence in working with construction kits. Evidence from display in Year 2 indicates that pupils work competently and appropriately with card to produce three-dimensional houses. This is done in conjunction with work in other areas of the curriculum, effectively linking literacy, geography and recording skills. Pupils complete planning sheets and are gaining experience in designing, making and evaluating what has been produced.

- 103 Older pupils in Key Stage 2 have the opportunity to design and make from plans. They create a new cereal from a variety of ingredients, and design a package for it. They demonstrate progress in co-operating with others to generate ideas and in listening to the comments of others. They are beginning to evaluate the outcomes. The planning and organisation for working in pairs or small groups enables pupils to develop independence and to take responsibility for their learning. They are beginning to show initiative in their ways of working. Resources and materials are sensibly used.
- 104 Pupils listen carefully to and follow instructions. They work methodically, concentrate well and demonstrate high levels of enjoyment. They are keen to contribute ideas and listen well to each other. Pupils' good work attitudes impact effectively on their progress and their social development.
- 105 From limited evidence, teaching is satisfactory. Tasks are well planned, with good resources. Lessons are suitably organised with clear procedures. Constructive relationships between pupils and teacher are the basis for motivation and challenge. Pupils are being encouraged to develop good strategies for learning. The curriculum is adequate, but as the school is aware is not supported well enough by the policy and schemes of work. However, plans are in hand for their review. Planning is not yet within the common format. Subject management is satisfactory at present, and the co-ordinator, the headteacher, is enthusiastic. However, due to staffing changes, the future development of the subject is unclear. The findings of the previous inspection are confirmed and there are clearly identified priorities for development.

## **Geography**

- 106 Only two lessons were observed in geography during the inspection. For other classes, geography is timetabled for different times of the year. This limited evidence, including looking at the few samples of work available, indicates that standards of attainment are appropriate for the ages of the pupils. Pupils in the mixed Year 5 and 6 class have a factual knowledge of aspects of Jamaica. They know where it is on the world map and can identify basic differences between it and the United Kingdom. They extract information from text and tables in books and compare rainfall and temperatures in Kingston with those in London. Pupils in Year 2 have an understanding of place beyond the locality and can name places that are 'near' and 'far away'. They draw simple pictorial maps of an imaginative island.
- 107 From limited evidence in lessons, progress is judged to be satisfactory including for pupils with special educational needs. Older pupils make appropriate gains in their knowledge of a contrasting locality, fostered appropriately by finding out information from books and maps. In addition, a visitor from Jamaica stimulated pupils' learning well with direct experience of the island. Pupils in Year 2 extend their vocabulary, but learning is constrained by the lesson not being practical enough.
- 108 Pupils' attitudes to geography are at least satisfactory. They enjoy the subject and most pupils work purposefully. They share ideas with one another, and extend their learning. Older pupils proudly demonstrate what they have learned about Jamaica in a school assembly. This clearly impacts effectively on their learning.
- 109 The quality of teaching in lessons in lessons seen was satisfactory. Planning, including expectations for pupils' learning and tasks set for differing abilities is adequate. Teachers use a variety of methods, including learning from a range of sources, and providing some opportunities for pupils to develop their own enquiry skills. They make useful links with pupils' own experiences. They have good relationships with pupils and manage behaviour well. The curriculum is adequate within a topic framework. Suitable links are made with other subjects, for



example music as in the Jamaican songs and mathematics when interpreting rainfall and temperature data. However, the curriculum is constrained by limited concrete experiences beyond the classroom. Assessment procedures are in place, but the information gained does not influence curriculum planning well enough.

- 110 The limited evidence indicates some improvement since the last inspection in standards and progress at Key Stage 2, a previous key issue for action. There is now an appropriate policy and work is more closely related to requirements. There are still limitations in assessment.

## **History**

- 111 Only two lessons were observed during the inspection, both at Key Stage 2. This limited evidence, including looking samples of work, indicates that standards are generally satisfactory for the ages of the pupils. Pupils in Key Stage 2 demonstrate some basic factual knowledge of the past, for example, Ancient Egypt, Ancient Greece and the Vikings. Pupils in the Year 5 class are beginning to give reasons for the Viking presence in Great Britain. Evidence shows that the oldest pupils have some appropriate knowledge of local history, for example aspects of Cheltenham in the past, and of the lives of the Victorians. There is insufficient evidence for firm judgements to be made about the standards and progress of younger pupils.
- 112 From evidence and lessons seen, progress is satisfactory, including for pupils with special educational needs. Pupils in Key Stage 2 make adequate progress in acquiring knowledge about peoples of the past. They have some understanding of the legacy of these cultures and civilisations, for example to modern vocabulary. They make connections between the names of Viking gods and our days of the week. Pupils' understanding is enhanced by cross-curricular links, for example with design technology in the designing and making of Viking long-boats. Numeracy skills enable them to interpret data from an old census from the locality. However, limited literacy skills limit progress in written accounts and structured work.
- 113 Pupils' attitudes to history are good overall. They are keen and interested in the subject. They listen attentively. They readily offer suggestions and work purposefully. They respond sensitively, for example when hearing how Heracles killed his children. Behaviour is generally good, although a little fidgety in the afternoon lesson.
- 114 The quality of teaching is satisfactory at Key Stage 2. No lessons were seen at Key Stage 1. Lessons are suitably planned with appropriate expectations for pupils' learning. Teachers have high expectations for pupils to work purposefully and create a calm atmosphere. These impact well on pupils' learning. Teachers deal effectively and positively with instances of restless behaviour, and demonstrate good relationships with pupils. They ask appropriate questions to check understanding and prompt recall of previous learning, but they do not always encourage pupils well enough to answer in an extended way. Occasionally task instructions are not sufficiently clear for pupils to fully understand what they are to do, and complex words are not explained in plain terms. In addition, whole-class sessions are sometimes over-long, restricting pupils' independent working time. The curriculum is satisfactory within a National Curriculum framework. It provides a reasonable factual experience of the past, but topics are not established, which makes structuring work over the school year difficult when staffing is disrupted. The curriculum contributes appropriately to pupils' learning about other cultures and suitable links with other subjects are made. However, opportunities for pupils to become actively engaged with the past, for example through visits, and to develop their sense of curiosity about the past, are limited. Historical aspects of the locality are under-used. Assessment is adequate, with procedures established, but there is little evidence to show that it influences curriculum planning. As the school is aware and is planning to rectify, the subject is unsupported at present by a curriculum leader. Topics are adequately resourced; plans are in hand to purchase more artefacts.

115 The findings of this inspection broadly reflect those of the last inspection.

## Music

- 116 Pupils are achieving standards in music which are satisfactory in relation to expectations for pupils of this age. They make satisfactory progress, including for pupils with special educational needs. Pupils enjoy singing. Younger pupils listen well to and join in with a taped musical story. They link words and actions in songs and move rhythmically to music. They sing from memory and quickly learn new tunes and words and are beginning to sing in tune. They listen and identify patterns of sounds made by different instruments. Pupils in Year 2 can control the pitch in their singing. Pupils in Year 3 can refer to beat to explain rhythm and keep simple rhythmic patterns. An understanding of pitch is demonstrated in words and in singing. Pupils name basic instruments, for example woodblocks, chime bars and maracas.
- 117 Older pupils demonstrate increasing skill in using instruments, and in control of pitch and dynamics in their singing. They competently combine singing and accompaniments. Older pupils in Key Stage 2 are composing, using symbols and bars to produce simple notation. They confidently and readily explain the process. They can work as a group to devise and record a four bar sound pattern. They rehearse, perform and refine these patterns. In Year 6 pupils cope well with the singing of unusual words and phrases in the course of learning Jamaican folk songs as part of topic work on the country. They sing alternating sections, vary the pitch and volume and effectively add percussion accompaniment. Progress is particularly good in the upper classes in Key Stage 2 where teaching is based on confidence and skill in the subject. All pupils have the opportunity to learn to play the recorder. They take some responsibility for the choice of music played as pupils enter and leave assemblies and are developing their skills of appraisal.
- 118 Pupils respond with evident enjoyment in and enthusiasm for music. They handle instruments carefully and co-operate well together in music making. They take pride in presenting their music to others in assemblies for example. Sometimes pupils with special educational needs do not join in well.
- 119 Teaching is at least satisfactory. Sometimes it is good or very good in Key Stage 2, impacting well on pupils' progress. The overall good levels of teachers' confidence in the subject have a positive impact on the standards being achieved and the progress pupils make. For younger pupils there is appropriate use of taped music and positive reinforcement of literacy skills through repetition, listening and learning new words and sounds. Lessons are well planned and managed in the lower classes in Key Stage 2. There is brisk pace to lessons, links are made with previous work and the interests of pupils maintained. In the best teaching, there is an assured, confident approach and high expectations. There is lively, varied pace and continuity to lessons. Instruments are used effectively and humour generated to create a positive learning environment and to promote enjoyment. Purposeful learning is taking place and pupils are well motivated to succeed. Good behaviour and sustained levels of concentration enhance the quality of pupils' learning.
- 120 A good new policy for music has been drafted. Produced by the co-ordinator in consultation with other staff, it is now to be seen by the governing body. It is well presented, with clear lines of continuity and breadth in both attainment targets and schemes of work. It introduces a variety of multi-cultural elements, for example, Chinese, African, Aboriginal and Zuni Indian to enrich and extend the range of pupils' experience. The co-ordinator is well qualified, enthusiastic and competent. He is an inspiring influence with a clear commitment to high achievement. Pupils have opportunities to listen to visiting musicians and ensembles, including a recent recital by a well-known cellist and pianist. Information technology is not yet being used in the subject. There are plans for its development using the new CD Rom machines. The subject is making a satisfactory contribution to and complements work in literacy and numeracy. It is making a significant contribution to pupils' cultural and personal development. Pupils are being introduced to aspects

of other cultures and musical traditions. They are learning carols and to sing the Lord's Prayer within the Christian tradition.

- 121 There is a satisfactory range of instruments though some need replacing. As was noted in the previous inspection, they are not accessible to pupils. Immediate priorities include the purchase of more tapes for pupils at Key Stage 2. Evidence from this inspection confirms previous findings, and indicates some improvements in provision and monitoring.

### **Physical education**

- 122 Pupils of all abilities make at least satisfactory progress at both key stages and reach standards that are appropriate for their ages. There are no pupils with physical disabilities. Physical education shows a generally improved situation since the last inspection.

- 123 At Key Stage 1, pupils are suitably trained in gymnastics to use space effectively. They have learnt how to travel in various ways and control their individual speeds in response to signals. They are able to develop differing means of using their hands and feet and can refine and improve on their own performances. In games, they are progressively developing hand and eye co-ordination and are able to bounce and direct small balls between placed obstacles quite well. Catching and throwing skills are developing properly, as pupils are increasingly able to demonstrate these abilities in simple paired activities.

- 124 At Key Stage 2, the quality of pupils' gymnastics suitably improves. They can use a good range of large apparatus to perform a personally devised series of movements. They use their bodies to experiment with light movements, or to occupy maximum space, in an imaginative and controlled way. In dance, they are able to create their own sequence of movements effectively. These inventive pieces are suitably performed to music for the appraisal and evaluation of others. Both boys and girls benefit from an introduction to early rugby skills. Pupils are able to handle a ball with reasonable skill to catch and pass to each other. They are able to form teams and partake in adapted games.

- 125 Pupils' response to physical education is almost always good. They show their usual good attitudes to learning and enjoy the experiences associated with planned exercise. They are good at responding to those signals, which occupy a particularly important place in these activities. Good motivation is frequently demonstrated as they try to carry out instruction properly and improve standards. When required to work with a partner, high standards of co-operation are observable as pupils seek to help each other in the movements practised. In team games they are developing an appropriate understanding of the purpose of rules and the importance of abiding by them.

- 126 The quality of teaching is at least satisfactory. It is often good. Lessons are generally well planned with sufficient time usually allowed for suitable warm-up and cool-down activities. Pupils are constantly urged by teachers to do their best and improve upon their performance. Teachers frequently show a good understanding of the requirements of skill development and adapt this knowledge suitably to pupils' needs. In the better lessons, they convey clearly to pupils their expectations as to what should be achieved. Some teaching, while satisfactory, was not judged good as pupils were sometimes required to sit for too long on the floor listening to instructions following initial warming-up.

- 127 Overall provision for physical education in the school is good and the subject is well co-ordinated. There is a comprehensive policy and very detailed guidelines. Good assessments of pupils' achievements are recorded twice a year. Resources are good and include a quite extensive range of small equipment and a substantial quantity of new, large apparatus. There is a good range of games and activities provided for all pupils to enjoy, including hockey, cricket and rounders. Pupils regularly benefit from the experience of professional quality coaches in such activities as rugby

and table tennis. There are particularly good opportunities for pupils to join in extra curricular sports activities, including cross-country running and athletics. All matches, such as football, rugby and netball, take place outside school and are well supported.

## **Swimming**

- 128 The inspection of this school included a focused view of swimming, which is reported below.
- 129 Current arrangements in the school mean that only pupils in Years 3 and 4 have school swimming lessons. They receive 10 swimming sessions every term for each of the two years. At the end of this period, the great majority of pupils have achieved at least the minimum National Curriculum targets identified for pupils to reach by the end of Key Stage 2. Pupils look forward with enthusiasm to swimming sessions. They are sensible during travelling and changing. They are very co-operative in the pool and observe safety requirements as routine. They work hard and make good use of 'free' time to practice what they have learnt in the lesson. Their good attitudes contribute well to their progress.
- 130 The quality of the teaching they receive is always at least good. The majority of pupils are beginners with little prior experience of the water. Class teachers have good knowledge of the development of water skills in pupils and apply it effectively to ensure that good and rapid progress is made. They adopt an informed and positive approach and seek to encourage and empower all pupils regardless of any lack of natural ability. As pupils become more advanced, they move on to more demanding activities in the main pool. These pupils then benefit from the very good teaching of the professional instructors employed at the pool. As a result of this regular and intensive teaching, all pupils become confident and safe in the water. They are increasingly challenged to swim further and are introduced to all appropriate skills and strokes.
- 131 The very good support received throughout the period means that almost all pupils succeed in reaching the required standards. There is currently no provision for swimming in Years 5 and 6, and therefore, any further advances in standards that pupils make take place outside of school.
- 132 Swimming forms a significant part of the good physical education curriculum. Class teachers plan their lessons in suitable detail. Sufficient time is allocated and used very efficiently. Pupils are assessed formally according to the Amateur Swimming Association's (ASA) own standards. Relative beginners, mainly Year 3, are assessed approximately every three weeks and moved into the most appropriate ability groups. More advanced pupils are assessed with increasing rigour against the ASA's own system of awards.

179 **PART C: INSPECTION DATA**

179 **SUMMARY OF INSPECTION EVIDENCE**

133 The school was inspected by a team of four inspectors for a total of 14.5 inspector days. Inspectors spent nearly 42 hours in lessons, including just over five hours observing children under the age of five. Inspectors also spent about eight hours observing other activities, including outside the classrooms, looking at samples of pupils' work, listening to pupils reading, and talking to pupils. In addition, inspectors looked carefully at the previous inspection report; they considered a number of policy documents provided by the school; they spoke to staff, governors and parents. The views of a small group of parents who attended the pre-inspection meeting, and the 20 questionnaires returned were taken into account. As part of the inspection, teachers were given feedback regarding the strengths and weaknesses of their teaching.

180 **DATA AND INDICATORS**

180 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	153	4	52	31
Nursery Unit/School	N/a	N/a	N/a	N/a

180 **Teachers and classes**

180 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	7.4
Number of pupils per qualified teacher:	20.6

180 **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	76.5

180 **Financial data**

Financial year:	1998
	£
Total Income	305533
Total Expenditure	293686
Expenditure per pupil	1859
Balance brought forward from previous year	38090
Balance carried forward to next year	49937

Number of questionnaires sent out: 153  
 Number of questionnaires returned: 20

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	40	15	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	40	5	5	0
The school handles complaints from parents well	16	47	32	5	0
The school gives me a clear understanding of what is taught	16	53	21	10	0
The school keeps me well informed about my child(ren)'s progress	37	42	16	5	0
The school enables my child(ren) to achieve a good standard of work	32	63	5	0	0
The school encourages children to get involved in more than just their daily lessons	20	45	30	0	5
I am satisfied with the work that my child(ren) is/are expected to do at home	40	50	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	35	55	10	0	0
The school achieves high standards of good behaviour	10	74	16	0	0
My child(ren) like(s) school	55	35	10	0	0