

## INSPECTION REPORT

### **CROWTHORNE CofE PRIMARY SCHOOL**

Crowthorne

LEA area: Bracknell Forest

Unique reference number: 109962

Headteacher: Mrs B Gellatly

Reporting inspector: Robert Cory  
8705

Dates of inspection: 7 – 11 February 2000

Inspection number: 191901

Inspection carried out under section 10 of the school inspections act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	Rising 5 -11
Gender of pupils:	Mixed
School address:	Crowthorne CofE Primary School Dukes Ride Crowthorne Berkshire
Postcode:	RG45 6ND
Telephone number:	01344 772089
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Allen
Date of previous inspection:	11 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Robert Cory, Registered Inspector	Mathematics Information technology Design and technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Patricia Bowen, Lay Inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Christine Perrett, Team Member	Science Geography History Physical education Religious education Under-fives Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Andrea Nicholson, Team Member	English Art Music Special educational needs English as an additional language	How well does the school care for its pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Crowthorne Church of England Primary School is a voluntary controlled school, maintained by Bracknell Forest Local Education Authority, serving the village of Crowthorne and the surrounding area. The school is of average size and has 203 pupils, between the ages of four and eleven, with similar numbers of boys and girls. The school has seven classes, eight full-time teachers, and one part-time teacher. The average class size is 29. Five of the pupils are eligible for free school meals, which is well below the national average. The school has five pupils from ethnic minorities, of whom one has English as an additional language. All of the pupils entering the reception class have previously attended a local nursery or playgroup. Their attainments on entry are above average. The school is over-subscribed. The majority of children come from high social class backgrounds. Twenty-five pupils have special educational needs, which is below the national average and currently one of them has a statement of special educational need.

The school's aims are to provide an education of the highest quality within the context of Christian belief and practice, to promote high standards in all curricular areas and to develop pupils' physical, mental, cultural and spiritual potential.

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

This is an effective school. By the age of eleven the pupils attain standards that are above average, and well above average in mathematics. Standards in the core subjects of English and science are at the level expected of this type of school and standards in mathematics are above those of similar schools. Almost all the teaching is at least satisfactory and in half the lessons the teaching is good. The school is well managed; the school management is very effective in highlighting and responding to challenges. The school has made good improvements since the last inspection. It provides sound value for money.

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

- The school achieves high standards in mathematics at eleven and standards are above average in English and science.
- Relationships between pupils and between adults and pupils are very good.
- The provision for social and cultural development is very good.
- The headteacher and the governing body are very effective in ensuring the school has a clear direction and priorities are addressed.
- The monitoring and evaluation of teaching and standards by the headteacher and subject leaders are very good.
- Financial planning is efficient and focuses spending well on priorities.

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

- Standards in information technology.
- The curriculum and the provision for the under-fives.
- The school's targets for mathematics and English could be more challenging and used more in planning.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection. Since then the school has:

- improved the quality of teaching at Key Stage 1, although 12 per cent of lessons at this key stage are still unsatisfactory;
- raised standards of attainment in science and design and technology;
- provided a curriculum framework;
- improved the support for teaching by improving monitoring and providing schemes of work;
- improved the arrangements for assessment and its use;
- improved the provision for cultural development.

However, it has not yet completed the scheme of work for information technology, or raised standards in information technology as a whole.

## STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores<sup>1</sup> in National Curriculum tests.

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

**Key**

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

In the 1999 national assessments standards were well above the national average in mathematics, above average in English and average in science. However, the standards attained by eleven year olds were below those of similar schools in English and well below in science. Over the previous three years standards in English have been maintained at these levels. In mathematics standards have steadily improved, whilst in science standards have been at average levels. Current standards have improved and are well above the national average in mathematics and above average in English and science. Overall, standards are currently at the level expected of this type of school. Baseline assessments and teachers' records show that on entry to the school standards are above average. In the 1999 national assessments, the standards of seven year olds were high in reading, writing and mathematics. Overall current standards of seven year olds in these subjects are not quite as high, but are still above average overall, well above average in mathematics, and up to the standards expected of a school of this type. In other subjects pupils reach the expected standard for their age, except for music where standards are above expectations and information technology where standards are below expected levels. Overall, standards are generally at the level expected from a school of this type.

<sup>1</sup> Average point scores calculates the average taking into account the number of pupils achieving above and below the expected level (level 4), and is not based solely on the percentage of pupils achieving level 4.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good; they show interest in their work.
Behaviour, in and out of classrooms	Behaviour is good.
Personal development and relationships	Pupils' personal development is good; relationships are very good.
Attendance	Attendance is very good.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Satisfactory	Satisfactory	Satisfactory	Satisfactory

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

Overall the teaching is satisfactory. During the inspection it was satisfactory or better in 91 per cent of the lessons seen and good or very good in 49 per cent. Unsatisfactory teaching occurred in 8 per cent of the lessons. In 8 per cent of all the lessons the teaching was very good. At both key stages the teaching of mathematics is good, partly as a result of the impact of the numeracy strategy, which is well taught and provides a good structure for the pupils' learning. The teaching of English and science is sound at both key stages. Generally, the strongest aspects of the teaching are good teaching methods and good management of the pupils. Unsatisfactory teaching was generally characterised by insufficient care in preparation, inappropriate activities which did not sufficiently challenge or interest the pupils, or by a lack of suitable strategies to manage pupils with challenging behaviour.

Generally, the teaching is effective and enables the pupils to learn well and gain in knowledge and understanding. The teaching meets the needs of different groups of pupils well, and in most lessons the varied teaching activities are well matched to the needs of all the pupils, who, as a consequence, make at least satisfactory progress. The teaching is particularly good in Year 6. The more able and talented pupils receive good teaching, particularly in Year 6, which enables them to reach high standards in the core subjects. Pupils with special educational needs, and with English as an additional language, are taught well, make good progress, and nearly all reach average standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school generally provides a broad and balanced curriculum, which meets statutory requirements. However, the curriculum for the under-fives does not fully meet their needs. There is a typical range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory.
Provision for pupils with English as an additional language	The provision for those with English as an additional language is good.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall the provision is good. The provision for pupils' social and cultural development is very good. The provision for moral development is good, and the provision for spiritual development is satisfactory.
How well the school cares for its pupils	The school provides good care for the pupils. Procedures for child protection and welfare are good. Procedures for monitoring academic performance, personal development and behaviour are good.

The curriculum is broad and balanced except that the curriculum for the under-fives does not take sufficient account of the desirable learning outcomes. The school provides a supportive caring environment and there is an absence of oppressive behaviour. The school works well in partnership with the parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and key staff are good. They are very good at highlighting areas for improvement and taking action.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They know the school well and are fully involved in decision making.
The school's evaluation of its performance	The school monitors and evaluates its performance very well and takes action as a result.
The strategic use of resources	There is good strategic use of resources. Financial management is very good.

The staffing is sufficient and the teachers have clear responsibilities. The accommodation is satisfactory, except for a secure play area for the under-fives. Resources are generally appropriate and are used well, although there are shortages of resources for the under-fives, of library resources for reference and research, and for information technology. Management is good, and is particularly good at monitoring performance and taking action to improve. Financial management is very good and care is taken to obtain the best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The parents think the attitudes and values the school promotes are very good.</li><li>• The parents are pleased with the standards achieved.</li><li>• They like the links with the school.</li><li>• They think the headteacher and other teachers are easily approachable.</li></ul>	<ul style="list-style-type: none"><li>• They are concerned about the range of extra-curricular activities.</li><li>• Parents are concerned about the number and quality of books.</li><li>• They are concerned about standards in information technology.</li></ul>

The inspectors examined the parents' concerns very closely. They found the range of extra-curricular activities typical of a primary school. The inspectors were concerned about the resources in the library that affected the pupils' ability to use reference materials. The inspectors found that standards in information technology were below expected levels.

## **PART B: COMMENTARY**

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

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

1. In the 1999 national assessments of eleven year olds standards were above average for English, well above average for mathematics and average for science, compared to schools nationally. The proportion of pupils achieving the expected level for their age (level 4) was well above average for mathematics and above the national average for English and science. The proportion obtaining a higher level was above average in English and mathematics, but below the national average in science. Compared to similar schools, standards were above average in mathematics, below average in English, and well below average in science.

2. Over recent years standards in English have been maintained at above average levels. In mathematics standards have steadily improved and are now well above average levels. In science standards have been maintained at average levels. In the 1999 national assessments there were no significant differences in the results for boys and girls in English or science. However, in mathematics boys did significantly better than girls in 1999 and over the four previous years.

3. In the 1999 national assessments of seven year olds standards were very high in reading and mathematics and well above average for writing and science, compared both to schools nationally and to similar schools. Nearly all pupils attained the expected standard for their age (level 2) in these subjects and a high proportion attained a higher standard in reading, mathematics and science. Over recent years the high standards in these subjects have been maintained.

4. The school's targets for eleven year olds for 1999 in mathematics and English were just exceeded. The targets for 2000 have been set at a lower level than for 1999, based on earlier teacher assessments of this year group. The targets for 2000 do not present a challenge for the school.

5. The inspectors found that the current standards of eleven year olds are well above the national average for mathematics and are above the national average for English, and science. Nearly all pupils attain the expected standard for their age, and significant proportions attain higher standards in all three subjects. This shows that high standards have been maintained in mathematics and there is an improvement in standards compared to the 1999 national assessment results in English and more notably science, particularly in the proportion of pupils achieving higher levels. This reflects the developments in these subjects, the good teaching and the high expectations of the pupils. The inspectors found that there were no differences in the standards attained by boys and girls in their current work in any of the core subjects. Overall current standards are at the level expected of a school of this type.

6. Current standards of seven year olds in English, mathematics and science are not quite as good as the high standards attained in 1999, although the current year group contains more pupils with special educational needs than the previous year. However, the current standards of seven year olds in mathematics are well above average, and standards in reading, writing and science are above the national average. In all these subjects nearly all pupils attain the expected standard for their age and a significant proportion attain a higher standard.

7. Standards of literacy are above average throughout the school. Literacy skills are developed well in English and are well supported by work in other subjects, including history, music, art, science and mathematics. For example, basic literacy skills were emphasised well, when describing an event in a religious education lesson and in mathematics lessons care was taken to use language accurately when pupils described their solutions to problems.

8. Attainment in speaking and listening is above average by the end of both key stages. The youngest pupils listen attentively, respond appropriately and are able to develop ideas in discussion. At Key Stage 2, pupils listen well, give thoughtful, clear responses, and are able to use interesting vocabulary well. Standards in reading are above average by the end both key stages. Younger pupils can read simple passages with understanding, and talk about what they have read. The least able pupils read with accuracy and reasonable understanding by the end of Key Stage 2. The most able pupils read very well, using a full range of strategies to deal with unknown words. They are able to identify main themes and characters, and discuss styles of writing. Standards in writing are above average by the end of both key stages. By the end of Key Stage 2, the least able pupils can sequence sentences logically, and choose words for variety and interest. The most able pupils can sustain ideas and organise their writing well for its purpose. They are beginning to distinguish between formal and informal language. They organise their writing into paragraphs, and use commas, apostrophes and speech marks accurately.

9. Standards of numeracy are above average throughout the school. Pupils in Year 6, for example, could confidently find squares, cubes and square roots mentally. Science and design and technology make good contributions to standards of numeracy and give pupils opportunities to apply their skills to drawing graphs, measuring and calculating.

10. In other subjects, inspectors found the standards reached at the ages of seven and eleven are broadly in line with those expected for the age of the pupils in religious education, art, design and technology, history, geography and physical education. In music, standards are above the expected standard for the age of the pupils, but in information technology the standards overall are below those expected.

11. The baseline assessments show that the children under five enter the school with above average standards of attainment. By the age of five their attainments are above those expected in language and literacy, mathematics, their knowledge and understanding of the world and in the physical and creative areas of development.

12. Pupils make sound progress over time in all subjects, except for information technology where progress over time is unsatisfactory and mathematics where progress is good. However, good progress was noticeable in the core subjects in Years 2 and 6. In other years, although progress is generally satisfactory it could be better. Overall the pupils' achievements are sound and similar to those expected from pupils in schools of this type. Most of the work provides an adequate challenge to the pupils. However, there is room for further improvement and a greater degree of challenge related to more demanding targets in most years. The most able and talented pupils generally make at least satisfactory progress and good progress in Year 6 where the work is particularly challenging. The pupils with special educational needs, and those with English as an additional language, generally receive satisfactory support and make good progress.

13. The last inspection reported that standards of attainment were above the national average in mathematics and English at seven and eleven. Standards in science were

average at seven and above average at eleven. In other subjects standards were at expected levels except for music where standards were above expectations and design and technology where standards were below expectations. Current standards show an improvement in mathematics where standards are well above the national average. Above average standards have been maintained in English and reflect the improvements in standards in English nationally. In science, standards have improved and are now above the national average at seven and eleven. In other subjects, standards have been maintained at expected levels and in music standards have been maintained at above expected levels. In design and technology there has been an improvement and standards are now at the expected levels. However, in information technology standards have not kept pace with rising expectations and standards are below expected levels.

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

14. Pupils' attitudes to learning are generally good. The pupils come to school promptly and settle quickly to their work. They are proud of their school, show an interest in their work and enjoy the extra-curricular activities provided. They concentrate on their work and persevere with the tasks set. The personal and social development of the under-fives is sound. The under-fives have good attitudes to work and generally behave well.

15. Behaviour is generally good, although there were a few incidents of unsatisfactory behaviour from a small minority in some lessons. However, the teachers' class management is generally good and effective in achieving good behaviour. In the playground, pupils show consideration for each other and concern for the younger children in the school. The school's behaviour policy is followed carefully and teachers use various systems of rewards to encourage good behaviour and performance. The children are polite and courteous. The parents are confident that any incidents of bullying would be dealt with quickly and effectively. There were no incidents of oppressive behaviour during the inspection. There has been only one fixed-term exclusion from the school this year and none in the previous year. The children are careful, considerate and respect equipment and resources in the classroom and each other's possessions.

16. The pupils' personal development is good and relationships in the school are very good. The teachers know the children well and there is good rapport between them. The pupils listen attentively to their teachers and to each other. They co-operate well with each other and display mature attitudes by the time they reach Year 6. They are self-confident and articulate. The children are sensitive to, and are able to reflect on, the needs and feelings of others. The pupils in Year 6 are given a good degree of responsibility; for example, they conduct visitors around the school, act as monitors for the other classes during wet play times and look after the school office at lunchtimes.

17. Attendance is well above average and there are low levels of unauthorised absence. High standards of attendance and punctuality are promoted well by the prompt and correct marking of registers, which are regularly monitored by the headteacher. The last inspection reported that standards in this area were good, and these have been maintained.

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

18. The quality of teaching is sound. During the inspection the teaching was at least satisfactory in 91 per cent of the lessons observed, and good or very good in 49 per cent of the lessons. In 8 per cent of the lessons the teaching was very good. Unsatisfactory teaching occurred in 8 per cent of the lessons. The teaching of the under-fives was at least satisfactory in 87 per cent of the lessons seen, good in 12 per cent but unsatisfactory in 12 per cent of the lessons. The teaching at Key Stage 1 was at least satisfactory in 88 per cent of the lessons seen, good in 59 per cent but unsatisfactory in 12 per cent. At Key Stage 2 the teaching was at least satisfactory in 94 per cent of the lessons seen, good or very good in 53 per cent but unsatisfactory in 6 per cent of the lessons seen. The teaching was strongest at Key Stage 2, where it was very good in 15 per cent of the lessons, and where it was reflected in work that was particularly well matched to the different abilities and was challenging, ensuring a good pace to the work. The teaching was particularly good in Year 6. For example, in a very good mathematics lesson with Year 6, the lesson was very well structured providing a good range of learning activities and ensuring a good pace to the lesson. The pupils responded very well and many achieved high standards of work. Overall the teaching was unsatisfactory in 8 per cent of the lessons seen. These lessons were unsatisfactory because insufficient care was given to preparation, which resulted in the use of inappropriate activities, or because of a lack of suitable strategies to manage pupils with challenging behaviour. For example, in an unsatisfactory science lesson with the under-fives the lesson was not adequately prepared, the activities provided limited learning opportunities and not all the pupils were gainfully occupied.

19. The teaching meets the needs of different groups of pupils well. Pupils with special educational needs, and with English as an additional language, are taught well, have good learning opportunities and make good progress. Nearly all reach average standards. The work is carefully matched to pupils' needs, and support staff are used well. The more able and talented pupils generally have good, challenging learning opportunities, particularly in Year 6, which enables them to reach high standards in the core subjects.

20. At both key stages the teaching of mathematics is good. The teaching provides a good structure to the lessons and a good range of learning opportunities. Mathematics lessons are based on the numeracy strategy, and combine high quality input with varied group work and good plenary sessions in which pupils readily contribute their solutions to problems. Basic skills are taught well, resulting in standards of numeracy that are above average. The teaching of English is sound at both key stages, although half the teaching is good or very good. Largely as a result of the impact of the literacy strategy the skills of literacy are taught well.

21. The teaching of science is satisfactory at Key Stage 1 and Key Stage 2. Generally the teaching of art, design and technology, geography, history, information technology, music, physical education and religious education is sound at both key stages, with the exception of religious education which is taught well at Key Stage 1, and art and music which are taught well at Key Stage 2.

22. Generally the strongest aspects of the teaching are the effective teaching methods, and the good management of the pupils. The good management of the pupils ensures that they are fully involved with their work and behave well. The effective teaching methods used provide a good range of learning activities, including mental arithmetic, and ensure the pupils understand their work and find it challenging. For example, a very good mathematics lesson with Year 3 started with a mental mathematics session requiring pupils to search for patterns in number tables and then continued with practical group work on shapes which was well matched to the different abilities and reinforced their language development.

23. Teachers' subject knowledge is generally sound although in the core subjects it is generally good and reflected in good questioning. Planning is generally satisfactory, although for the under-fives planning is unsatisfactory and does not relate sufficiently to the desirable learning outcomes for these children. However, planning generally relates well to medium term planning and ensures that appropriate learning activities are used, and that the available time is used well. Expectations are generally satisfactory. However, the targets set for the school are not demanding and a feature of the better teaching is that the teachers set more demanding goals. In most lessons the available resources are used appropriately, although the information technology resources available in the classrooms are not used well. Classroom assistants are used well with the younger pupils and with pupils with special educational needs and talented pupils. The scrutiny of pupils' work indicates that teachers' ongoing assessment is generally sound and good at Key Stage 2, and provides encouragement and guidance to the pupils and feedback to the teachers. Homework is used effectively, particularly in mathematics and English.

24. Pupils generally learn well, understand their work and make at least sound progress. They acquire new knowledge and apply their skills appropriately. As a result of the good class management and teaching strategies, nearly all lessons are productive and have at least a sound pace. For example, in a good Year 6 mathematics lesson, the pupils learned rapidly how to calculate areas of rectangles and triangles and many applied this to finding volumes of prisms. The pupils generally apply their physical and creative skills well as a result of the good range of learning activities used. For example, in a Year 3 design and technology lesson, the pupils developed techniques of cutting and joining card and fabric and applied them well to making a slipper. The pupils show concentration and learn to think for themselves. For example, in an information technology lesson with Year 6, pupils were taught Logo commands and applied these to solving problems in controlling a screen image. The pupils have a sound knowledge of their own learning, and they understand what they are doing and how to improve, notably in English and mathematics. The pupils with special educational needs and those with English as an additional language, learn well, and make good progress.

25. The last inspection report indicated significant variations in the quality of teaching. Whilst the quality of teaching was sound overall, at Key Stage 1 "teaching was only just satisfactory, with a significant proportion of unsatisfactory lessons". The school has made considerable efforts to improve the quality of teaching with improvements in monitoring of teaching and improved support through schemes of work. This has been successful particularly at Key Stage 1, where teaching is now satisfactory or better in 88 per cent of lessons, good in 59 per cent of lessons and unsatisfactory in 12 per cent of lessons.

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

26. The curricular opportunities offered to pupils are satisfactory overall. The curriculum is broad and balanced. It provides a good range of learning opportunities and ensures that above average standards are attained in the core subjects. It fulfils all statutory requirements and takes account of the national strategies for literacy and numeracy. It includes provision for personal, social and health education, which includes sex education and attention to drug misuse. The programme for personal and social education is not planned as separate activities, but is generally addressed throughout the curriculum as opportunities arise. However, standards in personal development are good. Arrangements for collective worship meet statutory requirements, and religious education follows the locally agreed syllabus. Schemes of work for all subjects have been developed since the

last inspection, giving teachers firm guidance for all curriculum areas. The curriculum overview shows a clear picture of what is to be taught and when, so that a good progression of pupils' learning is ensured. This was a key issue at the time of the last report, and has been addressed well.

27. The school has recently upgraded resources for information technology, and the installation of the new computer suite ensures that pupils now have greater learning opportunities to develop their information technology skills. Pupils are given good opportunities to learn to play an additional musical instrument, but pupils sometimes miss important parts of other lessons, for example mathematics, which adversely impinges on the opportunities for the rest of the class when the teacher has to make up the work lost.

28. The curriculum for the under-fives is unsatisfactory. The youngest children have above average standards when they join the school, and many children progress rapidly to the National Curriculum. Although there is some recognition of the needs of the youngest children in the long-term planning, the weekly planning does not refer adequately to the recommended curriculum, or the desirable learning outcomes for the youngest children and is based largely on the National Curriculum subjects. As a result it does not sufficiently plan for the personal and social development of the youngest children, and, although the personal and social development of the under-fives is sound, there are missed opportunities to further develop this important area throughout the under-fives' curriculum.

29. Pupils with special educational needs have access to the full curriculum. They are well supported in class, and are not withdrawn from other lessons for their specific programmes. The support teacher works closely with class teachers to ensure a link between the work for these pupils and that of the rest of their class.

30. The curriculum is enhanced, particularly at Key Stage 2, by a variety of extra-curricular activities. Competitive matches are arranged against other schools, but these matches have to be played away as the school lacks an adequate sports field on site. At the parents' meeting there was some concern expressed about the limited opportunities for extra-curricular activities, but the inspectors found the range of activities to be typical of primary schools. The curriculum is further enriched by the range of visitors to the school, a residential visit for the oldest pupils, and trips to local places of interest.

31. There is equality of opportunity for all pupils throughout the curriculum and all pupils are encouraged to join in the full range activities. For example, girls are encouraged to play football.

32. The school has good community links. There are strong links with the church, and the vicar visits the school regularly and takes a weekly assembly. The school regularly joins in community activities, such as the local carnival and flower festival, and links with local industry have enabled the school to improve the buildings. Pupils regularly enter competitions sponsored by industry, such as a mathematics challenge run by the Education Business Partnership, and a science and technology competition, which provides good opportunities for Year 2 and Year 6 pupils to work together on the topic of light. Good liaison with the local secondary school ensures pupils undergo a smooth transfer to the next stage of their education.

33. The opportunities given for pupils to cultivate their personal development are generally good. The personal and social development of the under-fives is sound. The provision for the spiritual development of the pupils is satisfactory, but is not as good as at the last inspection. The school assemblies meet the requirements for a daily act of

worship. However, throughout the school there are only limited opportunities for spiritual development in the collective worship. For example, opportunities were provided for pupils to consider what it is like to be deaf, but the opportunities to reflect on this were rushed and lacked focus. Satisfactory opportunities for spiritual development are provided in religious education lessons. For example, a sense of wonder was engendered by the way the teacher carefully handled the Torah, and younger pupils realised the Hindu festival of Holi was special by the exotic clothes worn. Teachers respect the ideas of the pupils, and pupils are encouraged to value the contributions of others.

34. Provision for the moral development of pupils is good. The school has a strong moral code and pupils know the difference between right and wrong. Teachers generally set high expectations of behaviour, and most classes have agreed class rules, which are displayed, although this is not consistently done. Pupils are encouraged to take responsibility for their own behaviour and the teaching and non-teaching staff set good role models for the pupils.

35. Provision for the social development of the pupils is very good. The relationships within the school are very good, and pupils work co-operatively in lessons often helping and supporting each other. The pupils play amicably in the same playground, and the oldest pupils help the youngest to feel safe and secure. The oldest pupils act as prefects and house captains, and make positive contributions to the smooth running of the school at playtimes and at lunchtimes, when for example, they answer the telephone and look after the office. Even the youngest pupils are given opportunities to act as monitors and help in the classroom. The oldest prepare the hall for assemblies and help in the dining hall.

36. The opportunities given for the cultural development of pupils have improved since the last inspection and are now very good. Opportunities for cultural development are highlighted in the schemes of work, and the pupils' understanding of their own culture is enhanced by many visits to the theatre and museums. Good use is made of the local arts centre, and the artists, musicians, and poets who visit the school, to work alongside the pupils and provide further opportunities for cultural development. Pupils' multicultural awareness is enhanced through religious education when pupils learn about other world faiths and in geography when they learn about different parts of the world. A parent has shared his Hindu beliefs and customs with the pupils, enhancing the pupils' understanding of the multicultural nature of life in Britain today.

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

37. Overall, procedures for monitoring and supporting pupils' academic performance and their welfare are good. The steps taken to ensure pupils' welfare, health and safety are good. Good procedures for risk assessments are in place, and there is a good current health and safety policy. Subject leaders ensure the safety of their own subject, and the headteacher and governors carry out good, regular whole-school checks. There is a clear procedure for managing pupils' medication in school. Serious accidents are recorded, and parents are informed if an accident occurs. The procedures for child protection are good, comply with local procedures, and have been implemented well when needed.

38. Attendance is carefully monitored, which results in good standards. The headteacher works to maintain these standards. She takes active steps to encourage good attendance, which includes informing parents about the effects of regularly taking term-time holidays and co-operates closely with the Education Welfare Officer.

39. The behaviour policy is good, and results in good standards. Pupils are clear about

what sanctions will be implemented and are rewarded with certificates for exceptionally good or improved behaviour. There has been only one fixed-term exclusion this year and no exclusions in the previous year. Incidents of bullying are rare, but are dealt with effectively to eliminate aggressive behaviour. Pupils know what to do if they feel threatened or unhappy and know that they can talk to a teacher if they wish. There is no formal monitoring of personal development except for the youngest pupils. However, the staff know the pupils well, and informal monitoring and support are good, resulting in good personal development.

40. Academic progress is carefully monitored throughout the school through informative marking. Information about attainment is carefully analysed and used well in planning, and was particularly influential in guiding the preparation of the schemes of work. Comments in pupils' books mostly give good guidance to the pupils and help them to move on in their learning. Annual reports provide clear information to parents about what work the pupils have covered and what they have learned. However, reports do not set clear targets for improvement, or identify how pupils can move towards these targets.

41. The monitoring of the progress of pupils with special educational needs is good. Careful records are kept, and regular standardised tests are used to clarify learning needs. As a consequence effective support is provided by the teachers. The policy for supporting very able pupils is working well, and the identification of these pupils is good.

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

42. Parents are happy with what the school provides. They think the attitudes and values the school promotes are very good. They are pleased with the standards achieved and they like the links with the school. They find the headteacher and other teachers are easily approachable and they report that they are comfortable discussing any concerns with them.

43. The school has effective links with parents and carers, who are kept well informed by regular newsletters and by letters from class teachers. These include an overview of the work of the coming term. Home-school agreements have been circulated to all parents and, where necessary, are followed up. Parents receive regular reports, and parents' evenings are held each term which keep parents informed of how their children are progressing and their attainments. However, the reports do not give targets for improvement. Parents are kept well informed about the progress of pupils with special educational needs and they are fully involved in reviews. Curriculum evenings are held to help parents understand what is being taught in school. For example, an "Impact Maths" evening was held, which gave parents a valuable insight into how mathematics is now being taught in the school, and which assisted them in helping their children at home. The school is welcoming to parents. Two open assemblies are held each week, and regular year assemblies are held, which are attended by many parents.

44. The parents are supportive of the school and have a sound impact on its work. They make a positive contribution to pupils' progress, for example by the work they support at home, especially reading. Valuable work has been done, for example, in refurbishing the library. The Parent Teacher Association raises money to support the school and discusses any new projects for funding with the headteacher and staff. Overall the partnership between the school and parents is good. The effective partnership with parents reported in the last inspection has been maintained.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are good. The headteacher, assisted by key staff and the governing body, successfully promotes standards that are above average in the core subjects and effective teaching and learning. The headteacher, assisted by the governing body, gives a clear educational direction to the school. This is demonstrated by the response of the school to the issues from the last inspection, by the careful analysis of attainment data to indicate areas of underachievement, by the clear action taken to introduce new schemes of work and by the changes made in teaching to address these problems. The school has explicit aims that reflect its values and implicitly encourage good relations and equality of opportunity. There is good delegation of duties to all members of staff, and appropriate allocation of time and training to ensure that these are carried out effectively. This is illustrated by the effective way teachers have been given responsibilities for preparing schemes of work since the last inspection. There is good use of new technology by the headteacher particularly for financial management and the analysis of attainment data, which is used effectively to analyse value added and indicate areas for improvement.

46. The governing body is very good in fulfilling its responsibilities and accounting for the performance and improvement of the school. The governing body is fully involved in the life of the school and in monitoring its strengths and weaknesses. This is shown by the governors' clear understanding of the issues raised by the last inspection and the importance of raising standards. The governing body is influential in shaping the direction of the school, and is involved in agreeing new school policies, deciding priorities for development and setting priorities for spending.

47. There is very good monitoring and evaluation of the school's performance and effective action is taken to address any shortcomings that are shown. There is a very strong programme for monitoring teaching on a regular and frequent basis by the headteacher, and the subject leaders have a regular allocation of time to monitor standards of work and teaching. The governors are also involved in monitoring and evaluating the work of the school. The results of the monitoring and evaluation are considered carefully by the management and effective action taken. This has resulted in staff training, the development of new schemes of work and the deployment of staff. The school has a strategy for appraisal and performance management based on the local authority model, linked to staff development. However, this is not used with all of the teachers at present because of union action. There is a good policy for the induction of new staff based on mentoring that has been used well with new staff.

48. The priorities for development in the longer term are based on improving standards of teaching and learning, and this has already shown success at Key Stage 1. Good use is made of baseline assessments and attainment results to review performance, and the results are carefully analysed. However, a major weakness is that the targets set for the school are below the current standards and provide no challenge. In the short term the school's priorities are to improve the arrangements for assessment; to review the teaching and learning policy; and to raise standards in literacy, numeracy, science, art and information technology. Developments have been carefully planned, linked closely to the budget, and carefully evaluated. They have been particularly successful in implementing the literacy and numeracy strategies and improving standards in science. They demonstrate a shared commitment to raising standards. Developments in the teaching of information technology are underway but are not yet complete.

49. The school makes good use of its financial resources. Educational priorities are

supported by very good, careful financial planning, which has resulted in the avoidance of large class sizes and good support for educational developments. Effective use is made of new technology in management and administration, notably in efficient financial administration and in analysing performance data. The recommendations of the most recent auditor's report have been acted upon. Specific grants are used for their designated purposes. The school takes care to apply the principles of best value. It ensures that standards and costs compare with those of other schools, that those with responsibilities are challenged to justify the use of resources, that there is competition in the purchasing of resources and services, and that there is consultation before major spending decisions are taken.

50. There are sufficient teachers to meet the needs of the curriculum, with a good balance of qualifications and experience. The teachers form an effective team in which they have well-defined roles, which are carried out well. All subjects are appropriately co-ordinated. There is a co-ordinator for special educational needs who works well to ensure that pupils with special educational needs are well supported. The number of support staff is not large, but they are used well.

51. The accommodation is adequate for the curriculum, with the exception of the provision for the under-fives, which lacks a secure area for them to play and learn outdoors. The learning environment in several rooms, including the room for the under-fives and the new information technology room fails to provide a stimulating environment and the field is too small for most competitive games.

52. The learning resources are adequate for most subjects and are used well. However, there are shortages of resources for the under-fives, which restrict their learning opportunities. There is also a shortage of up-to-date equipment for information technology, which affects the teaching of some lessons and there is a shortage of resources for reference and research in the library, which restricts pupils' opportunities for independent study.

53. At the last inspection the management and leadership of the school were described as good. These standards have been maintained and in several respects have improved.

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

The school's weaknesses are considerably outweighed by what it does well. The points for improvement listed below will form the basis of the governors' action plan.

### **1. Continue to raise standards in information technology, by:**

- completing the scheme of work to ensure that it provides adequate guidance on all aspects of the information technology curriculum, as indicated by the current development plan (see paragraphs 96 and 101);
- giving teachers clear indications of the standards they should achieve (see paragraph 101);
- ensuring that there are adequate up-to-date resources to meet the needs of the completed curriculum (see paragraph 101);
- ensuring that all teachers are aware of, and take, opportunities to use information technology in other subjects (see paragraphs 98,101).

### **2. Improve the curriculum and the provision for the under-fives, by:**

- ensuring their curriculum takes appropriate note of the requirements of the desirable learning outcomes (see paragraphs 61 and 62);
- providing a greater range of resources to meet the needs of the under-fives curriculum (see paragraphs 61 and 62);
- providing a secure area for outside activities (see paragraph 62).

### **3. Ensure that the school's targets for English and mathematics are more challenging and are used more in planning, by:**

- setting targets that are above the current level of attainment and provide more challenge (see paragraph 4);
- ensuring that these are reflected in teachers' expectations (see paragraph 23).

In addition to the key issues above, the following weaknesses should also be considered for inclusion in the action plan.

- Improve resources in the library for reference and research (see paragraph 70).
- Ensure that the pupils' reports give clear indications of how to improve (see paragraphs 40 and 43).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	41	42	8	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		196
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		25

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	15	15	15
	Total	31	30	31
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	15	15	14
	Total	31	31	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	10	10	10
	Total	25	26	28
Percentage of pupils at NC level 4 or above	School	81 (81)	90 (65)	90 (77)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	14
	Girls	10	10	9
	Total	27	28	23
Percentage of pupils at NC level 4 or above	School	87 (87)	90 (80)	74 (84)
	National	68 (65)	69 (65)	75 (72)

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

**Ethnic background of p****upils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	13

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

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

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	24
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	55

*FTE means full-time equivalent.*

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	1998-99
	£
Total income	330,338
Total expenditure	319,795
Expenditure per pupil	1,575
Balance brought forward from previous year	13,094
Balance carried forward to next year	23,637

## RESULTS OF THE SURVEY OF PARENTS AND CARERS

### Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	30

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	0	0
My child is making good progress in school.	47	53	0	0	0
Behaviour in the school is good.	40	57	0	0	3
My child gets the right amount of work to do at home.	50	33	13	0	3
The teaching is good.	47	40	7	0	7
I am kept well informed about how my child is getting on.	43	40	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	0	7	0
The school expects my child to work hard and achieve his or her best.	53	47	0	0	0
The school works closely with parents.	50	27	20	3	0
The school is well led and managed.	43	40	0	7	10
The school is helping my child become mature and responsible.	47	47	3	0	3
The school provides an interesting range of activities outside lessons.	27	23	20	17	13

### Summary of parents' and carers' responses.

Parents' Evening (18 parents present).

- The parents were generally happy with the school and expressed strong support for the school.
- Parents generally agreed that standards in the school were satisfactory and that the children made good progress in the school.
- Parents were generally happy with the way school helped children learn and make progress.
- The parents agreed that the attitudes and values the school promotes are a strength.
- Parents also agreed that behaviour in the school was very good. There is a good behaviour policy.

- A homework policy is in place and all parents have a homework timetable. Parents were generally happy with the homework set.
- Parents felt that links with the school were very good.
- Reports are good, but some would prefer more personal comment.
- Parents were concerned about the number and quality of books.
- Parents report that both headteacher and staff are approachable and listen to views put by parents.

**Parents written comments (4 received):**

- Every child is considered as an individual and encouraged to show their strengths (academic or non-academic).
- Concern about the number and quality of books in the library.
- Good for building up confidence.
- More could be done to stretch the more able pupils, especially in Key Stage 2.
- Limited after school activities - particularly sport for boys.

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

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

54. Children start in the reception class at the beginning of the term in which they are five. All the children have previously attended nursery schools. The baseline assessments and the teachers' records show that the standards of attainment of the children when they join the school are above average.

55. In the area of language and literacy the children exceed the desirable learning outcomes by the time they are five, and the majority of children work at the early levels of the National Curriculum. The children enjoy books handle them with due care, and appropriately 'read' stories using the pictures. They talk confidently about the books they have read, and can predict what will happen. They know that print is read from left to right, and the majority of the children can at least read the key words from their reading books. An appropriate emphasis is placed on reading, and children regularly take books home to share with parents. This has a positive impact on learning, and the children make good progress in their reading, with some children attaining the early levels of the National Curriculum. The majority of the children hold a pencil correctly, and can write their names. A few higher-attaining children are beginning to write freely, while the others can 'copy-write'.

56. The quality of the teaching of language and literacy is satisfactory overall. There are many learning opportunities provided for the children to develop their speaking and listening skills, for example during class discussions, when children very confidently contribute their own ideas. The youngest children are integrated well into the school's literacy strategy, although the children are sometimes expected to sit for too long. This is inappropriate for some children and has a negative impact on their learning. The teacher gives the children opportunities to trace over letters, ensuring that they are beginning to form their letters correctly. Different activities are set for different abilities, although some activities can be inappropriate, with too much emphasis placed on recording. Detailed records are kept of the children's achievements, so that the teacher can progressively build on the children's previous learning.

57. In mathematics, attainments are above expectations by the age of five. The children can count and order numbers correctly to at least ten, and they are able to recognise simple two and three-dimensional shapes. They can add numbers to ten, and the higher-attaining children are beginning to use mathematical symbols for plus, minus and equals. The quality of teaching of mathematics is satisfactory, and the numeracy strategy is being used to deliver the mathematics curriculum for most pupils. The teacher makes effective use of the time for mental calculations, to ensure that the pupils match numbers correctly with the appropriate number of dots. The teacher effectively works alongside children in lessons, and explains mistakes clearly. This enables children to understand and make progress. Opportunities are given for all children to develop their learning by providing appropriate activities for different abilities, but the highest-attaining children are not always sufficiently challenged. For example, when a number task was completed easily the children were asked to colour shapes and given no further challenge. This limited further learning opportunities for the more able children.

58. In gaining in their knowledge and understanding of the world nearly all children exceed the expected standard by the age of five. The children have a well-developed knowledge of the world about them when they enter school. The children talk about where

they live and their families, and discuss the differences that they observe as people grow older. They confidently use the computer, and can accurately use the mouse to point to given items on the screen. They can sort materials according to their physical properties. They know that wool comes from a sheep and is used to make clothes, and that wood comes from a tree, and is used to make pencils. They can predict whether items will float or sink using their understanding of 'heavy' and 'light'. They know the importance of following and giving accurate instructions. The teaching in this area is satisfactory overall and the children generally have good learning opportunities resulting in satisfactory progress in relation to their high attainment on entry. However, some aspects of the teaching are unsatisfactory. The learning activities are not always sufficiently challenging and some recording methods are inappropriate for the lower-attaining children.

59. Nearly all the children exceed the expected standards by the age of five in their creative development. The children paint pictures of themselves and use colours to print a repeated pattern. However, there was little evidence of children being given opportunities to use their imagination in their creative work. There was little evidence of teaching in this area during the inspection, although the children make satisfactory progress over time.

60. In their physical development the expected standards are exceeded by most children by the age of five. In their physical education lessons the children move confidently, with good co-ordination and control, and an increasing awareness of space. For example, they use their arms and legs effectively to create a rainbow or 'racy grey clouds' when interpreting the words of a poem. They join movements together to make a dance sequence, showing a clear start and end to their movements. They listen to instructions carefully, and start and stop promptly. The children use scissors effectively, and stick their work into their books. The quality of teaching is good. In the dance lesson observed, the teacher used a challenging poem as the stimulus for the dance, which enhanced the children's vocabulary, and provided good learning opportunities for the children to use their own ideas to move to the rhythm of the poem. The teacher sets high expectations of behaviour and attainment, and provides appropriate levels of challenge for all the children. However, there are no opportunities for the children to use large toys to further their physical development.

61. In the development of their personal and social skills the children generally make satisfactory progress, and, by the age of five, achieve the expectations for this area of development. Relationships between adults and children are very good, and ensure that children enjoy coming to school and are confident and happy. They generally behave well, and are clear about what is right and wrong. They know the daily routines well, and develop good levels of concentration. They are keen to act as monitors and, for example, readily volunteer to take the register to the office and clear up after activities. They share amicably and, for example, took turns in a mathematics activity when they were asked to match numbers. They change for physical activity lessons independently, and tidy their clothes into a neat pile. The use of role-play is underdeveloped. The equipment for this is not stimulating, and provides limited opportunities for children to develop their personal and social skills through co-operative and imaginative play. The teaching in this area is sound. However, learning opportunities for their social development are not based on the desirable learning outcomes for under-fives. The teacher's planning does not highlight sufficient opportunities for the personal and social development throughout the curriculum and many learning opportunities are missed which would provide better progress.

62. Overall the teaching of the under-fives is sound. It is at least satisfactory in 87 per cent of lessons, good in 12 per cent of lessons and unsatisfactory in 12 per cent of lessons. The unsatisfactory teaching is largely because of the lack of appropriate learning

opportunities for all pupils and unsatisfactory class management, which does not ensure that the pupils are all purposefully engaged. Almost all of the children enter the school with attainments that are above average, and are soon successfully introduced to the early levels of the National Curriculum. However, the curriculum for the children under five is not sufficiently planned to meet the desirable learning outcomes and does not provide adequate learning opportunities for all the children. In particular the planning does not provide adequately for the personal and social development of all the children, and there are missed opportunities to further develop important areas throughout the curriculum. The children lack the opportunities to use large play equipment, and there is no secure outside area for their use.

## **ENGLISH**

63. In the 1999 National Curriculum tests for Key Stage 2, standards in English were above the national average but below the levels of similar schools. The results at the end of Key Stage 1 were well above the national average, and well above the levels of similar schools. At the time of the last inspection, attainment in all aspects of English was above average. The results over the last three years indicate that standards in English have been maintained at above national average. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs, and those with English as an additional language mostly reach the expected level by age eleven.

64. Current standards attained by the oldest pupils at Key Stage 2 are above the national average in all aspects of English and show an improvement compared to the results for 1999 in terms of the proportion of pupils attaining levels above those expected. The standards attained by the oldest pupils at Key Stage 1 are above the national average, and whilst not as good as the high standards attained in 1999, the proportion of pupils attaining levels above those expected for their age is above average. However, the current year group contains more pupils with special educational needs than the previous year.

65. Work seen during the inspection confirms that attainment in speaking and listening is above average. Pupils at Key Stage 1 listen attentively, respond appropriately and are able to develop ideas in discussion. At Key Stage 2, pupils listen well, give thoughtful, clear responses, and are able to use interesting vocabulary well. By the end of Key Stage 1, standards in reading are above average for the age of the pupils. They can read simple passages with understanding, and talk about what they have read. Most pupils know how to use reference books, although the resources for this are limited, and can distinguish between fiction and non-fiction. The most able pupils use a range of skills in their reading, including phonic and context clues to tackle unfamiliar words. By the end of Key Stage 2, standards in reading are above average for the age of the pupils. The least able pupils read with accuracy and reasonable fluency. They can predict what might happen next, and understand inference. They know about authors, and can express likes and dislikes in reading materials. The most able pupils read very well, using a full range of strategies to deal with unknown words.

66. Standards in writing at the end of Key Stage 1 are above the national average. Pupils can communicate meaning through writing. The least able pupils are beginning to use full stops and capital letters accurately, and can correctly spell the most common words. The most able pupils' writing is organised, imaginative, and clear. By the end of Key Stage 2, standards in writing are above average. The least able pupils can sequence sentences logically, and choose words for variety and interest. The basic grammatical structure of their work is generally correct, spelling is accurate, and handwriting joined and legible. The most able pupils can sustain ideas and organise their writing well for its

purpose. They are beginning to distinguish between formal and informal language. They organise their writing into paragraphs, and use commas, apostrophes and speech marks accurately. Their handwriting is joined, clear and fluent.

67. Standards of literacy are above average. Literacy skills are well supported by work in other subjects. For example, pupils are encouraged to use appropriate language in most subjects, including history, music, art, science and mathematics. Basic literacy skills were emphasised well, when, for example, describing an event in a religious education lesson. Pupils are keen to use research skills, especially in science and geography. However, the lack of good quality, up-to-date reference books in the library makes these tasks less successful than they should be.

68. Pupils' achievements over both key stages are sound. By the age of five standards of language and literacy are above average. Most pupils make sound progress relative to their earlier attainment over both key stages, and standards of attainment are above the national average by the end of both key stages. Overall the standards achieved are in line with those expected for a school of this type at the end of both key stages. Generally, the pupils are appropriately challenged by their work, which is well matched to their needs. The most able and talented pupils achieve high standards. The progress made by pupils with special educational needs, and those with English as an additional language, is good and they nearly all achieve average standards. Good use of appropriate activities, and the classroom support, means that these pupils take a full part in the lessons and ensures that they make good gains in their learning.

69. The teaching is sound at both key stages. The teaching is at least satisfactory in the majority of lessons, and good or very good in half of the lessons although in two lessons the teaching was unsatisfactory. Where the teaching is very good, lessons are planned with clear learning objectives, which enable the teacher to ask searching questions, check pupils' understanding and engage them in the activity. Consequently, pupils develop sophisticated language skills. The group activities successfully extend the pupils' literacy skills, particularly when pupils are clearly briefed and reminded of expectations. In most lessons, the teachers have good relationships with the pupils, and there is a mutual understanding about expectations of behaviour. This enables lessons to proceed well without interruption. Where the teaching was unsatisfactory, the teachers did not use suitable strategies to manage the few pupils with challenging behaviour, and failed to check that the task had been understood, consequently the pupils did not make progress. However, as a result of the effective teaching in most lessons nearly all pupils have good attitudes and learn well. Behaviour is good. In most lessons seen, the teaching ensured that the pupils were ready promptly for the start and were attentive during the whole class sessions. Pupils at Key Stage 1 are generally eager to answer questions and settle quickly and sensibly to group work sessions. The teachers encourage the oldest pupils to support each other well, and co-operate sensibly with each other when working on a shared activity. This has a positive effect on their learning, and contributes to the high standards in English.

70. English is well led and managed. The subject leader has ensured that a good scheme of work is in place. This provides most pupils with a broad and balanced English curriculum. The subject leader has supported the introduction of the National Literacy Strategy well, and is clear about training needs. She monitors attainment throughout the school and checks the impact of changes to the curriculum and to teaching strategies. However, resources are limited, and, although standards of reading are above average, there is a need for better quality books for research and for pupils to take home.

## MATHEMATICS

71. In the 1999 national assessments, standards were well above the national average by the end of Key Stage 2 and above the level achieved by similar schools. The proportion of pupils reaching the expected level for their age (level 4) was well above the national average, and the proportion reaching higher levels was above the national average. Over recent years, results have steadily improved to these high levels. There was a significant difference in the results for boys and girls in 1999 but the inspectors found that this is not currently the case. The inspectors found that high standards have been maintained, and the current standards of the eleven year olds are well above average by the end of Key Stage 2. For example, the majority of pupils from Year 6 could confidently calculate the area of rectangles and triangles, find volumes of prisms and solve problems related to this. Standards of numeracy are high and pupils in Year 6 in mental arithmetic could confidently find squares, cubes and square roots of numbers. Science and design and technology make good contributions to standards of numeracy. Pupils draw graphs, measure and calculate confidently. Throughout the school mathematical language is developed well in mathematics lessons.

72. The pupils' achievements at Key Stage 2 are good. Nearly all make good progress over the key stage and achieve standards above those expected of a school of this type. The pupils are given challenging work, largely as a result of good questioning by the teacher, and as a result the most talented achieve very high standards.

73. In the 1999 national assessments of seven year olds, standards were very high by the end of Key Stage 1 compared to schools nationally and very high compared to similar schools. All pupils reached the expected level for their age and the proportion reaching higher levels was well above the national average. These high standards have been maintained over recent years, and there has been no significant difference between the results of boys and girls. The inspectors found that current standards in mathematics are not quite as high, but are still well above average, and in line with the standards expected for a school of this type. For example, the majority of pupils in Year 2 could solve problems involving the addition of numbers to a hundred. Standards of numeracy are high, and pupils in Year 2, for example, could mentally add numbers to 20 and could confidently multiply numbers.

74. The pupils' achievements at Key Stage 1 are good. The standards achieved by the age of five are above average. Nearly all make good progress over the key stage and achieve high standards in line with those expected of a school of this type. In most lessons the pupils are given challenging work, which results in a good pace to their learning and very high standards for the most talented.

75. The teaching is good overall at both key stages. Particular strengths are the very good teaching strategies used, based on the numeracy strategy. These involve good teacher input, a good structure to the lessons, using a range of good activities, and good plenary discussions when pupils confidently talk about their work. A further strength in most lessons is good class management, which keeps pupils actively involved in their work and ensures good progress. For example, in a very good lesson with Year 3, the pupils were well grouped and given appropriate and challenging tasks, with high level work for the most able. The teacher input was very good, reflecting subject confidence. The very good questioning in the plenary session caused pupils to think carefully and deepen their understanding. In general, teachers' subject knowledge is good and reflects a good understanding of how to teach the subject. There is good use of the class assistants with the younger pupils to provide support, and good use of simple practical resources, although

information technology is not used well. Planning is generally brief but adequate, although in an unsatisfactory lesson with Year 4, the planning failed to allow for pupils who missed the input for a numeracy lesson for music tuition and could not do the work that followed. Teacher assessment is generally good, encourages the pupils and shows them how to improve. Homework is used appropriately.

76. As a result of the effective teaching, standards of behaviour are generally good and nearly all pupils are well behaved and apply themselves well to their tasks. They have a positive attitude to mathematics, particularly to problem solving and have a competitive approach to mental arithmetic. The teaching has a positive impact on pupils' progress, which is good over both key stages. At both key stages most pupils learn well, acquiring new skills and deepening their understanding. They are able to apply their skills well. For example, pupils in Year 3 not only acquired knowledge of multiplication tables, but also could apply this mentally to solving simple problems. The pupils with special educational needs, and those with English as an additional language, receive good support, make good progress, and nearly all attain the expected level for their age.

77. The management of the subject is good. The teachers receive good support from the scheme of work and the subject leader, and work is carefully monitored. The last inspection reported that standards were above average at the end of both key stages and that teaching was satisfactory. Since then, as a result of good monitoring and carefully planned developments, there has been an improvement in the quality of teaching and in the standards attained.

## **SCIENCE**

78. The 1999 national assessment results for the end of Key Stage 2 were broadly in line with the national average. They were well above the national average for the proportion of pupils attaining the expected level for their age, but the percentage of pupils achieving higher levels was well below the national average. The results, overall, were below the level expected of schools of this type. Over the previous four years, results have been at national average levels, with a decrease in attainment in 1999. Evidence of the current standards of the oldest pupils at Key Stage 2 observed during the inspection, supported by the teachers' assessment, shows that in Year 6 pupils are achieving above average standards for their age. The proportion attaining higher levels has improved and is now at the level expected of this type of school. This is a direct result of the very good focused teaching of the oldest pupils.

79. In the 1999 national assessments at the end of Key Stage 1, pupils' attainments were well above the national average, and well above those found in similar schools. Compared both nationally and with similar schools, the percentage of pupils reaching higher levels was above average. High standards have been maintained over the previous four years. The current standards of the oldest pupils at Key Stage 1 are not quite as high, but are above average and in line with the expected level for this type of school. At the end of Key Stage 1, pupils' knowledge is broad, and they achieve high standards in their investigative work, with a good understanding of the importance of a test being fair. They are able to make sensible predictions, and are beginning to explain their results using their previous knowledge and understanding. They are able to draw accurate electrical circuits, using appropriate symbols, and are beginning to understand that some materials change irreversibly as a result of heating. A good feature of the work at Key Stage 1 is the way pupils record their experiments, and draw simple conclusions from the results.

80. At the end of Key Stage 2, the standard of pupils' investigative work is high. Pupils

record their own experiments, and draw conclusions from what they have discovered. They have very good knowledge and understanding of the workings of the body, and use their research skills effectively to find more advanced information, such as the use of the sphincter muscle and why insulin is important. The correct use of scientific vocabulary is a strength of pupils' work at both key stages.

81. Pupils' achievements are sound over both key stages. They generally make sound progress over time and attain above average standards at both key stages. The work is challenging and current standards are in line with those expected of a school of this type.

82. The quality of teaching across the school is sound overall and is good in half the lessons, although in one of the science lessons observed the teaching was unsatisfactory. Teachers have secure knowledge of the subject, and the structure of the lessons ensures that the pupils are fully involved in experimental work. The best teaching is based on very thorough planning, which ensures that the pupils know exactly what they will learn in the lesson, and provides learning activities that appropriately challenge all abilities. For example, a lesson in Year 2, on the insulating properties of materials, enabled the pupils to make good gains in their learning, as a result of the focused questioning that challenged the pupils' to explain why the results were not as predicted. In a particularly successful lesson in Year 6, the teacher had very good subject knowledge, and used this to ask probing questions of pupils to make them think about the process of digestion. The pupils were set very challenging tasks, ensuring that they all extended their knowledge and understanding. In this lesson, the very mature attitudes of the pupils to their work had a very positive impact on their learning. Unfortunately this degree of challenge was not always apparent, and occasionally the activities were not matched appropriately to the pupils' abilities, or to the time available resulting in unsatisfactory teaching.

83. The effective teaching ensures that pupils have positive attitudes to their lessons throughout the school, and this has a beneficial effect on their learning. Consequently they are interested in the subject, and show a pride in their achievements. They co-operate well, helping each other, and concentrate hard on the task in hand. These positive relationships enable pupils to learn from each other, and promote mature levels of collaboration.

84. The subject is well managed. There is a detailed scheme of work that ensures all the elements of the subject are covered, and that the levels of work are suitably challenging. There is thorough monitoring of achievement. A detailed analysis of pupils' responses in national tests is used to highlight strengths and weaknesses in the teaching, and the curriculum is modified to address these weaknesses. This has helped to raise standards. There is insufficient use of information technology to enhance the science curriculum, but software has been ordered to address this weakness. Good use is made of local places of interest, such as "The Lookout" where pupils can experience a variety of 'hands-on' scientific activities, and so widen their experience.

## **ART**

85. Standards of art throughout the school are at the expected level for the age of the pupils. The youngest pupils draw well, and can produce pictures using mixed media, such as paint and collage materials. The oldest pupils can reflect on the work of other artists, and apply the style to their own work. Some pupils produced high quality work in the style of Picasso, and Year 6 pupils produced good work as part of an extensive project based on wallpaper designs by William Morris. Most pupils work at a good pace. Their achievements are appropriate for this type of school and they make satisfactory progress

over time.

86. Teaching is satisfactory throughout the school. The teachers demonstrate new techniques clearly, and can quickly identify which pupils need further support. Review and reminder sessions during the lesson are particularly effective in enabling all pupils to keep to the task and achieve satisfactory standards. As a result of the effective teaching, most pupils work well during art lessons. They behave well and have good attitudes. They are careful with resources, try hard to follow the directions of the teacher, and are able to consolidate new skills and refine their own work.

87. The subject leader makes a good contribution to the teaching of art throughout the school. She regularly monitors pupils' work and tracks progress. She offers support to teachers, and makes sure that the school has good resources. The last inspection reported that standards were average, since then standards have been maintained.

## **DESIGN AND TECHNOLOGY**

88. The standards attained in the lessons observed and the standard of the completed work indicates that standards reach those expected for the age of the pupils at Key Stage 2. For example, pupils in Year 6 had previously designed and made mechanisms to convert circular motion to movement up and down. They had made their designs out of wood and card, measuring and cutting accurately, and incorporated them into designs for toys. At Key Stage 1, the attainments reach the expected standard for the age of the pupils. For example, in Year 2, pupils used wood and card to make simple winding mechanisms, learning to cut and glue their materials. Pupils' achievements are sound and they make satisfactory progress over both key stages. Nearly all achieve standards in line with those expected. In most lessons the pupils are given challenging tasks, which result in a good pace to the work.

89. At both key stages teaching is satisfactory. Tasks are well prepared, show adequate planning, and provide suitable activities, which are explained clearly. The pupils are organised well into groups. Class management is good, and keeps pupils enthusiastically engaged with their tasks. Good teaching strategies are used, tasks are well explained and there is a good emphasis to practical work in designing and making. Expectations are appropriate for the age of the pupils. The available resources are used well. The teaching is effective in encouraging the pupils to achieve the expected standards and apply their skills productively. The pupils sustain their work, complete their tasks and the lessons have a good pace. Most pupils make satisfactory progress. The pupils with special educational needs and those with English as an additional language receive good support, and make satisfactory progress. As a result of the effective teaching, standards of behaviour are good, the pupils behave well, and show responsibility when working co-operatively in groups. The pupils show interest in their work and have positive relationships.

90. The management of the subject is good. The teachers are supported well by good subject guidance and good support from the subject co-ordinator. The work is carefully monitored. The last inspection reported that standards were below average. Since then there have been carefully planned developments, which have led to improved standards.

## **GEOGRAPHY**

91. The attainment of the oldest pupils at Key Stage 1 and Key Stage 2 is broadly in line with the standards expected for the age of the pupils. For example, the oldest pupils at

Key Stage 2 examine settlements and learn of the effect land values have on the positioning of different types of buildings. Pupils in Year 2 study the weather and know the reasons why we need rain. They design rain gauges, and begin to understand that different parts of the world get different amounts of rain. All pupils, including those with special educational needs, develop their geographical skills systematically, and make satisfactory gains in their knowledge and understanding. They make satisfactory progress over time and their achievements are satisfactory.

92. The teaching is generally good. For example in a good lesson at Key Stage 1, good opportunities were given for pupils to develop an understanding of the different uses of buildings. There was an appropriate balance of activities, which enabled pupils to learn from discussion and consolidate this learning. Generally, effective reinforcement and clarification of previous knowledge and understanding at the beginning of the lesson ensures that pupils' knowledge and understanding of previous work are built on. Good planning of activities effectively challenge all abilities and ensures good gains in the pupils' learning. The teachers have good subject knowledge, which enables them to ask probing questions, which further enhance learning. The teachers' infectious enthusiasm for the subject has a positive impact on the pupils' learning. Consequently, pupils enjoy their lessons and are keen to contribute their ideas. They work co-operatively helping each other and sharing ideas. Standards of behaviour and attitudes are good. Pupils in Year 6, in particular, have a positive attitude to their work as a result of the good relationships in the class and the high expectations set by the teacher. However, in all lessons there were missed opportunities to use information technology to enhance pupils' understanding.

93. Management is sound and there is regular monitoring of teaching and learning. The last inspection reported that standards were average. Since then standards have been maintained.

## **HISTORY**

94. No lessons were seen during the inspection, but a close examination of pupils' work, and an examination of teachers' planning, indicate that attainment at each key stage is at the expected standard for the age of the pupils. All pupils including those with special educational needs achieve satisfactory standards and make satisfactory progress. For example, the concept of oldest and youngest is developed as the pupils grow older, and by the end of Key Stage 1, pupils recognise the characteristics of old and new homes, and how life has changed over the years. Pupils also know about key events in history, for example, the life of Guy Fawkes and the Ancient Greeks, while the oldest pupils learn about life in the Victorian era.

95. There is insufficient evidence to make a judgement on teaching. The last inspection reported that standards were average. Since then standards have been maintained.

## **INFORMATION TECHNOLOGY**

96. The standards attained by the oldest pupils at Key Stage 2 are, overall, below that expected for their age, although they attain the expected standards in some aspects of the information technology curriculum. For example, pupils in Year 6 attained the expected standards in an information technology lesson where they learned to control a screen image using Logo. They also attained the expected standards in their previous work when they used a word processor for communication, importing text and graphics. However, the teachers have only recently had the benefit of the newly prepared, and unfinished, scheme of work, and the pupils' standards in other aspects of information technology are below

expected levels.

97. At Key Stage 1 the standards of the oldest pupils are, overall, below expected levels, although pupils reach the expected standards in some aspects of information technology. For example, in a Year 1 information technology lesson, the pupils learned to give a sequence of commands to control a simple programmable device, and reached the expected standard for their age in this work. However, the scrutiny of work and discussions with the subject leader indicate that pupils are only reaching the expected standards for their age in this and in the communication aspects of information technology, and, overall, are below the expected standards.

98. Few examples of the use of information technology in other subjects were seen during the inspection. However, pupils in Year 5 made good use of a CD-ROM to obtain information in an English lesson and pupils in the reception class used a computer with a living book programme to illustrate a story.

99. Pupils' achievements were good in the lessons seen. However, because of a lack of previous learning opportunities, they have made unsatisfactory progress over both key stages. In most lessons the pupils are given challenging tasks, which result in a good pace to the work and nearly all achieve standards in line with those expected. However, their lack of opportunities has resulted in attainments that are lower than they should be.

100. At both key stages the teaching of information technology is sound. Generally, the teachers' organisation and teaching strategies are good. They explain the work well to the whole class and then generally organise work in pairs using the computers in the computer room well. However, the computers in other classrooms were rarely used during the inspection, indicating a lack of expertise in using information technology. Classroom management is good and pupils are kept on task and work at a good pace. The teaching is effective and encourages the pupils to learn and achieve the expected standards in lessons. The pupils complete their tasks and the lessons have a good pace. Consequently, most pupils make good progress in lessons and their achievements in lessons are good. They rapidly acquire new information technology skills and are keen to apply these. For example, in a good lesson in Year 6, the pupils learned to control a screen image by a series of instructions written in Logo. In response to challenges set by careful questioning, the pupils used these skills to solve problems, achieving high standards within the lesson. The pupils with special educational needs and those with English as an additional language receive good support, and make satisfactory progress in lessons. As a result of the interesting activities and effective class management, nearly all pupils behave well. They are keen and show positive attitudes towards using information technology. They work well on their own and in pairs, and help each other.

101. The subject is well managed. Information technology is the subject of ongoing significant school developments. The subject leader is preparing a new scheme of work based on careful evaluation and monitoring of the subject. The scheme prepared so far provides good guidance for the teachers, but is not complete and there is a lack of application of skills in other subjects. The number of computers available has been increased as part of this development, and a specialist room provided, although the room is small for a whole class. However, many of the computers in other classrooms are old and there are not sufficient to support extensive use of information technology in other subjects. With the youngest pupils there is a shortage of programmable devices, which restricts the pupils' work. The last inspection report indicated that, on limited evidence, "standards were at best average". Standards, prior to the present developments, have not kept pace with national expectations and are currently lower than expected overall, although in some

areas of current work the expected standards are achieved.

## **MUSIC**

102. Throughout the school, standards in music exceed those expected for the age of the pupils. The youngest pupils can identify loud and soft sounds, and can change the volume of their singing on a given signal. Older pupils are able to work as a group to create a sophisticated composition using vocal sounds. They listen attentively to examples of music, and apply what they have heard to their own work. They perform with confidence in front of their peers.

103. The teaching of music is good. The good technical knowledge of the subject leader makes a positive contribution to music teaching throughout the school. Lessons are well planned, based on the school scheme of work. Technical vocabulary such as 'piano' and 'fortissimo' are introduced and reinforced well to enable pupils to understand the formal aspects of musical notation. As a result of the effective teaching, pupils enjoy their music lessons, and generally respond well to discussions led by the teacher. They work very well together in small groups, and make good progress during the lessons.

104. Management is sound and there is regular monitoring of teaching and learning. The last inspection reported that standards were above average. Since then standards have been maintained.

## **PHYSICAL EDUCATION**

105. The attainment of the oldest pupils at both key stages is at the expected standard for the age of the pupils, although some of the oldest pupils display above average attainments. For example, in a dance lesson the oldest pupils use contrasting and complementary movements with increased poise and thought. In games lessons the oldest pupils play volleyball following the rules and working well as a team. Some show a good degree of skill in the way they handle the ball. The lessons contain a good degree of challenge and the pupils achieve appropriate standards. The pupils' progress over time is at least satisfactory.

106. The quality of teaching throughout the school is satisfactory overall, and some of the teaching at Key Stage 2 is good. Teachers plan the lessons well, so that they have a clear focus, and skills are progressively developed. In the best lessons, different activities are set for different abilities, to enable all pupils to make the maximum progress. Clear explanations of the tasks ensure that the pupils know exactly what they have to do. However, on occasions teachers do not emphasise good practice, and do not give pupils enough guidance on how to improve their skills. This limits opportunities for pupils to enhance their learning.

107. The subject management is sound. The curriculum is broad, and all the elements are taught. However, swimming is only taught for one term in Year 4, which does not enable all pupils to reach the expected standard by the end of Key Stage 2. The subject leader has produced a good scheme of work which provides guidance for the staff and ensures all teachers know what they have to teach and when. This has increased staff confidence and expertise, and has improved the quality of teaching. The subject leader monitors work well. Performances such as the dance 'Ocean World' staged by pupils in Key Stage 2 provide pupils with good opportunities to perform, and heighten pupils' interest in dance. This has had a positive effect in lessons, where pupils show good attitudes and the motivation to achieve increases. Outdoor and adventurous pursuits are included in a

residential visit by Year 6 to an activities centre. The last inspection reported that standards were average. Since then standards have been maintained.

## **RELIGIOUS EDUCATION**

108. Attainment by the end of both the key stages is broadly in line with the standards expected of the locally agreed syllabus. Pupils have sound achievements. They make satisfactory progress throughout the school, and generally achieve standards that are satisfactory in relation to expectations of the school. For example, the oldest pupils at Key Stage 2 think about the teachings of the Bible and how they relate to everyday life. Pupils in Year 6 discuss the story of Paul's life and conversion, and link this with the way human behaviour today is often based on a lack of feelings for others. They have a secure knowledge of the teachings of Jesus, and understand the significance of rituals in different religions, such as the use of water at Baptism. Throughout Key Stage 2, pupils build on their previous knowledge of Hinduism and Sikhism and have a secure knowledge of these religions by the end of the key stage.

109. The quality of teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2, although in some lessons at Key Stage 2 the teaching is good. Lessons have a clear focus, which ensures a progression to learning, and successfully builds on the pupils' prior experiences. The teachers establish good relationships and give pupils the confidence to question and contribute their own ideas to class discussions. Activities are appropriately matched to the pupils' levels of ability, and the most able pupils are sufficiently challenged. Resources are often used well to provide opportunities for spiritual development, as in the Year 2 lesson on Hinduism, when the pupils looked at the colourful costumes of the people celebrating. Good use is made of visits to the Church and the local Synagogue. The effective teaching ensures that the pupils listen well to the contributions of others, and respect their opinions. The pupils are well behaved and demonstrate a mature attitude to the subject.

110. The management is sound. The subject leader monitors pupils' work and teachers' planning to ensure coverage of the subject. The standards have been maintained at the same level as the last inspection.