

# INSPECTION REPORT

## **BROOM LEYS PRIMARY SCHOOL**

Coalville

LEA area: Leicestershire

Unique reference number: 120085

Headteacher: David Maksymiw

Reporting inspector: David Amos  
21712

Dates of inspection: 24 – 27 June 2002

Inspection number: 192243

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Broom Leys Road Coalville Leicester
Postcode:	LE67 4DB
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Appropriate authority:	Governing body
Name of chair of governors:	Michael Kirby
Date of previous inspection:	3 - 6 March 1997

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Team members			Subject responsibilities	Aspect responsibilities
21712	David Amos	Registered inspector	Information and communication technology Art and design	The school's results and pupils' achievements How well is the school lead and managed? What should the school do to improve further?
1165	Peter Danheisser	Lay inspector	Equal opportunities	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?
27057	Sue Horsnell	Team inspector	English English as an additional language	How well are pupils taught?
24027	Barathi Kutty	Team inspector	Science Religious education	
16831	Marcia Ewart	Team inspector	Mathematics Design and technology	
30705	Graham Stephens	Team inspector	History Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?
30691	Kathleen Coupland	Team inspector	Music Physical education Foundation Stage	

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

### **INFORMATION ABOUT THE SCHOOL**

This is a much larger than average primary school situated in the town of Coalville in Leicestershire. The school currently has 530 pupils on roll, of whom 88 are full-time reception children. The number of pupils attending the school is growing and there is little pupil mobility. The vast majority of pupils are of white UK heritage, but there are two pupils who speak English as an additional language. The main area served by the school has been recognised by the local authority as being socially disadvantaged. Currently, the percentage of pupils entitled to free school meals is in line with the national average. The proportion of pupils with special educational needs is above the national average, as is the percentage of pupils with statements. The overall standard of attainment on entry is below average, particularly in language and mathematical development.

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

Broom Leys Primary School is a good school, which continues to improve. The very good leadership of the headteacher, ably supported by the governors and a dedicated team of staff, is responsible for providing a warm, welcoming and secure educational environment in which the pupils develop both their academic and personal skills effectively. Pupils achieve well and by the age of 11 attain good standards for their ability. The quality of teaching throughout the school is often good and some very good and excellent teaching was observed. Pupils' attitudes to school are very good and their behaviour is good. The school provides good value for money.

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

- It provides the children with a good start to their schooling in the 4 Plus Unit and pupils continue to achieve well throughout the school.
- It achieves good standards in music and physical education.
- It provides good teaching throughout the school.
- Pupils identified as having special educational needs receive good support and make good progress.
- It promotes very positive attitudes to school and good behaviour.
- It provides a safe, secure and caring learning environment for the pupils.
- It has developed a positive relationship with the parents.
- The headteacher provides strong and purposeful leadership. A very effective governing body and a team of dedicated staff ably supports him.

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

- Standards in English and information and communication technology. \*
- Standards in mathematics at Key Stage 1. \*

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

\*This is a priority area in the school's development plan.

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

The school was last inspected in March 1997. Since then Broom Leys has made very good progress. There has been very good progress in improving the quality of teaching and learning.

The last inspection identified that nearly a quarter of lessons were less than satisfactory, mainly in Key Stage 1. During this inspection no unsatisfactory teaching was observed and nearly three-quarters of lessons were good or better. Standards have risen in reading and writing at Key Stage 1 and the percentage of pupils attaining the higher Level 3 has also improved. Schemes of work are in place for all subjects and have been reviewed in the light of Curriculum 2000 guidance. The provision for special educational needs has been significantly improved and pupils now receive good support and make good progress. Standards in information and communication technology are still low, but the school has established a computer suite, which will be in use next term. The school has the capacity to improve further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	D	D	D	D
Mathematics	D	D	D	D
Science	C	C	C	C

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

Children in the Foundation Stage make good progress and many meet the Early Learning Goals set for children at this stage in their education. In the last year's National Curriculum tests and tasks for seven year olds, pupils' attainment was below the national average in reading and writing and well below for mathematics. Teacher assessments in science were also well below the national average. The results in National Curriculum tests for 11 year olds in 2001 in English and mathematics were below the national average and those of similar schools. The results for science were in line with both the national and similar schools' averages. However, the proportion of pupils attaining the higher Level 5 was in line with the national average and above the similar school's average for English and science. The results for 11 year olds have shown a trend of improvement over the past five years, which exceeds the national trend. The results for this age group show good progress when their test scores are compared with the standards they achieved as seven year olds.

These results were generally reflected in the standards seen during the course of the inspection. Both the current Year 2 and Year 6 have a high proportion of pupils with special educational needs. By the age of seven, pupils are attaining standards below national expectations in English and mathematics. However, standards in science meet expectations. Eleven year olds are attaining average standards in mathematics and science, but are below average in English. Standards in information and communication technology are below expectations for seven and 11 year olds. In religious education, pupils meet the expectations of the locally agreed syllabus. In art and design, design and technology, history and geography, pupils reach expected standards. In music and physical education, standards are above national expectations by the end of both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, and their attitudes to learning are very good.
Behaviour, in and out of classrooms	Pupils' behaviour is good and in a significant number of lessons it is very good. Pupils are polite and courteous.
Personal development and relationships	Pupils' personal development is good and relationships between adults and pupils and between the pupils themselves are often very good.
Attendance	Attendance is satisfactory and the majority of pupils arrive on time.

The very good attitudes and behaviour of pupils are significant factors in achieving a generally calm working atmosphere where the vast majority of pupils try to give of their best. Pupils have a very clear understanding of what is right and wrong. The good personal development of pupils and the relationships they enjoy are also major contributory factors to the good level of achievement.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory with a number of good lessons seen	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.*

Throughout the school the quality of teaching is good overall. No unsatisfactory teaching was observed and many examples of very good teaching were seen, with two lessons in Year 6 being excellent. Of all the lessons observed nearly three-quarters were good or better and almost one-third were very good or better. This is a major improvement in the quality of teaching and learning since the last inspection, when nearly a quarter of lessons were unsatisfactory. The high quality of teaching is a major contributory factor to the pupils' achievement. One of the main contributory factors to the good teaching and learning in the Foundation Stage is the close team working of the teachers, nursery nurses and teaching assistants, who have a good knowledge of the curriculum required for this age group and successfully plan many interesting activities for the children in their care. At Key Stage 1, all the teaching is at least satisfactory and half of the lessons observed were good. Again this is a significant improvement since the last inspection, when a high proportion of lessons were considered to be unsatisfactory. The teaching at Key Stage 2 is often of very high quality and is the main factor contributing to the good progress made by the pupils at this stage. All the lessons were at least satisfactory and nine out of ten were good or better. At both key stages, teachers plan their lessons thoroughly and develop the pupils' understanding of basic skills well. At Key Stage 1, the teachers pay particularly good attention to developing the necessary attitudes and behaviour for learning to take place. Throughout the school, teachers generally have high expectations, particularly in Year 6 where the pupils are challenged very effectively by the tasks set and they try very hard to meet these challenges. Lessons have clear objectives

that are shared with the pupils, work is well matched to their current level of understanding and good questioning and support are given. Throughout the school, teachers manage pupils' behaviour effectively, ensuring that they remain on task and work quietly. Resources are used well and additional adults are used effectively. Teachers are supported well by high-quality teaching assistants, who work effectively when supporting individual pupils or small groups. At both key stages, teachers provide good support for pupils identified as having special educational needs. These pupils also receive good support when withdrawn on an individual basis or in small groups.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for the Foundation Stage is good and for Key Stage 1 and Key Stage 2 it is good overall, although provision for information and communication technology does not meet expectations.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Overall, the provision is good. Provision for spiritual, moral and social development is good. Provision for cultural development is satisfactory overall. Provision for developing pupils' multicultural awareness is less well developed.
How well the school cares for its pupils	The school cares for its pupils well. Procedures for monitoring academic and personal development are good, as are child-protection procedures. Health and safety procedures are good.

The school works well in partnership with parents. Parents are provided with good information about their children's progress and the work of the school. The school benefits from its very strong links with the local community. Pupils' learning is enhanced by a wide range of visits and by visitors coming to the school. The curriculum provided generally meets National Curriculum requirements, except for the provision for information and communication technology which is currently underdeveloped. However, provision for this subject is improving.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He has a clear educational vision and is leading the school forward with the support of a very able senior management team. Subject co-ordinators fulfil their role well but are not involved in monitoring of teaching and learning.

How well the governors fulfil their responsibilities	The governing body is very knowledgeable and effective in its role. Governors are fully involved in shaping the direction of the school and fulfil their accountability role very well.
The school's evaluation of its performance	The headteacher, governors and senior management team have a very clear view of the strengths and weaknesses of the school. The senior management team monitors teaching and learning effectively.
The strategic use of resources	Resources are used effectively to support teaching and learning.

The school has a good number of appropriately qualified and experienced staff who are effectively deployed. Teaching assistants provide good support in classrooms and are very effective in their support of pupils with special educational needs. Day-to-day administration is smooth and efficient, and the high-quality administrative staff also provide good support for teachers and governors. The accommodation is satisfactory overall. Resources are satisfactory and soon to be improved with a new computer suite. The governors apply the principles of best value well in order to make the most efficient use of available funds.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The progress their children make.</li> <li>• The attitudes and values that the school promotes.</li> <li>• The behaviour of the children.</li> <li>• The expectations of what the children can achieve.</li> <li>• The leadership of the school.</li> <li>• The approachability of the staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> <li>• Information about children's progress.</li> <li>• The amount of homework.</li> </ul>

The inspection team support wholeheartedly the very positive views expressed by the parents. The concerns stated are considered to be unfounded, as the school provides a good range of additional activities and a suitable range of homework opportunities, and the quality of information provided is also good.

## **PART B: COMMENTARY**

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

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

1. When children start school aged four their attainment is below average overall, although the ability level on entry is improving. The children have a good start to their education in the Foundation Stage and many meet the Early Learning Goals set for children of this age in all six areas of learning because of the good quality teaching they receive. However, a significant number of children are still below average in aspects of their language development, particularly reading and writing, and in mathematical development. The children's personal and social development is very good. They understand the routines of school, relate well with each other and adults, and work independently. The children are learning to read simple texts and recount stories. They speak with reasonable confidence and listen attentively. Early counting skills are being developed well and the children are gaining a sound knowledge and understanding of the world for their age. Creative and physical development is also good.
2. In the last year's National Curriculum tests and tasks for seven year olds, the pupils' attainment was below the national average in reading and writing, and well below for mathematics and when compared to the average for similar schools. The percentage of pupils attaining the higher Level 3 was in line with the national average for reading and writing, and in line with the average for similar schools. The mathematics results were well below both averages. Teacher assessment in science for seven year olds was well below the national average. The percentage of pupils attaining the higher Level 3 was close to the national average. The results in National Curriculum tests for 11 year olds in 2001 show that results for English and mathematics were below the national average and that of similar schools. The results for science were in line with both the national and similar schools' average. However, the proportion of pupils attaining the higher Level 5 was in line with the national average and above the similar school's average for English and science. The results for 11 year olds have shown a marked trend of improvement over the past five years, exceeding the national trend. The results for this age group show good progress when their test scores are compared to the standards they achieved as seven year olds. In reading and writing at Key Stage 1, girls have outperformed boys for the past three years. However, in all other areas there are no significant gender issues.
3. These results are generally reflected in the standards seen during the course of the inspection, but in all these core subject areas the inspection evidence supports the school's general trend of improvement. Seven year olds are attaining below average standards in reading, writing and mathematics. Standards in science are satisfactory. Eleven year olds are attaining slightly below average standards in English, but standards in mathematics and science are at the expected level. Standards in information technology are below expectations at both key stages. Standards in music and physical education exceed expectations at both key stages. Standards in all other subjects are satisfactory. The current Year 2 group is not likely to reflect the improvement in results in national tests as nearly 40 per cent are on the school's register of special educational needs.
4. The school has devised effective strategies that are aimed at raising standards. The school undertakes a detailed analysis of test results and sets challenging targets for improvement in subject areas identified as being weaker. It provides extra support to enhance pupils' learning and to improve attainment by organising additional literacy and

numeracy support groups and 'booster' sessions. The school has also increased the level of support given by teaching assistants. The strategies that the school has put in place are proving effective, and the progress made by pupils with special educational needs and the more able is good. Pupils with special educational needs are achieving well in relation to their previous attainment due to the good support they receive both in lessons and in withdrawal groups. The more able pupils are also making good progress, and at Key Stage 2 there are examples of very high attainment in mathematics.

5. In English, at Key Stage 1, pupils are attaining satisfactory standards in speaking and listening. By the age of seven the pupils are making sound progress in speaking and they listen attentively to their teacher and each other. Pupils in Year 2 can talk in sentences when their teachers ask questions which require more than one-word answers. They enjoy listening to stories and poems, and are keen to offer their opinions and answer questions. Standards in reading and writing are below average. Seven year olds demonstrate a sound understanding of what they are reading, can retell familiar stories, and attempt unfamiliar words using different strategies. The pupils are able to identify the title, author and illustrator of books they are reading. They are developing a sound understanding of characters, settings and events in stories. Pupils are also learning about non-fiction material and can explain the meaning of 'contents' and 'index', and why diagrams are used. When writing, the pupils are using capital letters and full stops with increasing accuracy. They are developing their range of vocabulary and are able to identify 'clever' describing words to make a piece of text more interesting. Overall spelling standards are satisfactory and there has been significant progress since the school has identified this area as a school improvement issue. Handwriting is becoming more consistent and legible.
6. In mathematics, standards are below national expectations, but pupils make satisfactory progress in relation to their prior attainment. The majority of pupils can count forwards and backwards to ten, and more able pupils are confident with numbers up to 100. Some pupils confidently use number bonds to ten, and add and subtract two-digit numbers. However, progress is limited due to pupils' inability to add and subtract mentally without using apparatus to assist their counting.
7. Seven year olds achieve standards in science in line with national expectations. Pupils know that plants and animals need food, water, air and light to live and grow. The higher-attaining pupils in Year 2 are beginning to understand when a test or comparison is unfair and why. Pupils have a very good understanding of materials and their properties, and are developing well their knowledge of life processes and living things, and materials and their properties. They achieve less well in physical processes.
8. By the age of 11, standards still do not meet expectations for reading and writing, overall, due to the significant number of pupils who have special educational needs. However, the pupils continue to achieve well in relation to their prior attainment. Standards in speaking are average, but pupils attain well in listening. They speak clearly and confidently, and show understanding in discussions. They listen very attentively to their teachers and each other and ask appropriate questions. Many pupils are reading at a satisfactory level and enjoying a broad range of authors and different genres. The pupils in Year 6 have good library skills, can access the school's Dewey classification system and, by skimming and scanning, can identify three things they did not know about mountains. Pupils in Key Stage 2 write for a wide variety of purposes and audiences, and there are many examples of good writing displayed around the school. Average and more able pupils in Year 6 can write complex sentences using a range of connectives and can identify main and subordinate clauses. A sound

understanding of grammatical features, such as punctuation and speech marks, is developing. Pupils in the middle and top sets can spell complete words with increasing accuracy, and standards of spelling generally have improved. Pupils with special educational needs can spell some common words correctly or make justifiable attempts. Handwriting skills are developing well and pupils in Year 6 write neatly.

9. In mathematics, 11 year olds attain standards that meet national expectations, and progress is good. Pupils show enthusiasm for mental and oral activities, have a good grasp of calculations and are confident when converting fractions to decimals. Higher-attaining pupils recognise the equivalence between fractions, decimals and percentages. Some of the highest-attaining pupils are working on aspects of mathematics at the much higher than expected Level 6; for instance, graphs representing  $y = 10 - 3x$ . These high standards are a result of very effective small group teaching provided on a weekly basis. Pupils show a good understanding of appropriate mathematical vocabulary.
10. By the age of 11, pupils attain average standards in science and achieve well in relation to their prior attainment. Pupils can set hypotheses based on what they have learned and decide on how to go about finding answers to their questions, and show a good understanding of how to make a test fair. Pupils understand that materials change from solids to liquids and then to gases on heating. They use the correct terminology such as 'evaporation' and 'condensation' when discussing their findings. Pupils understand what they need to do to brighten or switch off a light using different wires and switches, and a good understanding of how to represent circuits through drawings and conventional symbols.
11. Pupils' attainment in information and communication technology is below average at the end of both key stages. At Key Stage 1, pupils are using simple word processing to produce pieces of work, and some are starting to learn to control a robot using simple commands. At Key Stage 2, a number of pupils have produced good examples of both word processing and desktop publishing. Some pupils are using database programs effectively and there are also good examples of the use of control technology in Year 6. However, there are insufficient opportunities for pupils to develop the required skills, knowledge and understanding in this subject due to the current lack of resources and curriculum provision throughout the school.
12. In religious education, pupils meet the expectations of the locally agreed syllabus by the end of both key stages. At Key Stage 1, pupils learn the basic tenets of Christianity, whilst also learning that other religions have special places, books and people in the same way as Christianity. Through stories, pupils are beginning to understand the significance of symbols and signs in different religions, and they can compare these with their own religion, such as the significance of light during Diwali and Christmas. By the end of Key Stage 2, pupils can identify the major religions of the world. They could talk about the similarities and differences between Islam and Christian religions.
13. Seven and 11 year olds reach expected standards in art and design, design and technology, history and geography. Attainment in music and physical education exceeds expectations. Pupils of all ages sing together beautifully and many learn to play a variety of musical instruments with considerable skill. The pupils attain well in all aspects of physical education, with particularly good standards achieved in swimming and competitive sports.

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

14. Pupils' attitudes to school are very positive - even better than they were during the previous inspection. Their enthusiasm for school is apparent in what they say about it and in the interest they show in lessons and activities. The school considers this aspect fundamental to the growing success of learning.
15. Children in their first year enjoy coming to school. They have very good relationships with their teachers and other adults. As a result they are happy, confident and ready to learn. They behave well and are developing good levels of independence. Despite being housed on two separate sites, children in reception understand their class routines well and know what is expected of them. Pupils in their last year look back with pleasure at their time in this school.
16. In Years 1 to 6, teachers' expectations are often high and pupils are clear about what they have to do. They are eager to take part, work hard, and accept and include each other in all the activities. In a physical education lesson in Year 5, pupils showed exemplary behaviour and total commitment whilst being considerate towards pupils with special needs who were visiting from a local school. Many lessons have a good level of pace and expectation, which draws the best from all pupils. Coupled with class teachers' sense of fun, good relationships are fostered and pupils are encouraged to participate and learn. Good support for pupils with special educational needs ensures that they also have very positive attitudes to learning. They respond well to the extra help given by teachers, classroom assistants and support staff. As a result, they play a full part in lessons and are just as keen as other pupils to get on and do well. Effective provision is made to ensure that pupils with hearing difficulties are fully included in all lessons.
17. Pupils throughout the school behave well in class. They settle quickly, listen attentively and do as they are told without fuss. Those who have special educational needs related to behavioural problems are helped to play a full part in lessons and they respond by following instructions. Personal development is good and is one of the reasons why attitudes and behaviour are so good. Another reason why pupils respond so well is that all the adults in the school provide friendly, caring examples of respecting and listening to individuals, and this encourages pupils to be considerate and respectful of others. Behaviour is good throughout the school, improving as pupils mature. It is notable that in a school of this size, with a wide range of pupils, many with special needs, there have been no exclusions during the last school year.
18. Pupils' personal development remains good. They are encouraged to be independent and take responsibility for themselves, others and their school. However, apart from the day-to-day tasks within the classroom, there are few extra roles for pupils until their last year. Even these are not as full as they might be, and the pupils themselves say they would welcome more. This would encourage them to have a more mature understanding of themselves as individuals and as part of a community.
19. Levels of attendance are satisfactory, although slightly below the national average. They were similar at the time of the previous inspection. The amount of absences without satisfactory explanations is well below national levels. This is as a result of the good relationship between home and school, with parents being clear about the importance of informing school when their children are absent.

## HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall. No unsatisfactory teaching was observed and there were many examples of very good teaching, with two lessons seen in Year 6, in music and mathematics, being excellent. Of all the lessons observed just over one in four were satisfactory, nearly three-quarters were good or better and almost one in three was very good or better. This is a significant improvement in teaching and learning since the last inspection, when nearly one in four lessons were unsatisfactory. Pupils' progress is now good at both key stages and the work that teachers provide matches their learning needs. In all lessons teachers use effective behaviour-management strategies.
21. Teaching in the 4 Plus Unit is good overall. The teachers and support staff work well as a team, have very good knowledge of the children and are able to gain their interest and excitement; for example, effective use of a 'surprise box' containing a rabbit puppet which the teacher then uses skilfully to enable the children to describe it and design a poster asking for the safe return of Lucy, the lost rabbit. Careful planning ensures that a good range of activities is provided and different aspects of the curriculum are linked together. The lost-rabbit theme is taken up in an activity in which the children are devising ways of rescuing the rabbit from a well. In a music session, the children jump high on high notes like Lucy the rabbit. Children are well managed and join in activities confidently and enthusiastically.
22. There are regular, high-quality interactions between the adults and the children; they are encouraged to explain what they are doing and why. The children are well behaved, share equipment and take turns sensibly. For example, during a mathematical activity the children dip their fingers in water and jump one at a time, marking the wall with their fingers to see who can jump the highest. Regular routines, along with the widespread use of positive praise and encouragement, contribute effectively to the children's personal and social development. The teachers regularly assess the children in all areas of learning and make good use of this information to plan future activities.
23. Overall, teaching at Key Stage 1 is satisfactory. However, nearly half of the lessons observed were good or better. This is a major improvement since the last inspection, when there was a significant amount of unsatisfactory teaching. Generally, teachers have sound knowledge of the subjects, except in mathematics where there are some gaps. For example, some teachers do not sufficiently understand how to develop the pupils' concepts of number or provide enough challenge for more able pupils. This results in the progress of pupils not being as rapid as it could be. Generally, lessons are planned well, and teachers have high expectations of the pupils' work and behaviour, and make good use of the resources available. The teachers make good use of support staff, who work well with groups or individual pupils with special educational needs. Generally, the teachers provide activities that match the learning needs of the pupils. The teaching of basic skills in literacy is good. Where the teaching is good, strategies are used that very effectively engage pupils in their learning. For example, pupils in a Year 1 English lesson can identify and use 'expensive' words, which they explain as words that are interesting, exciting and more complex. A teacher in Year 2 makes very good use of individual targets for writing and this is reflected in the standard of work the pupils are achieving. This teacher also uses the pupils' group names to reinforce their learning and enjoyment of alliteration, as explained by the 'Friendly Frogs', 'Terrific Tigers' and 'Super Snakes'. Another teacher in Year 2 uses high-quality questioning to draw out the pupils' understanding of the feelings of the main character in the story of 'The Turtle who danced with the Crane'. Teachers make effective use of the pupils to evaluate each other's learning, such as in a Year 1 physical education lesson in which they offer feedback on ball control.

24. The teaching at Key Stage 2 is good or better in nine out of ten lessons, and particularly good in Year 6. This is a major contributory factor to the good progress made by the pupils by the end of Key Stage 2. Teachers plan lessons well, have good subject knowledge and develop well the pupils' understanding of basic skills, particularly in literacy and numeracy. The teachers' expectations of what the pupils can achieve are very high and pupils of all abilities are challenged. The setting by ability in English and mathematics particularly benefits the more able pupils who, by the end of Key Stage 2, are attaining the expected higher Level 5 in the statutory assessment tests for 11 year olds. A key feature of the effective teaching is the fostering of the pupils' very good attitudes to their work. In one lesson in a Year 6 middle-ability English set when the pupils worked on extended narrative writing, their attitudes were described as 'exemplary'. This resulted in very good progress being made by the pupils in the lesson. Teachers ensure that the pupils work at a good pace, remain on task and concentrate well. The very good lessons were characterised by very clear objectives that were shared and understood by the pupils. A wide range of strategies is employed to engage the pupils' interest and enthusiasm. For example, pupils in Years 5 and 6 are given whiteboards, which enable them to draft and edit their writing in English quickly and effectively. The pupils in a Year 5 English lesson enjoy using 'Connective Colin's' legs to enhance their learning about writing complex sentences, which they use in their leaflet to promote a restaurant. The teachers have very good relationships with the pupils, which result in a positive ethos for learning and good behaviour. For example, in the excellent Year 6 mathematics lesson, the teacher used humour, which involves the teacher 'eating' pupils to demonstrate the concept of ratio. Likewise, in the outstanding Year 6 music lesson, the high-quality performance of a musical extract using the ground bass principle is attributed to excellent relationships and firmly established routines.
25. Teaching of the core subjects, with the exception of mathematics at Key Stage 1, is good overall. Only two lessons in information and communication technology were observed, and generally the pupils' skills, knowledge and understanding are below national expectations. Poor keyboard skills further hamper progress. However, the planned computer suite will start to address this issue. Teaching is also good in religious education, design and technology, and physical education. The teaching of music is a strength of the school and the pupils' singing is very good. Too few lessons were observed in art and design, and history, to form a view of these subjects. However, strengths were seen in a Year 6 art lesson in which the pupils had generated landscapes in the style of Picasso, and their sketch work shows good attention to detail. In a Year 3 history lesson the teacher's enthusiasm, good organisation and effective use of resources lead to very good progress in the use of secondary sources.
26. Throughout the school the pupils are managed well and there is a good ethos for learning. The range of resources is good and they are used effectively. Teachers are supported well by very effective teaching assistants, who are briefed well and work effectively with individuals or small groups. The teachers' use of assessment is satisfactory overall. However, there are inconsistencies in assessment in English at both key stages, particularly in the use of target setting at individual and class level. Pupils' work is usually marked and there are examples of developmental comments made, but this is also not consistent through the school. Homework is used by teachers to support learning and appropriately becomes more frequent as the pupils move into upper Key Stage 2.
27. The quality of teaching for pupils with special educational needs and for those with English as an additional language is good. Teachers are aware of their needs and

respond appropriately in lessons by ensuring that work is well matched and teaching assistants are deployed well to offer good support. Teachers ensure that pupils with special educational needs are fully involved in all activities planned. For example, in the reception class the nursery nurse worked intently with a pupil with poor co-ordination during a physical education lesson to ensure that he played a full and active part, and in Year 5 the teacher ensured that all were included when she said, 'Talk to each other before you answer because some people need some support and help'. Marking is also often supportive, boosting pupils' self-esteem. Pupils' individual education plans are detailed and contain explicit learning targets that help teachers plan appropriate tasks. Many pupils are withdrawn and receive additional support from both the co-ordinator for special educational needs and the special educational needs teacher for a total of 20 hours a week. The pupils receive good support when in sets for mathematics and English, in groups, on an individual basis or when withdrawn from lessons. Work suitably matches the targets on their individual education plans and they make good progress. This means that, even in classes where the number of pupils with special educational needs is high, the teachers and support staff include them effectively in the activities provided.

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

28. The quality and range of learning opportunities in the Foundation Stage classes are good and lessons are planned well to provide the six required areas of learning. Together with the overall good teaching, these opportunities give children a strong start to their education and help them to make effective progress. Staff have created a happy, secure environment where children quickly adapt to routines that encourage them to work well together. The teacher's initial assessments of pupils' attainment are used well to identify those who may require additional support and guidance in their learning.
29. The curriculum is broad and balanced, and time allocations are appropriate, which is an improvement since the last inspection. However, statutory requirements are not met because some aspects of information and communication technology are not taught. The school was one of the last to benefit from staff training in this subject and at the time of the inspection the installation of the information and communication technology suite had not been completed. Plans are in hand to ensure that the full range of this aspect of the curriculum is taught once the necessary equipment has been installed and the number of computers available to the pupils has increased.
30. Policies and schemes of work exist for all subjects and these are taught discretely in Years 1 to 6. Exemplar schemes from the Qualifications and Curriculum Authority are used as a basis for planning in most subjects. Medium-term plans are of good quality, identifying key learning objectives and teaching activities for all subjects. Where possible, teachers use the local environment, including the school itself, to promote learning, especially in history and geography. The national strategies for the teaching of mathematics and English have been adopted reasonably successfully and pupils achieve well, especially in Years 3 to 6. Assessment procedures identify the needs of groups of pupils in these subjects and this information is used to place them in ability groups for mathematics and English in Years 5 and 6. However, procedures to ensure ongoing assessment during lessons across the curriculum and the monitoring of co-ordinators to ensure that this impacts on future planning need to be developed further. There is a good scheme of work and policy for the teaching of personal, social and health education, including sex education and attention to drug misuse.

31. Provision for pupils with special educational needs is good and these pupils have access to a broad and balanced curriculum. Teachers work closely with teaching assistants to ensure that their needs are met and consequently these pupils make good progress. Some pupils are withdrawn and taught in very small groups for English and mathematics when the rest of the classes are studying these subjects. Although observation indicates that the pupils benefit from the attention they receive, these periods are long, up to 75 minutes, during which time these pupils do not benefit from working with and learning from their peer group. Pupils with Statements of Special Educational Need are well provided for and both teaching and support take care that their needs, as identified in their statements, are met.
32. The links established with both the community and partner institutions are very good and a strength of the school. A representative from the local Young Enterprise Scheme was observed working with pupils in a Year 6 class studying aspects of geography; representatives from a local quarrying company visit regularly to hear pupils read; the school choir sing in the local church and hospital; representatives from local churches visit to take assemblies; in the recent past a representative from the National Space Centre has run a science club for pupils on a Saturday morning and numerous visits are made by all pupils to local places of interest to support their learning in class. The local group of schools works very closely together to support learning, holding regular meetings to organise training and visits, and recording their intentions in a detailed and useful development plan. The close working relationship with Forest Ways Special School and the gains in support and understanding for all concerned are very evident when pupils visit Broom Leys to join Year 5 physical education lessons.
33. A good programme of residential visits enhances the curriculum for pupils in Years 4 and 6. There is also a wide range of extra-curricular activities that take place both after school and at lunchtimes. Sporting activities such as football, netball, basketball and cross-country running feature strongly, as do music clubs such as recorder groups and choir. Visiting specialist teachers support the teaching of music.
34. The provision for spiritual development is good. The school is a very caring institution and this is demonstrated in assemblies that not only encourage and praise but also demonstrate a sense of community as everyone present joins in the fun, laughter and reflection in a demonstration of collective goodwill. Pupils gain a good insight into the beliefs and values of Christianity and other world religions through religious education lessons and other curricular activities. For example, in one lesson, pupils discuss feelings and emotions and discuss how they can express these in different ways. Later in the lesson a pupil describes a prayer as 'a private conversation with God'. All teachers value pupils' efforts and achievements and this is reflected in the way that work is displayed around the school. This raises self-esteem, which in turn contributes much to pupils' spiritual development.
35. The provision for moral development is good. The principles that distinguish right from wrong are promoted well from the moment pupils enter the school in the Foundation Stage. All staff are caring, setting clear boundaries, having high expectations with regard to behaviour and acting as good role models. Reward systems exist that promote good and considerate behaviour. Pupils who repeatedly lead by example have their names entered in the school's 'Book of Honour' and are praised in an Achievement Assembly at the end of the week. The school works closely with parents, seeking their help and support if attempts to positively affect a pupil's behaviour are not immediately successful.

36. Good provision is made for the promotion of pupils' social and interpersonal skills, and plans to initiate a school council are in hand. Pupils are polite and relate well with each other, mixing and playing together happily on the playground and collaborating well in lessons. The residential trips organised for pupils in Years 4 and 6 give pupils the opportunity to assume additional responsibilities and develop their independence in an unfamiliar setting. Pupils with special educational needs are very well integrated into the school community and take advantage of the many opportunities open to them; for example, taking part in the very successful concert recently performed for parents. Social issues are discussed in assemblies and circle time (when pupils sit in a circle and discuss issues that concern them with their teacher). Pupils raise money for several charities each year, thereby gaining an understanding of the needs of others and how they might help.
37. Pupils' cultural development is satisfactory. The school studies British cultural traditions and practices through the study of local architecture and its associated history (not least the school building itself), and by visiting museums and preparing for concerts like 'Oliver', performed shortly before the inspection. Pupils are also introduced to good literature during their English lessons, study famous artists and listen to the music of famous composers during assembly. Visitors to the school, such as the authors Gervase Phinn and David Bell and the Desford brass band, also support this aspect of learning. The school is beginning to promote cultural diversity well. A visit to a Hindu temple and the Jewry Wall museum in Leicester has taken place, and a group of Indian dancers is visiting the school the week after the inspection. Assembly records indicate that a number of the major world religious festivals are celebrated. However, teachers need to take every opportunity when planning lessons to prepare pupils for life in a culturally diverse society, and opportunities need to be planned to ensure continuity of provision in the long term.

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

38. The quality of care and support pupils receive in school has remained good since the previous inspection. The school has successfully ensured that any gaps referred to in the previous report have been tackled. Procedures for child protection are now fully in place and the high level of understanding and experience of all members of staff in this area of the school's work ensures their effectiveness. Equally, procedures are well established for ensuring the care and progress of those pupils who do not live with their families. The school reacted sensitively and caringly to the recent tragic death of a pupil in a road accident.
39. At the time of the last inspection, baseline assessments of children in reception classes were not being made use of sufficiently and provision for pupils with special educational needs was a concern. This is no longer the case. Present inspection findings show that children in reception classes are being suitably assessed. The information gathered is used well to provide flexible groupings of pupils and differentiated work, and to accurately identify the next steps in their learning. Pupils with special educational needs are carefully monitored and as a result additional support is arranged for those with behavioural and learning problems and also those who are higher attainers. This has had a considerable impact on the improved standards achieved by both these groups of pupils.
40. The school has recently adopted a computerised analysis of pupils' performance data, and teacher assessments are regularly carried out, usually at the end of a unit of work. These records monitor and evaluate pupil progress appropriately. However, in some

subjects, such as English and mathematics, there are inconsistencies in the use of day-to-day assessment.

41. Arrangements for first aid and dealing with sick children are good. Health and safety procedures, including risk assessments, are well established and form the basis for prioritising the repairs and maintenance of the school building and grounds. The school is safe and secure due to the governors' well-established procedures for checking on the premises. However, there is no clear separation between the regular inspection of the premises and regular health and safety audits. The two are naturally linked, but there is no separate routine to ensure that staff and governors keep health and safety requirements in mind as they inspect the buildings and grounds. The caretaker and his staff make every effort to ensure that the environment is bright and well cared for. The pupils' own awareness of health and safety issues and their attitudes and relationships to others are fostered through the personal and social education lessons in which they all take part. The oldest pupils also value a memorable visit to the Discovery Park, at which they learn how to cope with a variety of health and safety challenges.
42. The school monitors and promotes attendance and punctuality well. As a result, attendance has been maintained at a reasonable level since the time of the last inspection. Punctuality is very good and incidences of lateness are recorded and acted upon.
43. Good behaviour is promoted through the ethos of the school and the application of a policy which pupils know about and respect. Success is recorded and rewarded, and pupils and their families are kept informed. The regular special achievement assemblies are used effectively to celebrate good behaviour. The excellent governors' annual report to parents lists all the many pupils whose actions and achievements have been celebrated and are included in the honour book.
44. Teachers throughout the school manage behaviour well. They have a positive approach, and set good examples to pupils through their own behaviour and relationships. Their standards are clear and consistent, so that pupils know what to expect. Rewards and sanctions are fair, and pupils understand the systems. Teachers monitor and assess pupils' personal development and those pupils with difficulties are supported and tracked effectively. The school takes part in a Leicestershire initiative to survey all pupils about their schools. The school has put in place some responsibilities for the pupils in their last year at the school and plans are in existence to set up a school council. Pupils are well supervised at lunch and at play. However, the pupils themselves recognise that there is more scope, especially in this large school, for them to be trusted to take a role in helping each other and the staff in the day-to-day organisation of the school.
45. The support and care for pupils with special educational needs are good. However, although formal tracking systems exist to ensure that the progress of all pupils on the special educational needs register is monitored as they move through the school, daily communication between teaching assistants and teachers varies from formal to informal, but is good. The school receives satisfactory support overall from outside agencies.

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

46. As at the time of the previous inspection, parents have positive views of the school and feel that it does a good job for their children. Most believe that their children are happy in school and that they are expected to work hard. They feel that their children make good progress because teaching is good and that the school is well led and managed. Inspection findings support the positive views held by parents.
47. Teachers provide parents with good quality information about the topics their children will be covering during the term and, together with the homework set, this provides a clear starting point for parents who want to help their children at home. For example, children's reading diaries are a good means of communication between parents and teachers. Parents often write comments in the diaries, and they receive responses from staff. The termly meetings with staff about pupils' progress are well attended and there are additional meetings on elements of the curriculum, and sex and relationship education. Family literacy programmes, and a numeracy programme for parents of children with special needs, have enabled some parents to gain college accreditation.
48. Parents' contribution to the work of the school and to their children's education is satisfactory. A few parents regularly help in classrooms and with some of the clubs, and the organisation of friends of the school arranges several events throughout the year. These help to bring the community together and furnish useful funds for additional resources to the benefit of the pupils.
49. Parents with children who have special educational needs are kept well informed of their children's progress as individual education plans are reviewed at the termly parents' evening. However, the amount of support these pupils receive at home varies considerably and the school often has to try repeatedly to persuade some parents to visit and discuss their child's progress. Some parents have valuable contact with teachers and teaching assistants at the beginning and end of the day, when important information can be exchanged.
50. Some parents have expressed concern about the amount of extra-curricular activities available. The inspection found that there is a good level of after-school and lunchtime clubs and that these are popular with pupils. A small number of parents thought that the school does not provide them with enough information about how well their children are doing. Inspection findings are that the quality of information provided by the school is good. Governors ensure that the prospectus is of good quality and provides plenty of useful information regarding school routines. Reports provide parents with good information regarding the progress made by pupils in all subjects. In addition, there is a section in each report which makes helpful suggestions to improve progress over the coming year.

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

51. The school is led and managed very well. This is an improvement upon the many good points noted at the time of the last inspection. The headteacher provides very good leadership. He has a clear educational vision and is leading the school forward with the support of a high-quality senior management team and a dedicated team of staff. The school aims are very clear and guide its work appropriately. The headteacher, senior management team and governors have a very clear view of the strengths and weaknesses of the school.

52. Teachers' performance is evaluated well and effective strategies are in place to address the areas identified for improvement. The senior management team carefully analyses pupils' performance and sets appropriate targets for improvement. The quality of teaching and learning is also monitored effectively by the senior management team. However, the role of the other subject co-ordinators is not well developed in this area. In the other aspects of their management roles, subject co-ordinators fulfil their roles very well and are playing an important role in helping to raise standards. The co-ordinator for special educational needs provides satisfactory leadership. She is knowledgeable and enthusiastic but has insufficient time to monitor either the planning of lessons or the teaching of pupils with special educational needs. However, she has recently overseen the review and introduction of new and well-designed individual education plans.
53. The governing body is very knowledgeable and effective in its role. Governors play a very strong part in shaping the educational direction of the school and in fulfilling their accountability role. The governors meet their statutory requirements well. Financial planning is very good and budgetary decisions are based securely upon the identified priorities in the school development plan. Standards of financial planning and control have been maintained since the last inspection and remain good. Governors examine and discuss budget proposals before approving and setting the final budget. They work with the headteacher to make regular checks on spending. At the same time, the headteacher and school bursar exercise good control of the budget within the limits agreed by governors. Specific grants are used effectively for their designated purpose and there is careful attention to ensuring that the school achieves best value for its expenditure. Curriculum leaders control the budgets they have successfully bid for and larger items of expenditure are put out to tender. The governors receive frequent financial reports and take a very active interest in their monitoring. Expenditure is monitored very carefully, with support from the local authority, and suitable procedures are in place to ensure that specific grants are spent for the correct purpose. The governors are well aware of the need to obtain best value and fulfil this aspect of their role well. The school development plan is detailed and is a very good document for supporting school improvement. However, the success criteria in some parts of the plan should be more closely focused upon the impact on standards of attainment and, therefore, enable the governors to be more precise in measuring the cost-effectiveness of their decisions.
54. The school has a good number of appropriately qualified and experienced staff to teach the National Curriculum and they are deployed effectively. Professional development is based upon the needs of the school and of the teachers, as identified through appropriate performance management procedures. Staff, new to the school, are given good support to enable them to settle in quickly and there is a comprehensive staff handbook which details school policies and procedures. The headteacher ensures that all staff have the chance to improve their teaching through training and a system of performance management. Following meetings with the headteacher, all staff have their own targets for professional development. This established system of management puts the school in a good position to maintain and improve many of the qualities seen during the inspection. Teaching assistants provide good support in lessons and their work with pupils who have learning difficulties or behaviour problems is particularly effective. The administrative staff provide good support for the teachers and governors, and day-to-day administration is smooth and efficient. The last audit report was very positive and all of the minor issues identified have been addressed.
55. The resources in the school are satisfactory, and for certain elements of the curriculum; for example, music, religious education and physical education, they are

- good. The library is well stocked with non-fiction books, but there are insufficient fiction books to provide a wide range of reading material for the pupils.
56. The school's accommodation is suitable for the effective teaching of the curriculum. There are two halls, one of which can presently accommodate all pupils. Improvements have been made since the previous inspection and there is now a suite for computers, which it is planned to fully equip and bring into use shortly. This will provide pupils with increased opportunities in this subject and help raise standards. Although children in the reception classes are in two separate buildings, there is a secure play area that is shared efficiently. The grounds surrounding the school are very attractive and well cared for. The site has been developed from the original fine Victorian building, but there are some disadvantages. The school is not suitable for wheelchair users. The mobile classrooms are spaced out and this makes movement around the school time consuming. They are not equipped with toilets and the separate toilet mobile is not up to standard.
57. The school has improved considerably since the time of the last inspection, teaching has got better and the achievements of the pupils have also improved. Taking all these factors into account, the school gives good value for money.

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

58. In order to continue its already successful work in raising standards, the school should:
- 1) raise attainment in information and communication technology by:
    - a) ensuring that planned developments identified in the ICT Action Plan are implemented;
    - b) ensuring that all the required elements of the National Curriculum are met; (paragraphs: 11, 29, 121, 123, 125)
  - 2) continue to raise attainment standards in English by:
    - a) identifying and sharing the good practice in the teaching of English evident in the school;
    - b) ensuring that assessment practices are consistent throughout the school; (paragraphs: 5, 8, 26, 70, 79)
  - 3) raise attainment in mathematics in Key Stage 1 by:
    - a) improving teachers' subject knowledge;
    - b) improving the way pupils develop their ability to make mental calculations. (paragraphs: 6, 25, 83, 85)

#### **Other issues for the school to consider:**

- 1) Develop further the role of the special educational needs co-ordinator and subject co-ordinators in monitoring and evaluation. (paragraph 52)
- 2) Provide more planned opportunities for pupils to experience the rich cultural diversity of our society. (paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

80

Number of discussions with staff, governors, other adults and pupils

30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	38	21	0	0	0
Percentage	3	24	48	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	n/a	530
Number of full-time pupils known to be eligible for free school meals	n/a	100

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	16
Number of pupils on the school's special educational needs register	n/a	153

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

%

#### Unauthorised absence

%

School data	6.3
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	28	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	31	33
	Girls	21	22	21
	Total	52	53	54
Percentage of pupils at NC level 2 or above	School	79 (66)	80 (71)	82 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	33	31
	Girls	22	21	22
	Total	53	54	53
Percentage of pupils at NC level 2 or above	School	80 (71)	82 (79)	80 (79)
	National	85 (84)	89 (88)	89 (88)

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
	2001	39	43	82

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	38
	Girls	31	29	37
	Total	56	55	75
Percentage of pupils at NC level 4 or above	School	68 (72)	67 (70)	91 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	31	35
	Girls	34	36	36

	Total	60	67	71
Percentage of pupils at NC level 4 or above	School	73 (68)	82 (72)	86 (67)
	National	72 (70)	74 (72)	82 (79)

*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	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	439
Any other minority ethnic group	1

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

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	21
Number of pupils per qualified teacher	25
Average class size	25

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

Total number of education support staff	21
Total aggregate hours worked per week	377

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	1,054,172
Total expenditure	1,020,072
Expenditure per pupil	1,929
Balance brought forward from previous year	17,900
Balance carried forward to next year	52,000

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	530
Number of questionnaires returned	147

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	56	40	3	0	1
Behaviour in the school is good.	37	54	4	1	4
My child gets the right amount of work to do at home.	39	31	23	4	3
The teaching is good.	56	43	0	0	1
I am kept well informed about how my child is getting on.	45	40	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	0
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	49	44	6	1	0
The school is well led and managed.	64	30	1	1	4
The school is helping my child become mature and responsible.	53	41	4	0	2
The school provides an interesting range of activities outside lessons.	37	42	10	1	10

## **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**

59. Children receive a good start to their education in the Foundation Stage and the good quality of the teaching enables them to make good progress. All children, including those with special educational needs, are effectively involved in the Foundation Stage curriculum. At the time of the previous inspection, accommodation was found to be inadequate for the full cohort and the setting lacked appropriate provision. Reception children are now taught in three separate classes, two of which are adjoining. The third class is located some distance away from the others, which is not ideal. However, all teachers plan very closely together and the children receive an appropriate curriculum. The school hopes to have a new purpose-built Foundation Stage unit in the near future. Information from baseline assessments is now made good use of and all staff in the Foundation Stage are involved in making regular ongoing assessments of pupils. The results are shared with parents, with whom the school has very good relationships.

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

60. The quality of teaching in this area of learning is good. Pupils make very good progress and by the end of the Foundation Stage most children will achieve the Early Learning Goals. The teachers, nursery nurses and support assistants have high expectations of behaviour and enjoy good relationships with the children, who know the daily routines well and develop good levels of concentration.
61. Children enjoy coming to school, and are confident and happy. Adults consistently encourage children to share and show consideration for others and are duly rewarded by the children, who behave very well and respond positively to the caring ethos of the classes. The children show respect for school equipment, and tidy up efficiently at the end of lessons. They learn to take turns and share and co-operate well when working on the computer, playing with Lego or in a role-play corner, where two children dress up in their swimwear and lounge in deck chairs. Resources are well prepared, attractive and inviting. Children are given a lot of encouragement and praise to raise their self-esteem. They show pride in their work and are learning to take responsibility for their own learning.

#### **Communication, language and literacy**

62. Teaching in this area is good. Pupils make good progress, and most children are on course to achieve the Early Learning Goals, with a few more able children working within the early levels of the National Curriculum. However, as in the mathematical area of learning, there are a significant minority of children who will not achieve the goals before they enter Key Stage 1. Books are displayed prominently to encourage children to browse and share them with friends as well as adults. Children enjoy listening to stories, and the majority contribute well to class discussions, confidently sharing their experiences with adults and their peers. For example, when talking enthusiastically about the pet rabbit, who is being cared for at the school until the end of term, children correctly use the vocabulary 'soft, smooth and furry' to describe what he feels like to hold. The majority of children hold a pencil correctly, form their letters accurately and know the names and sounds of the most commonly used letters. They write their names neatly. Some recognise frequently-occurring words in the text, read books in the school reading scheme and write simple sentences such as 'we have a rabbit at school, she is called Lucy'. In all classes the teachers support the children well and

encourage them to speak about their experiences in a variety of situations, through skilfully asking open questions and by giving them opportunities to 'read' their writing. For example, children are able to sequence pictures and name 'Noah' as the man who built the ark. Children are encouraged to take reading books home regularly to share with their parents and evaluative comments are written on their homework record books. The nursery nurses and teaching assistants support all children, including those with special educational needs, very effectively, enabling them to make sound progress.

### **Mathematical development**

63. Teaching is good and as a result children make good progress in mathematics. The majority will achieve the Early Learning Goals, with some pupils working on the early stage of the National Curriculum. Teachers take every opportunity to use numbers daily and encourage the children to see pattern in number.
64. Most children match objects to numbers accurately, and correctly place missing numbers into the sequence of numbers to ten. The more able children confidently count backwards and forwards to 20, and while a few children know their numbers to 100, there are other children who are unable to match three objects to the number three. The majority understand 'one more than', and 'one less than', and can mentally solve simple problems involving addition and subtraction. When timing how long it takes for pupils to ride one lap on a bike, most children accurately count and record their findings on individual clipboards. Mathematics is linked very securely into themes; for example, when finding the most popular flavour of ice cream pupils produce a computerised graph to display their findings. When discussing their work on Noah and the ark, children describe the elephants as being the first animals to board the ark, and the hippos as the ninth set. Children operate a computer program successfully to compare shapes. In another session the vocabulary of measurement is successfully used when a group of children correctly identify who has jumped the 'highest' and then the 'longest' distance successfully. Children with special educational needs are given good support in the classes, and they make good progress.

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

65. Teaching in this area is good. In all classes there were some very effective activities planned around the theme of 'The Rescue Party' story that increased children's knowledge and understanding of the world. Children make good progress and most children will achieve the Early Learning Goals before they leave the reception class. Children are gaining a sound understanding of the world around them. They know where they live and how to get to school. They design and make posters and position them in prominent places around the school to ask everyone to look for Lucy, the missing rabbit. They confidently ask questions and talk about the recent visit of the lady from the Krishna Centre who spoke to them about Diwali. They have dressed up in appropriate costume. They use the computer very confidently to play games to support work in English, mathematics and art. They know how to load a program, and use the paint brush tool to draw patterns, some of which are symmetrical; for example, that of a butterfly. Some children know how to print. Children were keen to investigate the effects of filling a balloon with water and then placing it in a cold place. Children use the correct vocabulary; for example, to describe the changes that take place. They know that when the 'temperature' of the water drops so low then the water 'freezes', but that it will change back to water if we put it in the sun. Wearing safety goggles to 'protect their eyes' children use a drill and a hammer to chip away at the ice and notice that the surface of the balloon shape which was smooth has changed and is now rough.

Teachers use questioning well to probe children's understanding, and afterwards record and assess children's progress through pictures, writing and photographs.

### **Physical development**

66. Teaching is good in this area of learning and most children will achieve the Early Learning Goals before they leave the reception class. At the time of the previous inspection a lack of large outside play equipment was cited as limiting children's opportunities to explore climbing and balancing and not allowing them to understand safe behaviour. Children in the Foundation Stage now have their own fenced play area and a good level of internal and outdoor equipment.
67. Children run and jump, with an increasing awareness of space. They control their movements well when they change direction and speed and develop skills in moving with control, bouncing and catching a ball. They move confidently, using space sensibly and avoiding others. Most children show good control when using small items such as scissors, glue and paint brushes. They are becoming more skilful when attempting jigsaws and assembling Lego to construct a well, from which they make many attempts to rescue a rabbit. In carrying out this operation, they show good use of language skills as they debate whether to use wool, rope or string to attach to the bucket which will bring the rabbit up safely.

### **Creative development**

68. The majority of children will achieve the Early Learning Goals in creative development before they leave the reception class. The quality of teaching is good and careful monitoring ensures that a good balance of activities is achieved, with all children having numerous opportunities to express themselves. Children work confidently with large brushes as they mix colours and paint themselves. Using a container with paper in the bottom, the children dip marbles in paint, drop them into the container and create patterns by moving the container backwards and forwards. They make faces using different mathematical shapes and generate colourful designs using the computer. They gain skills in cutting and sticking activities, and are allowed to choose from a wide range of materials to make a seaside picture. They know how to make a symmetrical pattern; for example, of a butterfly, by putting paint on one side of a paper and folding it in half. Effective use is made of role play such as the enactment of a journey on a 'Broom Leys' bus to the seaside. Children develop language and numeracy skills as they insist that 'No more than six people are allowed on the bus'. Skegness and Blackpool are two of the popular destinations chosen by a group of children. Others who travel abroad know that they must have a passport, which they have made a copy of, noting down their real number. Both the teachers and the nursery nurses value the work of the children and this helps raise the children's self-esteem and keep them motivated.

## **ENGLISH**

69. Standards in English have improved since the last inspection, although they remain below national expectations overall at both key stages. The upward trend in improvement is better than the national improvement trend. It has included a marked rise in the number of pupils gaining the higher Levels 3 and 5 in the end of key stage tests. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.

70. In last year's National Curriculum tests and tasks for seven year olds, the pupils' attainment was below the national average, and below that of similar schools for the percentage who attained the expected Level 2 or above in reading and writing. The percentage of pupils attaining the higher Level 3 was in line with national averages in reading and writing. Teachers' assessment closely matched these results. There has been an overall upward trend in reading and writing from 1997 to 2001. Taking the average for the past three years, girls have outperformed boys in reading and writing. This year's results, although yet to be placed in a national or similar-schools' context, show that these improvements have been maintained, although there is a high proportion of pupils with special educational needs in the current Year 2. Results for 11 year olds in 2001 were also below those attained nationally, except at the higher Level 5 where they are in line with national expectations and with the average for similar schools. The progress of these pupils from their results at the end of Key Stage 1 is above national expectations. The upward trend in results is above the national trend. There were no significant differences between the attainment of boys and girls. Evidence gained during the inspection, through classroom observation and a scrutiny of pupils' work, reflects these test results, except that achievement is even greater when account is taken of the significant proportion of pupils with special educational needs who also achieve well.
71. By the age of seven, the pupils are making sound progress in speaking and they listen attentively to their teacher and each other. Pupils in Year 2 can talk in sentences when their teachers ask questions which require more than one-word answers. They enjoy listening to stories and poems and are keen to offer their opinions and answer questions. Pupils in Year 1 confidently explain how they make use of a 'funky finger space' to keep spaces between words when they are writing sentences. Pupils in one Year 2 class are able to use technical vocabulary accurately in their speech, such as 'phoneme' and 'vowel digraph'. Teachers encourage the pupils to speak clearly and use interesting vocabulary. Seven year olds read a range of books with increasing accuracy and the more able are developing a reasonable level of fluency. The majority of the pupils enjoy reading along with their teacher when they share a big book during literacy lessons. The pupils also benefit from reading with their ability group when guided by their teacher. They demonstrate sound understanding of what they are reading, can retell familiar stories, and attempt unfamiliar words using different strategies. The pupils are able to identify the title, author and illustrator of books they are reading, and skilful questioning by the teachers enables them to make good predictions. The pupils in Year 2 are developing an understanding of characters, settings and events in stories, and in one class a pupil observed that it is not a good idea to have too many characters because this results in having to write more! Pupils are also learning about non-fiction material and can explain the meaning of 'contents' and 'index' and why diagrams are used.
72. When writing, the pupils are using capital letters and full stops with increasing accuracy. They are developing their range of vocabulary and are able to identify 'clever' describing words to make a piece of text more interesting. In a Year 2 class the more able pupils can highlight describing words in a text, place them into two lists of 'hot' and 'cold' words, and then think of and record their own descriptive words. In a Year 1 class the pupils are identifying and using 'expensive' words (difficult and more complex) in their writing about the seaside. Overall spelling standards are satisfactory and there has been significant progress since the school has identified spelling as a school-improvement issue. Handwriting is becoming more consistent and legible. The more able Year 2 pupils can write in neat joined script.

73. By the age of 11, the pupils' speaking skills are satisfactory. However, their listening skills are very good. They speak clearly and confidently, and show understanding in discussions. The pupils are able to describe events and offer sensible opinions. They listen very attentively to their teachers and each other, and ask appropriate questions. In Year 5, the pupils are able to talk about persuasive writing and give examples of how to persuade someone to come to their restaurant by offering a good deal. In a Year 6 class the pupils are able to discuss aspects of a text their teacher has written and discuss why particular aspects are powerful.
74. By the end of Year 6, most pupils are reading at a good level and are enjoying a broad range of authors and different genres. They are all able to talk about plot and character, retelling the favourite part of a book they are currently reading. They offer opinions about books they have read and many have particularly favourite authors such as Roald Dahl and J K Rowling. During literacy lessons, pupils show awareness of the structure and organisation of different kinds of text. They can identify some language features and how they affect the reader. For example, pupils in a Year 3 lesson identify the poem 'The trouble with my Brother' as humorous, and name features such as alliteration and onomatopoeia.
75. The pupils in Year 6 have good library skills, can access the school's Dewey classification system and, by skimming and scanning, can identify three things they did not know about mountains. In Year 6, the pupils are developing very good understanding of what makes a gripping quest narrative - how to 'hook' the reader.
76. Pupils in Key Stage 2 write for a wide variety of purposes and audiences, and there are many examples of good writing displayed around the school. These include letters to the headteacher attempting to persuade him to allow pupils to remain in school at breaktimes. The headteacher replies in great detail but does not say, 'Yes!' There are also good attempts at poetry written by Year 5 pupils, inspired by the work of Ted Hughes and Roger McGough. The pupils in Year 5 have made a collection of their writing, reflecting a good range of fiction and non-fiction, which includes instructions on how to make a sandwich, the diary entry of a Titanic survivor and persuasive writing against the introduction of a Saturday school. Average and more able pupils in Year 6 can write complex sentences using a range of connectives and can identify main and subordinate clauses. They can develop their ideas effectively, choosing adjectives for effect and ways to create mounting tension. Sound understanding is developing of grammatical features such as punctuation, and speech marks are usually used correctly by the older pupils. Pupils in the middle and top sets can spell complete words with increasing accuracy, and standards of spelling generally have improved. Pupils with special educational needs can spell some common words correctly or make justifiable attempts. Handwriting skills are developing well and pupils in Year 6 write neatly. Many of the pupils have developed their own style and this can be seen in handwriting in other subjects. Pupils apply their literacy skills well in other subjects; for example, when writing to Lord Shaftesbury in a history lesson, citing evidence of cruelty and long working hours.
77. The quality of teaching is good at both key stages, with examples of very good teaching. There was a high proportion of good and very good teaching in Year 6 and these pupils make very good progress. The teachers have good subject knowledge and plan effectively from the National Literacy Strategy objectives. These objectives are clearly shared with the pupils, who understand what they are learning and what is expected of them. Throughout the school, teachers manage the pupils well and this results in good behaviour. Generally they set work which matches the different ability levels of the pupils. This means that there is suitable challenge for the pupils and they are interested

and well motivated. Teachers have high expectations of the pupils and use a range of different strategies and approaches, which help the pupils to make good progress. They give clear instructions and explanations, and classroom routines are known and followed by the pupils. Pupils' contributions are valued and their mistakes used constructively to illustrate teaching and learning points. Teachers use questioning effectively to draw out pupils' understanding and help them explain what they are learning. Teachers have good relationships with their pupils and foster enthusiasm for learning. This was evident, for example, in Year 6 lessons where the teachers clearly enjoyed teaching pupils to write extended narrative about a heroic quest. Lessons often had good pace and occasionally very good pace, which, in a Year 5 lesson in the afternoon, ensured that the pupils were engaged effectively throughout in their persuasive writing. Pupils with special educational needs and those with English as an additional language are supported well by teachers, and teaching assistants are used effectively to support individuals or groups. Pupils' work is generally marked and some examples of the use of developmental comments help them improve their work. This is not consistent through the school, nor is the use of individual target setting, which ranges from good, for example, as seen in one Year 2 and one Year 6 class, to non-existent in others. The school is aware of issues relating to the consistent use of assessment and record keeping. Sound use is made of homework to follow up work in lessons, which can include reading, spelling or writing.

78. The pupils' attitudes to the subject are good overall, sometimes very good, and in one lesson they were excellent. These good attitudes, which the school has worked hard to achieve, contribute to the good progress the pupils are making. They settle to work quickly, concentrate well and are quiet when required to be. This leads to a purposeful working environment, which is conducive to learning. In the Year 6 lesson, where the pupils' attitudes are exemplary, the pupils are desperate to read out their work and cannot wait until their next lesson.
79. The curriculum for English is broad and balanced overall, except in the use of information and communication technology. It provides a good framework for the teaching of reading and writing and good coverage of the National Literacy Framework objectives. The leadership and management of the subject are good and the co-ordinator has clear vision for improvement. The school analyses standards from test results to identify strengths and weaknesses and takes effective action to improve provision and teaching. The English co-ordinator provides very good strategic planning for a five-year period, with detailed action plans outlining targets and how they are to be achieved. These plans are informed by evaluations of specific issues or projects such as the 'Additional Literacy Strategy' and scrutinising pupils' work. The co-ordinator makes very good use of questionnaires for colleagues to gain feedback and information on teaching and this helps to plan provision, further resources needed and future policy. She recognises the need to further develop individual target setting and the consistent use of assessment and record keeping. The school benefits from having two 'Leading Literacy Teachers', of which the co-ordinator is one, and this will contribute effectively to disseminating and improving practice when opportunities for systematic lesson observation are provided. Resources for English are satisfactory overall. However, the library would benefit from a greater volume of fiction to better match the number of pupils in the school.

## **MATHEMATICS**

80. Standards of mathematics are improving throughout the school, particularly in Key Stage 2. One factor that depresses test results in both key stages is the large number

of pupils who have special educational needs. In last year's tests, the results achieved by pupils at the end of Year 2 were well below those attained nationally and by pupils in similar schools. Results have improved this year, although it is too soon to be able to compare results with those of other schools. Year 6 pupils last year attained standards below national standards and those achieved by pupils in similar schools. However, the progress that they made from Year 2 to Year 6 was good.

81. This picture is borne out by inspection evidence. More able pupils are attaining better standards as a result of being given more challenging work. Pupils with special educational needs are achieving well because they have regular support from teaching assistants which allows them to be fully included in lessons. This is an improvement since the last inspection.
82. All pupils experience the full range of mathematics and achieve similar standards across all aspects, including problem solving. At Key Stage 1, the majority of pupils can count forwards and backwards to ten and more able pupils are confident with numbers up to 100. In mental and oral practice activities many pupils confidently use number bonds to ten, and add and subtract two-digit numbers. Seven year olds name correctly common two- and three-dimensional shapes. At Key Stage 2, pupils show enthusiasm for mental and oral activities, have a good grasp of calculations and are confident when converting fractions to decimals. Higher-attaining pupils recognise the equivalence between fractions, decimals and percentages. Some of the highest-attaining pupils are working on aspects of mathematics at the much higher than expected Level 6; for instance, graphs representing  $y = 10-3x$ . Pupils show good understanding of appropriate mathematical vocabulary.
83. Lesson observations and discussions with pupils show that there are weaknesses in standards of mental mathematics in some classes, particularly in Key Stage 1. Pupils are not developing a sound understanding of the number system, as practical work does not always provide good models of mathematical ideas. Pupils who have better mathematical ability make good progress as teachers give them access to harder work. For example, the most able pupils in Year 2 investigated multiples of numbers on dominoes, whereas average and lower-attaining pupils struggled to understand the difference between the numbers of spots. In Year 5 and Year 6, the school has made effective use of grouping pupils by their attainment into mathematics sets. This has provided appropriate challenge for all pupils and, together with 'booster classes' and specialist teaching for the highest-attaining pupils, has improved their attainment overall.
84. The school has adopted the National Numeracy Strategy, and the framework is used in all classes to guide planning. There is still too much reliance on a published scheme of work, which does not always meet pupils' needs. An assessment system has been set up for teachers to record pupils' progress at the end of each unit of work, using the National Numeracy Strategy objectives. The system is good at tracking progress, but is not yet used in a consistent way to help teachers adapt their termly plans. In some classes, daily assessment systems are in place and are used very well to help teachers plan the next steps in pupils' learning. For instance, in one upper-junior class the teacher noted after each lesson any pupil who would need more support and any pupil who could go further. Pupils were involved as they fed back to the teacher any aspects of their work that they found difficult – a red traffic light - or were confident with – a green traffic light. This helped the teacher to make decisions about what work should be planned for pupils in the future.

85. Teaching in Key Stage 1 is satisfactory. This is an improvement since the last inspection. Teachers start the lesson by explaining what they intend pupils to learn. Teaching proceeds at a brisk pace and tasks are generally well targeted to the different ability groups in the class. However, teachers are not clear about which practical work will help pupils to visualise and understand difficult mathematical ideas. Number lines, although available in classes, are underused. In some cases, practical work gets in the way of clear thinking.
86. At Key Stage 2, teaching is always at least good, with half of lessons seen being very good or excellent. Teaching points are explained in small steps to ensure that pupils understand fully. Questioning develops pupils' understanding and helps the teacher to assess when to move on. The very good pace of lessons provides a challenge which pupils are keen to meet. Written work supports and consolidates what has been taught and learned.
87. Whilst teachers prepare well for lessons and have materials and equipment to hand, in too few cases do classrooms provide a supportive learning environment. Pupils do not readily turn to appropriate resources, for example, to check their work. Lists of vocabulary and commercially produced posters are on display but are rarely referred to in lessons and are in some cases inappropriate to the age group. Very little pupils' work is displayed and there is little evidence of displays supporting and extending the mathematics being studied currently. In some classrooms, displays of work show that pupils use mathematics in other subjects; for example, in geography to make a graph of the heights of the world's volcanoes, or in science, using a computer software package to track and graph the growth of plants.
88. Although the National Numeracy Strategy has been introduced and the structure of the numeracy hour is in place throughout the school, training has been patchy, so that the subject knowledge of some teachers is weak. In the best cases teachers are well prepared to deal with pupils' questions and misconceptions and to take opportunities to revise and extend their learning. Where there are weaknesses, teachers may realise that pupils are confused, but do not know how to sort out the confusions and build more secure concepts. This is the cause of the relative difference in the quality of teaching between infant and junior classes.
89. Pupils show good levels of concentration and apply themselves well to tasks. Although some pupils have emotional and behavioural difficulties, good management by teachers and classroom assistants ensures that teaching proceeds smoothly and that all pupils are engaged fully in lessons. The very good relationships between staff and pupils mean that pupils are focused on the content of lessons and therefore learn more. Pupils of all abilities say that they enjoy their mathematics lessons and this is a strength of the teaching.
90. The subject co-ordinator carries out an annual analysis of pupils' test papers that provides valuable information on areas of strength and weakness in the curriculum. This has been followed up with in-service training for all staff. The analysis also helps to decide on appropriate sets for pupils in upper-junior classes. Monitoring of mathematics teaching is weak. Few lesson observations have been carried out, so that teachers have had little constructive feedback on how to improve their teaching. Similarly, few opportunities have been offered to teachers to observe good teaching either in their own or other schools; for example, through the Leading Mathematics Teacher scheme. There is good liaison between the school and the cluster of primary schools which feed their associated secondary school.

## SCIENCE

91. The results of teacher assessments in science for seven year olds in 2001 were well below the national average. The percentage of pupils attaining the higher level was close to the national average. A scrutiny of pupils' work and lesson observations indicate that attainment in most aspects of science by the age of seven is in line with the national expectations. This is an improvement since last year. A lack of opportunities for pupils in Year 2 to consolidate what they have learned in Year 1 about physical processes slows the progress in this area, and their attainment in this aspect of science is below national expectations.
92. Pupils enter school with low levels of attainment in basic skills. The good teaching and learning enable pupils to make good progress throughout the school. By the age of 11, pupils' attainment in science is in line with the national average. The performance of pupils at the age of 11 in 2001 shows that they achieve well compared to their prior attainment in Key Stage 1. There are no significant differences between the attainment and progress of boys and girls. The monitoring and support offered to pupils with special educational needs are very effective and they make good progress in relation to their identified targets. The support and challenge offered to higher-attaining pupils are good. The percentage of pupils attaining higher levels by the ages of seven and 11 is in line with national expectations. The teacher assessment for seven year olds in 2002 shows an improvement in attainment compared to 2001, especially at Level 3.
93. By the age of seven, pupils know that plants and animals need food, water, air and light to live and grow. Year 2 pupils' work on growing seeds in different conditions shows that they can predict what may happen to seeds without water or soil, and compare their findings with what they thought might happen. The higher-attaining pupils in Year 2 are beginning to understand when a test or comparison is unfair and why. For example, in one of the good lessons observed in Year 2, the higher-attaining pupils pointed out that all ice cubes need to be the same size in order for a test to be fair, because the smaller ice cubes melt faster than the bigger ones. A scrutiny of pupils' work and the lesson observations indicate that they are given good opportunities to explore different ways of finding out and recording evidence of their investigations. They can use bar graphs, simple text and pictures to show the processes and findings of their investigations. However, opportunities to plan their investigation or evaluate their findings independently or in small groups are rare. Most investigations are done as a whole class. This has a negative impact on pupils' capacity to plan and evaluate the scientific enquiry independently. Pupils in both year groups have very good understanding of materials and their properties. Year 1 pupils know that wood is a natural material and plastic is man-made. They can describe that glass is shiny and metal is cold. In Year 2, pupils are making good use of their knowledge about properties of different materials to select the ones suitable to make a raincoat. Year 2 pupils know that pushing and pulling can change how things speed up, slow down or change direction. Their work on which vehicle went the farthest is a good example of this. The higher-attaining pupils in Year 2 know that a circuit needs to be complete for a bulb to light up. An analysis of pupils' work shows that they make good progress overall. They achieve well in their knowledge of life processes and living things, and in materials and their properties. They achieve less well in physical processes.
94. By the age of 11, pupils can make hypotheses based on what they have learned and decide on how to go about finding answers to their questions. In their work they show a good understanding of how to make a test fair. In their work on Arctic animals they show a good understanding of predators and their prey. Year 5 pupils' work on the

human body indicates that they know the function of the heart and how exercise affects their body. In one of the lessons observed in Year 5, pupils demonstrated a good understanding of different forms of drugs and how they affect the body. Year 4 pupils can use the thermometer to observe and draw conclusions about which material works better as a thermal insulator. In Year 6, pupils understand that materials change from solids to liquids and then to gases on heating. They use the correct terminology, such as 'evaporation' and 'condensation', when discussing their findings. Through their experiment with paper helicopters, the Year 4 pupils are learning about air resistance. In Year 6, pupils understand what they need to do to brighten or switch off the light using different wires and switches. In one of the lessons observed on designing an alarm system, pupils in Year 6 showed a good understanding of how to represent circuits through drawings and conventional symbols. Throughout Key Stage 2, pupils make good progress and achieve well in all aspects of science.

95. Pupils in both key stages are given opportunities to extend their literacy and numeracy skills through their scientific investigations. Pupils develop their literacy skills through writing about their experiments and extending their vocabulary when discussing the scientific principles involved. In one of the good lessons observed in Year 1, the teacher encouraged pupils to think about different adjectives they could use to describe different materials. Science supports numeracy when pupils compare and record their findings. Pupils at both key stages can use their scientific knowledge to plan and design different articles, whether it is Year 2 pupils designing a raincoat or Year 6 designing an alarm system. Year 2 pupils can use the CD-ROM to gather more information about animals. However, the use of information and communication technology to enhance pupils' learning in science is less well developed throughout the school.
96. The quality of teaching and learning is good throughout the school. Teachers have good subject knowledge and use it well to explain the scientific principles in a way that is interesting and exciting for pupils. In almost all the lessons observed, teachers are clear about the outcomes and they share them with pupils, making sure that they are all clear about what they hope to achieve by the end of the lesson. Although teachers use effective strategies to involve all pupils in their discussions about their scientific enquiry, the lack of opportunities for pupils to undertake independent or small-group investigations has a negative effect on pupils' skills in planning and evaluating their investigations independently, particularly in Key Stage 1. Teachers' questioning strategies enable pupils to think creatively, and they come up with good ideas about how to make the tests fair and how to proceed with their investigations. For example, in one of the very good lessons observed in Year 4 about air resistance, pupils identified that both helicopters needed to be dropped from the same height in order to make the test fair. They went about achieving this in different ways and the teacher observed and challenged their decisions. This helped pupils to review their strategies. The support and encouragement offered to special educational needs pupils are good and they progress well. Teachers know their pupils well and use this knowledge well when planning for scientific activities. The relationships between teachers, support staff and the pupils are good. The good pace and interesting lessons ensure pupils' involvement and they develop very good attitudes towards the subject.
97. The management of the subject is good overall. The co-ordinator has undertaken a number of initiatives to improve the provision in science. The school has recently reviewed the policy and the scheme of work. Through these reviews it has identified scientific enquiry and physical processes as two areas for further development. The co-ordinator, in consultation with a teacher from one of the other local schools, devised and piloted a test material for Year 4 pupils in science. Plans are in place to further

improve the assessment procedures. The use of assessment information to identify and support pupils with special educational needs and those with higher abilities is good. The use of this information to target and monitor the progress of other pupils is less well developed. The school has made good links with other institutions to improve the teaching and learning in science. The resources are satisfactory and used effectively. The monitoring role of the co-ordinator is not well developed. The co-ordinator monitors the planning and has had some opportunity to liaise with and support the teachers. However, there is no systematic monitoring of teaching and learning in science to ensure that good practice is disseminated in order to further improve teaching standards.

98. The school has made good progress since the last inspection. The teaching of science is good and pupils achieve well. The school has a good capacity to improve further.

## **ART AND DESIGN**

99. Although it was only possible to observe one lesson at each key stage, evidence from these lessons, samples of pupils' work and a portfolio of photographic evidence of past displays demonstrates that standards are in line with expectations at both key stages. This is similar to the position at the time of the last inspection.
100. At Key Stage 1, pupils work in a suitable range of techniques and attain appropriate standards. They paint simple pictures with examples of good use of colour mixing to create interesting effects. Pupils experience printing using different materials and there are examples of good work in collage. Pupils also develop skills in sketching, and Year 2 pupils have produced some good portrait paintings. There are a number of examples of three-dimensional work of a good standard; for example, the very good display of lanterns and the tree sculpture of a peacock in Year 2. Pupils' work is represented well in banners celebrating the Jubilee. Year 2 pupils have also produced good figure models in the style of Giacometti, using pipe cleaners and wire.
101. At Key Stage 2, pupils continue to make satisfactory progress in the development of artistic skills. They develop skills in painting to produce a range of good finished work, such as landscapes in Year 4 and figures in Year 3. The basic skills of sketching learnt in Key Stage 1 are developed well. For example, Year 6 pupils sketched good quality drawings of the school landscape. An appropriate range of other techniques is taught through work in two dimensions. There are some good examples of pottery on display, but three-dimensional work is not as well developed.
102. At both key stages, pupils learn about the work of other artists and try to replicate their techniques. At Key Stage 1, pupils experience the work of Van Gogh and Giacometti, and at Key Stage 2 Mondrian, Warhol and Picasso. Key Stage 1 pupils have produced work in the style of Aboriginal artists, but there is little evidence of the art of other cultures.
103. Of particular note is the school's participation in an international art competition. It has done particularly well and one Key Stage 1 pupil recently won the Foreign Minister's Award, which is the most prestigious award. In this year's competition a number of pupils have won awards, with one pupil gaining another highly notable prize.
104. The two lessons observed, one at each key stage, were both taught well. In Year 2 the pupils' skills in figure modelling were being developed well when they constructed figures in action poses. Through good support, the pupils were improving their earlier

experience of using pipe cleaners by using the much more challenging materials of wire and silver paper. Initially the pupils showed no confidence and some reluctance to try this method, but the teacher, through a good mix of demonstration and encouragement, changed the pupils' perceptions of scale, and many produced good sculptures. In Year 6, the pupils had produced good sketches of the school grounds and, in the very good lesson observed, were producing very good watercolour interpretations of their sketches. In a further very good development some of the pupils were using the computer to construct images of the school grounds by cutting and pasting digital photographs to produce images in the style of Picasso. Pupils generally show good attitudes to the subject, are enthusiastic when presented with the tasks and work conscientiously.

105. Although the subject does not currently have a high profile in terms of the school development plan, it is being effectively co-ordinated by a knowledgeable member of staff. The subject is appropriately resourced and further good developments are planned.

## **DESIGN AND TECHNOLOGY**

106. Standards are in line with those expected nationally for pupils aged seven and 11. Pupils generally achieve well and make satisfactory progress. This is a similar situation to that at the time of the last inspection, but there have been changes which have improved the provision for design and technology. The most significant of these are the introduction of a policy and a scheme of work based on national guidance, both of which were missing at the time of the previous inspection. These ensure that pupils' skills and learning are developed systematically, in line with the Programmes of Study of the National Curriculum.
107. A strength of the subject is the attention paid to developing pupils' skills of designing and evaluating. In infant classes, pupils designed a wind-up mechanism to rescue a spider without touching it, giving clear diagrams and instructions for construction. Pupils in Years 4 and 5 spent a lesson evaluating the tastes of a variety of breads from around the world and discussing what features they might want in the bread they were planning to make. The illustrated diagrams produced by Year 6 pupils showed the large amount of research they had done into the construction of shoes before they embarked on designing their own. Pupils also evaluate their own finished products, commenting on successful features and things that might be improved. A Year 2 pupil wrote, 'I thought my biscuit was brilliant. It was a shame that the arm broke off because I had rolled it out too thinly'. In Key Stage 1, designs for puppets were turned into templates and used to cut out felt, which was then stitched and finished with decorations. The finished puppets were of a good quality and clearly reflected the original designs. Good progress could be seen in these making skills in one Year 6 class. Pupils made paper patterns for bags with seam allowances, used them to cut out layers of fabric and wadding and stitched all together so no stitches could be seen. In other classes, making skills were not so well developed, with little progression from earlier stages; for example, where gluing was the preferred method of joining and raw edges of fabric were left unfinished.
108. The quality of teaching is satisfactory. In good lessons, effective use of questions, the development of earlier learning and purposeful tasks help pupils achieve well. In the lessons seen, pupils have good attitudes to work and show great interest in their topics. Good use is made of visitors to school to help in practical work.

109. At present, assessment of pupils' progress and attainment is unsatisfactory, but the school is trialling in one year group an assessment system linked to the scheme of work. This is proving to be a successful system, which, it is intended, will be used throughout the school.
110. The co-ordinator is enthusiastic and has worked well to raise the profile of the subject and increase teachers' confidence to attempt more-challenging activities with pupils. This has been achieved through the provision of training, the support of external consultants and an increased budget to improve the range of resources. Although she has not as yet been able to observe any teaching, the co-ordinator has a good view of what is being taught by monitoring planning and collecting samples of pupils' work for a portfolio.

## **GEOGRAPHY**

111. At the ages of seven and 11, standards are in line with national expectations, an improvement since the last inspection. The newly appointed co-ordinator has already carried out a review of the curriculum and had a positive impact on teaching and learning in the subject.
112. By the age of seven, pupils have explored the environment of the school and where their classroom is located within it. They are familiar with the concept of journeys and routes, and have drawn simple maps of their journey to school. They have studied a seaside locality and drawn on their own experiences to support their learning, studied the local area and compared and contrasted two localities.
113. By the age of 11, pupils understand the impact settlement has on the environment and how the environment might be improved. They study and compare contrasting areas both in this country and abroad, and reflect on the different life styles that emerge. They talk with confidence about the formation and location of mountain ranges and describe with clear understanding the concept of the water cycle. They are knowledgeable about rivers and the impact they have on the environment at the various stages of their course.
114. Only one lesson was observed in Key Stage 1 and, therefore, an overall judgement on teaching on this stage cannot be made. Teaching in Key Stage 2 varied from satisfactory to good and is good overall. In the lesson observed in Key Stage 1, pupils responded enthusiastically as the teacher pretended to be a worker in a local travel agents who wanted to know why people enjoyed visiting the seaside. They used evidence collected from family and friends on questionnaires to support their answers. In Key Stage 2, pupils develop useful fieldwork skills as they visit and debate the impact on the local environment of a quarry. Others visit a local reservoir as part of their 'water study' and talk enthusiastically of the moment when the sluices were opened and water rushed in. They visit a local park and study the river, recording flow levels and noting erosion caused. One class, motivated by a visitor from the local Young Enterprise Scheme, play games that teach them the importance of trade to the world community and the impact it has on lifestyle and prosperity. In another class, pupils use computers effectively to research information on world mountain ranges.
115. The energetic co-ordinator, who provides good leadership, has a very clear vision of what needs to be done to raise standards further. Resources have improved but are still in the process of being organised. To date she has not had the opportunity to monitor the teaching of the subject.

## **HISTORY**

116. Standards of attainment are satisfactory at the ages of seven and 11, an improvement since the last inspection. The full Programme of Study is taught and very good use is made of visits that enable pupils to study evidence at first hand, and also of the school building and its associated history. The recently appointed co-ordinator has addressed issues raised during the last inspection and her clear vision for the future development of the subject has created a firm foundation for the further raising of standards.
117. By the age of seven, pupils have studied old toys, especially teddy bears, and as a result link the present with past and begin to understand the impact of the passing of time and how evidence from the present can tell us about the past. They study the impact of the Vikings, and photographic evidence shows cross-curricular links with design and technology as pupils design and make Viking boats. They study famous people from the past like Florence Nightingale and begin to understand how their actions can sometimes influence the present.
118. By the age of 11, pupils can talk about the Victorian period and recognise some Victorian features of architecture in their own school. They find out about the original owner and the people who lived and worked there. They empathise with the plight of poor Victorian children and understand the impact of significant individuals and events. They study the life and times of the ancient Greeks and Egyptians and also World War II and its impact on the local community.
119. No lessons were observed in Key Stage 1 and therefore no judgement on teaching can be made. Teaching in Key Stage 2 is good overall and pupils in most lessons are enthusiastic and clearly enjoy the subject. The best lessons either used resources to good effect or capitalised on visits to local places of interest. For example, in Year 3, pupils had access to a wide range of material relating to the history of the school building, including photographs, census data and first-hand accounts. They used it well and by the end of the lesson all pupils, including those with special educational needs, had gained much knowledge and understanding of the history of their school. In Year 5, pupils had visited Eden Camp, a former prisoner-of-war camp, and reflected with enthusiasm as the teacher skilfully questioned them about their experiences. One pupil talked with affection about his grandfather who was a former prisoner of war, and the teacher used this link well to make the subject even more relevant and compelling.
120. The co-ordinator provides good leadership. She is enthusiastic and determined to raise standards still further but, as yet, has had little opportunity to observe the teaching of history at first hand. She has prepared a draft policy, yet to be approved, and is anxious to develop the pupils' skills of historical enquiry and interpretation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Standards of attainment are below expectations at the end of both key stages. The previous report found that the school had a very low level of resources for information technology, which was affecting the ability of the school to teach information and communication technology skills. This situation has continued until this year when funding has enabled the school to create a computer suite which will be fully useable next term. Teachers have not yet had a full opportunity to undertake training, but this is to be addressed with school-based training using the new suite. Nevertheless, there

are examples of good work in information and communication technology at both key stages.

122. Pupils in Year 1 and Year 2 are using simple word processing to produce stories and accounts. There are some examples of the effective use of programs to support their mathematical development. Pupils are also learning to effectively program a programmable toy to move distances and make turns using their instructions. At Key Stage 2, there are also a number of good examples of word-processed and desktop publishing work. Pupils in Years 4 and 5 have produced leaflets of excellent quality to introduce prospective parents to the school. These pupils have also effectively imported pictures from the Internet to complement their work. Year 3 pupils have used data-handling programs well to produce graphs of their findings. There are several examples in Year 6 of good applications of technology. Here, pupils have used control technology to produce burglar alarms and other programs to produce artwork in the style of Warhol and Picasso.
123. Overall, too few pupils have used computers for these purposes and the good quality of the work produced is mainly related to the enthusiasm and expertise of the staff. The high-quality work seen in Year 6 was in the information and communication technology co-ordinator's class, for which he had recently managed to borrow several laptop computers. Most pupils know how to control the computer using the mouse and keyboard, but few have a secure knowledge of the keyboard. The lack of suitable equipment before this term means that the school is currently unable to provide the full Programmes of Study outlined in the National Curriculum.
124. The overall quality of teaching and learning cannot be judged, as only three lessons were observed with a major focus on this subject. The lesson in Year 2 was satisfactory. Good teaching was observed in the Year 6 lesson where the pupils were being challenged well to produce burglar alarms. Information and communication technology was taught very well in an art lesson where pupils were using the computer to create pictures of the school grounds in the style of Picasso.
125. The governors and staff of the school are well aware that improving standards in information technology is a key issue and have already identified this as a main priority in the school development plan. Training for teachers will take place during the next school year and the school has purchased top-quality hardware to support the development of this subject. The co-ordinator was appointed this year to manage the subject. He is very enthusiastic and knowledgeable, and has developed an appropriate plan for the development of the subject. All suitable measures have been taken to support developments within the budget available to the governors. Teachers are enthusiastic about the possibilities that the new provision is opening up for them. Taking all factors into account, the school is suitably placed to address all of the issues and raise standards in this important area of the curriculum.

## **MUSIC**

126. Pupils at both key stages attain standards that are above those expected. Progress for all pupils, including those with special educational needs, is good. This is an improvement since the previous inspection, and the teaching of music is now a strength of the school.
127. In a Year 2 lesson the teacher's good subject knowledge and clear explanations ensure that pupils make good progress as they use the pictorial score of an island to

demonstrate the principle of responding musically to a route. One group of pupils chose claves to represent volcanoes, clickers for the mountains, a drum for lightening, maracas for the sand and an ocean drum for the waves. The children sensibly take turns to be the conductor, and respect the fact that there can only be one leader at a time. They listen well to each other, remember to 'be a good audience' and express their appreciation at the end of each performance by clapping appreciatively while the performers duly take a bow. At the end of the activity, children confidently discuss how they could improve their composition and arrive at an agreement on how to rearrange the order or use different instruments to convey different sounds. Pupils with special educational needs are well supported and also work well in a group. The teacher uses the last few moments of the lesson well to check pupils' understanding of their learning.

128. In a Year 6 lesson some excellent teaching was observed, which resulted in pupils making very good gains in learning as they participated in a class performance. The teacher is a music specialist and at the start of the lesson she captured pupils' interest by the use of an exemplar piece, Pachelbel's canon. When she played the same piece on the piano she consolidated this. The very clear introduction, together with the teacher's very good knowledge of the pupils and skilful questioning, draws out pupils' understanding most successfully. The teacher interacts effectively with all groups, encouraging, praising and improving skills, and the lesson proceeds at a brisk pace. Pupils are able to clap to a rhythm in time as a response to the musical notes displayed. When split into three groups, they quickly organise themselves and all play an individual instrument. Pupils work well as individuals and then combine to rehearse their individual parts to a high standard. The less able group use xylophones competently and are supported well by two learning support assistants. The quality of performing develops very well throughout the lesson due to the high-quality teaching, firmly established routines and the ability of the pupils to practise and refine their individual performance. Pupils are highly motivated, listen very carefully and are extremely well behaved throughout the lesson. They have the confidence to perform as individuals and offer ideas and suggestions - this is as a result of the excellent relationships established. The pupils themselves make very good evaluations of their work. They learn that a 'ground bass' is a bass line, which is repeated over and over again as other parts join in above it. The lesson culminates with the children putting together all the parts they have played individually and in small groups. They demonstrate their skill, knowledge and understanding of how a 'ground bass' should be heard by very successfully playing their part and maintaining it when other children are playing other parts at the same time. All pupils end on their starting note. The children are justly pleased with their accomplishments and are given due praise by their teacher.
129. Many opportunities are made available for pupils to appreciate music. In assemblies, pupils listen with interest to music by Beethoven and marvel at the fact that, although he became totally deaf, he carried on composing until his death in 1827. They listen to part of his Piano Concerto Number 5 and understand that a concerto is a piece of music for a solo instrument accompanied by an orchestra. Around 100 pupils are involved in a summer concert, which includes instrumentalists on the clarinet, violin, recorder, guitar, cornet and flute. Dancers clad in rags accompany musicians as they sing parts from the musical 'Oliver'.
130. Pupils sing very tunefully and with expression throughout the school. For example, in a Key Stage 1 hymn practice teachers expertly lead the singing, and children sing 'Zacchaeus' enthusiastically, accompanying their singing with actions. Year 5 pupils display very positive attitudes as they practise and improve their skills in singing. They are eager to learn the origins of songs as well as the musical elements. The teacher has very good subject knowledge and introduces the pupils to a folk song from Kenya –

a sad song written by an African child who is away at boarding school and is feeling homesick. As the teacher sings phrase by phrase, the children are most attentive and learn the African words by ear. Pupils show knowledge of dynamics, tempo and contrast as they sing first the African sad song and then a rousing traditional American song 'Engine, Engine, Number Nine' in three parts. There are almost 90 children in this lesson and they are well supported by two additional teachers. Careful assessment of pupils by teachers is evident in lessons; for example, where less-able pupils are provided with marked keyboards, which show the different notes they are to use.

131. The school has a good level of resources, some of which are housed in a music room where boxes are carefully labelled and displays promote pupils' love and understanding of music. Resources for Key Stage 1 pupils are stored on trolleys and are also of good quality. The subject is very well managed. Planning is detailed and thorough. The co-ordinator is a music specialist and leads regular training sessions for staff as well as occasionally working alongside teachers. However, as yet she has little time to monitor the subject.

## **PHYSICAL EDUCATION**

132. Good teaching and the school's strong programme of outdoor education, together with good emphasis on physical pursuits, ensure that pupils make good progress. By the end of both key stages, standards are above those usually found. This was also the case at the time of the previous inspection.
133. At Key Stage 1, pupils demonstrate increasing control, both individually and in pairs, as they use different parts of the body to push a ball. Teachers use questions skilfully and prompt pupils to evaluate their control and how they might improve it. Pupils confidently respond and demonstrate; for example, passing the ball to one another by rolling and bouncing. Pupils are developing knowledge and understanding of fitness and health and know that warming-up activities in order to 'tone up the muscles' are an important part of the introduction to a lesson. All pupils, including those with special educational needs, are well provided for; for example, pupils who experience difficulty with controlling balls while bouncing are provided with larger balls that are easier to handle.
134. In a Year 3 class, pupils consolidate existing skills and gain new ones as they participate in a 'quick field' exercise. The clear, precise instructions of the teacher ensure that the lesson has a good pace. Pupils demonstrate that they fully understand what they have to do as they readily explain the rules of the game and what the aim is. In teams of three they make good progress in team skills; they play sensibly, share resources well, abide by the rules and check the scores accurately.
135. In a Year 4 lesson, good use of praise and encouragement by the teacher ensures that pupils are well motivated, and confidence grows as a group of pupils develop stamina in swimming five metres unaided. Pupils are involved in the assessment of their progress as the teacher discusses this with them and targets are agreed for the next week. Pupils who are unable to participate are encouraged to stand at the side of the pool so that they are included in the learning of new swimming techniques. On leaving the school all children are able to swim 25 metres.
136. This term, throughout the school, lessons feature ways in which pupils can help themselves to develop healthy lifestyles. Pupils in a Year 5 class demonstrate their skills as they negotiate a fitness circuit. They correctly explain, for each exercise, where in the body the muscles are working; for example, stomach, spine or shoulders.

137. Throughout the school there is clear evidence of the good training pupils receive and of the children's willingness to learn as they respond well to starting and stopping signals and collaborate effectively in activities. As a result of the teachers' high expectations and the vast array of activities planned for physical education, all pupils demonstrate very good behaviour, positive attitudes and total commitment.
138. Very good relationships are developed with Forest Way Special School. There is a weekly programme through which five children with various learning difficulties travel to Broom Leys and take part in a physical education lesson alongside a Year 5 class. As well as developing their physical skills, and the enjoyment they display in taking part, the impact of this initiative is that both the host and the visiting pupils gain in understanding of social interaction.
139. The subject is very well managed. Planning is meticulous and covers all areas. The co-ordinator is a physical education specialist and provides professional leadership for the subject. She supports staff who take extra-curricular activities by working alongside them both in this subject and also in school productions; for example, a large number of Key Stage 2 children dance in the production of 'Oliver'. The school has a good supply of resources

## **RELIGIOUS EDUCATION**

140. By the ages of seven and 11, pupils achieve standards that are in line with the requirements of all attainment targets within the locally agreed syllabus. A particular strength is the way in which pupils are developing a more reflective and caring approach to life through the study of religious beliefs. The school ensures that pupils have equal access to religious education.
141. Year 2 pupils know that the story of The Good Samaritan comes from the New Testament and that it is mainly about Jesus. They know that the Bible belongs to the Christian religion. Through the stories, pupils are beginning to understand the significance of symbols and signs in different religions and can compare these with their own religion, such as the significance of light during Divali and Christmas. Through the stories, they learn about moral codes as well as the feelings and emotions involved. In one of the very good lessons observed in Year 2, pupils very effectively expressed through role play the feelings and emotions of the injured man in the story of the Good Samaritan.
142. Year 6 pupils can identify the major religions of the world. They could talk about the similarities and differences between Islam and Christian religions. They know the significance of the Five Pillars of Islam. They can identify that Christians and Muslims believe in one God. In Year 5, pupils' work on developing their own stories about how the world was created show that they have a good understanding of the story of the Creation in the Bible. Some pupils used aspects from this effectively to develop their own ideas about the creation of the world. Discussions with a group of pupils from Year 6 show that they have a good understanding of the Christian religion. They could also talk about Islam and Sikhism. However, they could recall very little information about other religions such as Hinduism or Judaism.
143. The overall teaching and learning of religious education are good throughout the school. The strategies teachers use to develop a reflective and caring approach to life through different religious beliefs are very good. Year 5 pupils' work on the poems about creation, Year 2 pupils' role play about the story of The Good Samaritan, and Year 6

pupils' discussions on prayer are good examples of this. Through carefully structured sessions, teachers give pupils opportunities to think about various religious beliefs and customs and the impact they have on people's lives. Teachers use a variety of strategies to make the lessons interesting and exciting for pupils. The pupils take part in the discussions with great enthusiasm whilst showing respect and care for other people, customs and beliefs. Pupils are well behaved and their attitudes to learning are very good. The support offered in lessons to pupils with special educational needs is good and they make good progress. Teachers establish good links with literacy by giving pupils opportunities to write for different purposes and audiences, such as writing a diary about the event in the story, writing a poem on specific aspects or writing a special message to a person they love or to God.

144. The co-ordinator has undertaken a number of tasks since taking over the responsibility to further improve the provision for religious education throughout school. The school has reviewed the policy and updated the scheme of work by combining the Qualifications and Curriculum Authority's document and the local syllabus for religious education. The school has increased the resources for the subject and there is now a good range of resources available for the effective delivery of the curriculum. The school has established good links with the local church and Christian organisations. Pupils are given opportunities to visit the local Gurdwara. However, opportunities to learn about other religions through visits and visitors are less well developed. This is an area identified by the school for further improvement. The co-ordinator is clear about the strengths and areas for improvement. The management of the subject is good overall.
145. The school has recently developed an assessment and recording form and has plans to further improve the assessment procedures throughout school. The school has a good capacity to further improve the provision for religious education.