

# INSPECTION REPORT

## **FALCONHURST COMBINED SCHOOL**

Milton Keynes

LEA area: Milton Keynes

Unique reference number: 110355

Headteacher: Mr R Hudson

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> March 2001

Inspection number: 192337

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Combined
School category:	Community
Age range of pupils:	3 – 12
Gender of pupils:	Mixed
School address:	High Trees Chaffron Way Eaglestone Milton Keynes
Postcode:	MK6 5AX
Telephone number:	(01908) 679354
Fax number:	(01908) 608838
Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Suchy
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Mrs A Coyle	Registered inspector	English as an additional language Equal opportunities	How high are standards?
9880	Mr A Comer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30695	Mrs G Dinan	Team inspector	English Art and design Information and communication technology	How well are the pupils taught?
18703	Mrs C Canniff	Team inspector	Mathematics Music Religious education	How well the school is led and managed
30669	Mrs M Sandercock	Team inspector	Science Geography History	
12661	Mr D Cann	Team inspector	French Special educational needs	
15011	Mrs M Wallace	Team inspector	Design and technology Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Falconhurst Combined School is situated in the Eaglestone area of Milton Keynes. It serves the surrounding catchment area, which consists of owner-occupied and local authority rented properties. The school is much bigger than other primary schools and caters for pupils up to the age of 12. There are currently 422 girls and boys in the school, including 48 pupils in Year 7 and a full time equivalent of 25 children in the nursery. Children are admitted to the nursery at the beginning of the term in which they are four years old and they transfer to the reception class when they are five. Attainment on entry to full time education varies, but is well below average overall. Ten per cent of pupils are from ethnic minority backgrounds, which is higher than the national average, but only one per cent of pupils learn English as an additional language. The main languages spoken at home, other than English, are Lithuanian, Gujerati and French African. Twenty-three per cent of pupils are known to be eligible for free school meals, which is higher than the national average, and a higher than average proportion of 30 per cent have been identified on the register of special educational needs. Eleven pupils have statements for their needs. There is a high rate of pupil mobility and the school has recently had a very high turnover of staff.

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

This is an effective and improving school in which the teaching and learning is satisfactory overall with a significant amount of good quality teaching. The good leadership of the recently appointed headteacher, and the deputy headteacher, and the commitment to improving standards by the staff and senior managers helps to ensure that satisfactory value for money is provided.

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

- Pupils have good attitudes to learning. They show good interest and enthusiasm in activities and relate well to each other and their teachers.
- A significant proportion of good, and sometimes very good, teaching is helping to raise the standards pupils achieve.
- The provision for pupils with special educational needs is good. Pupils in the unit are supported well by specialist staff.
- The school provides well for pupils' moral and social development.
- The programme for promoting pupils' personal, social and health education is good.
- There are good procedures for child protection and ensuring pupils' welfare.
- The good leadership provided by the headteacher and deputy headteacher means that clear educational direction is assured and there is a shared commitment to succeed amongst all members of staff.

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

- Standards are too low in English, mathematics, science, art and design, information and communication technology, music and physical education by the time pupils reach Year 7.
- Assessment information is not used well enough to help teachers plan their work.
- Teachers' knowledge is not secure in art and design, information and communication technology, music and physical education.
- The senior managers and subject co-ordinators do not monitor the quality of teaching and learning rigorously enough and the governors are not sufficiently involved in monitoring the school's provision and its financial planning.

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

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

Since the school was last inspected in March 1997, it has made satisfactory improvements to its provision overall and it has sufficient capacity to improve further. Many of the improvements have been made over the last year, since the appointment of the new headteacher. Schemes of work are now in place for all subjects and the Literacy and Numeracy Strategies have been implemented effectively. Assessment procedures have been improved a little, but they are still not used sufficiently to raise standards. As a result, standards have declined since the last inspection, especially in the core subjects of English, mathematics and

science where they are now below the nationally expected levels in Year 7. However, the school is beginning to improve standards at Key Stage 1 and they are currently average in mathematics and science, but still below average in English. The roles of the subject co-ordinators have been developed satisfactorily, but there are still shortcomings in the monitoring of teaching and learning. The school's improvement plan now provides a long-term outline of future developments. The length of the school day has been increased and currently meets the recommended minimum for Key Stages 1, 2 and 3.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	E*	E*
Mathematics	E	E*	E*	E*
Science	E	E	E*	E*

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

The above table shows that pupils attained well below the national averages in English, mathematics and science by the time they reached the end of Key Stage 2 in 2000. The results were amongst the lowest five per cent nationally and well below those of similar schools. The inspection evidence largely concurs with these results, but finds that, although standards are still too low by the end of Year 7 when compared to the national expectations, they are rising steadily overall. The most gains have been made at Key Stage 1 where the test results were average in writing and mathematics, but below average in reading. This continuing trend of rising standards is because the quality of teaching is mainly satisfactory and often good. In addition, the school has devised realistic targets for improving pupils' attainment still further, which it is on line to achieve. From a low starting point, due to the high number of pupils with special educational needs and well below average attainment on entry, the pupils increase their knowledge and skills steadily. By the time they reach the end of the Foundation Stage, they achieve some of the stepping stones set out in the early learning goals. At Key Stages 1, 2 and 3, the pupils continue to progress appropriately. The pupils in the special educational needs unit make better progress than their peers because they are closely supported by specialist staff who make good use of pupils' individual education plans.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school and show good interest in activities.
Behaviour, in and out of classrooms	Satisfactory. The majority of pupils are well behaved, although a few show challenging behaviour in lessons.
Personal development and relationships	Satisfactory personal development. Pupils are willing to take on responsibilities and they relate well to each other.
Attendance	Unsatisfactory. A significant minority of pupils are late for school and the levels of attendance are below the national average, although they are improving gradually.

Pupils' attitudes to school and their good relationships with each other are strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 6 years	Aged 6-7 years	Aged 7-11 years	Aged 11– 12 years
Lessons seen overall	Good	Satisfactory	Satisfactory	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.*

Taking into account the overall quality of teaching and learning in the different subjects of the curriculum, as well as the number of lessons seen, the quality of teaching is satisfactory overall, with a significant amount of good teaching. An overall analysis shows that in 91 per cent of lessons, the teaching is satisfactory or better; 37 per cent of teaching is good and 15 per cent is very good. At Key Stage 1, the quality of teaching is satisfactory overall in most subjects, except in science where it is mainly good and in music where it is unsatisfactory. The quality of teaching is satisfactory overall at Key Stage 2 but it varies from very good to unsatisfactory; teaching is good in science and geography, but unsatisfactory in art and design, information and communication technology, and music. In Year 7, the quality of teaching is never less than satisfactory; overall it is predominantly good. The best teaching in the school is in English, mathematics and history, and for the children in the nursery. This has a significant effect on the standards achieved by pupils in these subjects and areas of learning. However, overall nine per cent of teaching is unsatisfactory and this has an adverse effect on the rate at which some pupils learn. Nevertheless, literacy and numeracy skills are taught appropriately and the school meets the needs of many pupils satisfactorily, including those who learn English as an additional language. Pupils who have special educational needs are taught well in the special unit and satisfactorily in the mainstream classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broadly balanced curriculum that includes all subjects of the National Curriculum and religious education. It makes good provision for personal, social and health education.
Provision for pupils with special educational needs	Good. Pupils are particularly well supported in the special educational needs unit by specialist staff. They are effectively provided for in the mainstream classes.
Provision for pupils with English as an additional language	Satisfactory. The very few pupils who learn English as an additional language are integrated well into activities and supported appropriately to help them make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is good and pupils are encouraged to show care and concern for others. Spiritual and cultural development is promoted appropriately.
How well the school cares for its pupils	Satisfactory overall. Appropriate procedures are in place for supporting pupils and there are good procedures for ensuring child protection and pupils' welfare.

The school's partnership with parents is satisfactory, although the information provided for them is insufficient. An appropriate range of extra-curricular activities extend the broad and balanced curriculum and good support is given to pupils with special educational needs in the unit.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is led and managed well by the recently appointed headteacher and deputy headteacher. Senior managers provide effective support, but the co-ordinators' roles are not fully established.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of the school and fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	Unsatisfactory. Monitoring procedures are not fully developed by the subject co-ordinators, senior managers and governors.
The strategic use of resources	Satisfactory. The school's resources for learning are appropriately used, but they are limited for art and design, information and communication technology, music and physical education.

The school has an adequate number of qualified staff. The accommodation and resources are satisfactory overall, although there is no music room and resources are limited in a few subjects. Nevertheless, the good leadership of the headteacher ensures that best value principles are satisfactorily applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Behaviour is mainly good.</li> <li>• The staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent homework.</li> <li>• Closer partnerships with parents.</li> <li>• A wider range of extra-curricular activities.</li> </ul>

The inspectors largely agree with the positive comments made by parents. Children enjoy school and the majority behave well, although a few pupils show challenging behaviour, and members of staff are approachable. The inspectors also agree with parents that homework is not set consistently by all staff, but find that the partnerships with parents are satisfactory overall and that the school provides a reasonable range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. Many children start school with very poorly developed skills in personal independence, speaking, listening and mathematics. This is confirmed by the assessments made when children first enter the nursery, which indicate that standards in these areas are very low compared to those of most three-year-olds. Children make good gains in their learning from a very low starting point as they progress through the Foundation Stage, but the majority do not achieve the early learning goals in personal, social and emotional aspects, language and literacy, mathematical development, creative aspects and knowledge and understanding of the world. However, they are well on course to achieve the early learning goals in all areas of physical development.
2. In English, pupils' performance in the end of Key Stage 1 National Curriculum tests in 2000 was below the national average in reading, but average in writing. When compared with schools with pupils from similar backgrounds, the results were average in reading and above average in writing; 83 per cent of pupils achieved the expected Level 2 and above in the tests in reading, with 32 per cent achieving the higher Level 3. The results for writing show that 82 per cent achieved Level 2 and above, with 20 per cent at the higher Level 3. However, performance at the end of Key Stage 2 in the National Curriculum tests was very low indeed compared to similar schools and amongst the lowest five per cent nationally. Only 51 per cent of pupils achieved the expected Level 4 and above, whilst 11 per cent achieved the higher Level 5. The inspection findings indicate that, currently, pupils are benefiting from the structured approach of the literacy hour and literacy skills are used effectively across the curriculum, although pupils are still achieving standards that are below average at the end of Key Stages 1 and 2, and in Year 7.
3. In the 2000 national tests for mathematics, standards were in line with the national average and above that of similar schools at the end of Key Stage 1, with 90 per cent at Level 2 and 29 per cent at the higher Level 3. However, standards were amongst the lowest five per cent in the country at the end of Key Stage 2 and very low compared to similar schools. Only 40 per cent of pupils reached the expected Level 4 and eight per cent achieved the higher Level 5. This represents a steady decline in standards since the last inspection, although there was a slight rise in the results for last year. The inspection findings largely concur with these results, but show that standards are improving in the school, although they remain below average for pupils at the end of Key Stages 1 and 2, and in Year 7. However, across the school, teachers still do not expect enough of the most able pupils and there is underachievement. Information and communication technology is not used well to support numeracy skills, such as data handling.
4. In the science results for 2000, the teacher assessments at the end of Key Stage 1 indicated that standards have declined since the last inspection and were very low compared with the national results. Only 63 per cent of pupils achieved Level 2 and above, but 17 per cent at the higher Level 3. Similarly, at the end of Key Stage 2, the percentage of pupils reaching the expected Level 4 was also very low in comparison with similar schools and amongst the lowest five per cent in the country. Only 63 per cent achieved Level 4 and six per cent achieved Level 5, although there was an improvement by ten per cent on the previous year, overall. The evidence gathered during the inspection largely concurs with these results; it shows that standards are improving but they are still below the national expectations at the end of Key Stages 1 and 2, and in Year 7.
5. Standards in art and design, information and communication technology, music and physical education are below the national expectation by the time pupils leave the school; pupils have limited experience in these subjects. The standards achieved by pupils in design and technology, geography, history and religious education are satisfactory.<sup>1</sup> Pupils' progress in learning is satisfactory overall in

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<sup>1</sup> ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

relation to their very low starting point on entry. From the time children enter the nursery, they are taught effectively to build on their skills. Pupils' academic progress is maintained as they move through Key Stages 1, 2 and 3, and the school has devised realistic and challenging targets for improving pupils' attainment still further, which it is on line to achieve. Pupils who learn English as an additional language make satisfactory progress in their learning.

6. There is a significant variation in the progress of pupils with special educational needs who do well and those of other capabilities, because the school has made great efforts to raise the standards of these pupils. Pupils identified as having special educational needs make sound progress in their learning in the Foundation Stage and generally sound progress at Key Stages 1, 2 and 3. The school uses a range of school-based and national tests to determine pupils' needs. The class teacher is responsible for the individual planning for pupils on the first stage and the co-ordinator monitors this and maintains responsibility for pupils at stage 3 of the Code of Practice, and above. Individual educational plans contain clear targets identifying areas for improvement. They identify achievable steps. The school has worked hard over the last year to set up systems and procedures to identify need at an early age and place pupils on the register of special educational needs. Once pupils are identified, they receive effective support throughout the school. Targets are reviewed regularly and programmes of work are adjusted according to need.

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

7. The pupils' attitudes to school are good. Children in the Foundation Stage enjoy coming to school; they learn to respect each other and are beginning to develop their confidence. At Key Stages 1 and 2, pupils show a keen interest in lessons and, by the time they reach Year 7, they are actively involved with the life of the school. Parents believe that the children like coming to school where they are encouraged to work hard and do their best and that the school helps them to become mature and responsible.
8. Overall, pupils' behaviour is satisfactory. There is some good and very good behaviour in lessons, but, occasionally, unsatisfactory behaviour results in both teaching and learning being adversely affected. There is also evidence of a small minority of pupils demonstrating behaviour that shows a lack of respect for the feelings and values of others, in the classroom and around the school. Generally, however, they play happily together in the playground and move around the school in a sensible and polite manner. No bullying was observed during the inspection.
9. Relationships between pupils, and between pupils and adults, are good. The range of educational visits, visitors and after-school activities, as well as the emphasis that the school places on personal, social and health education, all contribute to pupils' personal development. Pupils are encouraged to show initiative and take responsibility through, for example, the appointment of classroom monitors, involvement in the recently-produced mural and Year 7 pupils running the school office during lunchtime. Pupils are also beginning to be encouraged to take responsibility for their own learning through the system of 'achievable target cards'. Overall, the attitudes and relationships between pupils make a significant contribution to learning, standards having been generally maintained since the last inspection.
10. Pupils' attendance is unsatisfactory and there is a significant minority of pupils who arrive late for school. There is evidence that attendance figures have improved during the current school year, after a period of decline since the last inspection. However, it is still below the national average.

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

11. The school has improved the quality of teaching since the last inspection when a significant amount of teaching was unsatisfactory. Currently, 91 per cent is satisfactory, or better, with 35 per cent being good and 17 per cent being very good. This better teaching has not been in place long enough to have

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By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

made a significant impact on pupils' attainment, but the school's targets for improvement are realistic and standards are now on course to improve.

12. The quality of teaching and learning for children in the Foundation Stage is good overall and is an important factor in the way children develop good personal and social skills. Teaching ranges from satisfactory to very good. Pupils develop positive attitudes to learning and behaviour, which equips them well for school life. In the nursery, planning is good and reflects the national guidance for teaching children of this age. A good balance is achieved between direct teaching and the learning activities in which children engage. All adults encourage children to make personal choices and work independently as well as with each other. Assessment information is shared sensitively with all staff who work well together to provide a consistent approach to pupils and their needs. Some of these good features are built upon in reception where the quality of teaching and learning is sound. Teachers have high expectations of the children. They relate calmly and sensitively to their needs in a positive and encouraging manner. This results in the children being clear about what they should do. However, regular assessments have not been undertaken of what children know, understand and can do when they begin the reception year to ascertain attainment on entry or plan the curriculum effectively. As a result, some of the planning is inappropriately linked to the National Curriculum programmes of study instead of the specific early learning goals for children under six.
13. At Key Stage 1, the quality of teaching is satisfactory overall in most subjects, except in science where it is mainly good and in music where it is unsatisfactory. Teachers are beginning to relate their successful teaching strategies in the literacy and numeracy hours to improve other subject lessons. This contributes positively to the overall quality of teaching. Many teachers start lessons by recapping on previous learning and introduce new information and skills through direct exposition and demonstration. Pupils then work to consolidate this learning, either in groups or independently, and come together as a whole class at the end of the lesson to share what they have learned and to evaluate what they have done. Classroom assistants make a valuable contribution to learning throughout the school. They are prepared well for all lessons, carefully briefed by teachers and they relate well to pupils and teachers in a professional and supportive manner.
14. The quality of teaching is satisfactory overall at Key Stage 2 but it varies from very good to unsatisfactory. Teaching is good in science and geography, but unsatisfactory in art and design, information and communication technology, and music. In Year 7, the quality of teaching is never less than satisfactory; overall it is predominantly good. The best practice at Key Stages 2 and 3 was seen in English, mathematics and history where the very good teaching had a positive effect on pupils' learning. The school has developed a coherent system whereby learning objectives are identified and shared with pupils. This means that pupils are clear about what they should learn and, at the end of most lessons, they have the opportunity to reflect on the progress they have made. Teachers use a satisfactory range of effective teaching methods. They know their pupils well and take a sympathetic view when pupils have problems. However, where teaching is unsatisfactory, pupils' challenging behaviour is not managed effectively and this disrupts the learning of others. This is especially pertinent in some Key Stage 2 classes, where a minority of pupils cause problems for themselves and others. In the better lessons, teachers have high expectations for pupils, in line with the school's motto of 'Aim High'. The pace of most lessons is good, although there is a lack of challenge for pupils of higher ability. Across the school, teachers give good feedback to pupils in lessons, especially in English and mathematics, but it varies in other subjects and across year groups and classes. Insufficient homework is set for pupils to research new topics or extend understanding of work in lessons, especially in Years 5, 6 and 7. The use of assessment and the quality of marking varies considerably and are unsatisfactory overall. Written feedback in pupils' exercise books includes one-word comments such as '*brilliant*' or '*excellent*', but this does little to help pupils to understand which qualities are receiving praise and the marking does not help them to improve further. Teachers work hard to display pupils' work in all subjects. This reminds pupils of work well done, raises self-esteem and encourages them to work harder.
15. The school has focused on developing pupils' skills in literacy and numeracy in line with national initiatives and teaching is effective. However, too few opportunities have been given for teachers to update their subject knowledge in the more practical areas of the curriculum, such as art and design, information and communication technology, music and physical education; this is evident in the lack of progression in pupils' practical skills in these subjects.

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

16. The school provides a broad and balanced curriculum and subjects are taught in accordance with the National Curriculum and the locally agreed syllabus for religious education at Key Stages 1, 2 and 3. Children in the Foundation Stage are provided with an appropriate curriculum in the nursery, but this is not as well established in the reception class because the early learning goals are not incorporated fully into activities. The school's implementation of the National Literacy and Numeracy strategies is effective and the curriculum meets statutory requirements. Pupils are prepared appropriately for the next stage of their education, although they achieve levels below those expected nationally overall, due partially to the high numbers of pupils with special educational needs and partially to the low attainment on entry.
17. Since the last inspection, the school has made sufficient improvements to ensure that the length of the school day meets the required minimum at each key stage. The improved planning of the curriculum ensures all subjects of the National Curriculum are taught throughout the school. There are clear policies in place for all subjects and aspects of the curriculum and these are regularly up-dated and reviewed. The school is using nationally recommended guidelines for planning and these are regularly monitored by the headteacher, deputy headteacher and subject co-ordinators. The provision for pupils with special educational needs is good and this is a strength of the school.
18. Personal, social and health education, including drugs awareness and sex education, receives a high focus in the school and provision is good. The planning identifies a clear progression in learning as pupils progress through the school. Quiet periods, known as 'circle time', are well established throughout the school.
19. The range of extra-curricular activities is satisfactory. Opportunities exist for pupils to extend their learning through football, drama, story club, choir, discovery, and 'pitch hit and run'. The school is hoping to extend the extra-curricular provision with athletics and cricket in the summer term. Drama club for Key Stage 2 pupils is well attended and pupils have the opportunity to show initiative and develop their composition and choreographic skills. Opportunities for inter-school activities are currently under-developed, but the newly appointed co-ordinator hopes to extend this provision. Residential trips and visits to places of interest enrich the pupils' experiences in subjects such as history, geography and art and design. Pupils have appropriate opportunities for peripatetic music lessons in violin, woodwind, percussion, keyboard and guitar.
20. The contribution of the community to pupils' learning and the school's relationships with partner institutions are satisfactory. The local vicar regularly takes assemblies and there are effective links with the local church. The school has maintained effective links with the local playgroup and secondary schools. It is developing its links with the local community, as there are no sporting links at present. The local Woughton liaison group provides valuable support for all subject co-ordinators.
21. The school's provision for spiritual development is satisfactory. The supportive ethos of the school offers a secure environment where pupils are made aware of their responsibilities as members of a community. The regular assemblies are well planned and include moral and social aspects. The headteacher and staff are good role models who re-enforce the aims of the school and give a common message to all involved. This is constantly re-enforced from the time children enter the school in the nursery and throughout the school. All individuals are appreciated and encouraged to succeed. The school is a friendly place and pupils are made to feel welcome and special. Assembly themes include religious celebrations and festivals from other religions. Joy and excitement in learning is evident in the singing assemblies, and in the nursery when children help bath a real baby. Appropriate opportunities for reflection are given in design and technology, for example when pupils in Year 5 evaluate their 'Wish boxes'. The local vicar takes assembly regularly and pupils enjoy the good levels of participation through role-play and movement.
22. Moral development is good and is implicit from the time the children enter the reception class. Pupils have a clear understanding of right and wrong. There are clear codes of behaviour and values to ensure pupils develop a mature understanding of their moral and social responsibilities. All classes have a list

of agreed rules formulated by their members. The house system is used well and rewards and sanctions are established; for example, mid-day supervisors award certificates of excellence for outstanding behaviour during playtimes.

23. The school's provision for social development is good. The strong sense of family is initiated in the nursery, where families are valued and the school works hard to establish good links with parents and carers. A strong sense of community is shared throughout the school and older pupils are encouraged to develop an understanding of citizenship. This has a positive impact on enriching the quality of relationships between the home and school. There is no school council at present, but the school is aware of this and plans to develop this aspect.
24. Cultural development is promoted satisfactorily through visitors to the school and visits. The number of visits has increased recently to places such as the Buddhist Temple, Bradwell Abbey and the Roman Villa. Carol services are held for the local senior citizens and there are residential visits for all pupils at Key Stages 2 and 3. Visits, such as the Year 6 visit to Conwy, contribute to pupils' understanding and appreciation of contrasting locations in the United Kingdom. Visitors to the school, such as the African workshop, enable pupils to gain experience of drumming, dancing and listening to music from Ghana and the school raises money for local and international charities. Pupils develop an awareness of the different characteristics in music from countries around the world, but the opportunities to prepare them for life in multi-cultural Britain are limited.

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

25. The school makes satisfactory provision overall for the care of pupils. The support and guidance which pupils receive, both formal and informal, is sound and parents feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils well and respond to their needs. Pupils with special educational needs receive good support in the unit.
26. The procedures for assessing pupils' attainment and progress overall are unsatisfactory. This was a key issue at the last inspection and they have not been improved sufficiently, although the plans being developed to address this are well advanced and implementation is due in September 2001. Day-to-day assessment and lesson planning is satisfactory, but the effective use of assessment in the early year groups and the tracking of pupils' academic progress throughout the school is inconsistent. Teachers' understanding of level descriptors is too variable and the data collected centrally is not used effectively to plan the curriculum and set clear learning objectives for all pupils. Entry assessments are undertaken in the nursery, but they are not routinely completed when children enter the reception class, as required nationally.
27. The procedures for monitoring and recording pupils' personal development are unstructured. Pupils' annual reports are unsatisfactory. They do not report separately on information and communication technology and their format is inconsistent across the school. However, all of these issues are recognised by the school and are being actively addressed.
28. The school policies and procedures for promoting discipline and good behaviour are satisfactory overall. The 'consequences' system, including the 'lunch club', is proving successful. However, the school behaviour policy is applied inconsistently in classes and behaviour management is too variable. Policies and procedures for promoting health and safety are satisfactory, although the school is concerned about serious leaks in several sections of the school roof and about the potential dangers of traffic arrangements outside the school at the end of the day. Procedures for child protection and ensuring pupils' welfare are good and meet all requirements.
29. Procedures for recording and monitoring attendance are unsatisfactory. Registers do not accurately record unauthorised absence and the school has no system by which attendance can be monitored effectively on a continuous basis. There has been an inappropriate level of support from the education welfare service in recent months to assist the school with the issue of poor attendance. However, attendance certificates are awarded to pupils whose attendance during each term is very good and this actively promotes the value of regular attendance.

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

30. Overall, the school's partnership with parents is satisfactory. Parents believe that they are well informed about how their children are progressing. However, a significant minority of those who responded to the pre-inspection questionnaire believe that the school does not work closely with parents, that the children do not get the right amount of homework and that the school does not provide an interesting range of activities outside lessons. The inspection evidence agrees that parental concerns are well founded in relation to the inconsistent amount of homework given to pupils, but disagrees with regards to the extra-curricular provision and links with parents, which are satisfactory. Parents have positively received the new homework policy, but setting of homework is variable and there are no homework diaries to support it. There are plans to provide cricket and athletics in the summer term as extra-curricular activities.
31. The school provides information to parents through regular newsletters, parents' meetings, the governors' annual reports and pupils' reports. Parents also know that they can discuss issues informally with staff. However, the pupil reports do not give parents a clear indication of what pupils' know, understand and can do in all subjects and the variable format, sometimes without clear subject headings, is unhelpful. Setting of specific targets and strategies for improvement is inconsistent. The school plans to change the format for this year's reports. The school also recognises that the provision of more information about the day-to-day curriculum would be beneficial to parents.
32. Sound efforts are made to encourage parental involvement in the life of the school, so far with limited success. This is a key area of the school improvement plan. A few parents provide support in the classroom and there is a small, but supportive, parent teacher association. The involvement of parents in the individual education plans of pupils with special educational needs has improved since the last inspection and is now satisfactory. The school believes that the contribution of parents to children's learning at home and at school can be improved and a revised home-school agreement forms a part of the school's efforts to achieve this improvement.

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

33. The leadership and management of the school are satisfactory overall, with good features. The recently appointed headteacher provides good leadership to colleagues and, since being appointed at the beginning of the Spring term 2000, he has engendered a good feeling of teamwork and has encouraged staff to take an active role in sharing responsibility for the future development of the school. He has brought positive direction to the work of the school and has a clear insight into the needs of pupils in the twenty-first century. Following the last inspection, the school has appropriately addressed the key issue relating to ensuring that the length of the taught day complies with the recommendation for pupils at each key stage. Subsequently, there has been a time of adjustment and upheaval during which a high number of staff changes have occurred.
34. Changes related to school governance have taken place and several new governors have been appointed, including the very recent appointment of a new chairman. With the support of the governing body, deputy headteacher and senior management team, the headteacher has identified priorities and has drawn up an outline improvement plan, which provides a sound base for current needs, and lends itself to discussion and amendment to ensure future development. The school is now addressing key areas of weakness in a systematic and planned way. The staff and governors now have clear aims for the school, which reflect the continuing, caring ethos evident at the time of the last inspection, and foster positive attitudes to school and good relationships. Those with responsibility for management are determined that the school will 'Aim High' and a shared vision for improving standards is clearly evident.
35. The governing body oversees the business of the school appropriately and its role in supporting the strategic management of the school is undertaken effectively. Meetings are well attended and the business of the meeting is well supported by a capable clerk who ensures that the governing body is aware of any new requirements and changes to existing legislation. The governing body fulfils its statutory responsibilities; it has a clear committee structure to support its work and there is now a firm commitment to training. Governors are supportive of the headteacher, with whom they have established good relationships, and a small number of governors are regularly involved in the work of

the school. However, although there is a secure policy in place for evaluating aspects of the school's work, monitoring is unsatisfactory because the governors' insight into the progress made in addressing weaknesses in the school is mainly gained through the headteacher's detailed reports presented at meetings and not through established procedures.

36. The roles and responsibilities of the subject co-ordinators, an issue that was identified in the last inspection report, have improved and most co-ordinators have an appropriate action plan for future development. These plans are in the early stages of use and the school recognises that there is further work to be done. The management of the provision for pupils with special educational needs is good and subject leadership is good in mathematics, science and geography. However, the management of art and design, information and communication technology and physical education is unsatisfactory. The key issue identified at the last inspection relating to monitoring provision has not been improved sufficiently and assessment is not used rigorously to promote pupils' learning. Release time was introduced in September 2000 to enable the co-ordinators to consider planning and to develop their roles in monitoring standards. This has not yet had sufficient impact on raising pupils' attainment, particularly at Key Stages 2 and 3.
37. The school has a satisfactory understanding of what needs to be done in order to improve standards and has secure targets for moving towards this goal. The headteacher and senior staff analyse the results of national tests and have taken appropriate action to ensure more focused teaching. Teachers' planning is reviewed and the deputy headteacher and headteacher have begun to undertake lesson observations to identify strengths and weaknesses in teaching.
38. The school benefits from an appropriate balance of experienced and newly qualified teachers. However, partly due to the very high staff turnover recently, there is no qualified teacher in the nursery at present. The additional support assistants in the school provide effective support to teachers and pupils; the majority are well informed and are deployed effectively at all stages of the lessons. The school provides good induction for new teachers, but overall the staff development programme has not improved significantly since the last inspection. The recent in-service training has helped raise standards in numeracy and literacy, but this has been at the expense of other subjects, such as art and design, information and communication technology, music and physical education, where standards have fallen since the last inspection. The administrative, clerical and welfare staff are suitably trained, experienced and they assist effectively in the smooth running of the school. There are sufficient midday supervisors and cleaners to ensure that the school runs smoothly and the caretaker makes a significant contribution to the work of the school.
39. The school accommodation is satisfactory. It is clean, warm and light and the displays throughout the school are colourful. However, there are a few areas that give cause for concern. For example, the roof leaks in a number of places and some of these leaks are near lighting installations; there are no quiet areas for private study; the ceiling of the main stairway to the office is too low for comfort and there is no medical room. In addition, the unauthorised use of the school grounds in the evenings and at weekends often results in broken windows. The open plan provision for music restricts the range of the curriculum that can be provided.
40. The range and quality of resources is satisfactory overall, with some shortcomings. Resources are good for history and for pupils who have special educational needs. However, the resources are unsatisfactory for information and communication technology because they are inadequate for teaching the full curriculum. Resources are also limited in some subjects, such as design and technology, music, art and physical education. For example, there are too few construction kits, a lack of audio equipment, limited works of art from different cultures and only a small amount of gymnastic equipment for pupils at Key Stage 1. The inspectors also noted that some teachers provide their own resources independently of the school's provision.
41. The school's outline plan for improvement is satisfactory. Sound financial planning supports the priorities and satisfactory value for money is provided. The governors' finance committee is not yet fully involved in financial planning and monitoring of the budget. However, the headteacher provides governors with appropriate guidance and termly updates on expenditure. The school applies the principles of best value effectively to make good use of resources and the senior managers consult teachers about their views on the effectiveness of the provision. The school compares its performance



with similar and local schools, including pupils' attainment, expenditure, exclusions and attendance. Whenever purchases are made, the school compares prices from a number of sources and decides on the best value for money. This principle is now being extended to the services that the school purchases. The school makes good use of new technology for managing the school budget and the administrative staff carry out day-to-day financial controls efficiently.

42. All funds have been efficiently used for the purposes for which they were granted and link to the raising of pupils' attainment. Since the last inspection, the decision to change the role of the deputy headteacher to a non-teaching one has enabled the school to begin to develop its monitoring procedures and introduce 'booster' classes for pupils who benefit from additional support. The very large contingency budget in 1997 was used to build the school nursery, but although each child under six is funded, the nursery has not been adopted by the local education authority and does not, therefore, attract funding as either a nursery unit or nursery class. As a result, the school has less money available to fund resources and developments than would normally be expected.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The headteacher, staff and governors should;

(1) raise the standards in English, mathematics, science, art and design, information and communication technology, music and physical education by:

- providing more challenge for the potentially higher attaining pupils;
- developing the use of teacher's marking to provide more guidance for pupils on how to improve their work; and
- making better use of homework to help raise standards.

*(paragraphs 1 – 6, 14, 26 and 30)*

(2) improve the procedures and use of assessment by: \*

- increasing teachers' knowledge of the levels expected at each stage of pupils' learning;
- assessing children on entry to the reception class and at regular intervals throughout their time at the school;
- making better use of the information collected to help teachers plan their daily lessons; and
- improving the quality of pupils' reports to parents.

*(paragraphs 12, 14, 26, 27 and 31)*

(3) devise a clear programme of in-service training to increase teachers' subject knowledge of art and design, information and communication technology, music and physical education and increase the resources for these subjects.

*(paragraphs 15 and 38)*

(4) strengthen and develop the management of the school by:

- improving the monitoring roles of the senior management team and the subject co-ordinators to include rigorous evaluation of teaching and learning throughout the school; \*
- improving the role of the governors to include regular monitoring of the school's provision and its financial planning.

*(paragraphs 33 – 42)*

*(\* identified as a key issue in the last report and not sufficiently improved.)*

In addition to the above, there are a few minor areas for improvement indicated in paragraphs 12, 29, 32, 40 and 42. These relate to the development of the curriculum for children in the Foundation Stage and the current funding situation, conducting entry assessments in the reception class, improving the levels of attendance and procedures for promoting attendance, improving the learning resources and increasing parental involvement in pupils' learning.

## **SPECIAL EDUCATIONAL NEEDS**

44. Pupils with special educational needs attain levels which are below national expectations, but they make satisfactory progress overall. Pupils in the special education unit for those with moderate learning difficulties are supported well to make good progress. Teachers are well aware of the needs of the pupils on the special educational needs register and adapt work effectively for them. With a good level of focused support, pupils develop their confidence and skills and participate fully in class work. Pupils with statements receive regular support in class and in withdrawal groups, where teaching is well planned to meet their individual learning needs. They mainly receive help in developing their literacy skills but some also receive assistance in numeracy. The targets set for pupils are carefully formulated and regularly reviewed. Pupils achieve the targets set for them, reflecting the effectiveness of the support given.
45. Pupils have a sound approach to learning, although they do need reminders and help to maintain their concentration. In class sessions, the close support given by learning support assistants and the special educational needs co-ordinator ensure that pupils continue to apply themselves and are generally well motivated. The attention span of some of the pupils is limited and teaching has to be carefully adapted to regain their attention in order to prevent them from distracting themselves and others in the class.
46. Teachers adapt work and tasks appropriately. Most class teachers work effectively with learning support assistants, but the school is extending the procedures by which this liaison can be improved further. Learning support assistants have recently begun to make notes on the progress of pupils in each session to improve communications with class teachers. The level of informal contact is good and class teachers and support assistants have a good knowledge of pupils' targets. They work closely with the co-ordinator to prepare tasks for pupils which best serve their learning needs. The teaching support offered to pupils in the unit is of a good standard. Pupils benefit from working in small groups where they can concentrate on areas of literacy and reinforce skills such as reading and word recognition. The co-ordinator, who is also the unit manager, provides highly structured teaching which builds up pupils' knowledge well. She is patient and encouraging and keeps pupils on task, helping them to recall previous work in a way which builds their confidence and self-esteem.
47. Teaching is well planned to include appropriate learning. All pupils have access to the full curriculum and subject policies underline the importance of including pupils of all capabilities. Pupils with high ability are monitored and the school has plans to extend the learning of pupils who need the challenge of working with older pupils in numeracy.
48. The school complies with the statutory requirements for pupils with special educational needs and responds well to the Code of Practice. Pupils' progress is carefully checked in the nursery and any who give cause for concern are monitored by the teachers who consult closely with the co-ordinator. Pupils are also screened for learning difficulties when they join the school and there are comprehensive systems for monitoring the progress of pupils entered on the special educational needs register. Records of these pupils are well maintained and reviewed by the co-ordinator and class teachers. Where appropriate, new targets are agreed in discussion with the pupils. The class teacher and co-ordinator involve parents in the reviews of those pupils with statements and on the upper stages of the register. The recently introduced system, by which learning support assistants record pupils' progress on a daily basis, helps to make information more available to all the personnel involved.
49. Parents are well informed of the progress of their children with special educational needs through contacts with teachers and support staff and through the termly reviews of individual education plans and the reviews of statements. Parents are invited to consult the co-ordinator on parent-teacher evenings and an increasing number of parents appreciate the opportunity of discussing their children's progress.
50. The management of the special education unit is good and the provision for pupils with special educational needs has been improved since the last inspection. The co-ordinator efficiently fulfils her responsibilities as manager of the unit and brings considerable expertise to her role. She is good at liaising with teachers and support assistants and has drawn up a clear action plan for the aspects which she wants to develop. She works closely with teachers in preparing and monitoring the teaching

of pupils with special educational needs. She has identified areas for training, not only to help teachers with pupils' learning needs, but also to meet pupils' behavioural difficulties. She has also made it a priority to improve the way learning support assistants are deployed to make full use of their potential. Governors are aware of the importance of special educational needs provision but do not monitor the developments in detail. The creation of a separate room for group teaching provides accessible and effective storage for the good level of resources which are available to help pupils. However, the many staircases in the school prevent access for pupils in wheelchairs.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	35	39	9	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	25	397
Number of full-time pupils known to be eligible for free school meals	0	95

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	5	120

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	60
Pupils who left the school other than at the usual time of leaving	48

### Attendance

#### Authorised absence

	%
School data	9.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	20
	Girls	17	17	17
	Total	34	33	37
Percentage of pupils at NC level 2 or above	School	83 (87)	80 (85)	90 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	13
	Girls	15	15	13
	Total	31	33	26
Percentage of pupils at NC level 2 or above	School	76 (85)	80 (89)	63 (91)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	27	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	17
	Girls	14	9	16
	Total	27	21	33
Percentage of pupils at NC level 4 or above	School	51 (57)	40 (38)	62 (52)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	14	14	16
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	51 (57)	55 (36)	58 (48)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	3
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	359
Any other minority ethnic group	0

*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 – Y7**

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	21
Average class size	26

#### **Education support staff: YR – Y7**

Total number of education support staff	10
Total aggregate hours worked per week	263

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	50

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	25
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	698,765
Total expenditure	720,643
Expenditure per pupil	1,806
Balance brought forward from previous year	3,753
Balance carried forward to next year	18,125

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	422
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	37	8	1	0
My child is making good progress in school.	46	40	10	3	1
Behaviour in the school is good.	47	40	3	4	6
My child gets the right amount of work to do at home.	28	38	19	8	6
The teaching is good.	49	38	8	1	4
I am kept well informed about how my child is getting on.	49	40	5	6	0
I would feel comfortable about approaching the school with questions or a problem.	62	33	0	5	0
The school expects my child to work hard and achieve his or her best.	62	31	4	1	3
The school works closely with parents.	44	37	10	9	0
The school is well led and managed.	54	35	4	0	8
The school is helping my child become mature and responsible.	51	35	9	1	4
The school provides an interesting range of activities outside lessons.	21	23	18	14	24

**NB: Not all parents responded to all questions. Therefore totals may not add up to 100.**

### Other issues raised by parents

Twenty parents attended a meeting held at the school and eight parents wrote to the registered inspector. The majority of comments were positive and parents expressed their satisfaction with the education provided by the school. Several parents stated that their children like school, the behaviour is mainly good and teachers are approachable. A few parents would like the school to provide more homework, a wider range of extra-curricular activities and closer partnerships between the home and the school.



## **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**

55. Since the last inspection, the school has increased its provision for the youngest children by extending its facilities to include a separate nursery class. Children are admitted in the term prior to their fourth birthday. At the time of the inspection, there were 50 children in the nursery part-time and 28 children in the reception class. The entry assessments, conducted when children first enter the nursery, show that attainment is well below average. However, the school does not assess children again when they enter the reception class and this is a weakness. The staff are aware of this shortcoming and plan to carry out assessments from September 2001. Due to recent changes, there is no qualified teacher in the nursery, although there is an experienced nursery nurse and a learning support assistant, with a qualified teacher in the reception class, supported by a learning assistant.
56. Planning and assessment are good in the nursery, but inconsistent across the whole Foundation Stage. Adults are highly motivated, enthusiastic and share positive relationships with the children and their parents. They are sensitive to the needs of young children and provide a well-organised range of appropriate activities. They are clear about roles and responsibilities and have common shared aims and objectives. This has a positive effect in ensuring that the learning is well organised, enjoyable, safe and secure at all times. Routines are well established and children clearly know what is expected of them. A secure and purposeful ethos is established.

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

57. Children make satisfactory progress, although they do not achieve the early learning goals by the time they are six. They use wooden blocks to build an aeroplane and high attaining children learn to interact with each other. There is often a 'buzz' of activity in the baby clinic role-play area in the nursery. Children are encouraged to think independently and to behave sensibly as they bath the toy dolls and play with equipment. They learn that items, such as the wheel of the fire engine, is for driving the vehicle and not for using as a hammer. All children develop their confidence and higher attaining children work reasonably well alongside others. Lower attaining children, and the few with special educational needs, are given constant support to develop their social skills. However, many have an under-developed awareness of other children and need support and encouragement to interact with their peers. Children sustain concentration for short periods. They are all expected to help with jobs in the classroom during the day. As a result, children learn to respect each other and distinguish between right and wrong.
58. Teaching is strong in this aspect and children respond well to clear guidance from adults who all provide good role models. There is a happy, welcoming environment where everyone is made to feel special. Consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. Children are made to feel that their ideas and contributions are valued. A good range of resources and opportunities are used to promote learning in social skills. The adults provide a relaxed and happy atmosphere where the joy and excitement of learning is evident.

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

59. Children make good progress in developing their skills in speaking, listening, language and literacy but only a few achieve the early learning goals by the time they leave the Foundation Stage. Higher attaining children talk in sentences and are beginning to give reasons for their answers; they talk about the sequences of events in a story using the picture clues. However, many children use a limited range of vocabulary by the time they are six. Children enjoy browsing through books and know that the printed word communicates meaning. They know that words are read from left to right. They know how to handle books and show respect, handling them with care. Children are given lots of opportunities to make marks on paper. The youngest children confidently write marks and shapes, but many of the oldest children are unable to write their own name independently. They overwrite letters and words, but their letter formation is often weak.

60. Teaching and learning are very good in the nursery and satisfactory in the reception class. Experiences in language and literacy are planned well and taught effectively. Many opportunities for speaking and talking to each other are provided in the role-play area in the nursery. For example, adults motivate children well and intervene skilfully by inviting children to talk about why the aeroplane crashed and how the children can put out the fire, using the climbing frame as an imaginary fire engine. A strength in teaching is the way adults constantly extend vocabulary through discussion and good role-play experiences. However, the potentially higher attaining children are not given enough challenging activities.

### **Mathematical development**

61. All children make good progress in the early learning goals, but most will not achieve them by the time they leave the reception class. The oldest higher attaining children count up to and, occasionally, beyond ten. For example, they count the class lunch boxes and add on and take away numbers of children in the class. They recognise basic shapes and are beginning to identify three-dimensional shapes, such as spheres and cylinders. Most children recognise circles and squares, but they cannot discuss properties of shapes, such as spheres. For example, they identify bubbles as 'round' and recognise the shape of an egg, but suggest incorrectly that eggs are the same shape as the footballs. The oldest children in the reception class are beginning to understand 'more than' and 'less than'. With adult help, they count up the number of children present each day. They identify when a jug is full of water but find it difficult to talk about it being empty. Children sequence patterns and thread beads in a repeating pattern with adult support.
62. The quality of teaching and learning is good overall. Adults are enthusiastic and encourage children to use number in everyday situations around the classroom. Activities such as bubble blowing are used to stimulate interest and guide children's observation of different shapes. Teachers present lessons in an enjoyable way that young children relate to very well. As a result, they become well motivated and work well on mathematical tasks. The potentially higher attaining children in the nursery and reception class are not always challenged sufficiently, although there are plans to provide more extension activities for them.

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

63. Children make good progress, but they do not achieve the early learning goals by the end of the Foundation Stage. Children in the nursery enjoy watching and helping a visiting mother wash her young baby. Staff use questions skilfully to guide children's observations and promote discussion about growth and development. Children help to make their own playdough and listen to adults talk about how the mixture changes when the water is added. They develop their observation skills, but do not enquire why things happen. Higher attaining children talk about the daffodils and recognise crocus flowers. They demonstrate reasonable control when using the computer, operating the mouse effectively to play a 'caterpillar' game. However, computers are not used sufficiently and it was noticeable that many children do not choose to explore the equipment. Children have little awareness of times past and are unable to talk about old and new toys.
64. Teaching and learning in this area of learning is good. Activities are interesting and challenging. Adults make effective use of questions to extend knowledge and understanding. Opportunities are taken to develop and extend vocabulary. Teaching of investigative skills is good because adults encourage children to extend their vocabulary and develop observational and investigative skills.

### **Physical development**

65. Children make good progress and achieve the expected goals for their age. Children improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand-eye co-ordination is developed well through matching and positioning shapes, jigsaws, decorating and sticking. Children change their clothes for physical education with minimum assistance. They develop co-ordination, control and confidence in movement because there are daily opportunities to climb, slide and balance on playground equipment. Nursery children climb confidently with well-developed co-ordination and

control. This is continued in the reception class where children develop their skills on the well-planned, low-level gymnastic apparatus. They jump with good resilience from the box top and balance on the up-turned bar. Spatial awareness is developing well as children skip, slither and jump around the room pretending to be different animals, such as frogs and snakes. They move quickly into a whole group circle shape on command and the highest attaining children skip with a good rhythmic response to the music. All children listen to the teacher and stop well on command.

66. Teaching and learning are good overall. Nursery children develop their physical skills so well because the nursery nurse provides many regular opportunities for children to develop their gross motor skills. Satisfactory activities are provided in the reception class, but there are too few opportunities to encourage the highest attaining children to devise and sequence their own movements.

### **Creative development**

67. Most children do not achieve the early learning goals by the time they leave the reception class, although they have good opportunities to paint, draw and create simple collage pictures. Children print with fruit and sometimes produce repeating patterns. They explore different colours, textures, shapes and forms to represent pictures. Role-play provides good opportunities for children to increase their imaginative skills. For example, in the nursery, children can build a train track with adult support. They create passengers and a 'travelling' story ensues. The baby clinic, aeroplane, fire engine and home corner all provide good opportunities for children to extend their imaginative ideas and role-play. They enjoy washing the doll's hair with real shampoo. The quality of the children's singing is satisfactory. Children in the reception class join in with Key Stage 1 assemblies. They are beginning to learn some of the songs by heart. They enjoy chanting the song, 'We are going on a bear hunt.' In dance activities, children move like imaginary animals according to the teacher's instructions.

68. Teaching and learning are satisfactory overall. Both classes provide a reasonable range of experiences and children are appropriately challenged in their work. There are daily opportunities for children to explore colour, texture, form and space in two and three dimensions. The good quality role-play experiences contribute to promoting children's use of their imagination. Activities are well organised and managed, but there are too few opportunities for children to develop their use of computers for artistic and imaginative work.

### **ENGLISH**

69. The results in the 2000 national tests for Key Stage 1 at Levels 2 and 3 show that, compared to all schools nationally, pupils attained below average results in reading, although they were on a par with similar schools. In writing, pupils attained similar standards when compared with other schools nationally and above average when compared with similar schools. Throughout Key Stage 2, pupils make satisfactory progress overall, but this is not sufficient to enable all pupils to reach the national standards by the age of eleven, due to the low starting point on entry and the high number of pupils with special educational needs. The national tests for the end of Key Stage 2 show that the attainment of boys and girls is well below all schools nationally at Levels 4 and 5 and below that of similar schools. Standards are amongst the lowest five per cent in the country. The school has appropriately implemented the National Literacy Strategy and, in order to address standards in reading, it has introduced extra time for whole class reading practice.

70. When children enter the school, many lack the expected skills in speaking and listening. This is often accompanied by a lack of self-confidence. However, they quickly begin to join in with class discussions and are keen to answer specific questions. By the age of seven, although most pupils' attainment is still below average, most have made reasonable progress. In a Year 2 class, for example, pupils were guided effectively to read a poem from an enlarged text called, 'I Wonder What Would Happen...?' They quickly learned the repetitive lines by heart and knew that the poem was divided into verses. With the teacher's encouragement, pupils then successfully made up their own alternate lines for some verses and some were able to write them down. Pupils use word banks and check spellings for themselves from class dictionaries. Some higher achievers were able to add a little mischievous humour to their verses, which added the fun ingredient making the learning all the more effective. Pupils listen well to the views of others and develop a growing confidence in expressing their opinions. They learn not to interrupt and show by their actions and their answers that they have understood instructions. A few pupils still find this difficult but teachers use effective strategies to

overcome problems and encourage all pupils to take turns and fit in appropriately.

71. Given the lack of experience with books some children have on entry to school, teachers do well to stimulate their interest. With constant encouragement, pupils begin to read a wide variety of texts and can recognise and write in a variety of styles and for a specified audience. For example, older pupils in Year 6 rehearsed, in detail, arguments for and against hunting with dogs. They carefully composed letters to send to the Prime Minister, expressing their opinions. Pupils know how to structure argument to make a required impact on the reader and that persuasive language makes use of emotive vocabulary, but in a restrained manner, in order to have the desired effect. Despite trends, which show that girls are ahead of boys in national tests, in lessons, boys and girls make similar progress. The exception to this is when a minority of boys, mainly in Key Stage 2 and Year 7, show immature, attention-seeking behaviour. This restricts their own and other pupils' progress. Most teachers have effective strategies for limiting the distractions which these few pupils cause. Most pupils read with good understanding, both fiction and non-fiction books. Their research skills are satisfactory when using books and printed materials. Most pupils understand and can use indexes, glossaries and the contents page of reference books. Insufficient use is made of computers for research purposes. Pupils in Year 5 can describe the characteristics of an explanatory text. They know that it usually involves a greater degree of specialist or technical vocabulary, is written in an impersonal style and imparts information, often involving facts or statistics. Pupils enjoy reading matter such as magazines and newspapers, as well as novels and books for information. Teachers encourage pupils to compare writing styles and discuss issues from these different genres. This helps pupils to inform and improve their own written style.
72. By the age of seven, pupils develop satisfactory handwriting skills. The majority write fluently and legibly, taking care to form letters properly. They are encouraged to check difficult spellings against key word lists and dictionaries. Teachers introduce cursive handwriting techniques. For some pupils, this has happened too late as they have developed set habits and find it difficult to adapt whilst retaining fluency. The school has adopted a useful, structured handwriting programme, for all age groups, which is taught systematically. In Years 6 and 7, however, some teachers do not always reinforce the basic skills associated with the development of legibility. This means that a few pupils still adopt uncomfortable writing posture and develop poor letter formation habits. The pupils who do acquire good handwriting skills also use appropriate techniques for organising and presenting work in an attractive manner. Pupils in Year 6 experiment with a range of suitable page layouts when designing their own web site in order to give maximum impact to their message and to enhance their written work. Pupils are taught to word process their own written texts. They use cut and paste techniques well to organise both written and graphic texts to good effect.
73. The quality of teaching and learning at Key Stages 1 and 2 is satisfactory overall, although it varies considerably at Key Stage 2 from very good to unsatisfactory. At Key Stage 3, the teaching and learning are consistently good. This is an improvement since the last inspection. The school has successfully implemented the national literacy requirements. This has been a key feature of the improvement and literacy skills are promoted effectively across the curriculum. Pupils' progress is steady and builds sequentially on their prior attainment. Teachers share learning objectives at the start of each lesson and evaluate if they have been effectively met at the end. This helps pupils to be clear about what they are expected to learn. Teachers write targets for pupils to achieve in the front of their exercise books, challenging pupils to improve at their own pace. The school collects and analyses results of national tests. Teachers collect day-to-day information about individual pupils' progress but, as yet, they are not using this information to guide planning. Pupils with special educational needs are identified early and given additional literacy support. These lessons are very well planned and taught. The creation of a sensitive and stimulating learning environment results in pupils developing confidence and making good progress. Much work has been done to produce a comprehensive policy for assessment. Teachers are waiting for training in the procedures before being able to use it to inform their lesson planning.
74. The library is an attractive, welcoming environment. It has been carefully planned and arranged to accommodate a whole class of pupils for teaching purposes and was well used during the inspection. There is an additional, comfortable browsing area, with floor cushions and colourful rugs where pupils are encouraged to choose and enjoy books in a more informal setting. The books are well chosen and in good condition. They are well matched to pupils' interests and ability levels.

75. The co-ordinator acts as a good role model for all teachers and has worked hard to establish useful working links with the local library service and promote reading throughout the school. There are clear ideas for further development in the subject, including an identified need for more fiction books and more up-to-date dictionaries for all age groups of pupils. The co-ordinator also recognises the pressing need for more good quality enlarged texts to support guided reading sessions at all levels. The results of the national tests have been analysed effectively to help raise standards, but the opportunities for monitoring the quality of teaching in the subject are unsatisfactory. The school has recently allocated regular non-teaching time for this to be developed.

## **MATHEMATICS**

76. The standards reached by seven-year-olds in mathematics have shown a steady improvement since 1999. Pupils make good progress in their learning and most achieve standards similar to those expected nationally by the end of Key Stage 1. The results of the most recent national tests for Levels 2 and 3 reflect these standards. When compared to schools of a similar background, pupils do well and the test results are better than most. However, the results of the tests for eleven-year-olds show that the number of pupils reaching the expected Level 4 is well below average, both nationally and when compared to similar schools. Standards were amongst the lowest five per cent in the country in 2000. Standards are beginning to rise in line with the national trend, but the wide gap between school and national results remains and only a few pupils achieve the higher Level 5. The standards attained by boys and girls in Year 7 are also well below that expected by the age of twelve years.
77. Current inspection findings indicate that, by the age of seven, pupils are achieving the standards expected. Although standards of eleven- and twelve-year-olds are below the expected levels overall, they are beginning to improve. Pupils in Years 3 and 4 are achieving standards expected for pupils of this age. This reflects the focus the school has on raising standards. The National Numeracy Strategy, which ensures that basic mathematical skills are taught regularly, has been introduced effectively and numeracy skills are used across the curriculum. Teachers are clear about what they want pupils to learn. They explain the purpose of the lesson at the beginning, so those pupils know what they are about to learn and do by the end of the lesson. Teachers make use of the information gained from day-to-day assessment of pupils' learning to match work to pupils' abilities and needs.
78. Pupils start school with well below average mathematical skills. They make good progress as they move through the infant stage, as a result of the good teaching of basic skills. Pupils are effectively taught the strategies they need to help them understand how to add, subtract, multiply and divide, and the relationship between different methods of calculation. Pupils in the junior and secondary classes make sound gains in their learning overall, although there are variations between and within year groups due to variations in the quality of teaching and teacher expectations. Pupils in Year 5 make better progress because of the very good teaching. Throughout the school, pupils who need extra help make satisfactory progress because they receive focused support from learning support staff or class teachers.
79. By the age of seven, pupils have a good knowledge of number. They are developing a sound understanding of the relationship between addition and multiplication and subtraction and division. This is due to the emphasis placed on improving the teaching of mathematics and also the effective range of calculation strategies explored in whole class sessions. Pupils use their recall of multiplication facts when halving and doubling numbers; for example, to find a half of 18. Higher attaining pupils rise to the challenge of working with larger numbers and finding a quarter. Pupils collect data and organise simple charts. Teachers show pupils how to draw their own graphs enabling them to record information on a block graph so that they can answer questions such as, 'Which is the most popular cake sold in Mrs Peters' shop?'
80. By the end of Year 6, pupils have made reasonable progress in their ability to interpret word problems. Thorough teaching of how to go about solving problems helps pupils to understand each step of the process, such as identifying key words, which calculation is required and the different methods they can use to find the answer. However, pupils' knowledge of multiplication tables is weak and many find division difficult, resulting in frequent calculation errors. Pupils' use and understanding of mathematical vocabulary is insecure, particularly the less capable pupils who sometimes confuse basic terms, such

as odd and even numbers. More able pupils are more secure in their learning and add, subtract, multiply and divide numbers up to 1000, using standard written methods. They can find the areas of rectangles by using the formula and apply their knowledge of multiplication to work out the perimeter and area of shapes made from rectangles.

81. Pupils in Year 7 have many gaps in their knowledge. Most have a satisfactory understanding of place value of four digit numbers, multiplying and dividing by ten and a hundred, although they are less certain when working with decimals to two places. More able pupils use informal written methods to record multiplication of two 2-digit numbers or divide a 3-digit by 2-digit number. However, other pupils often make mistakes in calculation and the methods are not fully understood by less able pupils. In their work on angles, they are beginning to apply more confidently the terms 'acute' and 'obtuse' and learning to use a 360° protractor correctly to measure and draw angles. The mathematics co-ordinator has made a full analysis of their test results to identify the aspects which pupils find difficult and require more attention. However, teachers do not always use assessment information to plan work that fully bridges the gaps in their knowledge.
82. Teaching is sound overall, but it varies from very good to satisfactory in particular classes. The quality of teaching has improved in the junior part of the school since the last inspection, although two lessons seen were unsatisfactory. The quality of teaching for Year 1 and 2 has many good features, although one lesson was unsatisfactory. Teachers plan well together to ensure that pupils in parallel classes cover the same work. They have a sound knowledge of mathematics and many use mathematical vocabulary confidently, although pupils are not always given sufficient encouragement to use the vocabulary themselves. Teachers explain the work well and involve pupils in effective discussion through good questioning. For example, in a Year 6 problem-solving lesson, close attention to key words in the question suggested by pupils, highlighted on the problem solving guidance grid and discussed with the class, enabled pupils to select the correct operations to calculate the answer. This provided particularly good support for pupils who have low levels of literacy skills. The careful and systematic approach helped to build pupils' confidence and they worked hard when applying this step-by-step approach to solving a range of one and two-step problems. The strategy of paired discussion, 'carpet mates', seen in one class, was effective in involving all pupils in discussing and sharing ideas and helped to build pupils' confidence.
83. Where teaching is good or very good, teachers' high expectations result in challenging work and group activities build on what pupils have learned before. On these occasions, pupils respond well to the challenge, work hard and make good gains in their learning. For example, in mental mathematics Year 2 pupils applied themselves with great willingness when the teacher increased the pace of the questioning. The calm environment created by the teacher, the good rapport between teacher, pupils and support staff and the brisk pace all help to produce busy, purposeful lessons where pupils behave well and work hard. Resources are carefully chosen to match the aims for the lesson. For example, whiteboards and number fans for individual pupils in mental mathematics ensure that all pupils are fully involved in working examples and teachers can see instantly if pupils are able to carry out the tasks accurately or need further guidance and practice. Teachers identify pupils who would benefit from extra support through careful assessment of their learning. These special 'booster' groups are effective because the quality of teaching is very good and pupils have the chance to practise skills and work towards improving, with careful guidance.
84. Where teaching is unsatisfactory, teachers find it hard to manage pupils effectively and, as a result, pupils waste time, do not concentrate and make less progress than they could. When planning the lessons, the teachers do not always use assessment information effectively so tasks are either too easy or too hard for pupils. The more challenging work is tagged onto the end of the activity rather than allowing the pupils to start work at a level of which they are capable. In mental mathematics, teachers do not always ensure that all pupils are fully involved in carrying out the calculations. The session sometimes lacks pace and not enough attention is given to rehearsing the skills to help pupils develop speedier recall and mental manipulation of numbers. The quality of the plenary session is variable. Where teaching is particularly effective, teachers make good use of the plenary to clarify misunderstandings and consolidate pupils' knowledge and understanding in line with the aims of the lesson. Marking of pupils' work consists mainly of praise. It does not contain sufficient guidance to show pupils how they might improve their work, or include useful practices such as setting targets. Teachers do not make enough use of computers to support pupils' learning, particularly in data

handling.

85. The subject co-ordinator provides good leadership. Lesson monitoring and subsequent professional development are helping to improve areas of teaching where weaknesses exist. Analysis of test data has provided a focus for improvement and increased emphasis is now placed on these, although it is too early to judge the effect on standards of work. The assessment and monitoring of teaching and learning are being developed, and regular release time has been arranged for the co-ordinator since September 2000.

## SCIENCE

86. The teacher assessments for the end of Key Stage 1 in 2000 showed that the percentage of pupils attaining the expected Level 2 or above was very low in comparison with the national average, although the percentage reaching the higher Level 3 was close to the national average. However, results are slightly higher when compared with those in similar schools. At the end of Key Stage 2, the national tests showed that the number of eleven-year-olds attaining the expected Level 4 or above was very low compared with the national average and below average in comparison with the results of similar schools. Standards were amongst the lowest five per cent in the country. The performance of boys and girls was not significantly different but, over the last four years, standards have not consistently kept pace with the national trend for improvement. Targets set by the school last year were exceeded by two per cent and this year's targets realistically aim for further improvement. The inspection evidence indicates that pupils achieve average standards at the end of Key Stage 1, but, taking into account the high numbers of pupils with special educational needs, standards are still below the national average by the end of Key Stage 2 and in Year 7. Nevertheless, some good improvements have been made since the last inspection. For example, pupils are investigating and experimenting, rather than having a heavy reliance on text books for information, and a clear and detailed scheme of work now underpins the subject throughout the school.
87. Pupils at Key Stage 1 are keen to volunteer to try things out and they are developing their investigative skills well, particularly in predicting and recording experiments. They tackle tasks logically; for example, pupils know that batteries and buzzers must be joined with wires in a circuit to light up a bulb. All pupils know that houses, cars and aeroplanes need lights and they can make a circuit within a 3-dimensional model or behind a 2-dimensional card picture. Younger pupils explore and recognise which toys are pushed and which are pulled. They have a secure knowledge of the dangers and the safety factors involved when dealing with electricity. Pupils recognise the effects of heat on things like eggs, jelly and chocolate and know that exercise combined with healthy foods and vitamins keep people fit.
88. Pupils at Key Stage 2 can identify different types of teeth, such as molars and incisors. They conduct fair tests and understand the need to need to keep some variables constant when testing. For example, when experimenting with sound in Year 5, they limit the number of layers of material and distances from the source of sound to find out how sound waves can be muffled. They learn about functions of the digestive system in Year 7 and the concept of food chains in Year 4. However, work is not presented well because the lack of literacy skills hampers pupils' recording of results and slows the pace of learning. Many pupils have gaps in their knowledge and several pupils have poor memory recall skills, which hinder their progress. Teachers focus well on technical vocabulary during activities, listing the key words they will use in their planning and revising the words constantly throughout lessons. This strategy is used effectively and extended throughout the school, so that pupils are beginning to build up appropriate scientific terminology, which supports learning well. The majority of pupils respond eagerly and share resources well, when using the range of equipment available.
89. Teaching throughout the school is good. No unsatisfactory teaching was seen and, in 70 per cent of lessons, teaching was good or very good, with the stronger teaching seen at Key Stage 1 and in Years 5, 6 and 7. A clear structure and well-defined whole-school planning, introduced last year, is beginning to have a positive effect on pupils' learning and, as a result, standards are rising. Lessons are planned carefully so that all pupils tackle topics at an appropriate level for their age, although teachers do not always give careful attention to finding out what pupils already know when introducing new modules of study. Teachers' classroom management is mainly good. Whole class discussions, group and individual tasks and the use of teachers' time to support learning are well thought out to

meet pupils' needs. However, there is little regular assessment and recording of what pupils have learned. Resources like batteries and bulbs are plentiful at Key Stage 1 and teachers ensure that all pupils have sufficient equipment and help to conduct their experiments successfully, which generates a high level of enthusiasm and involvement.

90. Leadership of the subject is good. The co-ordinator has secure subject knowledge and is well organised, so that the resources for demonstrations and for pupils to use are adequate and easy to find. The newly planned scheme, which is based on the national guidance, is being implemented well and the co-ordinator has analysed the results of national tests. However, the monitoring of teaching and learning is still in the early stages of development, although regular release time has recently been introduced to improve this aspect.

## **ART AND DESIGN**

91. Standards at the end of Key Stage 1 are in line with national expectations and have been maintained since the last inspection. At Key Stage 2 and in Year 7, they are below national expectations and have declined since the last inspection. At Key Stage 1, pupils develop growing confidence and skills, using a suitable range of materials and tools, which enable them to express their ideas and feelings in visual and tactile ways. In Year 1, pupils make well-observed drawings of portraits of their friends, using pencils, chalk pastels and paints. They match and blend colours carefully and understand proportion when placing drawings on paper. This work effectively links with work in English. For example, pupils read 'Funny Bones' by Janet and Allen Ahlberg, making their own attractive illustrations of skeletons using art straws and glue on a black background. They also painted anatomically correct dancing skeletons in thickly applied white paint, showing great care and good paint handling skills. Pupils in Year 2 design and make clay mobiles from tiles, which they shape from damp clay, in the form of flowers, vehicles or marine creatures, as part of a theme on landscapes. Pupils discuss the characteristics of colours for each theme and are encouraged to mix their own shades from colours, which have been pre-selected by their teachers.
92. At Key Stage 2, pupils in Year 3 explore viewpoints. They concentrate on dreams and their characteristics and this is connected to their work in literacy. This work, although interesting, is not fully developed because it is supportive illustrative material for the written text rather than being fully explored as a visual art exercise. Pupils present their work in various ways, including sequenced story-board formats, but opportunities to link the work with artists such as the Surrealists or Marc Chagall, who worked extensively on dream imagery, were lost. When pupils are not given examples of the work of other artists, they are unable to compare and evaluate their own skills and understanding with successful works. As a result, they continue to work within their own limitations, are not offered an appropriate level of stimulation and challenge, and fail to make improvements in their own work. Pupils in Year 6 make still life studies in pencil, paint and pastels. They observe plants, flowers and fruits, concentrating on colour. They show good ability to match and mix appropriate harmonious blends and clear contrasts to good effect. However, by Year 7, standards are below the expected level because teachers do not set appropriate challenges or teach the techniques necessary for pupils to grapple with the more difficult elements of picture making, such as the exploration and depiction of three-dimensional aspects of the objects on a two-dimensional sheet of paper. There is little evidence of computers being used, either to research artists and their work or as a means for pupils to explore and generate their own imagery. Groups of pupils submitted well-drawn ideas for a large painted mural in the school entrance. This project was ably co-ordinated by a governor at the school and is a good example of co-operation. Such projects generate a sense of pride in achievement for those pupils who take part, a sense of belonging and a chance to feel ownership of part of the learning environment.
93. The quality of teaching and learning at Key Stage 1 is satisfactory. Although no lessons were observed directly in Key Stage 2 or in Year 7, the evidence, based on discussions with teachers and pupils, and an analysis of pupils' work, shows that teaching and learning are unsatisfactory. This is because teachers' knowledge of the subject is not secure and they do not build on the sound skills and techniques acquired by younger pupils. Consequently, older pupils lack clear direction in their work and do not make the progress of which they are capable. Teachers have few clear assessment criteria and do not keep examples of pupils' work against which to make judgements about merit and by which to compare other pupils' efforts. At present, there is little discernible progression between some year groups from Years 3 to 7. Opportunities are lost to develop pupils' cultural appreciation of



paintings, sculptures and artefacts from both European and wider world cultures. Parents receive scant information of their child's progress in art and design in annual reports.

94. The subject co-ordinator has a good vision for the development of the subject and her own capability in teaching the subject places her in a good position to bring about improvement. She has only recently taken over responsibility but has already re-stocked the practical tools and materials necessary. However, the monitoring of teaching and learning is not yet fully developed. The school has adopted a national scheme of work, but has not adapted it to meet the needs of pupils or the expertise of teachers. Due to the emphasis on developing the core areas of learning, such as English, mathematics and science, there has been little staff development in art and design. Although the resources are maintained well, easily accessible and kept centrally, they are unsatisfactory for the number of pupils on roll. There are insufficient posters and books about famous artists, major art and design movements and examples of artists' work in the Library and in classrooms. In addition, the school provides inappropriate sketch books for pupils in Key Stage 2 and Year 7. These notebooks are shared with design and technology, but the quality of the paper is unsuitable to take the full range of wet and dry media, which the art curriculum states. Pupils do not benefit from visits to galleries and museums, but the school has planned for an artist in residence to work with pupils next term.

## **DESIGN AND TECHNOLOGY**

95. Overall standards of attainment at the end of both key stages and in Year 7 are satisfactory and pupils make good progress in their learning, considering the very low attainment on entry to the school and the high numbers of pupils with special educational needs. Progress made by pupils with special educational needs is good. Since the last inspection, standards have been maintained and the overall quality of teaching at Key Stage 2 has improved from satisfactory to good.
96. By the end of Key Stage 1, pupils' ability to design, make and evaluate their product is well established. Pupils use a range of materials and methods to make puppets. Papier-mâché is used to make stick puppets and cooked dough is used to make string puppets. Close attention is paid to clothing, hair and facial expression of characters such as the Wizard, Little Red Riding Hood and the Wild Thing. Pupils' ability to assemble, join and combine different materials such as wood, cloth and dough is satisfactory. The use of construction kits is less well developed, but planning sheets effectively help pupils draw their design, identify materials and methods used and record their own evaluation of practical work.
97. By the end of Key Stage 2, pupils have developed their design and evaluative skills. Pupils in Year 5 design and make a 'Wish box' and high attaining pupils make wish boxes with fitting lids in ceramic clay. Pupils evaluate their designs well and identify what could be improved. Pupils with special educational needs make good progress. They are able to describe how they use paper patterns to make purses. Skills such as stitching are developing well. Pupils in Year 4 thread needles themselves and sew with neat running stitches. They know how to start the stitching and how to secure the thread at the end of the work. They test their product and lower attaining pupils design a purse with two compartments. All pupils can explain the function of pulleys and high attaining pupils understand and explain how compound pulleys can contribute to a fairground product. By the end of Year 7, pupils have developed a sound understanding of the importance of design to meet a specific need. They design and make a prototype for an attachment for sportswear by making pencil drawings and paper patterns after observing and evaluating a range of sportswear materials. Pupils investigate and analyse packaging and materials well. They design and make chocolate novelties for sale at Christmas. Pupils make sensible comments about their designs, such as the tail of the fish needed to be wider because it was too narrow and kept breaking off. Learning is good; pupils identify and write about their final analysis and conclusions such as 'a simple design is better than a complicated one.' Pupils enjoy design and technology and they have good attitudes to work.
98. The quality of teaching and learning is good overall at Key Stage 2 and satisfactory at Key Stage 3. No teaching was observed in Key Stage 1. A strength in teaching is the clear framework and guidelines used for evaluative work. Good use is made of parental expertise and the liaison between parents and teachers is used effectively to extend pupils' experiences. For example, the good introductions to explain the functions and different varieties of pulleys and how they can be used effectively motivates pupils to consider their own fairground designs. The design and evaluative work has a more prominent focus than the quality of the finished product. Expectations of the making

process are not always high enough for the older pupils especially in Year 7. The management of the subject is unsatisfactory because the monitoring and assessment arrangements are not fully developed and the school has an insufficient number of construction kits. The co-ordinator has recently ordered more equipment, but resources are unsatisfactory at Key Stage 2.

## GEOGRAPHY

99. Since the last inspection, satisfactory standards have been maintained throughout the school. By the end of Key Stage 1, pupils identify the location of particular features on an island map. They realise that sailors working on ships take food, clothing and people to the overseas locations. They understand the differences between life for people on a Scottish Island, as portrayed in the story of *Katie Morag*, with fine attention to detail such as tractors and trailers on Struay, where 'there's not much traffic', as opposed to Milton Keynes, which has 'shiny cars' and 'busy roads'. Pupils recognise physical contrasts, such as mountains and paths with occasional cottages in the hills and the major development by the harbour, compared with houses, benches, shopping centres and gardens in a neat and orderly arrangement in Milton Keynes.
100. By the end of Key Stage 2, pupils have reached the standard expected for their age. They read maps with confidence, finding their way in the locality using a map and compass in Year 4, and find the key features of the area around Milton Keynes by using mapping symbols on the Ordnance Survey map in Year 5, listing locations using four-figure co-ordinates. They recognise that people in contrasting parts of the world have a different life style and culture, having experienced a 'Ghana' week, which richly enhanced their learning. A significant number of pupils find it hard to recall geographical facts, for example relating to cities, countries and continents, but patient, encouraging teaching, using a variety of well thought out questions and reminders, encourages these pupils to recall essential details and reinforces learning well. In Year 6, pupils' work is well supported by a visit to a contrasting United Kingdom location during the summer term. Last year, pupils visited Conwy and their study of castles and the contrasting scenery, led to a good understanding of how location affects peoples' lives, based on real observations. These skills are consistently developed through Year 7, where pupils' understanding of the effects of industry on the landscape develops well. They can identify features on maps of the area from 1769, 1885 and 1938, as well as up-to-date maps, and understand how the area around Milton Keynes has changed and become more densely populated over time. They recognise that some features remain, some have been eliminated and some extended. This work links appropriately with studies in history and has been extended to enable pupils to consider the effects of high-density population on this country and other regions of the world. Teachers bring a good level of subject knowledge to these discussions, encouraging pupils to think about factors such as the need to reclaim land, or the problems of homelessness and lack of medical care, which can result from over-population.
101. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2 and in Year 7. Teachers have a clear understanding of the skills that must be taught, for example, when identifying the features of an area. Although few assessment opportunities are evident in marking, teachers use searching questions to encourage further research. Teachers' planning is good and lessons present good challenges to all pupils. Clear and careful explanations ensure that pupils develop their knowledge and understanding well. Teachers use skilful questioning which engenders depth of thought and discussion and debate is used to good effect so that pupils show a good level of interest in their work. The management of behaviour is good, with teachers using appropriate strategies to keep pupils on task and isolate any incidents of inappropriate behaviour. However, much of the work recorded by pupils is presented in lists or reported paragraphs and weak literacy skills sometimes hamper recording and the presentation of data. Although teachers mark work carefully, giving praise and encouragement, assessment procedures are unsatisfactory because the quality of information and skills mastered are seldom evaluated.
102. Leadership of the subject is satisfactory. The co-ordinator is knowledgeable and enthusiastic. However, the new scheme of work has only recently been introduced and, although the action plan for the subject is appropriate, monitoring of the teaching and learning is not fully in place. A range of field trips, visits and visitors enhance teaching, with pupils visiting local sites and having discussions with people who have lived in Ghana.

## **HISTORY**

103. Since the last inspection, standards have been maintained and they are similar to the national expectations at the end of both key stages and in Year 7. By the age of seven, pupils understand seasonal changes and the effects of the passage of time. They recognise that not only are old toys worn and perhaps dirty, with squashed faces, but they are often made of different materials than today, with stuffings of sawdust. They know that old mechanical toys, like trains, may be made of tin and wood rather than plastic. Pupils know their grandparents played with different toys from the ones they have nowadays and they eagerly explain the differences. They can successfully identify their grandparents, parents, brothers and sisters and themselves in a family tree, according to age.
104. This positive enthusiasm for the subject is not as evident at Key Stage 2, where, although pupils' attitudes are satisfactory, and they clearly enjoy the stories of Boudicca and the Roman invasion, they have less enthusiasm for historical enquiry, for example, in their study of local history. No history has been taught in Year 6 so far, but, in Year 5, the work on the story of Boudicca shows that pupils can describe the terrifying appearance of an opponent when explaining how a Roman soldier would feel before going into battle against the Iceni. Year 3 pupils enjoy researching the Greek theatre and finding out about life in Ancient Greece, but they are sometimes insufficiently focused on the tasks and they have limited research skills to extract information and record it in a logical way. In contrast, the level of enthusiasm in Year 7 is high. Pupils' study of Medieval Realms shows that they have a sound understanding of the life and times of Henry II and the powerful influence of the church. They know that Thomas Becket was Archbishop of Canterbury who became Lord Chancellor in 1155. Good use of a visitor, who has played the character of a medieval knight, has enhanced pupils' understanding considerably, so that this study was an enriching experience and made a sound contribution to pupils' cultural development.
105. The quality of teaching and learning is sound overall at both key stages and very good in Year 7. Pupils enjoy their work because they are able to handle a range of artefacts and teachers take time to discuss characteristics, drawing attention to clues. Well planned lessons at Key Stage 1 ensure that pupils have pictures of children from the past to look at from Victorian times to help them highlight the differences in clothing and furniture. Teaching at Key Stage 2 of historical enquiry, however, is less secure than teaching about events and people. Whereas lessons come alive through discussions when retelling the events and stories of people from the past, the level of challenge relating to interpreting sources is inconsistent. In Year 7, teachers' subject knowledge is very secure and this leads to very effective teaching. For example, the conflict between Henry II and Thomas Becket was very well taught with imagination, verve and panache. One teacher chose to be a medieval storyteller and used the forum to involve pupils in acting out the drama, whilst another teacher had selected research material to follow up the drama. Teaching skills and resources were very well matched to pupils' needs, their reading abilities and the precise requirements of the task in these lessons.
106. The subject is managed effectively by a temporary co-ordinator, but assessment and monitoring procedures are not fully developed. A secure scheme of work, good range of books and other interesting factual texts and artefacts ensures that learning is appropriately supported. Visits, for example to the Roman Villa at Bradwell Abbey, and the residential visit to Conwy in Year 6 to study castles, are well used to generate enthusiasm and give pupils experiences which serve to enhance learning well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

107. Standards at the end of Key Stage 1 are satisfactory, but, at the end of Key Stage 2 and in Year 7, they are below national expectations. This is a decline since the last inspection because the national requirements for the subject have become more rigorous and the school's original computers are now out of date. They are not equipped to accept computer disk systems on which appropriate software is available to match the new curriculum requirements. Teachers have tried to overcome these problems; some have tried to format the school's diskettes, using their own software but the machines cannot recognise the information and reject it as unacceptable. The school is building a new computer suite in a more suitable classroom environment. This installation, when complete, will match more closely the new curriculum requirements. It will also allow pupils to work independently or in pairs, instead of in groups of three, as is the current arrangement.

108. Pupils throughout the school enjoy their lessons. By the end of Key Stage 1, pupils are able to word process sentences and simple stories and save their work. Opportunities for making pictures and using graphic information are rarely offered, for example in mathematics and art. In Year 1, pupils co-operate well and take turns to use the specially enlarged mouse, which is designed specifically for little hands to operate. They know how to point the cursor to select specific shapes, colours and sizes of objects on the screen and move them, using the drag and click facilities, to another part of the screen. They do this in response to simple instructions from their teacher or by reading simple words on the screen. This helps pupils to develop socially, learn specific new vocabulary and improve speaking and listening skills. Pupils in Year 2 have fun when learning to program the floor robot, using simple computer language. Pupils give simple commands by pressing buttons, for the robot to travel in forwards and backwards directions. They make it turn through 90-degree angles in order to move along a floor grid, which their teacher has prepared. Pupils know to clear the memory before commencing a new set of instructions and to cancel entry if they have made a mistake. Pupils become very engrossed in their calculations and develop good skills in sequencing and problem solving.
109. At Key Stage 2 and in Year 7, pupils build upon prior attainment and widen their scope, but opportunities for control technology and making multi-media presentations are insufficient to meet national requirements and this is unsatisfactory. The school is aware of this and has arrangements in hand to address the issue in the new curriculum plans and in supplying the new computer suite. Pupils highlight text, cut and paste words, sentences and paragraphs to organise and edit their written work and present their ideas more clearly. Pupils in Year 6 draw down menus when using spreadsheets. They incorporate illustrations, which they find on the Internet, to enhance work. For example, pupils design their own web sites, using their own choice of subject material. These include football clubs, whales and dolphins and chocolate confectionery. This effectively links with work they had been doing in literacy. Pupils are aware of copyright infringement laws. They know to adapt material in their own words and not to copy the published work of other people. Pupils are keen and work energetically but are constantly frustrated by the limitations of the computers.
110. The quality of teaching and learning is satisfactory at Key Stage 1, but it is unsatisfactory at Key Stage 2. It is satisfactory overall in Year 7, and occasionally good. Teachers have gained confidence and practical capability since the previous inspection. All teachers organise and manage pupils well during whole class sessions but opportunities are lost for individuals to use computers during other subject lessons. There is little evidence in displays or pupils' work books of recording by printing out finished work or keeping on-going work for evaluation and modification by pupils. Teachers use computers well to produce well-presented worksheets and to display information.
111. The subject co-ordinator, who has recently taken over the role, has clear ideas for improvement. The school has recently adopted a national scheme for the subject but, until procedures for assessment are firmly incorporated into lesson planning, it is not sufficiently well matched to learning objectives, more to topics to be covered. The monitoring of teaching and learning is not yet fully developed, but the school has recently allocated release time for this. There is a need to provide professional development for teachers, in line with the new national requirements.

## **FRENCH**

112. Only one lesson was observed during the inspection but pupils' attainment was assessed from a scrutiny of their work, lesson plans and discussions with the teacher and pupils. Pupils attain standards in line with those expected in Year 7 and they make sound progress. Their skills in speaking and listening are often good and they achieve the expected levels in writing and reading French. There has been a good level of improvement since the last inspection, when speaking skills were limited and no written work was covered. The quality of teaching and learning is sound and the school is building up resources to a satisfactory level.
113. Pupils respond enthusiastically to the well-paced routines of singing the alphabet, days of the week and months of the year with which the teacher starts the lesson. This is organised in a lively and informal way which creates a positive and relaxed atmosphere. Pupils speak to each other with considerable confidence and are good at identifying the key words in questions. They answer well

when asked about their age and where they live. They talk about their families and their homes using a good range of vocabulary and communicate information well by combining learnt phrases with accuracy. Most pupils have good accents and listen to their teacher carefully in live and taped conversations. The teacher's command of spoken French is adequate but some errors in pronunciation are reproduced by pupils. There is little use of native speakers, on tape or video, which would help acclimatise pupils to the intonation and speed of the spoken language in real life.

114. The amount of written French which pupils attempt is appropriate at their early stage of learning. They copy phrases as directed and have started to build their own simple sentences using the verb 'avoir' and vocabulary connected with their homes and classroom. Pupils copy accurately and understand the use of accents, although the presentation of their work is not always neat. Marking is up to date and offers a few helpful comments to pupils. Displays around the class help pupils to develop their reading skills and the teacher makes good use of cards with key words and phrases to reinforce pupils' understanding of spoken and written vocabulary. The topics covered are well planned and develop pupils' knowledge of vocabulary and forms of speech in linked stages, which ensure pupils develop confidence and skills at an appropriate pace. The teacher shares lesson objectives with the class and, together, they review their learning at the end of sessions. This provides useful guidance on how pupils are progressing but little use is made of objective testing to measure the gains that pupils are making in their knowledge and skills. The subject is adequately resourced and the school has agreed plans to increase these and extend teachers' skills.

## **MUSIC**

115. By the age of seven and eleven, standards are below those expected nationally. No lessons were seen in Year 7 during the inspection and there was limited evidence of pupils' previous work. It is, therefore, not possible to make a judgement about standards achieved overall by twelve-year-olds. However, throughout the school, pupils' progress has been affected by inconsistent opportunities to develop their musical skills. As a result, there has been a decline in standards achieved by pupils since the previous inspection.
116. There is a satisfactory focus on vocal development in the singing assembly practices, which is helping pupils to improve the quality of their singing. By the end of Year 7, the singing in the upper school assemblies is in line with the expectations at this stage, although the standard of singing by younger pupils at Key Stage 1 is unsatisfactory. Pupils at Key Stage 2 can sing songs in two parts and match their voices effectively to the pitch of the melody, although they lack accuracy and resonance in the upper range. For example, the singing at the end of Key Stage 2 is sometimes below the standard expected for eleven-year-olds when the teacher's lack of knowledge of how to develop and improve pupils' vocal skills adversely affects progress. No composing took place in the lessons seen during the inspection and there was no evidence of composing in pupils' completed work. Teachers' planning indicates that there are some opportunities for pupils to arrange their own rhythm and pitch patterns, although these do not occur on a regular basis in each year group.
117. The quality of teaching and learning was unsatisfactory overall in the three class music lessons observed during the inspection. This is largely due to lack of teacher expertise in the subject. Management of classes is generally good and pupils are willing to work at the activities presented. However, teachers spend too much time talking rather than giving pupils time to develop and practise their practical music making skills. In most lessons seen, too few activities are planned for the length of time available and pupils have too few opportunities to play classroom percussion instruments. In some classes, pupils do not have regular weekly lessons and pupils are unable to make the progress of which they are capable. The teaching in the singing assembly practices is good overall. There is a good focus on developing pupils singing and rhythmic skills and the teacher uses assessment well to help pupils improve. Songs are carefully chosen to attract pupils and stimulate their interest. Pupils enjoy the sessions and participation and behaviour are good. As a result, pupils achieve a reasonable standard of singing. As pupils are becoming more fully involved in the activities, the teacher plans to extend the repertoire to give pupils experience of songs from a broader range of styles and cultures.
118. The management of the subject has recently been taken on by the co-ordinator, who is aware that the focus on literacy and numeracy in the school has resulted in pupils having too few opportunities to engage in music-making. The new long-term plan shows topics pupils will be taught in year group over

the course of the year and this is supported by the national guidance. However, assessment procedures are unsatisfactory overall and the school does not have enough resources to help teachers plan and teach an appropriate range of skills and activities. The open plan nature of parts of the school causes some problems as the noise made when playing instruments affects other classes, making it difficult for pupils to concentrate. This accounts for the lack of regular opportunities for pupils to develop their skills. The co-ordinator is committed to improving curriculum provision for all pupils and has made a start on an action plan for improvement. A choir has been established, which has sung at a carol service for senior citizens, and there are opportunities for pupils to learn to play musical instruments. Pupils are introduced to music from other cultures through the weekly assembly music.

## PHYSICAL EDUCATION

119. Standards at the end of Key Stage 1 are satisfactory, but they are unsatisfactory by the end of Key Stage 2 and in Year 7. During the inspection, lessons were observed in all year groups, but no swimming was observed at Key Stage 1, as pupils swim during the autumn term. Since the last inspection, standards have not been improved; the higher attaining pupils are still not sufficiently challenged and there is still evidence of teachers lacking depth in their knowledge and understanding of the subject.
120. By the end of Key Stage 1, pupils have spatial awareness and move alongside others, showing sensitivity to each other. In response to taped broadcasts, pupils in Year 2 travel, clap and turn. High attaining pupils move rhythmically to the music. Co-ordination and basic skills are effectively developed as pairs of pupils skip around other couples and travel under their arch. Pupils demonstrate sound levels of co-operation; for example, they are beginning to plan how they will move and they travel in a variety of ways with a partner. Evaluation and observation of their own and others' performance are satisfactory. Pupils talk about what they and others have done and their knowledge of the importance of exercise and the effect on their bodies is satisfactory. However, in Year 1, pupils' attainment is below expectations because teachers are not firm enough in ensuring that all pupils listen to instructions. Pupils swim at Key Stage 1 and discussions with them indicate that most swim confidently.
121. By the end of Key Stage 2, pupils' knowledge of attack and defence tactics in games is satisfactory. Most pupils in Year 6 can talk about the effect of exercise and the value of activity for their wellbeing. Pupils compose a sequence combining balances, twists, turns and rolls. However, although all pupils manage to produce sequences with the required movement content, only a few high attaining pupils performed their actions well. By Year 7, pupils produce a movement sequence with a partner to include balance, flight, rolls and travelling on hands and feet. High attaining pupils perform handstands and cartwheels. The range of skills shows progress from the work seen in Year 6, but the quality of work produced shows little improvement. This is because attention to holding a balance and appropriate tension and extension in movement is not identified by the teacher. Pupils attempt to evaluate their performances, but their use of technical language to describe their actions is limited.
122. The quality of teaching and learning is satisfactory overall, but it varies from good to unsatisfactory. In the good lessons, the work appropriately challenges all abilities and the pace and activity levels are good. In less effective lessons, teachers say '*well done*' inappropriately when the quality of the work could be better and do not always identify good features of learning. Consequently, learning opportunities are missed. Planning throughout the school is inconsistent. The 'games afternoon' for Years 4 and 5 was unsatisfactory because pupils were not organised effectively and this contributed to negative attitudes and low levels of attainment amongst pupils; four classes were divided into their house groups and they moved around a carousel of activities. However, many lower attaining and special needs pupils were unable to relate well to different teachers.
123. The management of the subject is not secure, although the co-ordinator is enthusiastic and has recently assumed responsibility for the subject. However, whilst a few teachers follow the national guidelines, others do not, and there are no clear arrangements for assessment. There has been no recent training and, as a result, the teachers' knowledge is insecure. The good action plan identifies appropriate areas for development and there is an adequate supply of gymnastic and games equipment for Key Stage 2 pupils. However, the resources for Key Stage 1 are unsatisfactory, because there are insufficient lightweight gymnastic apparatus and insufficient balls and small

equipment. A satisfactory range of extra-curricular activities includes football, cricket and athletics.

## RELIGIOUS EDUCATION

124. Standards achieved by seven and eleven year olds are satisfactory in relation to the locally agreed syllabus. There has been an improvement in the standards achieved at the end of Year 2 since the last inspection. Insufficient evidence was seen to be able to make a secure judgement about standards at the end of Year 7. A lot of the work done is through discussion, particularly in the infant classes. However, across the rest of the school, much of the written work is limited in scope and often let down by poor use of English and weak presentation.
125. Pupils across the school, including those with special educational needs, make satisfactory progress in their learning. By Year 6, pupils have a satisfactory knowledge and understanding of Christianity and key features of the life of Jesus. They know about the events leading up to Easter. By the end of the key stage, pupils have learnt significant aspects of major faiths, as set out in the guidance provided by the local education authority. For example, they know of the principles and practices associated with the Jewish religion and that symbols play an important part in the rituals and worship of different faiths. The Year 4 visit to the local Catholic Church and Buddhist Temple had a great impact on pupils and helped them to become more aware of the significance of prayer in different faiths. Pupils responded sensitively to the atmosphere within the buildings with comments such as 'the wonderful peaceful Peace Pagoda'.
126. Teaching and learning are satisfactory overall and, occasionally good. Lessons are carefully planned and have a clear focus. The majority of pupils are interested in the lessons and show respect for different opinions and beliefs. This makes a positive contribution to pupils' learning. Teachers begin with a brief question and answer session, which recaps what pupils have previously learned and prepares them for the new work. Good questioning in some lessons encourages pupils to think more deeply and consider the feelings of those involved in the stories. For example, in a lesson about Jesus in the garden of Gethsemane, pupils were asked, 'Why might Jesus have been disappointed in the disciples?' Discussion provides good opportunities for pupils to develop their speaking and listening skills. The time allocated to some lessons is not long enough for pupils to complete the written tasks, or to use the final part of the lesson to reflect upon what they have learned. As a result, coverage of topics is sometimes superficial. For example, the interesting work in Year 7 on, 'Pilgrimage in Present Day Life' was well linked to the history topic, but pupils found difficulty in relating this work to their own experiences and understanding.
127. The co-ordinator is new to the role, and management of the subject is not fully developed. The subject policy has been updated and the programme of work amended using the national guidance to better meet the needs of the school. As yet, there are no formal assessment procedures and the monitoring of teaching and learning is not fully developed. The co-ordinator has identified appropriate priorities for future development. Although there are opportunities for outside visits and visitors, these are not extended to enable pupils to see that faith can be a part of everyday life.