

# INSPECTION REPORT

**THE ROOKERIES CARLETON JUNIOR AND  
INFANT SCHOOL**

Pontefract

LEA area: Wakefield

Unique reference number: 108174

Headteacher: Mr M. R. Moss

Reporting inspector: Mrs M. Fitzpatrick  
24326

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> February 2001

Inspection number: 192026

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: Carleton Road  
Pontefract  
West Yorkshire

Postcode: WF8 3NP

Telephone number: 01977 723585

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Ralley

Date of previous inspection: 17 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	M Fitzpatrick	Registered inspector	English Information and communication technology	What sort of school is it? Schools results and achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
13450	J Madden	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32016	P A Ward	Team inspector	The Foundation Stage Science History Design and technology Physical education	
21910	G Longton	Team inspector	Geography Music Religious education	
22831	C G Lewis	Team inspector	Mathematics Art and design Equal opportunities Special educational needs (SEN) English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is average size for a primary school, with 248 pupils. There are approximately one third more boys than girls on roll. There are no pupils with English as an additional language and the school's intake is predominantly of white European ethnic origin. The percentage of pupils eligible for free school meals, 15 per cent, is in line with the national average. There are 27 pupils on the school's register of special educational need, a proportion which is well below the national average. There are eight pupils with statements of special educational need, a proportion which is in line with the national average and these statements reflect specific learning difficulties such as dyspraxia, autism or severe hearing impairment. The overall attainment of pupils on entry to the school is average. The school has recently opened a hearing resource base, which, at present, has two pupils who are both in the foundation stage. Eventually, the base will provide places for eight hearing impaired pupils.

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

The Rookeries is a very successful and effective school, which provides good learning for all pupils and they achieve well. Children in the reception class make very good progress. Standards in the school are good and, in some subjects, they are well above the national expectation. The quality of teaching is good, with a high proportion of very good and excellent teaching. The school is very well led by the headteacher, who has a very good understanding of the school's strengths and weaknesses through his rigorous monitoring of teaching and learning. He is ably supported in managing the school by the deputy headteacher and the Early Years co-ordinator. The school provides a very happy, stimulating environment in which parents feel welcome to be involved. The good standards, good teaching and very good personal development of the pupils, support the judgement that the school gives very good value for money.

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

- It achieves high standards in reading.
- It achieves high standards in English, mathematics and science in Key Stage 2.
- It is very well led and managed.
- It makes very good provision for the foundation stage.
- The teaching, which is good at both key stages and is outstanding in Year 6.
- It makes good provision for pupils with special educational needs.
- It provides for the very good personal development of pupils.
- Relationships at all levels are very good, supporting very good inclusion for all pupils.

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

- The progress made by pupils in one class.

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

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

The school has made very good improvement since it was last inspected in February 1997. Since that time, it has successfully tackled all the issues raised then. Standards in the core subjects have risen in line with standards nationally and there have been improvements in standards in the majority of subjects at Key Stage 2, most of which are above the expected level. The quality of teaching has improved significantly. There is now a much smaller proportion of unsatisfactory teaching and a much higher proportion of good and better teaching. The management of subjects has improved and all schemes of work support good planning for lessons. Very good assessment procedures have been developed and the results of assessments are used to set targets for pupils' learning. The school is now very successful in promoting its aims and values and has a very good ethos for learning. The school's partnership with parents has improved and is now very good. The school has initiated a regular programme of monitoring teaching and learning. From this, it has a good knowledge of where it needs to improve and this is reflected in the priorities of the development plan. As a result, the school is in a very good position to continue its improvement.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	C	C
Mathematics	A	C	C	B
Science	B	C	B	B

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

Standards in the core subjects, English, mathematics and science, have risen in line with the national trend in the past four years. The drop in performance in English from 1999 is explained by the high proportion of pupils who were on the special needs register for literacy in the group who sat the tests in 2000. Compared with similar schools, pupils did at least as well in English and were above the average of these schools in both mathematics and science. Pupils currently in Year 6 are attaining standards above the expectation for their age in each of these subjects and this is reflected in the higher targets the school has set for the National Curriculum tests in 2001. In Key Stage 1, pupils' performance in the National Curriculum tests in 2000 was well above the national average and well above the average of similar schools in reading and mathematics. In writing, their performance was in line with all other schools. In the teacher assessments in science, they were in line with all other schools reflecting their lower attainment when they entered the school. Pupils currently in Year 2 are attaining standards similar to most pupils aged seven in these subjects. In other subjects of the curriculum, pupils achieve well as a result of well planned lessons and their own eagerness to learn. They achieve above the national expectation in history, design and technology and information technology at Key Stage 1 and at the expected standard in all other subjects. At Key Stage 2, pupils achieve above the expectation for their age in all other subjects including information technology. In design and technology, by Year 6, pupils achieve well above the expectation for their age. In religious education, at both key stages, pupils reach the standard expected in the Locally Agreed Syllabus. Children in the reception class make very good progress in all areas of learning as a result of very good teaching and the high expectations of the Early Years co-ordinator. The school has set challenging targets for the national tests in 2001 and is on course to meet these.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The attitude of pupils towards school is very good. They are attentive, keen to learn and participate and confident in their responses.
Behaviour, in and out of classrooms	Behaviour is good overall, in and out of classrooms. In some classes it is consistently very good and, in one class, it is unsatisfactory on a number of occasions. There was one fixed-term exclusion last year.
Personal development and relationships	Very good. The vast majority of pupils show respect for their teachers and their peers, working well to support their own and others' learning. Pupils are eager to seize opportunities to take responsibility and to demonstrate their growing independence. By Year 6, they are confident about caring for others and organising equipment for sports events and school assemblies.
Attendance	Attendance is satisfactory. Pupils clearly like coming to school and arrive punctually.



## TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school. Teachers have secure subject knowledge, they plan well, have high expectations of pupils and make very good assessment of their learning. In 97 per cent of the 59 lessons seen, teaching was satisfactory or better and in almost 30 per cent of lessons teaching was very good or excellent. There was unsatisfactory teaching in English and science in one class, where because of poor management of behaviour, the pupils did not make enough progress in either lesson. Apart from these lessons the school is successful in meeting the needs of all of its pupils. Teaching in mathematics is good at both key stages because of the teachers' good planning and their high expectations that pupils will work at a brisk pace. As a result, pupils develop very good mental agility in mathematics and achieve well in the subject. The teaching of English is good overall, with very good teaching seen at both key stages. Planning for learning is well matched to pupils' needs and they are suitably challenged. Because of this, all pupils learn at a good rate and make good progress in the subject in nearly all classes. The basic skills of literacy and numeracy are well taught so that pupils are able to use them to support their learning in other subjects. Science teaching places a very good emphasis on developing pupils' enquiry skills. They are given many opportunities to learn from observation and experiment, which together with the teachers' high expectations of detailed and accurate recording, give pupils a very secure grasp of all aspects of the subject. Information technology is well taught at both key stages; as a result, pupils have better than expected skills and are very confident in their use of computers. Pupils with special educational needs are well taught and make good progress in relation to their individual learning targets because teachers plan carefully with support assistants to ensure that tasks are at an appropriate level. In the foundation stage, teaching is nearly always very good. Activities are well planned and children progress at a good pace in all areas of learning. The Early Years co-ordinator makes very good assessments of pupils and her high expectations are based on a good understanding of what the children can achieve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Activities are well planned and provide a good curriculum for pupils. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. Classroom assistants make a very good contribution to their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are taught to reflect upon their experiences and to value the contribution each makes to the school community. They have many opportunities to work together and learn right from wrong in their dealings with each other. Pupils' personal development is very good.
How well the school cares for its pupils	The school provides good all-round care for its pupils through good monitoring, promotion of behaviour and attendance. There are very good procedures for assessing pupils' progress. Teachers know their pupils very well.

The school has succeeded in strengthening its partnership with parents, who are now well informed about their children's progress and welcomed to give support in the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher has ensured very good improvement in the school since the last inspection. He is very ably supported in his work by the deputy headteacher and the early years co-ordinator.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and areas for development. They share the headteacher's commitment to high standards. All statutory requirements are met.
The school's evaluation of its performance	The school makes very good use of self-evaluation and internal monitoring procedures. Test results are analysed in order to set realistic targets for teaching and learning. The school is concerned to get good value in what it does and what it buys.
The strategic use of resources	Spending decisions are based on improving provision in order to raise standards. The impact of spending is monitored.

The school has adequate accommodation to meet the learning needs of the pupils. Resources are sufficient for the needs of the curriculum and are well chosen for quality. The match of staffing to the school's needs is very good. Support staff are used well and are very effective.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school.</li> <li>• That the school expects their children to work hard and as a consequence they make good progress.</li> <li>• That the teaching is good.</li> <li>• That behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on their children's progress.</li> <li>• Working closely with parents.</li> <li>• Approachability of the school.</li> </ul>

The inspection team agrees completely with parents about their positive views of the school. The team also found that the school has a good relationship with parents, who are welcomed into the school to support children's learning, and that the information provided for parents is also good. The team judged that the school could provide opportunities for informal contact between teachers and parents after school.

## **PART B: COMMENTARY**

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

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

1. Children enter the reception class with average attainment overall. They achieve well during their time in reception and all are on course to reach the expected standards in the nationally recognised curriculum for the Foundation Stage by the time they enter Year 1.
2. Pupils' average point score in reading in the National Curriculum tests for seven year olds in 2000 was well above the national average and well above the average for similar schools (those having the same percentage of free school meals). In writing, in the same tests, pupils' average point score was in line with the national average and in line with that of similar schools. In these tests, boys performed better than girls in reading and the girls performed better in writing. Performance at the higher level was well above the national average in reading and in line with the national average in writing. These results mark a good improvement since 1998 and this is owing to the school's effective implementation of the National Literacy Strategy and the well planned reading programme that pupils follow. Standards in Year 2 at present are in line with the national average, reflecting the lower attainment on entry to the school of this group of pupils. In reading, they have a good knowledge of letter sounds and recognise many common words on sight. They read simple stories with good expression and a sense of the meaning and are able to record the main events in their own words. In writing, they form their letters neatly and are beginning to use capital letters and full stops appropriately. The majority of pupils write stories with events in the correct sequence and have a clear structure of beginning, middle and end. By the end of the key stage, pupils have very good listening skills that make a strong contribution to their learning. Standards in speaking are in line with what is expected of children aged seven; they answer questions appropriately and explain the work they have done to the class at the end of lessons.
3. The results in the National Curriculum tests in English for eleven year olds, in 2000, show pupils' average point score to be in line with the national average and in line with the average of pupils in similar schools. The proportion of pupils reaching the higher level was in line with the national average. The girls performed better than the boys in these tests. Standards in the subject have risen in line with the national trend in the last four years. This sustained rise in attainment is owing to the emphasis that the school places on thorough planning and good assessment procedures, which ensure that pupils are given tasks that are suitably challenging. In the current Year 6, the majority of pupils are at the expected standard, with a good proportion working at the higher level. Standards of listening are very good, with pupils showing that they listen carefully, through the quality of their responses and their good recall of previous learning. Pupils speak clearly and audibly and understand the need for a more formal tone when presenting to the whole class. They make good use of talk to develop and share ideas. Standards in reading are good and pupils read a range of texts for pleasure and information. They have good referencing skills and use these effectively to research from books, CD-Roms and the Internet. Handwriting is well formed and the presentation of work, especially at the end of the key stage, is very pleasing, reflecting the pride pupils take in their work. All pupils write in a range of styles and use a suitable vocabulary. Higher attaining pupils show an understanding of structure in their writing and are beginning to use paragraphs appropriately. Spelling and punctuation are good.

4. In the National Curriculum tests in mathematics for seven year olds in 2000, pupils' performance was well above the national average and well above the average for similar schools. The proportion of pupils achieving the higher level was well above the national average. The results are part of a pattern of steady improvement in the subject over the past three years. Boys' results show a good improvement over the past four years and were better than girls' in the most recent national tests. The improvement in results is owing to the emphasis placed on the accurate assessment of pupils' needs and on the school's successful implementation of the National Numeracy Strategy. Pupils currently nearing the end of Key Stage 1 are working at the expected level for seven year olds. Although these standards are below those attained by pupils in the previous year, they represent good achievement for the pupils in Year 2, who entered the school with low levels of attainment in mathematics. Most Year 2 pupils understand the concept of odd and even numbers, they use mathematical terms for two and three-dimensional shapes and know some of their properties. They know that an easy way to add nine to a number is to add ten and subtract one.
5. Pupils' performance in the National Curriculum tests in mathematics for eleven year olds in 2000 was in line with the national average and above the performance of pupils in similar schools. There was no significant difference in the attainment of boys and girls. Standards of attainment in the subject have risen in line with the national trend over the last four years. Most pupils in the current Year 6 work at or above the expected level for their age. They use good knowledge of number to solve problems and convert metric measurement accurately and confidently between different units. They measure and draw acute and obtuse angles accurately. The high standard that pupils achieve by the end of the key stage is a result of good planning and the effectiveness of the teacher in the Year 6 class.
6. In the teacher assessments for seven year olds in science in 2000, the percentage of pupils reaching the expected level and the higher level was close to the national average. Pupils at the end of Key Stage 1 are achieving standards above the expected level. They have a better than expected knowledge and understanding of the world around them. They know the kinds of food humans and animals need to keep them healthy and are able to consider the properties of different fabrics before deciding which would be suitable for an umbrella. Their investigative and recording skills are both well developed.
7. Pupils' performance in science in the National Curriculum test for eleven year olds in 2000 was above the national average at level 4 and at the higher level. Their results were above the average of similar schools. Girls' performance was better than boys' in the tests. Standards in the subject have risen in line with the national trend in the past four years. Standards in the current Year 6 are above the level expected for eleven year olds. Pupils have a good approach to scientific enquiry. They know how to make predictions and record their findings in experiments; for instance, using bar charts to show how movement affects evaporation. They have a good understanding of physical processes and explain the water-cycle clearly, using the appropriate vocabulary. Higher attainers understand that it is sometimes necessary to repeat experiments to verify their findings. Standards in science are good because of the well planned scheme of work that teachers use and the frequent opportunities pupils are given for investigative work.

8. Attainment in information technology is above the national expectation for pupils at the end of both key stages. At the end of Key Stage 1, pupils are able to save, load and retrieve their work. They are adept at using the mouse to control movement on screen and use a “drag and drop” technique effectively to create weather maps. They use programs to word process their stories and to create pictures using line and block techniques. Pupils in Year 6 use multi-media programs to prepare presentations about themselves and their families, working quickly to achieve a finished product. They use computers in much of their school work, are able to evaluate the work they do and can discuss the use and possible misuse of computers in society knowledgeably. Pupils achieve well in the subject because of the well planned curriculum. Lessons are well organised, pupils have direct access to a keyboard or mouse, and their teachers have secure subject knowledge.
9. In religious education, pupils are attaining in line with the expectations of the Locally Agreed Syllabus by the end of both key stages. By the end of Key Stage 1, pupils have a good knowledge of the stories from the Christian faith and the Old Testament. They understand the significance of these stories to people who are Christians and Jews. By the end of Key Stage 2, pupils gain a deeper knowledge and understanding of different faiths. They study religious leaders and understand the impact they have had on people’s lives. By the end of the key stage, pupils have a growing understanding of the similarities and differences between religions and are developing the capacity to reflect upon spiritual and moral issues.
10. Pupils with special educational needs, at all stages of the Code of Practice for Special Educational Needs, make good progress in relation to their prior learning and their individual education plans. Their work is regularly assessed and attainment recorded so that targets in pupils’ individual education plans can be modified with full information to hand. In all lessons seen, teachers plan carefully to provide work that ensures that pupils with special educational needs can succeed and make progress. Results in the National Curriculum tests show that pupils with special educational needs make similar progress to other pupils in English, mathematics and science, and often reach higher than expected standards.
11. In other subjects of the curriculum at Key Stage 1, pupils achieve well overall. They attain standards above the national expectation in history, where they study famous people from the past and show a good subject vocabulary; in design and technology, where they have very well developed design and drawing skills and are able to improve their plans after reflection. In all other subjects, they reach the expected standard by the end of the key stage. In geography, they know and understand the differences in housing and are able to choose which they like best. They have a sound knowledge of maps and use positional language, such as north and south, accurately. In music, they sing well and keep time by tapping and clapping. In art, they make observations of patterns in the school buildings and make drawings of patterns they will use in weaving. In physical education, they show a good awareness of space when moving and understand the need to warm up and wind down for physical activity.
12. At Key Stage 2, pupils exceed the expectations for their age in all subjects except music, where they are in line with expectations. In design and technology, by the end of the key stage, pupils achieve standards that are well above the national expectation for the subject. They show a very good understanding of how mechanisms can be used in different ways when they make fairground rides using a motor driven belt. They work to a very high standard and evaluate and change their designs to improve them. In geography and history, they have good subject knowledge and make very

good use of information technology to support both their research and the presentation of their work. In art, by the end of the key stage, pupils have a good range of techniques, which they use with skill, to produce good quality studies of fruit and flowers and in making masks to enhance their work in dance. Their work shows that they have an understanding of the work of famous artists and can incorporate the style of others in work of their own. In physical education, pupils have good swimming skills. In Year 6, their work in dance is of a high standard and all pupils have a good sense of the importance of rules and fair play in sport.

13. Literacy is well promoted in the school. There is a good emphasis on strong reading skills, with pupils given direction to use these in independent reading time and for research into topics they study. All teachers plan opportunities for pupils to consolidate their writing skills in other subjects, notably science, history and geography, where they have the opportunity to write descriptions, explanations and comparisons and pupils write carefully considered evaluations of their work in design and technology.
14. From an early age, pupils learn to apply their mathematical learning to other subjects. Pupils in Year 2 use positional language on their weather maps and plans of islands. Year 3 pupils draw graphs of temperature and rainfall showing the differences in these elements across the Northern Hemisphere. Pupils in Year 6 apply their mathematical knowledge and skills in science experiments, where they make accurate measurements and recordings.
15. The school has sustained good standards in the core subjects since the last inspection and, at Key Stage 2 they are rising in line with the national trend. There have been improvements in the standards achieved in most other subjects, especially by the end of Key Stage 2. The rise in standards is based upon the improvements in the quality of teaching, which now contains a higher percentage of good and very good teaching than at the time of the last inspection, and follows the development of monitoring procedures designed to identify and share good practice. There have been good improvements both in procedures for assessment and in the use of assessment data to plan appropriately challenging work for pupils. The good quality of teachers' planning is another factor which contributes to the rising standards. The school exceeded its targets for the national tests in 2000. It is well on course to achieve the challenging targets set for 2001.

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

16. Standards have improved since the last inspection and the attitude of the pupils towards school is now very good. They clearly enjoy attending school, arrive in good time and settle quickly to the school day. They are attentive, keen to learn and participate, confident in their responses and are enthusiastic. These attitudes begin in the reception class, where pupils in a music session were well behaved, waited their turn, listened well and followed instructions. Children in the Foundation Stage show a good understanding of class routines. They sit quietly and patiently on the carpet and listen well. A good learning environment permeates most of the school and teachers and pupils approach their work in a calm and orderly way. In the main, pupils thrive on good teaching and classroom management and the supportive encouragement they receive from the staff. The extra-curricular activities available to Key Stage 2 pupils, including football, choir, music, recorders, netball, art, computers and homework club, help to sustain the enthusiasm of pupils for the school and to contribute to their personal development.

17. Pupils' behaviour is good and this level has been maintained since the last inspection. Good pupil management has a beneficial effect on pupils' learning and is a positive factor in the good progress made by pupils in most classes. At lower Key Stage 2, however, in one class, pupils can be noisy, defiant and disruptive, except during the regular visits by the headteacher, when discipline is maintained and learning progresses. In the playground, pupils' behaviour is good and they are very keen on organised games, including skipping in groups and individually. There was one exclusion during the previous academic year.
18. Relationships in the school are very good. Pupils feel confident enough to say when they do not understand and the effective way in which teachers use praise helps to sustain enthusiasm. Pupils consistently work well together in pairs and groups, with little need for intervention by teachers. Those with special educational needs are clearly valued in the school and pupils broke into spontaneous applause when a special needs pupil answered correctly during a maths game. The level of support and encouragement all pupils receive (for example during their special day – their birthday) has a significant and positive impact on their achievements. Sadly, this is not the norm in one class at lower Key Stage 2, where the respect of pupils for the teacher and each other leaves much to be desired and has an adverse effect on learning.
19. The personal development of pupils is very good. They locate and use equipment and resources independently. They are responsible for the tidiness of classrooms from the reception class onwards. As they mature in Key Stage 2, they help with reading partnership sessions. Year 6 pupils took assembly during the inspection and regularly set up assembly, including operating the equipment very efficiently. Two Year 6 pupils, during their lunch break, organised and prepared the kit for an after-school match and a group erected the goal posts during playtime. All of this personal initiative is supported by presentations at the Monday assembly, when rewards are given for good behaviour and attitude during the previous week. Year 5 and 6 pupils have the opportunity to take part in residential visits, which develops their social skills and boosts self-confidence.
20. Attendance is satisfactory. Pupils like coming to school, they arrive punctually and look forward to the success that lessons bring. Unauthorised absence is due to a number of parents taking their children on holidays for more than the allowance of ten school days. A few parents fail to give reasons for the occasional absence of their children.

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

21. The quality of teaching in the school is good overall. During the inspection, teaching was satisfactory or better in over nine out of ten of the 59 lessons seen. In more than eight out of ten lessons seen it was good or better and, in almost three out of ten lessons, teaching was very good or excellent. In two lessons teaching was judged to be unsatisfactory because of the teacher's inadequate strategies for managing the pupils' behaviour. The quality of teaching in literacy and numeracy was good overall, with some very good teaching seen in literacy. The quality of teaching has improved since the last inspection, when there was a high proportion of unsatisfactory and poor teaching and a much lower proportion of good and very good teaching seen. The improvements in teaching are owing to the emphasis the school has placed on monitoring teaching, so that strengths and weaknesses have been identified, to the provision of appropriate and effective professional development that the school has made for teachers, to the very good strategies for assessment that the school has devised, and to the good lesson planning that is at the centre of these improvements. The training related to the National Literacy and Numeracy Strategies has improved

teachers' knowledge and expertise in these subjects and this, too, makes a contribution to the overall improvement in teaching.

22. The quality of teaching for children in the Foundation Stage is very good. In all aspects of learning activities are well planned and the teacher and support assistants are constantly providing challenges for the children and prompting them to move on. They are particularly good at integrating two children with hearing impairment, which ensures that they are included in all activities and develop supportive relationships with each other. Because of the high quality provision, the children become confident and learn at a good rate.
23. At Key Stage 1, the quality of teaching is predominantly good, with some very good teaching seen. There is no unsatisfactory teaching. Teaching in English is based on a good understanding of the National Literacy Strategy. Teachers plan activities that interest and challenge all pupils in their classes. There is good emphasis on learning letter sounds to help pupils read and spell, and good use is made of lively stories and poems to engage the children in reading with expression, which results in them achieving better than expected standards. Lessons always move at a brisk pace, with a good balance of listening, talking and writing for the pupils. Because of this, pupils develop all round language skills at a good rate. In mathematics lessons, the teaching is consistently good, providing a good level of challenge to higher attaining pupils and support for pupils with special educational needs.
24. At Key Stage 2, the quality of teaching is good or better in eight out of ten lessons. In three out of ten lessons, teaching was very good or excellent. Two unsatisfactory lessons were seen at this key stage, both in the same Year 4 class, one in English and one in science. In each of these lessons, despite good planning, the pupils failed to make enough progress in their learning because the teacher did not manage their behaviour effectively. Consequently, most pupils were unable to concentrate because of the level of noise. In science, weak pupil management was further compounded by poor organisation of the lesson, so that pupils weren't always sure of how they were expected to work. In the other English lessons seen, teaching was at least good, with very good teaching seen in half of the lessons. In mathematics, all teaching was at least satisfactory and, mostly, it was good. Excellent teaching was seen in geography, science, design and technology and dance, all in Year 6. In all of these lessons, the pupils learnt at much faster than expected rates because of the very good planning and very high expectations of the teacher. The pupils responded by working hard to please and, often without realising it, they thoroughly enjoyed the lessons.
25. Teachers' subject knowledge is good in most subjects and is well used for good planning in all information technology lessons. Pupils' enthusiasm for the subject is high and, in a very good Year 6 lesson, where the class were working on multi-media presentations, the clear explanations by the teacher, combined with a crisp demonstration of the program, were very effective in giving pupils the necessary knowledge to continue independently at their own pace. As a consequence, the teacher was able to devote the maximum amount of time to working with individuals and to providing them with the right degree of challenge through searching and thought provoking questions, ensuring that all pupils progressed at a faster than expected rate. Planning for science, in a mixed age class at upper Key Stage 2, is good, ensuring that learning is well consolidated. Pupils' recall of the elements in the water cycle showed good learning and good retention of information as a result.



26. In most lessons, especially literacy and numeracy, teachers make good use of time. Lessons begin with a brisk review of learning and consideration of the learning objectives. Whole class teaching is constructed around good explanation and lively questioning, with teachers aware of the need to keep the pace brisk and the pupils engaged. Where teaching was unsatisfactory, in a literacy lesson in Year 4, the teacher did not insist on good listening, with the result that noise levels prevented those pupils who wanted to from hearing. In this lesson, much time is lost in repeating instructions and pupils learnt at a poor rate. In all other lessons, there is a good balance of whole class and individual learning, with time given at the end of lessons to sum up learning and check if learning objectives have been met. Pupils enjoy this format. They work well within the routines and are given a good overview of their learning in the summary at the end of the lesson.
27. Relationships between teachers and pupils are very good overall, though where they are not so good, as in the class referred to above, pupils sometimes show a lack of respect for both the teacher and for learning. Otherwise, the quality of relationships is a strength in the teaching and learning process. Pupils accept the value that teachers place on learning. Because of their high levels of respect for the teachers, they work hard to please, listening closely at all times and giving support to peers when they need it. In the vast majority of lessons, teachers give strong encouragement and praise to all pupils, taking care to acknowledge the efforts and successes of pupils with special educational needs. The very good relationships that exist are reflected in the very good attitudes and behaviour of pupils. Together, these features create a harmonious environment in which good learning is the norm.
28. Teachers use a range of activities and methods to interest and involve pupils in their learning. For example, good demonstration by the teacher in a mathematics lesson for Year 2 and 3 pupils leads to good involvement of the pupils, who are eager to show their understanding by giving the explanation. In many lessons, very good questioning by the teacher stimulates the pupils' interest and motivates them to join in discussion and develop their ideas. In a Year 1 design and technology lesson, the teacher made very good use of a pupil's work to illustrate a joining technique, which not only clarified the idea for the class, but also made them aware of how their work is valued by the teacher. All teachers provide good resources to support their teaching and the majority make very good use of technological aids such as computers and overhead projectors, which assist in making lessons move at a brisk pace.
29. Assessment procedures are very well developed and make a very good contribution to the quality of teaching and learning. Because teachers have such good knowledge of the pupils in their classes, they always provide work that is appropriate to individuals and groups. In literacy and numeracy lessons, pupils are seen settling quickly and independently to individual work and not a moment is wasted because the work set is at the right level and they understand fully what they need to do. Similarly, the work set occupies the time allowed and there are no examples of pupils finishing early because the work is not sufficiently challenging. Teachers make very good use of the results of assessment to set targets for pupils and to track their progress throughout each term.
30. Pupils with special educational needs make good progress in relation to the targets that are set for them, because teachers plan well and make very effective use of support staff. Teachers meet the needs of these pupils with good quality support and differentiated tasks matched to their stage of development. The special educational needs co-ordinator (SENCO) liaises with teachers and support staff appropriately. Learning support assistants work well with class teachers. They are informed of lesson

content in advance of lessons, contribute well to the assessment and monitoring of pupils' progress and provide pupils with an appropriate blend of help and challenge. Support staff working with pupils with statements of special educational need keep detailed notes of learning outcomes. Pupils with special educational needs are well integrated into the school community.

31. Teachers set homework for pupils to match their growing maturity and independence. The quality and range of homework set are good and older pupils are set more independent tasks, such as researching topics or carrying out surveys in order to prepare them for the next phase of education. Homework provision is good and pupils are given good feedback on what they do so that they know it is important.

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

32. The quality and range of opportunities for learning are good in both key stages. They are good in the reception class. Planning for the curriculum is based on national schemes of work which the school has adapted to meet the needs of its pupils. Long and medium term planning for all subjects is good. Planning for English and mathematics follows the National Literacy and Numeracy strategies, contains good detail in weekly and daily plans and makes a strong contribution to the quality of teaching in the subjects. The curriculum for children in the Foundation Stage prepares them well for the start of the National Curriculum. All statutory requirements are met.
33. Pupils with special educational needs follow the same curriculum as other pupils, through tasks which are well adapted to suit their learning needs. Their curriculum is related to targets set out in individual education plans and the good quality of teachers' planning with support assistants ensures that pupils are presented with learning opportunities which bring success. The quality and level of support given to pupils with special educational needs is good and the monitoring of their progress is very good. Arrangements for identifying and supporting pupils with special educational needs are good. A detailed and comprehensive register of special educational needs is kept by the special educational needs co-ordinator and appropriate individual educational plans are provided for pupils on the register. The provision of additional support for pupils with statements of educational need is of good quality. Although there is some withdrawal of pupils for support, this is appropriate and kept to a minimum. Teachers are aware of the need to ensure that pupils do not miss any lesson regularly, and withdrawal during literacy and numeracy lessons is for small group or "booster" lessons in the same format as the lesson from which they are withdrawn. The positive, whole-school, "family" atmosphere of the school promotes the effective inclusion of pupils with special educational needs into every aspect of the school's life.
34. There is a very good range of extra-curricular activities, including sport, art, music, computer and homework clubs. The headteacher, all teachers and support staff give of their time outside of lessons to run clubs which extend and enhance the pupils' learning. The school makes a number of visits annually to places of local interest to extend the learning for pupils, and to residential centres to develop their independence and social skills. Visitors to the school bring specialist expertise which also enhances the children's learning, for instance, in writing and drama. For all activities, the school is good at ensuring that, with due regard to age, all pupils have equal opportunities to participate.

35. Provision for pupils' personal, social and health education (PSHE) is good. The PSHE curriculum is planned by individual teachers to match topics to pupils' age and interests and deals with issues appropriate to these by giving pupils the opportunity to reflect on their own and others' experiences and to learn from them. Pupils receive sex education as part of the programme of health education.
36. The school has very good links with the community and makes very good use of these for pupils' learning. Representatives from the local church, the police and emergency services are invited into the school to explain their role to the children. The school welcomes parents, governors and others who can support pupils' learning. Pupils also learn to contribute to the community through fund raising activities, such as the musical event to raise funds for a local cancer campaign. The school makes very good links with local schools to share expertise and sometimes resources. There are good links with local industry and museum services which add to pupils' learning. For example, higher attaining pupils took part in a mathematics project with Timkin and Year 4 and 5 pupils worked with a local archaeologist. All of these experiences enrich the pupils' learning and extend their knowledge of the society in which they live.
37. The school makes good provision for pupils' spiritual development. Positive contributions are made by religious education lessons, by the art and music in the school and by curriculum areas such as science, in which pupils are struck by the wonders of the natural world. Discussions in many subjects help pupils to understand and develop spiritual awareness. Assemblies make a good contribution to pupils' spiritual development. The strong community spirit which pervades assemblies strengthens the messages of celebration and care which are their central themes. The quality of pupils' singing and their enthusiasm for the hymns they sing strengthens the spiritual dimension in these assemblies.
38. The school makes good provision for pupils' moral development through the explicit teaching of good behaviour and through the involvement of pupils in formulating rules and codes of conduct. Teachers take time to explain to pupils the impact of their behaviour on others, and the pupils benefit from this reasoned approach, developing a better understanding and learning the need for tolerance.
39. Provision for pupils' social development is good. In most lessons pupils are expected to work collaboratively with others and to take responsibility for organising their work. In some instances teachers plan groupings of pupils so that those with strengths in a particular area of learning share their expertise for the benefit of others in the group. Very good examples of collaborative learning are seen in all classes during information technology lessons. The school arranges two residential visits each year for pupils in Years 5 and 6. These provide pupils with opportunities to develop their independence and personal and social skills through a range of challenging and exciting activities.
40. Cultural development is good. Pupils are presented with many aspects of European culture through the displays around the school. Music is a feature of all assemblies and the works of great composers are played during the lunch break in the dining room. In art lessons, pupils look at the work of famous artists and attempt to produce paintings in the same style as, for instance, Picasso. The pupils have the opportunity to learn about other cultures in the stories and poems they read and they learn about the traditions of faiths other than Christianity in their religious education lessons.

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

41. Pupil care is important within the school. Each pupil is well-known to the class teacher and more generally throughout the school. The supportive environment contributes to both academic and personal development. Pupils with special educational needs and lower attainers are well-supported.
42. Child protection arrangements are very good and comply with local authority guidelines. Liaison with appropriate agencies is in place. Annual health and safety checks are made by governors and appropriate staff and risk assessments have been undertaken. The medical needs of pupils are cared for and those with long-standing conditions are known to the staff. First aid equipment is readily to hand, with appropriate resources. All staff have had first aid training, but this is need of renewal. With few exceptions, Key Stage 1 pupils are delivered to, and collected from, school by parents or a responsible adult. Pupils' personal development is very well monitored from the time they enter school, with an individual file for each pupil, which moves through the school with them. Fortnightly achievement assemblies are designed to support the efforts of pupils in all aspects of school life. Pupils can accumulate merit points to gain increasingly prestigious certificates, which are highly prized.
43. Procedures for promoting and monitoring behaviour are good in most classrooms. Good classroom management and high expectations for behaviour are in place from the time pupils enter school. Some of the Key Stage 1 pupils spoken to, however, felt strongly that playground supervisors do not always listen when they need help. Incidents of bullying are taken very seriously and are dealt with swiftly and effectively by the headteacher, who works with the pupils concerned and involves parents if necessary. The introduction of the Golden Rules last year has contributed considerably to how pupils understand appropriate behaviour.
44. Procedures for monitoring and improving attendance are good. Most parents contact the school immediately about their child's absence and those who fail to do so are contacted. The Education Welfare Officer regularly reviews the registers and follows up absence by speaking to parents when necessary. The unauthorised absence results from pupils who take longer than the permitted holiday, or whose parents fail to give the school reasons for their child's absence.
45. The assessment of pupils' learning and the use of this assessment by teachers to plan for the next stage of learning are both very good. Teachers keep good records of pupils' attainments in order to track their progress in the core subjects. Subject co-ordinators monitor pupils' written work and have a good knowledge of standards in the school in other subjects. Annual tests in Years 3, 4 and 5 give the teachers a good idea of how well pupils are progressing from the end of Key Stage 1, and their analysis of tests results gives them good information on which to base targets for pupils. In this way teachers are able to keep the level of challenge given to pupils suitably high and this effective use of assessment is one of the reasons why pupils make good progress.
46. There is good use of assessment procedures to identify pupils with special educational needs. The special educational needs co-ordinator maintains a detailed and comprehensive register of special educational needs pupils and there are appropriate procedures for placing pupils on the register. The school meets the requirements outlined in pupils' statements of educational need.

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

47. Most of the parents who replied to the pre-inspection questionnaire or attended the pre-inspection meeting are happy with the school. These parents were very clear that their children like the school, behave well, work hard and, as a result, make good progress. Slightly fewer parents, but still a large group, said that the well-led and managed school helped their child to mature, through good teaching, an interesting range of activities and appropriate homework. Parents expressed least satisfaction with the degree of closeness in the school's partnership with them, the amount of information they receive about their children's progress and the ease with which they can approach the school.
48. The inspection team agrees completely with parents about their positive view of the school. It did find, however, that the school has a good relationship with parents and that the information provided for parents is also good. However, the team feels that the school could consider providing informal opportunities for contact between teachers and parents in the playground after school. This would help to reduce the sense of isolation felt by some parents.
49. The range and quality of information for parents is good, The weekly newsletter is well written and clear, providing information about every aspect of school life, even including menus for school dinners. When the school needs a response from parents it sends a formal letter. Reports are generally informative and clearly written with a depth of knowledge about each pupil, stating clearly what pupils can do and what they have learned. Some teachers provide guidance for parents on how they can help their children or how their child can moderate its behaviour to improve learning.
50. The school organises three evenings for parents each year; one is soon after the beginning of the academic year, for parents who have queries or have concerns about their child. Parents of pupils with special educational needs are informed as soon as their child is placed on the school's register and, thereafter, kept informed of progress. Curriculum meetings on core subjects used to be held each term until the number attending dropped. They are now held annually and are well-attended events. Parents wishing to speak to a teacher or the headteacher can make an appointment through the school secretary.
51. Considerable use is made in the school of parents and grandparents, who provide effective support in the classroom. They help, for example, with reading and arts and crafts and are well trained for their role. They volunteer to help with special events and support teachers during school visits. The reading partnership ensures that Key Stage 1 pupils read to parents at home and within the school and the diaries provided give an effective picture of progress. There is a Friends of the School organisation which raises funds for the school. The Home/School Agreement is to be re-assessed this academic year.

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

52. The headteacher provides very good leadership for the school. His vision for achieving high standards through strong teamwork and good teaching has been very effective. Since the last inspection, the school has made very good progress in tackling the issues raised then and in significantly raising standards, both in the quality of education it provides and in the attainment of pupils. The headteacher's supportive leadership style has won him the confidence of teacher colleagues who have worked hard to follow his lead and meet his high expectations. The strong sense of

community, which pervades the school, reflects the headteacher's determination to give all who work in the school a sense of their own value through the recognition and acknowledgement of their achievements. His clear educational vision, which is very well reflected in the work of the school, is shared by teachers, governors, parents and all who work in the school. In all of this work, the headteacher has been ably and very well supported by the hard work of the deputy headteacher and the Early Years co-ordinator who set an excellent example to colleagues, both in the high quality of their teaching and in the discharge of their management responsibilities. Subject co-ordinators have risen to the high expectations of the headteacher and discharge their responsibilities well.

53. The delegation of subject responsibilities to senior staff and subject co-ordinators is very good. They have clear job descriptions detailing what is expected and they share a common understanding of how the school monitors standards and improves provision for learning. Collectively and individually, they support the school's efforts to raise standards for pupils and support each other well to do this. The co-ordinators for the core subjects of English, mathematics and science all monitor teaching, teachers' planning and the standards of pupils' work in their subjects. Co-ordinators for the foundation subjects have revised curriculum plans to bring them into line with new requirements and monitor the planning and standards of pupils' work. All co-ordinators take their roles seriously and the impact of their expanded role is apparent in the improved standards in most subjects as well as in the improved quality of teaching since the last inspection.
54. The school cares well for its pupils who need particular care and attention. The Special Needs Co-ordinator (SENCO) reviews all pupils' individual education plans and, in termly whole-staff meetings, teachers and learning support assistants review pupils' targets and progress towards these. Parents are kept well-informed and copies of pupil's individual education plans are sent home to parents.
55. The school is very successful in meeting its aim to develop each pupil to their full potential and to ensure that all pupils take a pride in themselves, their work and have respect for each other. Throughout the school, at all levels, there is a strong sense of commitment to achieving these aims in the work of teachers and children. The headteacher and the teachers are very effective in recognising and celebrating the efforts and achievements of children and in showing the children that their efforts are valued. The school is a happy, stimulating environment in which pupils receive encouragement and support to learn at a good rate. The evidence from parents' questionnaires and the parents' meeting shows that the vast majority of parents are happy with the way in which the school promotes its aims and values. This marks very good improvement since the last inspection.
56. The governing body has a good knowledge of the school's strengths and weaknesses. They are well aware of how the school performs in relation to other schools and what measures the school has taken in the recent past to continue to improve its performance. Those governors who form the finance committee have a very good understanding of the impact of fluctuating pupil numbers on the budget and future planning. All governors are both proud and supportive of the school and, as a body, are experienced and confident enough to question the headteacher's suggestions and recommendations from time to time. They share the headteacher's commitment to high standards and have a good understanding of what parents want for their children. They are careful about decisions relating to spending and look for the best value in what the school does and what it buys. As a result, the school has managed very

good improvement with a low level of funding. All statutory requirements are met in the school.

57. The headteacher has devised and implemented very good strategies for monitoring teaching, standards and achievements in the school. All systems for monitoring and assessing have the full support of teachers and this contributes to the effectiveness of the programme for improvement. Teachers are well informed about the performance of pupils in annual tests and use this information to set targets for individuals and classes in the following year. As a result of its monitoring procedures, the school is well aware of where good practice exists and where improvements are needed. For example, the weaknesses in behaviour management, in a lower Key Stage 2 class, are well known to the headteacher who has given much support and advice to improve the effectiveness of lessons and to ensure that pupils make at least satisfactory progress. The effectiveness of the monitoring programme is also reflected in the school's development plan which is focused on raising standards specifically in areas that the school has found in need of improvement.
58. The school has a very good match of teachers and support staff to meet the demands of the curriculum and the needs of pupils. Within the teaching staff there is a good range of expertise and experience. All staff make a very good contribution to the management of subjects and to the raising of standards. The proportion of non-teaching classroom assistants is generous; they work very closely with teachers and make a significant contribution to the quality of learning and to the good progress that pupils make. The school's strategy for evaluating teachers' performance and providing professional support to help them improve is very good. This is because the headteacher has led the staff to a consensus on a number of targets, each arising from the school's priorities and to which all staff will contribute. Using this strategy, the school is able to achieve the objectives of supporting the improvement in standards and of improving teachers' professional expertise.
59. The school's accommodation is adequate and is efficiently used to give the pupils equal access to resources. However, the size of the Year 1 classroom is somewhat restrictive for play activities for children of this age and the teacher is not able to create a varied learning environment to fully promote their creative and independent learning. Outdoor facilities are ample, with a good sized playground and an extensive playing field. The school does its best in the way of providing play equipment from its limited resources, but the playground is not a child-friendly environment and would benefit from seating and large play equipment.
60. Resources for learning are adequate in all subjects. In English there is a good range of reading books, both to support literacy lessons and to promote pupils' reading. Resources for teaching mathematics are of good quality and give good support to pupils' learning. The provision of a dedicated suite of computers for class teaching of information technology, undoubtedly makes a very positive contribution to the good standards achieved by all pupils in the subject. Despite the generous donation of large play equipment for the Foundation Stage children, there is still a shortage of large equipment for adventure play.

61. Financial control is good. The headteacher and the school secretary have established very effective systems to manage and monitor spending. They provide the governors and subject co-ordinators with regular updates of spending so that they can monitor their budgets. Financial planning is very good. The headteacher is very careful to allocate spending to the school's priorities in a way that maximises the value to the school. Specific funding for special educational needs is very well used to provide generous and effective support and ensures that pupils with special educational needs make at least good progress. At the last school audit, in 1997, there were no issues to address. Taking into account the good standards the pupils achieve, the quality of teaching and the low spending on each pupil, the school gives very good value for money.

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

62. In order to ensure that standards continue to improve by the end of Key Stage 2, the headteacher staff and governors should:

- (1) Improve the progress made by pupils in Class 5 by:
- Ensuring that the teacher is supported to develop successful strategies for managing the behaviour of pupils in the class.
  - Providing in-class support for the teacher in the short term. (paragraphs 21, 24, 26, 86, 101.)

In addition to this area for improvement, the following could be considered for inclusion in the governors' action plan:

- (2) Provide informal access to teachers for parents at the end of the school day. (paragraph 48)



## 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	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	20	60	10	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	248
Number of full-time pupils eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	6	11
	Girls	6	6	7
	Total	17	15	18
Percentage of pupils at NC level 2 or above	School	89 ( 95 )	79 ( 93 )	95 ( 93 )
	National	84 ( 82 )	85 ( 83 )	90 ( 87 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	6	7	7
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	84 ( 95 )	89 ( 93 )	89 ( 90 )
	National	84 ( 82 )	88 ( 86 )	88 ( 87 )

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	29	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	28
	Girls	19	20	22
	Total	40	43	50
Percentage of pupils at NC level 4 or above	School	75 ( 93 )	81 ( 69 )	94 ( 87 )
	National	75 ( 70 )	72 ( 69 )	85 ( 78 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	22
	Girls	19	20	18
	Total	39	41	40
Percentage of pupils at NC level 4 or above	School	74 ( 76 )	77 ( 76 )	75 ( 80 )
	National	70 ( 68 )	72 ( 69 )	80 ( 75 )

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	222
Any other minority ethnic group	0

*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)	9.06
Number of pupils per qualified teacher	27.3
Average class size	31.6

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

Total number of education support staff	7
Total aggregate hours worked per week	158.5

*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	1	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	99 – 00
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	£
Total income	452,444
Total expenditure	455,014
Expenditure per pupil	1,697
Balance brought forward from previous year	13,246
Balance carried forward to next year	10,676

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

### **Questionnaire return rate**

Number of questionnaires sent out	248
Number of questionnaires returned	91

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	55	2	4	0
My child is making good progress in school.	30	62	1	3	4
Behaviour in the school is good.	27	64	7	0	2
My child gets the right amount of work to do at home.	29	51	15	1	4
The teaching is good.	34	51	2	3	10
I am kept well informed about how my child is getting on.	21	51	15	12	1
I would feel comfortable about approaching the school with questions or a problem.	42	38	11	9	0
The school expects my child to work hard and achieve his or her best.	47	48	2	0	2
The school works closely with parents.	23	46	19	9	3
The school is well led and managed.	29	55	8	2	7
The school is helping my child become mature and responsible.	25	64	7	3	1
The school provides an interesting range of activities outside lessons.	29	57	8	2	4

## **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**

63. Children enter the school in the year in which they are five and begin attending full time in the term they are five. At the time of the inspection, there were 31 children in the reception class; 17 full time and 14 part time; 23 in the morning and 25 in the afternoon. The foundation class is staffed by one teacher and one nursery nurse. In addition, there is some part time teaching and support for two pupils with special educational needs who are benefiting well from the very good opportunities for inclusion.
64. A carefully planned induction programme helps the children to settle into school life with ease. Care is taken to meet with parents and carers in school, in order to be able to plan carefully to meet the individual needs of children. Planning in the foundation stage is of a high quality and covers well the nationally agreed areas of learning. The staff have established good caring relationships with the children. The quality of teaching is very good and very effective use is made of support staff and voluntary workers, who make a positive contribution to children's progress. Careful assessments of attainment in all areas of learning are carried out when children start school and these assessments are continued to make sure that the progress of the children is tracked and that work is planned to meet their individual stages of development.
65. Children begin school with average attainment overall. This is confirmed in the initial assessments conducted with these children. They make very good progress in the foundation class. By the time they are ready to start in Year 1, the majority of the children achieve well and attain the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. This is due to the very good teaching in these areas of learning. There have been a number of improvements since the last inspection. There is now an Early Years learning policy, a secure outdoor play area and the quality of teaching is now very good overall.

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

66. Children make very good progress in the time they are in the reception class and are likely to achieve the Early Learning Goals in personal and social development by the end of the Foundation Stage. When children enter Class 1, their skills in personal, social and emotional development are not fully developed. This area is given high priority and, by the time they leave Class 1, the children have made good progress in working as part of a group or class. The majority of children are eager to learn. They show good understanding of the class routines. Children play and work together well. They respond well to expectations to sit quietly and patiently on the carpet, during assemblies. When watching Year 6 perform their dance, they demonstrate enjoyment, wonder and show their appreciation through clapping in a sensible manner. Many children happily engage in activities of their own, for example, participating in role play in the home area. When baking buns, they respond well to the teacher's instructions. They tidy up after themselves and remember to say "please" and "thank you". They listen carefully to their teachers and do as they are told. They demonstrate growing independence in their dressing skills and in personal hygiene, for example, washing

hands following a painting activity and putting objects and games in the correct place. Most are confident to try new activities.

67. Teaching in this area is skilful. The staff ensure that children feel secure, encourage and support them and have high expectations of what they can achieve. There are clear expectations of children to grow in independence and to have good behaviour.

#### Communication, language and literacy

68. Children's development in communication, language and literacy is good. The majority of children are likely to achieve the Early Learning Goals by the time they enter Year 1. The children listen attentively and talk about their experiences. They use a developing vocabulary with increasing fluency and express their thoughts well. Children enjoy having stories read to them and know that stories follow a sequence of events. They are beginning to make their own books. The role-play experiences, for example of the characters in the Red Riding Hood story, provide very good opportunities for children to imagine and recreate roles and experiences. Children hold their pencils correctly, are beginning to form their letters and to write their name and simple words and sentences.
69. This area of learning is particularly well taught, therefore, children make very good progress. The opportunities provided for children to find things out for themselves is an improvement from the last inspection. The well planned activities, which include children speaking and listening, enable them to communicate their thoughts and feelings. When children are playing, staff engage them in discussion, question them effectively and challenge them to think. The staff keep detailed records of the progress children make. An improvement since the last inspection has been the better use of assessments to successfully extend what children already know and can do. This enables children to attain the early learning goals. Very effective questioning is used to develop their speech and language skills and this results in children talking confidently with each other and adults about the content of stories and what will happen next. A good example of this was seen when, sharing the story of the gingerbread man, children were encouraged to join in with the repetitive phrases and to predict what might happen next. Children are encouraged to take books home and parents and carers are kept well informed on how to assist the children with their listening, speaking and reading skills. The good quality displays, for example the beanstalk and the good quality script in teachers' captions, together with the great care taken to display children's own work, promote good standards in speaking, listening, reading and writing skills.

#### Mathematical development

70. Children make very good progress in their mathematical development and are likely to attain the Early Learning Goals in mathematical development by the end of the foundation stage. Children easily count everyday objects to 10 and beyond. They recognise numerals 1 to 9 and use appropriate mathematical language, such as "more" and "less". They compare sizes, name shapes and are able to group according to colour and size. They are beginning to recognise the time, a good example of this being when timing the cooking of the buns they have made. They help in the measurement of the ingredients.

71. This is another area where teaching is very good. The teacher, nursery nurse and support staff work closely as a team and demonstrate a secure knowledge and understanding of how children learn mathematics. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines. The high quality displays and the use of number lines are used well as teaching aids to assist children during counting activities. The children with special educational needs receive good quality support to enable them to be included in activities and make good progress in the acquisition of early mathematical vocabulary, through discussion about practical mathematical activities.

#### Knowledge and understanding of the world

72. Children make good progress in their knowledge and understanding of the world. Carefully planned activities encourage children to find out about and identify features of living things and to investigate and question why things happen. Children are involved in planting beans and in observing stages of growth. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. The teacher's planning and earlier records show that children learn about their local area and grow in knowledge and understanding about festivals and celebrations. They are beginning to recognise that things can be changed, for example, during the baking of cakes. They experiment with things that will float or sink and are developing the appropriate language.
73. Teaching is very good. The staff ensure that the investigative area contains exciting items for observation and exploration, such as the beans they are growing. The children are taught how to use the computer and can use the mouse to give commands in programs they use. Children are provided with very good opportunities to talk about and to record their observations. Although there has been some improvement in the number of visitors to the class in order to broaden pupils' experiences, apart from visits in the locality, the wider experiences are limited.

#### Creative development

74. Children make good progress in their creative skills and are likely to attain the early Learning Goals by the time they leave the foundation stage. They explore colour by painting pictures of themselves dressed for winter weather and pictures of their favourite fairy story. The detail in their paintings show that children have thought carefully about their work before recording what they have imagined and seen. They cut and stick leaves onto the large class beanstalk. They sing well in class and in assemblies, remembering the words to songs and hymns and accompanying their singing with actions.
75. Teaching is of a very good standard. When making puppets, children are provided with carefully planned opportunities to explore colour and shape and to use their imagination through art, music, stories, dance and imaginative play. When experimenting with paint, children are taught how to hold the paintbrush correctly. They are challenged to think about their work through skilful discussion and questioning about what they are doing and what they should do next. Staff help children to sing well together and to remember the words and tunes to simple rhymes, for example, Diddle Diddle Dumpling.

## Physical development

76. Children are already achieving the early learning goals in this area. A wide variety of learning opportunities is provided. Children use small play equipment when they play in the playground each day. They pedal their tricycles with good control and varying speed, avoiding the obstacle course designed for them. Their skills in cutting, modelling and building with construction toys and bricks are developing well. This is observed when they select tools and techniques to shape, assemble and join the materials to make their puppets. Children also participate in physical education lessons in the school hall. When moving confidently and imaginatively in time to the music, they show a good awareness of space.
77. Standards in teaching are very good. Staff help children to use tools and modelling materials with increasing skill. The well organised play activities area enables children to practise their running, jumping, skipping and hopping skills. There are appropriate physical challenges which enable children to grow in confidence, for example, to use benches, boxes and mats to travel over in as many ways as they can. During all activities, staff ensure that children are well supported and that good attention is given to safety. Clear instructions and skilful questioning extend well the children's understanding of what is required to promote their progressive development.

## Resources

78. Although staff make the most of the limited resources that are available and despite the efforts of staff and the generosity of friends of the school in fundraising, the school is still under-resourced for the foundation stage of education. Plans are in hand for the improvement of the perimeter fencing, as was recommended at the previous inspection.

## ENGLISH

79. In the National Curriculum tests for eleven year olds, in 2000, the pupils' average point score was in line with the national average. The proportion of pupils gaining level 4 and the higher level 5 was in line with the national average. Their results were also in line with the average of those in similar schools. These results represent a drop in performance compared with the 1999 results, when pupils scored well above the national average. The difference in performance between the two years is explained by the higher prior attainment of the 1999 group of pupils. Standards of attainment in the subject have risen in the last three years and, in that period, the performance of pupils in English exceeded the national average by 1.4 points. There is no significant difference in the attainment of boys and girls. In the current Year 6, the overall attainment of pupils is above the national expectation for pupils aged eleven, with a large majority of the pupils at the expected level 4 and a considerable proportion working close to the higher level 5. In the National Curriculum tests for seven year olds, pupils' performance in reading was well above the national average and well above the performance of pupils in similar schools. In writing, the pupils' performance was in line with the national average and in line with the results of similar schools. Boys performed better than girls in the reading tests, while in the writing tests the girls achieved better results.



80. Standards of listening among Key Stage 1 pupils are very good. They listen closely to the teacher's instructions and respond promptly to questions, showing that they have followed what is being said. They concentrate hard and follow extended explanations of their tasks, retaining what they have been told, then translating this into action for learning. In a Year 1 lesson about Nonsense poetry, the children are quick to recognise that the poems do not make sense, although they appear to do so and have a good rhyming pattern that could mislead the children if they did not listen so well. Pupils at Key Stage 1 speak clearly and confidently in response to the teacher's questions and to the ideas of classmates. Higher attaining pupils frequently add to the ideas of others, making alternative suggestions or expanding ideas. At the end of lessons, when the teacher sums up learning, some pupils present what they have learned to the class and are beginning to recognise that a more formal style is needed for this. By the end of the key stage, standards in speaking are in line with what is expected of pupils aged seven.
81. Standards in reading are good at Key Stage 1. Pupils have a good understanding of the sounds letters make, because of the good teaching they are given in literacy lessons. The majority of pupils have a range of strategies for reading unfamiliar words, such as looking at pictures for clues and guessing the meaning from the sense of the story. They have very good opportunities to improve their reading through the planned opportunities for reading at home and at school. Teachers are careful to monitor reading so that pupils are moved on to the next level in the reading scheme as soon as they are ready. The well kept reading records are evidence of how quickly pupils progress and how well their teachers know their strengths and weaknesses. By the end of the key stage, pupils have read a range of fiction and non-fiction and most can explain the difference between the two. Nearly all pupils know how to use the contents page to find information in a book and higher attaining pupils understand how an index works. Pupils' handwriting is well formed and the attempts of many Year 2 pupils with joined writing are successful. By the end of the key stage, pupils write for different purposes, with sound control over the content and sequence of their writing. They retell fairy stories, introducing new characters or changing the endings. In science, they write about the experiments they make and describe what they have noticed. In design and technology, they make very detailed plans for their designs, giving good explanations of what they will use and how they will join the different parts. By the end of the key stage, pupils attain standards that, overall, are in line with the national expectation in English.
82. Listening develops well in Key Stage 2, though pupils make the best gains at the upper end of the key stage and in the mixed Year 2 and 3 class. In these classes, pupils listen closely to the teacher and to other pupils, often through lengthy explanations, during which they concentrate well. In a Year 5 lesson dedicated to listening to poetry, pupils laughed spontaneously at the end of the teacher's reading of "The King's Breakfast", showing not only that they had listened closely, but also that they had understood the humour well. In lower Key Stage 2, where the teacher's control is not so firm, the pupils' listening skills are not progressing at a satisfactory rate and pupils in this class do not reach the expected standard for their age. Speaking is good at Key Stage 2. All pupils are confident when answering in class because, as a result of their good listening, they know about the topic under discussion. They speak clearly and audibly and many add to the ideas of others in a constructive and purposeful way. At the end of lessons, they reflect on what they have learned and share their learning in a straightforward way with the rest of the class. Pupils with special educational needs show levels of confidence similar to their peers when speaking in class. The teachers' high expectations of their contribution ensures that they feel equally valued and on a par with their peers. The ability to speak formally

or for an extended length of time could be developed for many pupils, who do not have enough planned opportunity for this kind of speaking.

83. At Key Stage 2, pupils extend their reading skills through the challenge of more difficult stories and more demanding non-fiction material in books and on computer. Times throughout the week are dedicated to silent reading in class and this, undoubtedly, has a good impact on raising standards in reading. As at Key Stage 1, detailed reading records are kept and pupils are expected to write briefly on books they read. This practice ensures that they reflect on their reading and develop their critical sense towards writing. By the end of the key stage, the majority of pupils have good referencing skills and can apply these with equal ease to books in a library, to CD ROMs or the Internet. Pupils make good use of their reading skills in other subjects of the curriculum and this makes a good contribution to their rate of learning in many of the foundation subjects. By Year 6, the pupils' very good reading skills allow them to read and understand a complex piece of writing about animal rights, selecting phrases which suggest the writer's viewpoint. Pupils with special educational needs are able to recognise phrases which suggest a point in the argument.
84. Standards in writing are good at the end of Key Stage 2. Pupils' handwriting is well formed and neat. Standards of written presentation are good, demonstrating the pride that the majority of pupils take in their work. Spelling is accurate, even for uncommon words, reflecting the impact of the extensive reading that pupils do, and punctuation is correctly used. Many pupils have a good vocabulary which they use well in their writing. By Year 6, pupils have had the opportunity to write for a wide range of purposes. Both average and higher attainers show a good sense of audience in their writing by the end of the key stage and adapt their writing style to suit. Higher attainers write with control and are beginning to use paragraphs appropriately. Evidence in pupils' books shows that they adopt the correct tone and style for stories, accounts, letters and factual writing. Higher attaining pupils are able to sustain an argument and understand the function of complex grammatical structures, such as conditional phrases, for example, '*If the rain starts then we can't.*', and use them appropriately. Pupils with special educational needs are well supported by the teachers' good planning to write clearly and incorporate key ideas into their writing. Standards of literacy are good by the end of the key stage.
85. The quality of teaching is good overall at both key stages. In Key Stage 1, teaching is well planned and teachers have a good understanding of the subject and how children's language develops. All teaching at this key stage is good. Teachers follow the literacy strategy, giving lively instruction in whole class sessions and using good resources to interest and challenge the pupils. Relationships are very good and pupils are given confidence to make suggestions and develop their ideas. Both teachers plan very well for the different groups in their classes and this leads to good learning for pupils whose targets are based on good assessment of their needs.
86. At Key Stage 2, teaching varies from very good to unsatisfactory and is good overall. Lessons start with a thorough recap of previous learning so that pupils consolidate what they know and are prepared for the next stage. Lesson objectives are explained, then revisited at the end of lessons so that teachers can check learning and pupils can have an understanding of the progress they have made. Where teaching is good or better, relationships support learning by giving pupils a desire to please their teachers and rise to their high expectations. The impact of these relationships is seen in a Year 4 / 5 lesson on figurative language, where the pupils' enthusiasm for writing poems that would please and impress the teacher led to rapid progress for all. Carefully staged learning in a very good Year 6 lesson ensured that pupils made very good

progress in their understanding of audience and viewpoint when writing a case for or against an issue. Pupils were not daunted by the complexity of the text they read because of the good explanations given by the teacher and their active involvement in analysing the report. Where teaching is unsatisfactory, pupils do not make enough progress because they cannot hear much of the whole class teaching owing to the inability of the teacher to control the behaviour of a large group of pupils. As a consequence, many pupils are not able to work independently on tasks, either because they have not understood what they should do or because they have lost interest.

87. All teachers make very good assessment of pupils' learning and plan appropriately for the next stage of learning. The quality and use of assessment is a strength of the teaching in the school. Analysis of the National curriculum tests in 2000 has led the school to place a high priority on improving standards in pupils' writing and, judging from the amount of writing seen across the curriculum, this is already having an impact on the range of writing that pupils undertake.
88. Leadership in the subject is very good. The co-ordinator had very good subject knowledge, sets an excellent example in her own work and gives good support to colleagues. She is imaginative and rigorous in her development of the subject and shows a very good awareness of what the school needs to do to continue to raise standards. For instance, this year's priority focus on writing is a result of analysis of test results and forms part of the school's performance management programme for teachers. The monitoring of teaching and learning in the subject has provided useful information on where and what improvements are needed. There has been good progress in the subject since the last inspection. Standards have risen at both key stages, especially in reading, and the quality of teaching is also improved.

## **MATHEMATICS**

89. In the latest (2000) national end of key stage tests in mathematics, attainment at the end of Key Stage 1 was well above the national average in comparison with all schools and in comparison with schools in similar contexts. Attainment in the end of Key Stage 2 tests was close to the national average for all schools and was above average in comparison with schools in similar contexts. Lesson observations during the inspection, a scrutiny of work undertaken during the school year and discussions with pupils during lessons indicate that the current cohort of Year 2 pupils have made good progress from a generally low level of attainment on entry and the majority are on course to attain standards equivalent to those expected nationally at the end of the key stage in mathematics. In Key Stage 2, pupils make good progress and, by the end of Key Stage 2, at age 11, pupils' overall attainment is above expectations for their age.
90. During the previous school year, the school successfully adopted and implemented the National Numeracy Strategy. Under this new scheme of work and curriculum, pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils in both key stages undertake an appropriate variety of work on shape, space and measures and tackle a range of problems involving handling data and investigation during the course of the school year. Lesson observations confirm that pupils make good use of their numeracy skills in other curriculum areas, such as science, geography and information and communication technology lessons.

91. A significant proportion of pupils in Year 1 are working above expectation for their age. Pupils are counting in 10s to 150 and back again. Most of them are able to quickly and accurately provide doubles and know their "number bonds" to 10. Most are able to describe repeating patterns and accurately predict "what will come next", using appropriate mathematical language. Most Year 2 pupils understand the concept of odd and even numbers; about half of the pupils understand that "an easy way" to add 9 is to add 10 and take 1 away. They are using mathematical names for common 2 dimensional and 3 dimensional shapes, identifying them from clues given by the teacher and are describing features of shapes such as the number of sides and faces, corners and edges. Most are working at expected levels for their age, which constitutes good progress from a generally low level of attainment in mathematics on entry to the school.
92. In Key Stage 2, most pupils in Year 3 are able to provide "doubles" for multiples of ten and "halve" a three-digit multiple of 10, for example, finding half of 190. Pupils are able to make 2D shapes on a pin-board and transfer these shapes to prepared sheets, labelling them according to the number of sides and lines of symmetry. Year 4 pupils halve and double numbers confidently, in most cases. They understand the concept of "area" and the concept of a "right angle", understanding that a square has four right-angled corners and are calculating the area of regular and irregular shapes. Although a proportion of Year 5 pupils are working above expectations for their age, the overall attainment of pupils in Year 5 is satisfactory. When working with angles, pupils recall and recognise "obtuse", "acute" and "right" angles and know that there are 360 degrees in a complete turn and 180 degrees in a straight line and they are beginning to use a protractor to measure and draw angles. In Year 6, the majority of the current cohort are working at expected levels for their age, with a significant proportion working at above expectations for their age. Pupils are using all four operations of number to solve problems involving length and are converting kilometres to metres to centimetres and back confidently, understanding, for example, that 13.8 km is the same as 13800 m. They are recognising and estimating angles and using a protractor to measure and draw acute and obtuse angles to the nearest degree.
93. The quality of learning in lessons observed was good in both lessons observed at Key Stage 1 and, in Key Stage 2, where the quality of learning ranged from good to satisfactory, was good overall. Where learning was satisfactory, this was because the teacher required additional teacher-support to maintain a satisfactory pace of learning and standard of behaviour in the lesson. With this one notable exception, teachers in both key stages ensure that pupils are well-motivated and that the pace of lessons is good or better, with a good variety of activities to ensure pupils' attention and high level of motivation, resulting in good progress. All teaching seen at Key Stage 1 was good and teaching in Key Stage 2 was good overall, with some satisfactory and some very good teaching seen. Teachers utilise a good range of strategies to motivate and interest pupils. They follow the recommended numeracy lesson format and programmes of study closely, plan lessons well, provide a good range of resources and use praise and questioning well. Most teachers ensure that all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and to practise what they know. Teachers provide appropriate activities and support for the range of ages and differing levels of ability in their classes, challenging higher-attaining pupils appropriately and supporting pupils needing additional support well.
94. Pupils' attitudes and behaviour in mathematics lessons were good, overall, at both key stages and ranged from very good to satisfactory in Key Stage 2. Most pupils enjoy and are enthusiastic about their mathematics work, especially the mental and oral

"warm-up" activities. They respond positively to their teachers and work together well without the need for constant teacher-intervention.

95. The school has successfully implemented the National Numeracy Strategy. Resources for the subject are satisfactory, overall, and funding has been allocated appropriately to purchase additional resources to support the implementation of the numeracy curriculum. Assessment is used well to provide individual and group targets for pupils and the use of day to day assessment is good, with, in the best cases, teachers amending their planned lessons in the light of progress during the previous lesson. There have been a number of improvements since the last inspection. Standards in the subject are now good at the end of Key Stage 2 and the quality of teaching has improved. There is no longer any unsatisfactory teaching in the subject.

## **SCIENCE**

96. At the end of Key Stage 1 in 2000, teachers judged that the proportion of pupils reaching the expected levels was close to the national average. Inspection findings are that attainment has improved. The majority of pupils are on target to attain the national average, with a significant group attaining standards above those usually expected by the time they are seven years of age. This improvement can be explained through the strong and effective emphasis on teaching scientific enquiry skills.
97. At the end of Key Stage 2, in 2000, the performance of pupils was above the national average at levels 4 and 5. Compared with similar schools, the school was well above average at level 4 and above average at level 5. Over the last two years, girls' results were slightly ahead of boys'. During the inspection this was not an issue. Inspection evidence confirmed these above national average results.
98. Pupils start Key Stage 1 with a good knowledge and understanding of the world around them. They effectively build on these skills through the carefully planned opportunities for them to use their investigative skills to extend their scientific understanding. A good example of this was seen in a lesson where pupils investigated materials and their properties before deciding which would fit the purpose for making an umbrella. The results of investigations are recorded and are discussed effectively in order to make further predictions. Recordings of their work using writing, labelled drawings and graphs are presented with care.
99. Pupils continue to make good progress in their learning during Key Stage 2. They have a structured approach to carrying out investigations and making accurate recordings. They have completed a good range of work. Classroom display includes bar charts which show how movement affects evaporation. When asked about their work, pupils accurately recall information from previous lessons. They show that they have a growing scientific vocabulary and that they are acquiring a good range of investigative and experimental skills. Pupils predict what they are likely to find out and use their scientific knowledge to explain what they have found out, for example, the process of the water cycle. When investigating the varying time it takes to dissolve a sweetener in cold, tepid and warm water, Year 6 pupils record their observations, comparisons and measurements. They represent their findings in graph form and show good understanding, after considering the evidence, that it will be necessary to repeat the process to explain the differences in the results arrived at by different groups.

100. Pupils throughout the school, including those with special educational needs, make good progress in their acquisition of knowledge and understanding of those aspects of science that they are studying. Pupils in Key Stage 1 gain good knowledge and understanding of life processes, of living things, materials and physical processes. Early skills in scientific knowledge are effectively developed through interesting and meaningful activities, for example, when a cake mix is placed in a microwave oven, pupils discover that heat changes a liquid to a solid. In Key Stage 2, pupils continue to make good progress. This is mainly due to the significant improvements that have been made in the quality of teaching and the increased opportunities for pupils to find things out for themselves through experimentation and research.
101. In Key Stage 1, teaching is good. Apart from in the Year 4 class, where poor behaviour management results in some pupils interrupting their learning and that of others, the quality of teaching at Key Stage 2 is good and, at the end of the key stage, is excellent. All teachers, in both key stages, show good subject knowledge and their lessons are carefully prepared to match the requirements of the National Curriculum. The teachers share what is to be learned during lessons with the pupils. Consequently, pupils understand the purpose and relevance of their work. Skilful questioning is used to check pupils' knowledge, to develop their thinking skills and to extend their understanding of scientific language. Where teaching is best, pupils are encouraged to find things out for themselves, tasks are challenging and effective use is made of investigative work. Teaching of pupils with special educational needs is of a good standard, both when pupils are included in class lessons and also when withdrawn for the additional attention they sometimes require. There is excellent team work. Quite correctly, teachers are careful to ensure that proper safety measures are in place. This high quality teaching has a significant impact on the quality of learning and is reflected in the attitudes of the pupils, who are eager to learn. They handle equipment and resources with care and respect, help each other, take care in the presentation of their work and demonstrate interest, enthusiasm and excitement when involved in investigation.
102. The policy statement and scheme of work complies with the recommended areas of learning. The school has recently introduced a published scheme of work, which is beginning to be used well and assists teachers in their planning of lessons that match the learning needs of pupils. The school has identified several areas for development. These include improvement in teachers' knowledge, necessary to implement the recently introduced scheme of work.
103. The co-ordination of the subject is very effective. The formal monitoring of teaching and learning within classes and the assessment and tracking of the progress of the pupils as they move through the school are clearly beginning to have a positive impact on the standards that pupils attain and in ensuring that they make the progress of which they are capable.

104. There has been a significant improvement since the last inspection in the standards that pupils achieve in Key Stage 2. The introduction of the new scheme of work has provided teachers with a good structure that assists in planning lessons which build on previous knowledge, skills and experiences. It is also an assessment framework that identifies pupils' strengths, weaknesses and the areas for development. The increase in opportunities for the pupils to be involved in scientific investigation has enabled them to increase their understanding of the subject.

## **ART and DESIGN**

105. Evidence provided by a number of lesson observations at both key stages, together with a survey of work undertaken during the current school year, as well as on display in classrooms and around the school, suggests that a good range of work in a variety of media is planned at an appropriate level for each year group. Attainment in art and design at the end of Key Stage 1 is in line with the national expectations for pupils aged 7. Attainment at the end of Key Stage 2 is above that expected of pupils aged 11. By the end of both key stages pupils have made good progress.
106. In Key Stage 1, pupils in Year 1, in an introductory lesson to a project on "Weaving", are exploring a variety of starting points for their practical work and employing a variety of materials. They are looking closely at patterns, textures and colour, and are developing their knowledge and understanding by drawing what they see. Year 2 pupils are using viewfinders to focus on shapes, patterns and decorations on the school buildings. They are learning about visual and tactile elements, including colour, patterns, texture, shape and form and are looking closely at such details as air vents, "zigzag patterns" on brickwork, drain covers and windows.
107. In Key Stage 2, Year 3 pupils designing a chair for a literary character were producing an outline plan for the chair with labels indicating points suitable for their character and, in a plenary session, showing the class their designs and explaining the decisions they had made. Year 5 pupils were using a range of media to create studies of flowers and fruit of a generally good quality. Pupils were applying their experiences of materials and processes and developing their control of tools and techniques, using oil pastels on black paper to make studies of good quality of flowers, employing chalks to make observational studies of fruit and enlarging earlier pencil studies, using fine brushes carefully to apply paint. In Year 6, in a continuation lesson, pupils were applying decoration techniques to masks, designed and made after studying Sergei Diaghilev's early 19<sup>th</sup> century designs for "The Ballets Russes". Pupils are investigating and combining the visual and tactile qualities of materials, matching them to the work's purpose and are utilising their experiences of materials, extending their control of tools and techniques and producing work of a good standard. A survey of work on display around the school confirms that pupils have sufficient and appropriate opportunities at both key stages to develop an understanding of artists' work and to apply it to their own. Work was on display around the school based on the work of artists such as Van Gogh, Manet, Warhol, Gwen John, Matisse and Picasso.
108. Pupils' response, in lessons observed, was good overall at both key stages and was very good in the Year 6 lesson observed. Pupils enjoy their art activities, responding well to practical guidelines and showing pride in their work. The quality of learning in art and design lessons is satisfactory, overall, at Key Stage 1 and good, overall, at Key Stage 2, reflecting the general quality of teaching at both key stages. Where teaching is good or very good, pupils make better progress, are better-motivated and work together well without the need for constant teacher-intervention. The quality of teaching in the lessons observed at Key Stage 1 ranged from satisfactory to good and

was satisfactory overall. At Key Stage 2, it ranged from good to very good and was good overall. Where teaching is good or very good, teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, resource their lessons appropriately, motivate pupils well and, through good one-to-one support, encourage them to evaluate their work in progress.

109. Resources for art and design are generally of satisfactory quality, are well-utilised and are readily accessible. The school has adopted the government-recommended scheme of work for the subject and is planning to review this at the end of the current, first year of adoption. There has been good improvement in the subject since the last inspection. Standards are now good at both key stages, the quality of teaching has improved and a new scheme of work is in place.

## **DESIGN AND TECHNOLOGY**

110. By the age of seven, standards in design and technology are above those expected of pupils of their age. By the age of eleven, pupils' attainment in design and technology is well above the levels expected nationally. This is a significant improvement on the standards attained in the last report, which were in line with the National Curriculum.
111. Key Stage 1 pupils experience a good range of designing and making activities which provide opportunities for them to develop a wide range of associated skills. Pupils spend time on the design process and prepare annotated drawings. Examples of these include their plans for the fiery dragon cards, trolls with eyes that move, detailed patterns for Joseph's dream coat and designs for a vehicle. In Year 1, pupils construct a stable structure for their model houses and, in the mixed Year 1 and 2 class, model vehicles. In both classes, pupils use a good range of appropriate joining techniques in their work. Pupils talk enthusiastically about what they have done, identifying the strengths and weaknesses in their designs, suggesting ways in which their work, and that of others, could be improved.
112. At Key Stage 2, pupils' work in textiles is of a very good standard. The younger pupils prepare good quality designs for a purse. There are detailed designs for different purposes. Their work on collage for a millennium quilt has involved designing, measuring, cutting and assembling a range of materials. Lessons observed and a scrutiny of pupils' recorded work demonstrates that pupils evaluate and redraft their designs in light of the improvements they deem to be necessary. Class 4 pupils have made detailed recordings of their tests of different types of breads for the ideal sandwich. Further work includes comparison of shelters made from material, and those made from metal and the testing of materials for insulation. The fairground models Year 6 have made, incorporating a motor and a rotating belt to operate a pulley, are of a high standard. The care taken in the quality of construction and the standard of finish is impressive. The pupils' evaluations show their skill in selection of techniques and very good knowledge of how mechanisms can be used in different ways for making their product.
113. The progress made by pupils throughout the school, including those with special educational needs, is good. This is mainly due to the good quality of teaching, the attention paid to the development of skills, the tracking of pupils' attainment and the careful planning of lessons to build on prior attainment.



114. There is a significant improvement in the quality of teaching. In the lessons observed, teaching was of a good standard and, in one class at Key Stage 2, was excellent. Lessons are well planned. Very clear introductions, involving demonstration and clarity of learning objectives, enable pupils to have good knowledge of what to do and how to achieve the task set. Skilful questioning challenges the pupils to think and to make suggestions. Good attention is given to safety issues and good classroom management contributes significantly to the quality of learning for the pupils, who behave very well, clearly enjoy the lessons and contribute ideas readily. The relationships between pupils and their teachers are excellent, the teachers being particularly effective in creating an atmosphere within the classroom in which the pupils are eager to learn. A major improvement has been the increase in opportunities for pupils to learn independently, within a supportive environment. In the excellent lesson, teaching is inspiring and makes high intellectual demands, with the consequence that pupils make excellent gains in learning. In every lesson, the appropriate vocabulary is used, for example, 'fixing', 'mechanism' and 'linkage', as well as carefully planned opportunities for pupils to evaluate their work. The resources are of good quality, but will need developing in line with the demands of the curriculum. The high level of support from non-teaching staff and voluntary workers also promotes successful learning. The opportunities that are provided for pupils to design and make have a significant impact on the pupils' quality of learning. Pupils say they enjoy design and technology, demonstrate keen interest and talk readily about their work. They take pride in what they make.
115. The school provides a broad range of opportunities for the development of design and technological skills and follows the guidance from the Qualifications and Curriculum Authority. There is good provision for the pupils with special educational needs and a high emphasis on independent learning. Pupils are encouraged to work together co-operatively and also to act on their own initiative.
116. There have been considerable improvements in the provision of design and technology since the last inspection. These include the review of policy, which now includes clear guidance on health and safety, and the introduction of a new scheme of work, which has ensured a good balance between designing and making activities. The development of a whole-school evaluation framework has made a significant impact on the quality of teaching and learning in that it involves pupils reflecting on the progress of their work and identifying ways in which they could improve their products.
117. The co-ordinator provides good leadership for the subject. Clear guidance has been given to enable other teachers, classroom assistants and voluntary workers to increase their knowledge and confidence in teaching and supporting the subject. There is no provision, as yet, of any formal non-contact time to enable the co-ordinator to monitor the quality of teaching and learning within classes. However, discussion with teachers, scrutiny of planning, the detailed work in pupils' exercise books, displays and the portfolio of photographic evidence all assist in enabling the co-ordinator to see the development in skills as pupils move through the school.

## **GEOGRAPHY**

118. During the inspection it was possible to observe four lessons in Key Stage 2, but none in Key Stage 1. When making judgements, account was taken of teachers' planning, an analysis of pupils' work in books and on display, as well as discussions with pupils.

119. The previous inspection indicated that there was a variation in standards reached by pupils in different classes. However, inspection evidence indicates that pupils in both key stages reach at least national expectations and, in the Year 6 lesson observed, all pupils reached a very high level of achievement. This improvement is due to improved teaching, with a higher proportion of good teaching, improved resources and the excellent use of information and communication technology as a research tool.
120. By the end of Key Stage 1 pupils have studied travel. They use signs to prepare a table showing what method of travel they would use to visit the shops, the seaside, France, America and the moon. Looking at different types of houses, they know the difference between semi-detached and detached houses, terraced houses and multi-storey flats. They think about the differences and decide which they like best. Pupils discuss the immediate environment of the school and think what they would like to change. Pupils develop their knowledge of maps by identifying places in the British Isles such as Pontefract, London, Scarborough and Blackpool. Year 2 pupils study an island, differentiating between the physical and human characteristics.
121. At Key Stage 2, pupils develop their earlier work and are becoming more independent in their thinking and planning. Pupils in Year 4 compare the climate in India with that of the British Isles. They make very good use of weather information from the Internet and make good links with their mathematics studies, producing graphs about rainfall and temperature in both places. The mixed Year 4 and 5 class consider ways in which people all over the world rely on water for life. They realise how fortunate they are to have a plentiful supply of clean water. After their discussion, they prepare posters urging people to save water. Other pupils of similar age keep diaries of their own water consumption for a week and are quite surprised at how much water they have used. Pupils develop their geographical skills, noting similarities and differences between their own lives and those of people in a village in India. The work of the Year 6 class in their geography lesson was quite outstanding and is worthy of particular note. Pupils debated a local environmental issue; whether the traffic calming measures proposed through their village were necessary and useful. To aid them in their discussion, their teacher had provided an excellent set of resources including details of accidents over the past five years, large scale maps of the main road in question and full sets of photographs showing the areas of particular danger. After an initial briefing, the pupils voted whether they thought the proposed changes were a good idea or not. The teacher then set five groups different tasks which would make pupils think for themselves and develop their independent learning and skills in finding information to support their opinions in the debate. One group used the computer to present facts about accidents on the road, detailing type, location and even time of year when accidents occurred. In an excellent link with the pupils' literacy skills, the class then debated the issue with a high level of interest and understanding. At the end of the debate, pupils once again voted on the original proposals, many changing their minds in the light of their own research and the points put forward so eloquently in the debate.
122. Pupils enjoy geography, behave well in class, most of the time, and show good attitudes to work. The presence of the headteacher in the Year 4 class resulted in very good behaviour and good progress, which was in contrast to that seen in other lessons in the same class. Most pupils take pride in their work and use both literacy and numeracy skills appropriately in this subject. Their work is usually both accurate and well presented in Key Stage 2, but requires more attention to neatness in Key Stage 1.

123. The quality of teaching in the lessons observed was always satisfactory, with teaching in two lessons being good and one outstanding Year 6 lesson. The majority of teachers manage pupils well and enjoy positive working relations with them. They have a secure command of the subject. Resources are used very effectively, especially maps, coloured photographs and computers to aid explanation and to focus pupils' thinking. High expectations are set, for example in the Year 6 lesson, and lessons are well planned.
124. Leadership and management of the subject has been good in the recent past. Improvements have been made to the scheme of work, which have proved helpful to all staff. The new co-ordinator of the subject has been in post only a matter of weeks. She is carrying out a full audit of resources and intends to supplement these where necessary. A policy of assessment is under review in order to bring assessment procedures in the subject in line with the rest of the school now that the new curriculum has been established.

## **HISTORY**

125. By the end of both key stages, pupils attain standards above the national expectation. Early in Key Stage 1, pupils study the life of famous people, such as Guy Fawkes and Florence Nightingale, and events including the Great Fire of London. Through these studies, pupils recognise that life was different in those times when compared with life today and, through the sequencing of events and objects, they develop a sound sense of chronology. Pupils use a good vocabulary for talking about the past. They confidently use words such as "old", "new", "past", "present". They ask and answer questions and select and record information relevant to the topic.
126. In Key Stage 2, pupils use sources to find out about Anglo-Saxon life. They show good knowledge of how to find out information, including use of the library, the Internet, diagrams and photographs. They devise questions to which they would like the answers and then search for information. This involves researching religion, writing, rules and laws, food, farming, warriors and weapons. The pupils record information relevant to their enquiry. When presenting their findings to the class they demonstrate that they are able to select and organise information well, using dates and historical vocabulary to describe the period studied. Older Key Stage 2 pupils use a range of clues to explore the reason for Boudica's revolt and its consequences. They are able to write their own interpretation of an account by the historian Tacitus, which has been read to them by their teacher. Their work demonstrates good understanding that the past is represented and interpreted in different ways.
127. Pupils in both key stages make good progress in history. The care that teachers take to ensure that work is appropriately matched to pupils' learning needs ensures that all pupils, including those with special educational needs, are challenged to make the progress of which they are capable. Pupils' good attitudes to learning have a significant impact on the good progress that they make.
128. In the lessons observed, teaching is always good and, in one lesson at the end of Key Stage 2, it is very good. Scrutiny of teachers' planning shows that it is detailed and thorough, demonstrating that teachers have good knowledge of the subject. Clear objectives are shared with the pupils to enable them to have a clear understanding of the learning intentions. There are clear expectations of behaviour and this enables them to concentrate on their work. In the very good lesson, the good pace kept pupils interested and the challenging work motivated pupils to create a piece of extended writing in a short space of time. In all lessons, the very good relationships between

teachers and pupils make learning enjoyable. Discussion at the beginning and the end of lessons is used effectively to assess what pupils know, can do and have learned. Work in pupils' books is marked well, giving guidance as to how they could make improvements.

129. The enthusiastic co-ordinator who is committed to raising standards in teaching and learning in the subject, ensures that they have access to the appropriate resources. At present, no non-contact time is available for the co-ordinator to monitor work within classes. However, the monitoring of the teachers' planning, as well as assessments that take place at the end of each unit of work, together with a scrutiny of work in pupils' books, present a useful overview of the progress pupils make as they move through the school.
130. There have been several improvements since the last inspection. The policy and scheme of work for history have been reviewed recently in order to ensure that it meets the requirements of the recommended curriculum. This has helped teachers to improve their planning of lessons, which now demonstrate better progression in the teaching of knowledge and skills. The four-year, rolling programme successfully meets the needs of those pupils who are in mixed aged classes. The use of educational visits and visitors to the school has been increased. The involvement of an archaeologist and the visits to museums, as well as the Danelaw Centre, are clearly having a positive impact on standards of learning.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. Attainment in information and communication technology (ICT) is above the national expectation for pupils aged seven and eleven and pupils in both key stages achieve well in the subject. Standards in information technology have been maintained in Key Stage 1 and have improved at Key Stage 2 since the last inspection.
132. In Key Stage 1 classes, teachers place strong emphasis on the development of basic skills. Pupils regularly have work to do on computers, as well as a weekly lesson where they are taught new programs or skills. In the mixed Year 1 and 2 class, pupils worked rapidly on designs for an island, using a program which required them to select shapes and then drag and drop them accurately on a chosen site. Pupils' confidence was high and they worked hard to produce islands with labels and explanations of what they had included. All pupils managed to use correct language in their descriptions and higher attainers were expected to and did include compass directions in their text. The pupils' ability to manage these tasks quickly and effectively reflects the confidence and good collaborative skills they have developed. In the Year 2 and 3 class, pupils worked on a program to create weather maps in preparation for their presentation of the weather forecast. Again, pupils showed similarly rapid rates of working as they positioned clouds and other weather symbols and added text to clarify the detail of the weather. Following discussion with the teacher and evaluation of their first attempts, pupils were able to change and reorganise their work to make improvements. Work done by pupils during the key stage includes word processing, line and block drawing, using the mouse to locate and position items in a program. All pupils in Year 2 were able to load, retrieve and save their work.

133. Pupils' skills develop well during Key Stage 2, building securely on their earlier learning. Pupils in Year 3 have used computers to download information, create tables to present information and they have e-mailed classmates to build a fact file. In the Year 4 and 5 class, pupils use a program to produce, explore and alter a graphical model when re-designing their classroom. Pupils' are confident with the program and work quickly to design a range of layouts that they evaluate and change. They have a very good understanding of the functions of the program, higher attainers quickly discovering how they can short-cut processes to work more quickly. Other recent work by pupils In Year 4 includes the use of a control program in mathematics where they have drawn and predicted shapes using sets of commands. At the end of the key stage, pupils in Year 6 work on a multi-media presentation about themselves, their families and their hobbies. They are confident users of the program, which allows them to animate and add sound to their text presentation. They work quickly through a number of options, assessing the visual impact and evaluating the appropriateness for a given audience. By the end of the key stage, pupils have a good command of a whole range of programs and, through their frequent use of computers, have acquired considerable facility in their use. They have used computers to produce spreadsheets, recording their work on load bearing beams in science; they have used a publishing program to produce a school newsletter and, in mathematics, have constructed angles and shapes by giving commands. They are confident and work quickly and accurately in all aspects of information technology. They have a good knowledge and understanding of technical terms and are able to discuss the various applications of computers in society.
134. Teaching in the subject is good overall, with some very good teaching seen in Year 6. Teachers have secure subject knowledge and show good levels of confidence. This makes a major contribution to pupils' positive attitudes to the subject. All teachers plan very effectively for their teaching in the subject and ensure that they have enlisted parental support for their lessons. This means that they are able to give direct teaching to half of the class at a time in the computer suite. This very good arrangement undoubtedly has a very good impact on the rate of pupils' learning, because they always have direct access to a computer when they are learning new skills and are able to begin consolidating their learning immediately. Teachers give very clear explanations during lessons and make very good use of demonstration. Pupils in a Year 6 lesson progressed very quickly after the teacher had used her multi-media presentation to bring out the teaching points and had made clear what aspects of the program contributed to particular effects. Because information technology lessons are well organised into half classes, teachers are able to circulate and intervene very effectively, challenging pupils to think about the next stage and posing demanding questions which make them think hard about the applications of the skills they are learning. In a Year 4 and 5 lesson, pupils achieved well and improved their understanding of new terminology because of the very good interventions of the teacher, who constantly challenged them to think and try alternatives. Teachers make good use of assessment and show a good knowledge of the learning needs of pupils in their classes.
135. The subject is very well led and managed. The co-ordinator is enthusiastic and has good subject knowledge. She is up-to-date in developments in the subject, keeps very good records and samples of pupils' work to inform colleagues of different levels of attainment. Her supportive style and good organisational skills have done much to improve teachers' confidence in the subject. The result is that the school has made good improvement in the subject since the last inspection, in resources, in the quality of teaching and in the standards that pupils attain.

## MUSIC

136. Attainment in music is at least in line with national expectations in both key stages and is above expectations by the time pupils reach the end of Key Stage 2. All pupils, including those with special educational needs, make good progress in their learning. This is an improvement since the last inspection because of improvements in the scheme of work from which teachers plan their lessons.
137. Year 1 pupils choose the nursery rhyme "Miss Polly had A Dolly" to develop their understanding of pulse and rhythm. They sing "Baa Baa Black Sheep", with enthusiasm. Year 1 and 2 pupils listen with a sense of awe and wonder to "The Hall of the Mountain King". Sitting in a circle in the hall, they begin by tapping to the rhythm of the music, gradually adding their actions and using body parts and the floor to follow the beat as the music becomes louder and more exciting. From this example, the teacher challenges the pupils to repeat the exercise, using their voices and sounds they create themselves. Pupils introduce the notion of a conductor leading the music and use traffic light signals to stop and start their compositions. They end their music lesson by singing "A Little Green Frog", which was obviously one of their favourites. Year 2 pupils explore rhythm and pulse using percussion instruments very well. They plan percussion accompaniment and sing "The Weather Witch Song", introducing accompaniment to add interest to their work.
138. Two lessons in Key Stage 2 were observed. In Year 5, pupils listen to compositions perfected in previous lessons and comment on each other's performances, making constructive suggestions for further improvements. Year 6 pupils reached high standards of performance in their attempts to match rhythm to words suggested by the class. A game in which pupils had to beat a rhythm of the name of a member of the class or a famous person provided by the teacher stimulated tremendous interest. The game was organised in the style of "I went to market"; each pupil adding to the list as they had a turn. This exciting game provided all pupils with an opportunity repeatedly to practice their rhythm patterns and to enjoy music at the same time. Pupils then worked in groups on a similar theme, composing rhythms to the menu of a three-course meal. Again, this stimulated all pupils and, when the groups performed in turn for the whole class, the level of enjoyment and the good, friendly atmosphere created in this class was excellent. All pupils sing well in assemblies. There is a school choir that performs in the town at Christmas and the school arranges concerts when parents can see their children performing music and drama.
139. Pupils' attitudes to the subject are good at both key stages. The youngest pupils are confident when using percussion instruments. Pupils of all ages listen carefully to instructions, collaborate well and are helpful to one another. Whilst working in pairs and small groups, they share ideas and demonstrate confidence and independence. The behaviour in the classes observed was good. For example, the Year 1 and 2 class sat very quietly and patiently while the teacher found the correct track on the tape recorder, and Year 6 rearranged their classroom furniture with the minimum of fuss several times during the lesson to suit the particular activity.
140. The quality of teaching observed during the inspection was always good and, in Year 6, it was very good. Teachers are confident and explanations are clear, so that pupils know what to do. Expectations of pupils' work and behaviour are appropriately high. Organisation is good and lessons are well matched to the needs of the pupils. Discipline is very well maintained and relationships are excellent. In lessons, teachers use a range of resources and pupils use these resources well. Good progress is made in developing pupils' technical vocabulary. Lessons proceed at a lively pace, with

praise being used to encourage pupils. Music is played as pupils enter assembly and again during the lunchtime as pupils eat their meals in the hall. The name of the composer and information about the music is displayed attractively in the hall and several pupils were observed reading it.

141. The new scheme of work is in draft form and will be reviewed by staff at the end of the year. Resources are satisfactory and are readily available to all classes on trolleys. Assessment in the subject is being linked to the new scheme of work.

## **PHYSICAL EDUCATION**

142. By the age of 11, pupils' attainment in physical education is above the levels expected nationally. At the age of seven it is in line with the national expectations. At Key Stage 1, pupils show good awareness of space. They understand the need to warm up in preparation for physical activities and are aware of the changes that happen in their bodies when they exercise. They travel using hands and feet, turn, roll, jump and balance and repeat a series of actions both on the floor and when using the apparatus. They are able to explain what they have done and use what they have learned to improve the quality of their work.
143. At Key Stage 2, pupils consolidate their existing skills and gain new ones. Year 6 pupils demonstrate good understanding of the need to prepare appropriately for activities and why physical activity is good for health. Their work in dance is of a high level. They create, perform and refine their dance in response to the music from Cats. They are confident in their performance and demonstrate the ability to work well with others, as well as individually. Pupils play team games where their skills are deployed in competitive sessions. They kick, pass and move confidently with the ball. During the after-school club, the pupils demonstrate good understanding of the need for rules in games. They demonstrate very good control of the ball and good understanding of the need to run, chase, dodge and maintain sporting behaviour. Seventy per cent of pupils in Years 4 and 5 can swim the recommended 25 metres and some have achieved levels 1, 2 and 3 in water safety. All of the Year 6 pupils are able to swim the recommended distance.
144. Throughout both key stages, pupils, including those with special educational needs, make good progress. This is the result of the effectively planned lessons, which enable them to develop knowledge and skills appropriate for their age. Pupils show an enthusiasm for the subject, they respond well to instruction and pay proper attention to safety, showing concern for themselves and for others.
145. The quality of teaching observed is good and, in one lesson at the end of Key Stage 2, is excellent. In the excellent lesson, the structured sequence of activities challenged pupils physically and intellectually, enabling them to find their own ways of learning and improving their performance. Teachers' planning shows that all lessons are carefully prepared to give sufficient time for consolidation and refinement of skills. In the lessons observed, teachers successfully interact with the pupils to maintain good order. Their questioning skills are used well to encourage pupils to evaluate and thereby improve their own and each other's performance. Pupils with special educational needs receive very good support from teachers and non-teaching assistants to ensure that they are well integrated and develop the confidence to participate in activities. Very good attention is given to safety. Lessons begin and end in an orderly manner and contain appropriate warm up and wind down activities. The methods used achieve well the objectives set and make learning enjoyable.

146. The school provides a well-balanced programme for physical education that meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities, develop athletic and swimming skills and respond to music in dance. The school offers a short residential experience for pupils in Years 5 and 6. This includes exciting and appropriate programmes of outdoor and adventurous activities. The school's physical education programme is extended by a good amount of extra-curricular sport. There is good motivation for pupils through participating in competitive sport. The athletic awards and good liaison with neighbouring schools and professional sporting clubs all enhance the quality of the curriculum.
147. The subject is very well managed. The policy has recently been revised and the introduction of the guidance from the Qualifications and Curriculum Authority assists teachers well in their planning and enables pupils to have access to an appropriate range of activities and to develop their skills in a structured way. Regular assessment and the systematic recording of individual progress enable teachers to build on previous knowledge and skills. The co-ordinator monitors the planning and the standards of teaching and learning in classes and across the school. There is a good emphasis on upgrading teachers' skills in teaching the subject.
148. Improvements since the last inspection include the introduction of the new scheme of work and the quality of teaching, particularly at Key Stage 1. The revised scheme of work has assisted teachers well in their planning of a programme of well sequenced activities and the progressive development of skills, thereby resulting in a significant improvement in standards of learning.

## **RELIGIOUS EDUCATION**

149. The observation of lessons, displays of work throughout the school and discussions with pupils and teachers indicate that pupils are attaining the standards expected in the Local Agreed Syllabus by the end of both key stages. Pupils' learning is satisfactory overall and pupils with special educational needs are well supported, so that they progress in their learning in line with their ability, either as a result of work which is adapted to suit their needs or by additional help from their teacher or support worker. This level of achievement has been maintained since the previous inspection.
150. By the end of Key Stage 1, pupils reach the expected standards in their knowledge and understanding. They learn about Christian festivals such as Christmas and Easter and about Christian worship. Pupils visit a local church and learn about the significance of dress and artefacts in worship. They enjoy listening to stories from the Old Testament and had produced some good work on the story of Noah and the Flood. Pupils explore the concept of sacred through Moses' encounter with God and the importance of this in the Jewish faith. The teacher compared the commandments to the school's own Golden Rules and this helped pupils understand the concept. Pupils link the friendship of Jesus to thinking about their own best friends. Pupils are aware of the importance of special food in other religions and look at a Seder meal.



151. By the end of Key Stage 2, pupils gain a deeper knowledge and understanding of different faiths. They study religious leaders such as Moses and Mohammed. Pupils learn about holy books, the Bible, the Qur'an and the holy book of the Sikhs and they visit a Mosque. Year 6 pupils compare the story of the birth of Jesus as told in the gospel of Luke and Matthew. They write a modern day Christmas Story. Year 6 also introduced the whole school to the story of Joseph and his amazing coat of many colours in an exciting assembly using song, dance and mime. The school choir intend to learn more of the songs from, 'The Story of Joseph', in the near future. Pupils know many stories of Jesus. For example, they retell the story of the loaves and fishes and the parable of the lost coin in great detail, understanding how we too can learn from knowledge of these stories.
152. Pupils' attitudes to learning are very positive. They show interest by being attentive in lessons and by confidently offering views and opinions. Responses to questions are thoughtful and relevant. Pupils are well motivated and are able to work in groups with minimum supervision. Behaviour is good and pupils respect each other's work and take care of resources.
153. The quality of teaching is good. Teachers have a good knowledge and understanding of the subject. They use precise, specific language in their discussions with the pupils in order to increase their vocabulary in a structured way. Pupils are later questioned and encouraged to respond, using the newly acquired words correctly, so demonstrating that they have learned and understood the specialist language. Teachers are able to interest and motivate the pupils through the provision of a wide range of activities, so that the pupils can build on earlier learning. Teachers introduce lessons with sensitivity and incorporate questioning well to stimulate thought and to capture the interest of pupils. Questioning is also used as an assessment tool to ensure that all pupils understand the work. Planned observation and discussion are regarded as important means of assessment. This information is used to amend plans for the future as necessary. Teachers use discussion in the subject as another way of improving pupils' skills of speaking and extending their English vocabulary. Lessons are well planned and include support staff, who help those pupils who need additional help with particular activities. Group work is carefully planned so that the activities are sufficiently challenging and motivating and match the abilities and aptitude of the pupils.
154. Co-ordination of the subject is good. Suggestions for improvement made at the last inspection have been carried out. The new scheme of work now has more detail and is helpful to teachers. Resources are satisfactory and improvements have been made to library provision in this subject. Religious education makes a significant contribution to the pupils' spiritual, moral, social and cultural development.

## HEARING-IMPAIRED RESOURCE BASE

155. At the time of the inspection, the Resource Base for Hearing-Impaired Pupils had been part of the school for only six weeks. The policy for the resource base clearly reflects the high level of expertise of the teacher in charge, but, because of the relatively recent opening of the resource in the school, the policy and procedures are developing rapidly as the school adjusts to the new resource and plans are made to accept more pupils. In the short period since its inception, the teacher in charge has revised the policy for the resource and this is clearly written, setting out the stance on inclusion, the arrangements for meeting the needs of the pupils, the role of the unit leader and the admission criteria.
156. The two pupils in the resource, both with statements of special educational needs, are making good progress in relation to their abilities and their individual education plans. Pupils' progress is enhanced by very good planning, the very good level of expertise of the resource leader and the very good use of day to day assessment and pupils' targets to monitor progress. The current, very good pupil to adult ratio, which at the time of inspection was two adults to two pupils, also makes a contribution to the progress they make. The teacher in charge of the resource base and the learning support assistant meet the needs of its pupils with good quality support and suitable tasks matched to their needs. The positive, whole-school, "family" atmosphere of the school promotes the effective inclusion of pupils from the hearing-impaired resource base into all aspects of the school's life. The unit leader and the reception year teacher meet weekly to discuss the inclusion of the two pupils, currently both of reception age, into the mainstream class. There is also the opportunity for pupils from the reception class move into the hearing-impaired resource base to work in small groups with pupils from the unit. Although there has been some limited in-service training for the mainstream staff, the need for more training to improve teachers' knowledge and confidence, especially when the unit teacher is not working in the school, has been identified by the school.