

# INSPECTION REPORT

## **HOLLINGWOOD PRIMARY SCHOOL**

Chesterfield

LEA area: Derbyshire

Unique reference number: 112794

Headteacher: Mr S Hull

Reporting inspector: Mrs Anne Johns  
18579

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> June 2001

Inspection number: 192700

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lilac Street Hollingwood Chesterfield Derbyshire
Postcode:	S43 2JG
Telephone number:	(01246) 472417
Fax number:	(01246) 473081
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs G Freeman
Date of previous inspection:	3 <sup>rd</sup> – 7 <sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs A Johns	Registered inspector	Science Music Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
12682	Mr J Griffin	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
24031	Mrs I Idle	Team inspector	The Foundation Stage Information and communication technology Design and technology Art	
22790	Mrs J Pinney	Team inspector	English History Geography	How good are the curricular and other opportunities offered to pupils?
18926	Mr M Ridout	Team inspector	Mathematics Religious education Physical education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

The school, which was built in the 1930s is bigger than most primary schools. The number of full time equivalent pupils on roll is 280, with about the same number of boys and girls. Numbers have increased during the last few years and there are now 11 classes. The school is situated on the Hollingwood Estate, which is an area of mixed housing three miles north of Chesterfield town centre. Children join the nursery at the beginning of the term in which they are four. Attainment on entry to the Nursery is broadly average and is wide ranging.

There has been an unsettled period regarding staffing since the last inspection in March 1997, as two staff members have been on long-term sick leave and over 50 per cent of staff have joined the school since the last inspection. The percentage of pupils with special educational needs is below average at 14 per cent, although this number is increasing. Since the last inspection the school includes a much higher proportion of pupils with specific behaviour problems. There are no pupils who speak English as an additional language. The number of pupils having free school meals is broadly average. During the last year, there has been considerable mobility in the school as 35 pupils joined the school at other than the usual time. There were 18 pupils who left at other than the usual time. In September 2000 the school achieved 'Investor in People' status.

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

Hollingwood Primary School is successful in achieving standards at the end of Key Stage 2 that are average in English and mathematics and above average in science and is committed to further improvement. Nearly all the teaching is satisfactory, with nearly 40 per cent of teaching which is at least good. Most pupils have at least sound attitudes to school and relationships are good. Parents are kept well informed and they support the school well. The school has been through an unsettled period since the last inspection, which has slowed the overall progress which the school has made. The school is led and managed in a cost-effective way. The school provides satisfactory value for money.

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

- The pupils' handwriting and presentation of work are good. Pupils achieve above average standards in science at the end of Key Stage 2.
- There is a hardworking and committed staff team.
- The partnership with parents and partner institutions is good.
- There are positive relationships in the school.
- There is very good administrative support.
- There is good provision for pupils with special educational needs.

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

- Standards in writing at the end of Key Stage 1 and in information and communication technology (ICT) throughout the school.
- The Foundation Stage<sup>1</sup> curriculum in reception does not meet statutory requirements and there is insufficient liaison between nursery and reception.
- The behaviour of a significant minority of pupils is unsatisfactory in some lessons.
- The management role of the senior staff and co-ordinators and the monitoring role of the governors and their involvement in longer term strategic planning.
- Assessment procedures and the use of assessment outcomes to plan work that challenges all pupils, particularly higher attainers.

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

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<sup>1</sup> The Foundation Stage applies to children from three years of age to the end of the reception year in primary school.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then the school has made slow progress overall in addressing the key issues. There has been long-term staff illness and several changes in staff. The unsettled period following the last inspection has hindered progress. This has had an impact on developing curriculum responsibility and school policies. The school has developed the use of national guidance in the core subjects and has found the National Literacy and Numeracy Strategies particularly helpful.

The high level of pupil mobility has had an impact on standards in the school. The current Year 6 includes 14 pupils who were not present when the pupils were in Year 2. Over half of the current Year 2 was not on roll for the start of Key Stage 1. There are a significant number of pupils with behaviour problems, over half of whom have been admitted from other schools. At the time of the last inspection, standards in the core subjects were above average in mathematics and well above in science. Standards for the current cohort of pupils in Year 6 are now broadly in line with the national average in mathematics, but remain above average overall in science. Standards have improved in design and technology and history and are now in line with expectations. In ICT standards are below average. Until recently the school did not have adequate resources for this subject, which has had a restrictive effect on standards. Resources have been increased and with pupils' increased practical experience the standards are improving.

The school has developed an overall curriculum plan, which provides useful guidance for staff. National schemes have been adopted to provide guidance, but policies are not yet in place for all subjects. The issue with regard to liaison and progression between the nursery and reception has not been developed sufficiently. The nursery curriculum provides a suitable balance of activities, but in Reception the curriculum is not based firmly on the Early Learning Goals<sup>2</sup> set out in the Foundation Stage Curriculum. The school prospectus is now an informative document, which provides relevant information for parents.

## 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	A	A	C	C
mathematics	C	A	C	C
science	B	A	B	B

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

In 2000 the results in English and mathematics were in line with the national average at the end of Key Stage 2 and in science they were above average. In each subject this showed a fall in standards since 1999, although the school exceeded the targets which the school set. In science over 50 per cent of pupils achieved the higher level. In English and mathematics the number of pupils achieving the higher levels was about average. Over three years the overall trend in attainment has risen, and was just about maintained in 2000 to be broadly in line with the national trend. In comparison to similar schools, standards were average in English and mathematics and above average in science. Current targets set by the school are realistic and reflect the current cohort of pupils.

<sup>2</sup> The Early Learning Goals set out what most children should achieve by the time they reach the end of the reception year in the primary school.

Standards in the national tests in 2000 at the end of Key Stage 1 were above average in reading and average in mathematics and science. Standards in writing were below average. When compared to similar schools, standards were above average in reading and average in science and mathematics. They were well below average in writing.

Current standards at the end of Key Stage 1 are average in each core subject, although they are still below average in writing. At the end of Key Stage 2, standards are average in English and mathematics and above average overall in science. Standards in speaking and listening and spelling are about average throughout the school. There is a significant minority of pupils who find it difficult to listen and consequently they miss important information. Standards in handwriting are above average and many pupils write with a clear joined script. The presentation of work is good and many pupils show pride in this aspect of their work.

Standards in ICT are below average due to the previous lack of sufficient resources. The pupils lack a broad range of experiences. The school is aware of this and is implementing an action plan to remedy the situation. Standards in design and technology have improved and there is a range of interesting work throughout the school. They have also improved in history at the end of Key Stage 2. Pupils with special educational needs make satisfactory achievement in relation to their abilities and make sound progress. Higher attaining pupils make satisfactory progress overall, but in some lessons, where there is less challenge, they do not make enough progress. Standards in physical education, art, music, history and geography are in line with the standards expected. In religious education they are in line with the expectations of the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have satisfactory attitudes to learning and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. Most pupils are polite and courteous. The behaviour of a significant minority of pupils in some lessons is unsatisfactory.
Personal development and relationships	Relationships are good overall and personal development is sound.
Attendance	Attendance is satisfactory overall. The school works hard to encourage good attendance.

There is currently no clear up-to-date guidance to help staff deal consistently with pupils who have problems with behaviour.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	satisfactory

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

The quality of teaching is satisfactory. During the inspection it was judged to be good or better in about 40 per cent of lessons, with some examples of very good teaching. Teaching was satisfactory or better in about 95 per cent of lessons, with about six per cent of very good teaching and five per cent of unsatisfactory teaching. In some lessons when teaching was judged to be satisfactory overall, there were some unsatisfactory elements such as lack of pace and insufficient challenge for the higher attainers. The skills of literacy and numeracy are taught effectively throughout the school. The teaching for pupils with special educational needs is satisfactory. The support staff make an effective contribution to the teaching of pupils with special educational needs. Overall the school



generally meets the needs of all pupils, although in a minority of lessons the needs of higher attaining pupils are not fully met. Most pupils make satisfactory progress throughout the school.

**Strengths of the most successful teaching include:**

- high expectations of standards and behaviour, with effective class management;
- enthusiastic and interesting exposition;
- thorough planning which sets out clear expectations of what is to be achieved, and matches work to the range of abilities;
- a plenary session which reinforces the pupils' learning; and
- a brisk pace.

**Areas for development in less successful lessons:**

- the teachers' expectations of standards and behaviour were not high enough;
- pace was too slow and class management was not so effective;
- the behaviour of a minority of pupils was not managed effectively;
- on-going assessment is not used to plan for future learning; and
- learning objectives were not explained to pupils and the final plenary session was rushed.

**OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum in Key Stage 1 and Key Stage 2 is broad and balanced. Provision for the Foundation Stage curriculum is unsatisfactory. The nursery curriculum is based on the Early Learning Goals, but the provision for reception children is not always suitable for their needs.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is satisfactory overall. Some opportunities to promote spiritual development are missed in lessons.
How well the school cares for its pupils	There is a satisfactory level of care overall.

There is inconsistent promotion of the pupils' personal, social and health education as there is not an agreed programme for its development. Assessment procedures and the use of assessment to plan work particularly to challenge higher attaining pupils, require improvement. The partnership with parents is good. Parents are interested and supportive of the school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and purposeful leadership and is well supported by the staff. The day-to-day management is very thorough and effective.
How well the governors fulfil their responsibilities	The governors are interested and supportive, but do not currently fulfil all their responsibilities with regard to monitoring and longer term strategic planning.
The school's evaluation of its performance	This is a developing area. The school uses data effectively to set whole school targets for improvement and is developing the use of setting individual pupil targets.
The strategic use of resources	The school makes satisfactory use of strategic resources. Support staff are used well to support teaching and learning. There is careful financial

	planning and good use is made of available funds.
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The accommodation is satisfactory overall. Space is limited, but the staff make the best use of what is available. The library is often in use as a classroom, which limits the time in which pupils can use it for research. There are sufficient staff in the school and there are adequate resources. The principles of best value are applied satisfactorily.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The leadership of the headteacher.</li> <li>• The quality of information for parents.</li> <li>• Teaching is good.</li> <li>• The progress that pupils make.</li> <li>• Pupils' attitudes towards school and the behaviour of most pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework levels ought to be higher in a number of classes.</li> <li>• The level of challenge for the more able pupils.</li> <li>• The behaviour of some pupils.</li> <li>• School décor, footpaths and playground surfaces.</li> </ul>

Inspectors judge that the leadership, teaching, pupils' attitudes, behaviour and progress are all satisfactory. They agree that the quality of information is good about pupils' progress and school life. There is no whole-school homework policy, to define homework expectations for year groups. The school plans an audit to clarify actual homework levels provided in each class, prior to introducing a whole-school policy. Inspectors agree that the level of challenge for the more able is not always as high as it should be. The staff work hard to deal with the behaviour of a minority of pupils with challenging behaviour. A start has already been made on a significant building refurbishment programme by replacing a significant number of windows. The playground surface is uneven and the school is working to secure funding to improve this as soon as possible.

## **PART B: COMMENTARY**

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

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

1. In the 2000 end of key stage tests, the results in English and mathematics at the end of Key Stage 2 were in line with the national average. In science they were above the national average, with over 50 per cent of pupils achieving higher levels. When compared to standards in similar schools, standards were average in English and mathematics and above average in science. At the end of Key Stage 1, standards in the national tests and assessments were above the national average in reading, in line with the national average in science and mathematics, but below average in writing. When compared to similar schools standards were above average in reading, average in mathematics and science but well below average in writing, with no pupils achieving the higher than average level in writing. The school exceeded the targets set in the core subjects. Targets have been amended to reflect the changing school population and are realistic.
2. Trends over the past few years reflect an overall improvement in standards in all subjects. In 2000 this trend was just maintained in line with the national trend. There was a dip in results last year in each core subject, which reflects the particular cohort which included more pupils with special educational needs. At the end of Key Stage 2 in English, 25 per cent of pupils achieved the higher levels, in mathematics 31 per cent achieved higher levels and in science 53 per cent achieved the higher levels. In mathematics the results for 11 year olds have fluctuated in alternate years since 1997, being above average in 1997, average in 1998, well above average in 1999 and average in 2000. This reflects differences in the ability profile of each cohort and to a lesser extent the impact of staff changes. Over the three years 1998 to 2000 the performance of boys and girls exceeded the national average with boys performing slightly better than girls. Up to 1999 the trend in the school's results was in line with the national trend. The most recent results at both key stages are in line with inspection findings and the school's assessments for the present Year 2 and Year 6 are similar. The school has begun to analyse data and track results to provide useful evidence on which to base school, group and individual targets for achievement. In the current Year 6 there is no base-line data available to help track progress. There have been significant changes in the year group as many pupils have joined the cohort since Year 2 and others have left.
3. Most pupils enter school with standards which are broadly average. About 22 per cent of the current Year 2 were not at the school for the base-line assessment. Attainment on entry is wide-ranging and reflects the changing school population. On entry to the nursery most children are in line with standards normally expected, although there is a wide range of ability. During their time in the nursery the children make satisfactory progress in all areas of learning. They experience a broad range of stimulating and relevant activities. In reception, the curriculum is not based sufficiently on the curriculum for the Foundation Stage and consequently for some children their progress slows. By the time most children begin Key Stage 1 they are mostly in line with the Early Learning Goals in communication, language and literacy, mathematical development, personal and social development, knowledge and understanding of the world, creative development and physical development.
4. There has been considerable pupil mobility which has had an impact on attainment. There are more pupils with special educational needs, particularly with behavioural problems, which has had an impact on attainment. There has also been considerable staff re-organisation, partly because of long term illness. The current standards at the end of Key Stage 1 are average in reading and mathematics. In writing they are below average. Although by the end of Key Stage 1, most pupils can write simple stories using capital letters and full stops, there are only a few examples of pupils using more imaginative language in their work. Standards in science are in line with expectations. The school recognises the need to improve standards in writing and is already acting upon this; for example by providing additional staff training.

5. Current standards, based on the inspection evidence, are average in Year 6 in English and mathematics. In science, standards are above those expected for their age. In English many pupils have acquired a wide vocabulary and read with fluency and understanding. In speaking and listening, pupils attain average standards. Most pupils listen carefully to each other, but there is a minority of pupils who find listening more difficult. Standards in reading at the end of both key stages are average. At the end of Key Stage 2 pupils read competently and with understanding. In writing most pupils achieve the expected level. In Key Stage 2 there are good examples of poetry writing using evocative language. Standards of handwriting are good throughout the school, with most pupils taking a pride in the presentation of their work. By the end of Key Stage 2 most writing is in pen, is very legible and neatly presented. Literacy skills are used effectively to support other areas of the curriculum, such as in science when discussing and recording facts related to healthy living.
6. Attainment in mathematics is average at the end of both key stages. By the end of Key Stage 1 most pupils have a sound knowledge of addition and subtraction facts to ten and can order numbers within a hundred. By the end of Year 6 most pupils can solve problems using the four operations. Pupils do not always develop their mathematical thinking because they do not have sufficient opportunities to use a range of strategies to solve everyday problems, which limits the progress of higher attaining pupils. Many work accurately with numbers greater than 1000, and they develop a satisfactory knowledge of fractions. Pupils begin to understand the relationship between fractions and percentages, but few are confident at making mathematical predictions.
7. Attainment in science is average at the end of Key Stage 1. By the age of seven most pupils know about a range of physical phenomena such as light and sound. They make sensible predictions about forces and how different materials change. Most work is completed on worksheets with less evidence of actual investigation. By the end of Key Stage 2, overall standards are above average, with several pupils in line to achieve above average levels. The school has maintained the above average standards indicated in the national tests in 2000. Pupils plan and carry out a fair test when investigating. They draw on their previous knowledge well in making predictions and explaining their findings. They understand the manner in which materials alter when they are heated or cooled and test their hypothesis. Pupils become increasingly confident in their use of scientific language. They draw on their previous knowledge in making predictions and explaining their findings.
8. In information and communication technology (ICT) standards are below average at the end of both key stages. In the last inspection the standards were sound. The school recognises the need for improvement in ICT and is implementing a useful action plan. Until recently the school did not have sufficient resources which meant that pupils had insufficient experience in ICT. Resources have now been improved and pupils are improving their standards through increased 'hands-on' experience. The staff are increasing their own confidence and this has a positive impact on the achievement of pupils. In design and technology standards have improved since the last inspection. Pupils have more understanding of the processes involved in design and have developed their skills and techniques. Standards in music are in line with expectations, compared to the last inspection when they were above. The different cohort of pupils and new staff who are developing their expertise may explain this. In physical education, art, history and geography, the standards have been maintained in line with expectations. In religious education, standards meet the levels set in the locally agreed syllabus.
9. In relation to their prior attainment, most pupils with special educational needs make satisfactory progress. In lessons they are provided with good support from support staff who liaise well with the teachers. A small number of pupils begin work in Key Stage 1 from a very low base and these pupils achieve well in relation to their capabilities. In particular, the progress of pupils with statements of need, is effectively supported by teaching assistants and visiting specialist teachers. Test results over three years show little difference in the rate of progress by pupils on the basis of gender but the number of pupils identified with special educational needs has grown recently. This largely results from new admissions to the school, in most age groups, and also explains the large number of boys with special educational needs compared with girls. The school is aware of this imbalance but has yet to consistently implement effective strategies to manage the increasing number of boys and girls with emotional and behavioural needs. The misbehaviour of a significant minority of pupils has a negative impact on the progress pupils

make in Key Stage 1. The impact of this challenging behaviour is more variable in Key Stage 2 and is less evident in Years 5 and 6. Most higher attaining pupils make appropriate progress, although in a minority of lessons they are not sufficiently challenged and consequently do not make enough progress.

10. Progress is satisfactory throughout the school and in most lessons. When the teaching is good or very good the rate of progress in the lessons is good because of the teachers' high expectations and the level of challenge provided. The school has completed a curriculum plan to help ensure more systematic development of pupils' skills, knowledge and understanding which already has a positive impact on the progress that pupils make. Taking into account the unsettled period which the school has been through, the increasing number of pupils with special educational needs and the significant level of pupil mobility, the school has made satisfactory progress with regard to attainment since the last inspection.

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

11. Overall pupils show satisfactory attitudes towards school and their work, behave satisfactorily, form good relationships and their personal development is sound. In the previous inspection they were judged to be very good. The recent unsettled period has had an impact on pupils' attitudes and the increased number of pupils with behavioural problems also has impact in this aspect.
12. Based on questionnaire returns, most pupils like school. In most lessons, pupils responded satisfactorily. Whilst the majority of pupils listen and concentrate well and start promptly on their individual work, a significant minority do not. The pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, information and communication technology, art and mental mathematics. The best attitudes occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them.
13. Behaviour in the Foundation Stage is at least good. The children are keen to please and do their best. Behaviour in classrooms in both key stages, during lunchtime and playtimes is satisfactory overall. Most classrooms have clearly displayed behaviour rules, which most pupils follow. In around a third of lessons, behaviour is good or better. All the unsatisfactory behaviour seen occurred in a small minority of lessons rather than when pupils were outside lessons. This adversely affects learning in these lessons. Unsatisfactory behaviour by a few was seen in a number of classes ranging from reception to the oldest pupils. In these lessons up to a third of pupils present a significant challenge to the teachers' best efforts to maintain a positive learning environment. The unsatisfactory behaviour is primarily characterised by inattention to teachers' instructions and distraction of others by pupils not keeping hands, feet and comments to themselves. Most pupils form orderly lines and move about the school in a calm and responsible way. Behaviour of pupils at lunchtime and playtimes is satisfactory overall. There are no overt signs of any bullying, racist or sexist behaviour. However, Year 6 girls spoke about being subject to upsetting comments from boys. There have been no permanent exclusions for many years but the incidence of fixed term exclusions has risen in recent years. Parents' questionnaire responses are positive about pupils' behaviour. The distracting behaviour in classes is the most significant area for improvement in order to improve pupils' attitudes to school and learning. Most pupils show respect for property and resources and help keep the school in an attractive condition. They also show respect for different values, feelings and beliefs.
14. Relationships between adults and pupils and among pupils are good overall. Nearly all adults act as good role models. Most teachers value pupils' work and effectively praise effort and good work. For example, pupils in Years 2 and 6 spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, pupils are comfortable expressing views and asking questions of their teachers, which assists their learning. Relationships among pupils, including those with special educational needs, are good overall. As a result, most pupils work well in pairs and support each other's learning with explanations.
15. Pupils' personal development is satisfactory overall. Most pupils know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. Pupils show concern for

others, if they are ill or otherwise upset. Some pupils regularly and without prompting, hold doors open for each other and adults. Pupils become increasingly comfortable taking responsibility and working in groups, as they move through school. As a result, in Key Stage 2, most pupils work well in pairs and small groups, in lessons. Pupils enjoy contributing to a number of charities. During the inspection, only a few examples were seen of pupils using their own initiative, but overall pupils are willing to take responsibility when offered.

16. Attendance is satisfactory overall. It has remained static over the past four years and is broadly in line with the national average. Attendance is a concern in the area, but the school succeeds in maintaining the levels of attendance. The unauthorised absence level is consistently below the national average. Punctuality is satisfactory. Most pupils come to school on time and settle to their work promptly and calmly.

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

17. The overall quality of teaching is satisfactory. In lessons observed, about six per cent were very good, 33 per cent were good, 56 per cent were satisfactory and five per cent were unsatisfactory. Very good lessons were observed in both key stages. In both key stages there were also unsatisfactory lessons and lessons which were satisfactory overall but included some less than satisfactory elements.

18. **Strengths of the most successful teaching include:**

- high expectations of work and behaviour;
- interesting and enthusiastic teaching. This makes the learning enjoyable and makes pupils keen to learn;
- good use of support staff;
- skilful questioning which helps to keep attention well focused;
- clear objectives which are shared with pupils; and
- a thoughtful plenary session which reinforces the learning.

19. **Shortcomings in the teaching include:**

- too low expectations of behaviour and standards;
- slow pace;
- lack of sufficient challenge for higher attainers;
- less effective class management, particularly when dealing with challenging behaviour;
- the objectives were not explained clearly to the pupils; and
- no plenary session or one which was too rushed.

20. The quality of teaching in the last inspection was generally sound. There have been several staff changes since the last inspection; for example, six newly qualified teachers have been employed and some senior staff members have retired or been on long-term sick leave. Over half the staff are new. The school has made good use of 'The Investors in People' scheme to encourage staff to evaluate their own performance.

21. The last inspection found that the teaching of the under fives in the nursery had shortcomings due to children not being sufficiently monitored to ensure they covered all the required areas of development. Teaching in the nursery is satisfactory. Children are monitored to ensure they participate in a range of appropriate activities. Teaching in the Foundation Stage overall is satisfactory with some good teaching. There are three classes with reception and Year 1 children. In these classes the planned curriculum does not focus on the Foundation Stage and consequently activities are not always pitched at the right level for the children, which has a negative effect on the progress which they make. There is still insufficient liaison between the nursery and reception, which may be due to staff long-term illness. The school intends to appoint a Foundation Stage co-ordinator next term, which should help to ensure improved liaison and a suitable curriculum for all children in the Foundation Stage. Planning in the nursery is now satisfactory.

22. In Key Stages 1 and 2 overall the teaching is satisfactory in all subjects. Teachers have appropriate subject knowledge. In both key stages the basic skills of literacy and numeracy are taught well. Planning is usually thorough and in the most successful lessons teachers make good use of the literacy and numeracy strategies with a clear introduction to capture the pupils' interest. In a minority of lessons time is not well used and pupils spend too long sitting and listening or there is no time for a plenary session. In these lessons pupils lose interest and their learning is not reinforced. The use of ICT to support teaching and learning is underdeveloped, but it is improving due to increased resources. Most teachers use the available resources well to support the learning.
23. In the most successful lessons the objectives are shared with the pupils and at the end the evaluation encourages pupils to assess if the objectives have been met. In lessons that are not so successful, the objectives are not shared with pupils in this way. The most successful plenary sessions involve skilful questioning from the teacher, which deepens the pupils' knowledge and stimulates further thinking. For example in a successful science lesson in Year 6 pupils investigated the consequences which smoking has on health, stimulated by the teacher's questions.
24. In each year group, teachers use a range of teaching strategies to motivate pupils. Where this is most successful, teachers also have effective classroom management and high expectations of pupils' behaviour and achievement. When lessons are stimulating and interesting, behaviour is not a problem because pupils are motivated well. There is an increasing number of pupils in the school with specific behavioural problems. The lack of a consistently applied system of dealing with any unsatisfactory behaviour has a negative impact in a minority of lessons. In the most successful lessons, teachers insist on the attention of all pupils, but in a few lessons teachers do not stop to deal with interruptions. In most lessons, pupils work effectively in a calm environment.
25. There is insufficient use of ongoing assessment outcomes to guide the future planning of work and lessons, particularly in relation to planning work for higher attaining pupils. This means that such pupils do not make as much progress as they could. Most teachers know the pupils well and present good role models. Relationships in the school are generally good. Most teachers use praise and encouragement well to foster self-esteem and reward good work. An example of this was in a Year 2 mathematics lesson when the good use of praise and encouragement ensured that everyone was involved and worked hard, remaining on task.
26. The headteacher has undertaken a significant amount of monitoring in English and mathematics and provided informative feedback for staff, which has had a positive impact on the standard of teaching. Staff examine and discuss teaching methods and there have been some very useful demonstration lessons, for example in music. There has been very little monitoring by other senior staff. There are some good examples of marking in the school, but marking rarely involves a response from the pupils. The best marking informs individual pupils about what they have done well and what needs to be improved, but this is not consistent throughout the school. The use of homework to reinforce the learning is generally appropriate, although its use is inconsistent. The school is currently working on an agreed policy, which needs to be completed as soon as possible. The school needs to improve the use of short-term assessment to inform the planning, more particularly in ensuring that the needs of all higher attaining pupils are consistently met. Planning has improved since the last inspection with an agreed format in place for English and mathematics. The short-term planning in non-core subjects is not as clear, although there are some good examples which set out specific learning objectives. There is good liaison between the teachers and the support staff, who are well informed and have a positive impact on the teaching and learning in the school.
27. The teaching of pupils with special educational needs is satisfactory. The quality of teaching provided by visiting specialists is good and when it is used effectively by the class teacher, makes a positive contribution to managing learning in the classroom and guiding the support assistants in the strategies to be followed. Teaching is most effective where planning takes account of pupils' individual learning needs.



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

28. Curriculum provision has improved since the previous inspection and is now broadly satisfactory. The curriculum is generally appropriately balanced and meets the requirements of the National Curriculum, but there are some shortcomings. In information and communication technology, pupils do not cover enough of the syllabus to reach the required standard. While there is appropriate provision for health education, sex education and consideration of drugs misuse, there is a lack of a cohesive programme for the development of pupils' personal, social and health education, which results in inconsistent promotion of this aspect of learning throughout the school. Timetables are planned by individual teachers and are not effectively monitored, so that some lessons are over long, leading to a slow pace that has a detrimental effect on pupils' learning.
29. The school has been effective in producing an overall curriculum plan and has justifiably pointed to the fact that a large number of recent staff changes, including several newly qualified teachers, has hindered the implementation of further planned improvements. For example, policy statements for English, mathematics, music and information and communication technology have been updated since the last inspection but policies for other subjects are still awaiting revision. However, since the previous inspection, current schemes of work based on national schemes have been implemented and are progressively being adapted to meet the needs of the school. They are providing useful guidance for planning. There is now a curriculum framework in place, which is mostly based on a four year cycle of topics to take account of the mixed age classes in the school. Planning generally demonstrates secure continuity and progression.
30. The provision for children in the Foundation Stage in reception is unsatisfactory. While children in the nursery have access to a curriculum that is firmly based on the Early Learning Goals deemed suitable for children of this age, the provision for reception children is not always appropriate to their needs. The school is aware that there is still a need to strengthen the liaison between the nursery and reception classes. They have been hindered in the achievement of improved links because of long term staff absence and staff changes.
31. The provision for pupils with special educational needs is good. Arrangements for identifying and supporting pupils with special educational needs are generally effective. In some classes target groups are identified and the available support is well focused across the school. Pupils are well integrated in the life of the school. Procedures for the identification of pupils with special educational needs are in line with the Code of Practice but there are occasional lapses in communication. An appropriate register of special educational needs is maintained and regularly updated by the well-informed co-ordinator. Individual education plans are provided for identified pupils. The best examples include well-defined and realistic learning targets which are broken down into small achievable steps of learning and supported with good details of the strategies to be followed, plus an outline of the provision made. Individual plans usually benefit from the input of visiting teachers and guide support staff well. In a few cases good account is taken of individual targets and this is clearly reflected in planning lessons but in too many cases insufficient account is taken of the targets and suggested strategies when planning the work. Pupils with statements of educational need have appropriate levels of support and arrangements to meet their needs.
32. The school has effectively implemented both the National Literacy and Numeracy Strategies and literacy and numeracy skills are promoted effectively across the curriculum. These skills are evident, for example, in history, when Year 6 pupils write imaginatively as if they were Roman soldiers guarding Hadrian's wall and in geography, when Year 4 pupils use different graphs to record data on how people spend their leisure time.
33. The school uses a wide range of educational visits to enrich its curriculum. For example, pupils visit local historical sites and museums in connection with their history topics and different places of worship as part of their religious education studies. The school has very close links with an 'After School Club', which operates daily in an adjoining building. Up to 130 pupils attend the club, where they experience a very wide choice of extra-curricular activities,

including pottery and line dancing and football and gymnastics sessions given by qualified coaches.

34. Good links have been established with the local community, many of them associated with the 'Investors in People' status. Local businesses often contribute positively to the school environment, for example by donating material for curtains and cushions. There are well established links with the local church and people from the surrounding community frequently visit the school. Good contacts exist with the local secondary school that most pupils transfer to and with a number of higher education establishments. Pupils from the school have the opportunity to visit the secondary school in Year 5, prior to transfer in Year 6, and to further foster links after their visit. Pupils are well prepared for the next stage of their education.
35. Provision for equality of access and opportunity for all requires some improvement. The Foundation Stage curriculum is not available to the children in reception. The needs of higher attaining pupils are not consistently met. The school is developing strategies for promoting the inclusion<sup>3</sup> of pupils by extending individual target setting and monitoring the results of tests and acting on the results of findings.
36. The school makes satisfactory provision for pupils' personal development as they progress through the school. Provision is not as good as at the time of the previous inspection as some procedures that were in place then have lapsed. The school creates effective opportunities for pupils to take responsibility for themselves and others. For example, older pupils help at lunchtime and at assemblies. There is no mechanism, such as a School Council, to hear the views of the pupil community and provide them with wider responsibilities and opportunities. The school plans to organise a School Council in the near future. Extra-curricular clubs make an adequate contribution to pupils' personal development. Opportunities arising from team sports are limited, for example, there is currently no football team. Trips and visits contribute effectively to pupils' wider knowledge of surrounding areas. Parents are positive about the school's part in helping pupils become mature and responsible.
37. The provision for pupils' spiritual development is satisfactory. The school provides an environment where all pupils are valued. Stories, discussions and the daily act of worship affirm the importance of respect for others' beliefs and values. In lessons, some opportunities are provided for pupils to explore their feelings, as when they describe their feelings when listening to a particular piece of music. The daily act of worship fulfils statutory requirements and assemblies are effectively planned to give the opportunity for prayer and quiet spiritual reflection.
38. There is satisfactory provision for moral development. The school's discipline policy, which was written in 1997, urgently needs review and a useful behaviour booklet is no longer handed out to pupils as it was at the time of the last inspection, because it also needs revising. However, in most classes the school rules are on display and in addition each class has made its own set of rules. As a result, most pupils have a clear understanding of the difference between acceptable and unacceptable behaviour. Moral issues are effectively promoted through assemblies and class discussions. The pupils have a clear understanding of what is right or wrong.
39. Provision for social development is satisfactory. The weekly celebration assembly successfully raises pupils' self-esteem by awarding certificates to those who have worked hard or shown positive attitudes to their work. Pupils are encouraged to take on responsibilities, which increase as they grow older. For example, Year 6 pupils act as "buddies" to assist pupils in Year 2 with their reading. In lessons, pupils are encouraged to work together in groups or in pairs, although they are given limited opportunity to work independently. Pupils participate in charitable fundraising and those who wish to initiate their own fundraising projects, such as raising money for the Blue Peter Appeal, are given every encouragement. The school runs a club for pupils to learn Maketon sign language in order to improve communication with others less fortunate than themselves.

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<sup>3</sup> Inclusion is the term used when a school seeks to provide an effective education suited to the needs of all pupils.

40. The provision for cultural development is satisfactory. Pupils develop a good understanding of their own culture through subjects such as history and geography. A range of visits to local places of interests and frequent visitors to the school are used effectively to promote awareness of local heritage. Pupils learn about the culture of other countries, for example as part of their geographical study of Kenya. Planned opportunities for pupils to develop their understanding of the beliefs and values of the diversity of cultures in Britain today and throughout the rest of the world are more limited.

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

41. The pastoral care arrangements for pupils are satisfactory overall. This represents a decline compared with the previous inspection, primarily due to the reduced effectiveness of the school's measures to promote pupils discipline and deal with challenging behaviour. The procedures related to personal support are satisfactory overall.
42. Procedures to promote and ensure pupils' welfare and well being are good. The school has effective arrangements for induction to the nursery and other classes. Transfer arrangements to two local secondary schools are good. Pupils confirm that they are well cared for when they are ill or otherwise distressed. Links with the school nurse and other medical support services are good. First aid arrangements are well established and appropriate. Several staff have attended first aid training. Child protection procedures are good. The procedures to follow and the designated staff member are known by adults in the school. Effective links exist with social services. Pupils are made appropriately aware of this issue as part of their personal and social education.
43. Procedures to ensure pupils' health and safety are satisfactory overall. Regular visual inspections are carried out by a governor and the site manager. The local authority also carries out health and safety audits. Issues arising, such as the uneven playground surface, are identified and plans are put in place to resolve them. As a result, the headteacher and governors have a good grasp of the main health and safety issues arising and have clear costed plans to remedy a number issues associated with old property. Fire drills are regularly carried out and there are clear procedures in the event of toxic releases from the nearby chemical works. Fire alarm testing is routinely carried out but the inspection of portable electrical equipment is well overdue. Teachers make pupils aware of health and safety issues in physical education and science. This contributes effectively to the development of a safety conscious attitude.
44. Procedures to monitor and promote good behaviour and discipline are unsatisfactory, overall. The current policy, which is due for revision, is supported by a clear set of rules in a behaviour plan displayed in most classes. The main emphasis is on recognising and rewarding good behaviour and the majority of pupils respond positively. Ongoing praise in lessons and assemblies is a routine feature. At lunchtime and playtime, effective measures are in place to promote good behaviour and discipline. The effective links between lunchtime and teaching staff play an important part in the overall effectiveness of these measures.
45. The lack of a clear up-to-date behavioural policy, which includes sanctions and rewards understood by staff and pupils and implemented by all staff, means there is no agreed consistent system to deal with unsatisfactory behaviour in lessons. As yet staff have not received specific training to deal with the more challenging behaviour. This is urgently required as the impact of the unsatisfactory behaviour of a few pupils has a negative impact on learning overall and current measures to promote good behaviour in class are unsatisfactory.
46. Despite some effective features, procedures for monitoring and eliminating oppressive behaviour, including bullying, are unsatisfactory overall. There are no anti-bullying or pupil restraint policies, despite the significant increase in the number of pupils admitted from other schools with significant behaviour difficulties. As a result, there is no agreed approach to dealing with serious behaviour incidents. Nevertheless, the lunchtime staff feel effectively supported by teaching staff and the headteacher in relation to playground incidents. They are particularly positive about the improvements resulting from the introduction of the 'walkie-talkie'

system, which allows immediate access to staff. Pupils confirm that they feel comfortable reporting most incidents of bullying or other anti-social behaviour. Measures taken to resolve such cases are usually effective. However, no records are kept on bullying and racist incidents.

47. Procedures to monitor and improve attendance are satisfactory, overall. The few pupils with persistently unsatisfactory attendance are identified. The Educational Welfare Officer is effectively involved in helping to resolve such cases. Individual recognition and rewards are given for full attendance over a term or the school year.
48. Procedures to monitor and support pupils' personal development are satisfactory. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem.
49. There is positive personal support throughout the school for pupils with special educational needs, including those with statements of need. The quality of educational guidance is more variable and is closely linked to the teacher's knowledge of individual education plans. The co-ordinator has improved the format of individual education plans and some teachers have successfully improved their content but in too many cases they are insufficiently detailed to effectively identify pupils' needs, inform the allocation of support and guide future planning. Pupils with statements of need receive the appropriate amount and type of support as outlined in their statutory assessments. The school's sensitive support for these pupils is demonstrated through effective teamwork, which supports them well. Regular meetings between staff, with parents, and also with other agencies, are held to consider how pupils are getting on, to assess their progress and to evaluate the provision made for them. Where written reports are provided to inform review meetings these are often of good quality but in too many instances practice is less rigorous.
50. The school has developed assessment procedures in some areas, particularly in English and mathematics but overall the procedure for assessing pupils' attainment is unsatisfactory. There is a lack of consistency across the school and there is no up-to-date assessment policy in place to provide useful guidance. Some assessment takes place in literacy and numeracy but this needs to be developed further and the results used to identify the difficulties which pupils have and to plan suitable activities to address these. Higher attaining pupils are not consistently targeted in order to plan more challenging activities to extend their skills, knowledge and understanding. There is not an effective or consistent method of tracking individual pupils' progress or groups of pupils throughout each year group to inform senior management which pupils or groups of pupils need further help and which areas of knowledge need to be addressed. This is having an adverse effect on pupils' achievement. Targets are set to improve attitudes and behaviour but not to focus clearly on the learning needs of individual pupils. The school has recognised this need and is developing the process and there are already some examples of good practice. For example, some of the younger children write their own targets for the next week. Although some assessment takes place in the Foundation Stage, this is not consistent across all classes or used to ensure that planning is more closely focused to the individual needs of the children.

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

51. Overall the partnership with parents makes a good contribution to the quality of education provided and the standards achieved. The effectiveness of the partnership has been fully maintained since the previous inspection.
52. Overall parents are positive about what the school provides and achieves. Around a fifth of the parents replied to the questionnaire and five attended the pre-inspection meeting. Nearly all confirm that their children like school and are expected to work hard. They are positive about the leadership and the teaching. They consider that school helps their children become more mature and responsible. Most feel well informed about their child's progress and feel comfortable approaching school with suggestions or concerns. They are positive about the way in which suggestions and concerns are dealt with. Most are positive about the levels of

homework, but there are some concerns about the low levels of homework in some classes. A number of parents spoke about the lack of challenge for the more able pupils in a number of classes. The inspection team agrees that the level of challenge for more able pupils is not always as high as it should be. There is no homework policy, but the school plans to have an audit to clarify the levels of homework provided in each class, prior to introducing a policy.

53. Around a sixth of parents are concerned by the behaviour of some pupils, especially some who have joined from other schools. There are also some concerns about the school décor, footpaths and playground surfaces. Judgements on parents' views are reported in the summary and, as appropriate, throughout the report.
54. The links with parents make an effective contribution to pupils' learning. The school had a very good response from parents to the clear and helpful 'Home-School Agreement'. The school has a good partnership with parents and they support the school well. Most staff are accessible, approachable and listen to parents' concerns. Based on questionnaire returns, nearly all parents feel comfortable raising questions or problems with school. The school routinely consults parents on a wide range of issues as part of updating school development plans and positively seeks to address any issues and suggestions arising. The arrangements for the termly consultation evenings are designed to maximise attendance by inviting parents to make an appointment for any afternoon over a week long period. The 'After School Club' supports working parents whilst extending pupils' wider personal development through a range of sports and other activities.
55. The quality of information provided for parents is good overall. Most parents feel well informed about how their pupils are getting on, based on the questionnaire returns. Pupils have reading diaries, which provide a routine communication link between school and home. The quality of pupils' written annual reports is good overall. Reports convey a clear sense of what pupils are doing and most indicate the level of effort pupils are making. The inclusion of the section entitled 'How you may help your child' is a positive feature in all reports, as it defines pupils' areas for improvement in terms that parents can clearly understand. A simple indication on how well pupils are doing, compared with national standards, would further improve the clarity of the reports and provide a context for how parents might help pupils. The practice of getting pupils and parents to comment on reports is a further positive feature.
56. The school related information is of good quality overall. Newsletters keep parents very well informed on ongoing school life. The prospectus, which has improved since the last inspection, gives a clear outline of the school's expectations and character. The governors' annual report provides a clear and comprehensive picture on the main issues which the governing body is working on. To be fully compliant with requirements, this report needs to include Key Stage 2 targets for subsequent years and to quote absence and attendance data as percentage rates.
57. The parents' involvement with the work of the school makes a satisfactory contribution to pupils' learning and the life of the school. Most pupils are represented at termly parents' evenings and most parents of special needs pupils attend their reviews. Many parents attend and enjoy Christmas performances and sports day. Parents are keen for their pupils to do well and most respond to individual requests to discuss issues, such as behaviour, attendance and punctuality. A few parents and other adults, help regularly with reading, games, baking and on visits. Only a few parents work with the young children in the nursery and this valuable resource needs to be further encouraged.

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

58. The leadership and management of the school are satisfactory overall. The headteacher provides effective, purposeful leadership with a clear vision for the school. He is well supported by the staff, parents and governors and there is a shared capacity to succeed.
59. Several of the issues which were highlighted at the time of the last inspection, when the current headteacher was new to post, still require attention. Progress has been slow due to the circumstances which include significant staff changes and the induction and support of six newly

qualified teachers. The role of the Deputy Head has not been developed sufficiently, although some useful training has taken place. The role of the senior management team has developed, but there is not enough delegation of responsibility to reduce the heavy load of the Headteacher; for example with regard to monitoring and evaluating the curriculum. Due to the staff changes, it has been difficult to develop strong curriculum co-ordinator roles in all subjects. This now needs to be a priority in order to share responsibility and develop curriculum strengths and understanding. Co-ordinators do not have sufficiently clear roles or enough input into school development planning and curriculum planning. There is very little non-teaching time available for co-ordinators to monitor their subject, which means that in some subjects co-ordinators are unsure about strengths or where there may be shortcomings. The agreed system for monitoring the planning or analysing pupils' work on a regular basis is not always adhered to. Several subject schemes are now in place, and there are plans for completing or reviewing other policies in order to provide useful guidance and consistency in practice.

60. The development plan is a working document which sets out clear priorities, although it does not include enough detail regarding specific funding or clear time scales with target dates for the completion of tasks. There is a set of aims and values, which is included in the prospectus and is evident in the work of the school.
61. The governors are keen and very supportive of the school. They are not sufficiently involved in longer-term strategic planning in relation to the management and development of the school. They still need to develop their strategic role in decision making and also their role as a 'critical friend' of the school. There are several new members of the governing body and some training has already taken place. Several committees have been formed which meet regularly and inform the whole governing body. The Chair of Governors meets regularly with the headteacher and several governors are regular visitors to the school. Governors are in place for the core curriculum areas and for special educational needs. Although the headteacher keeps the governors very well informed about what is happening in school, the governors have yet to develop their monitoring role sufficiently in order to have enough first hand experience.
62. The school has an appropriate number of teaching staff whose qualifications and experience match the national curriculum. The dedicated support staff work closely with the teachers and give effective support. Professional development is co-ordinated by the deputy head and is prioritised appropriately. The recent priority has been on ICT training. The school has a useful staff handbook that provides clear guidance for teachers. There are useful procedures for induction, although these have not yet been formalised into a written policy. Procedures for professional development are good.
63. The provision for pupils with special educational needs is well managed. The additional funding for pupils with special educational needs is effectively targeted. The co-ordinator has successfully organised the available provision across the school and regularly conducts a review of arrangements but this does not formally extend to monitoring the quality of teaching and the rate of progress. Initiatives such as the Additional Literacy Strategy have not been fully developed, except for the informal arrangements in one class. Support and training opportunities for teachers and support staff are limited and in some cases the expertise of visiting teachers has not been sufficiently built upon. There is a nominated governor for special educational needs and the headteacher keeps governors informed about provision. Appropriate information about special educational needs is published in the school prospectus, but the information contained in the governors' annual report to parents is insufficiently detailed and does not provide a clear enough picture of expenditure.
64. Budgets are based on the needs set out in the school development plan. There is a finance committee which monitors the expenditure. Care is taken by the school to obtain value on all purchases and the principles of best value are applied satisfactorily. There is no regular monitoring by the governors of the effect of the budget spending on standards of attainment. The school has had a recent audit and is dealing with the few areas that were identified for improvement. Additional funds are used well, for example in providing funding for some places at the 'After School Club'. The headteacher is skilled at securing funding from a range of different sources, for the benefit of the school. At the end of the financial year the school had a budget carry forward of £9,438 which is being used appropriately to deal with priorities. The

smooth and very effective day-to-day management of the school by the efficient office staff, supports the teachers well and is carried out with minimum disruption to teaching. The expenditure per pupil is about average. Taking into account the standards achieved and the overall quality of education, the school provides satisfactory value for money.

65. The overall range and quality of learning resources are adequate. In information and communication technology these have improved significantly since the last inspection. There are a limited number of books in the library and the space in the library is also limited. There is still a need to extend the range of books and artefacts to support the teaching of art, history and religious education, in particular those relating to multicultural issues. A range of small hand tools for the older pupils in school, working in design and technology, is required but the limited space in classrooms and the large number of pupils inhibits many practical activities.
66. The accommodation is satisfactory overall. The school makes the best use of the available accommodation. There are sufficient classrooms for the number of classes but the nursery and reception classrooms are rather cramped to deliver the requirements of the Foundation Stage. Displays in most classrooms and corridors do much to compensate for the age of the internal décor. A significant amount of refurbishment is already underway. For example, a full re-wiring of the building and window replacement have already taken place. Other modern features, such as access to hot and cold water in all classes are still outstanding. There is no ICT suite or an identified space for such a facility in the future. Alternative solutions, centred on laptops, are being explored. The library space is compact and currently has multiple uses. Whilst the grounds are spacious overall, the playgrounds are just about adequate for the number of pupils.

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

- (1) Improve the standards in writing at the end of Key Stage 1 and in ICT throughout the school.  
(Paragraphs 4, 8, 96 and 142)
- (2) Develop the curriculum for the Foundation Stage and strengthen liaison between the nursery and reception classes.  
(Paragraphs 3, 21, 30 and 70)
- (3) Improve the inappropriate behaviour of a significant minority of pupils.  
(Paragraphs 4, 44, 102 and 109)
- (4) Ensure that challenging work is set for all pupils by:
  - improving assessment procedures and using assessment more effectively and consistently to plan work for the full range of abilities, including the most able.  
(Paragraphs 50 and 103)
- (5) Develop the management responsibilities of senior staff and co-ordinators and develop the monitoring role of governors and their involvement in long-term strategic planning.  
(paragraphs 58 and 60)

The following area for improvement has also been identified and should be considered by the school:

- develop and implement all required policies including in order to improve curricular provision and pupil behaviour.  
(paragraphs 26, 28, 29, 45 and 46)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	54

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	33	56	5	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	254
Number of full-time pupils known to be eligible for free school meals	N/A	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	28	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	25	22	26
	Total	40	37	42
Percentage of pupils at NC level 2 or above	School	87 (93)	80 (89)	91 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	25	27	26
	Total	42	44	43
Percentage of pupils at NC level 2 or above	School	91 (93)	96 (89)	93 (96)
	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	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	9	8	10
	Total	25	23	26
Percentage of pupils at NC level 4 or above	School	78 (81)	72 (85)	81 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	10	10	11
	Total	26	25	27
Percentage of pupils at NC level 4 or above	School	81 (81)	78 (85)	84 (88)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	227
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	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.4
Average class size	28.2

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

Total number of education support staff	7
Total aggregate hours worked per week	126

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26 FTE

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13.0
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	530,622
Total expenditure	521,969
Expenditure per pupil	1,706
Balance brought forward from previous year	9,438
Balance carried forward to next year	18,091

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

### **Questionnaire return rate**

Number of questionnaires sent out	250
Number of questionnaires returned	53

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	47	6	2	2
My child is making good progress in school.	43	47	4	0	6
Behaviour in the school is good.	36	47	13	2	2
My child gets the right amount of work to do at home.	26	47	15	4	8
The teaching is good.	53	45	0	0	2
I am kept well informed about how my child is getting on.	45	40	8	6	2
I would feel comfortable about approaching the school with questions or a problem.	57	32	2	9	0
The school expects my child to work hard and achieve his or her best.	60	38	2	0	0
The school works closely with parents.	32	47	9	6	6
The school is well led and managed.	49	43	2	4	2
The school is helping my child become mature and responsible.	40	43	6	4	8
The school provides an interesting range of activities outside lessons.	23	43	4	8	23

## **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**

67. By the time they enter Key Stage 1, most children achieve the standards expected at this stage in all aspects. Standards have been maintained in each area of learning since the last inspection.
68. At the time of the inspection 56 children attended the nursery for half-day sessions and there were 38 children, attending full time, in a reception class and two mixed-age reception and Year 1 classes. Children are admitted to the nursery three times a year. The nursery admit a small number of children at a time in order to get to know them well and help them to settle happily. When children enter the nursery their achievement in all areas of learning is at the level expected for children at the age of three. The children move from nursery to reception at the start of the term in which they are four.
69. There is a team of two staff in the nursery. The nursery teacher was on long-term sick leave at the time of the inspection and a supply teacher worked in the nursery, supported well by a nursery nurse in her first year in the school. The children feel happy and secure in the environment created in the nursery. They quickly learn the routines and respond well to adults and other children. The range of activities, based on the early learning goals, ensures at least satisfactory progress. The planning for each area of provision is displayed on the wall near the appropriate activities so that parents and visitors can see the aim of each activity. The contribution made to children's learning by the nursery nurse is good but the use of her time needs to be reviewed to ensure that the children gain maximum benefit from her skilled interaction with individuals.
70. In the reception classes the children consolidate their learning, but the work planned for the children is not based on the Early Learning Goals for children in the Foundation Stage. A national scheme is adapted and this does not provide appropriate opportunities for learning for very young children. This was a weakness identified in the last inspection and has not been addressed. There is an urgent need for the staff working with these children to liaise more, plan together using the Foundation Stage curriculum and ensure that every opportunity is taken to offer equal opportunities for all the children under the age of six. The teaching is at least satisfactory and the children make at least satisfactory progress.

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

71. By the time children begin Key Stage 1 standards in personal and social development are in line with the standards expected. Most children, including those with special educational needs, make good progress in personal, social and emotional development in the nursery. The children enjoy coming to school and are keen to learn. Their behaviour is at least good and often very good but they are not always enthusiastic when working at the activities provided. They have established good relationships with adults and other children. During the inspection one child arrived in nursery very upset but was very sensitively supported by the nursery nurse. When they are settled in the nursery the children work well together and make appropriate choices even when they are not directed. The children accept simple social rules. For example, they wait for their turn quietly when working on PE equipment in the hall and show consideration for others, who are working, when they walk quietly back to the nursery. They develop independence, for example, by collecting their own mat when coming to the carpet to sit for activities. They willingly help to clear the apparatus when they have played outside. They know where things belong and the majority clear away well when their morning or afternoon session is over. There are regular reminders about what is right or wrong.
72. This progress is maintained throughout the children's time in reception. Relationships are good. The children are polite, they help each other and are well behaved. They respond quickly to the teacher's request. The children develop more confidence in discussions and offer

their suggestions. They are quite confident and especially when undertaking role-play in the beach café. The children know what is expected of them when using apparatus in physical development sessions and act very sensibly, watching quietly while other children demonstrate their skills. When the teaching is good, the children's behaviour is very good and progress is good. They are enthusiastic, show a willingness to work hard and are keen to please the teacher. When the pace of the teaching is slow, the children are easily distracted, tend to chatter and disturb others around them and have little interest in their lesson. Overall the quality of teaching in this area of learning is at least satisfactory which has a positive effect on the progress that the children make.

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

73. The children are in line to reach the levels expected by the time they move into Year 1. The standard of teaching is satisfactory and the children, including those with special educational needs, make sound progress in communication, language and literacy during their time in nursery and reception.
74. The children have plenty of opportunities to develop their speaking and listening skills in 'show and tell' and circle time activities but often sit and listen for long periods, which some children find difficult. There are good examples of developing language, for example, one of the youngest children in the nursery said, "There's a 44 on my toy car and it's on the other side as well."
75. Children write and make marks using pencils, crayons and felt-tip pens. About half of the children make recognisable marks on paper and some can form recognisable letters and make an attempt to write their name. Most children understand that text carries meaning and know the difference between writing and drawing. They enjoy sharing books and they can recall the events in the book and remember some of the text. One child, who joined the nursery in January, can predict what is going to happen next in the story and uses previous learning about animals and their babies to identify the horse and foal in the story. The youngest children know how to hold a book and look through the book correctly. A published scheme is successfully used for the teaching of letter formation.
76. The curriculum in reception consolidates the children's previous learning in the nursery and their progress is satisfactory. In reception, children start to follow a slightly more structured programme of communication, language and literacy work. The majority of the children can write their own name, using a capital letter, though some need name cards for support. In the reception class, a writing table is provided for additional independent writing. The children are also encouraged to write orders for food in the beach cafe and create a menu for meals. The higher attaining children achieve above average standards and write in simple sentences using capital letters and full stops. Other children practise their writing by copying simple sentences, while those who find letter formation difficult write over the teacher's example. Children are encouraged to listen carefully and to enjoy and read books. The higher attaining children can point to the title and author of the book and understand what these are. They can read high frequency words well and use the pictures to help them understand the more difficult words such as 'umbrella' and 'boots'.

### **Mathematical development**

77. The majority of children are in line to attain the levels set out in the Early Learning Goals by the time they are ready to move into Year 1. Children in the nursery, including those with special educational needs, make satisfactory progress in developing their mathematical skills. All the children can count numbers from 0 to five and understand 'one more than' and 'one less than.' This understanding is suitably reinforced, for example, by using the action song, "Five little men in a flying saucer". Many children count to ten and can name higher numbers with some accuracy. The children develop their understanding of two dimensional geometric shapes such as the circle, square, rectangle and triangle in their work in the sand tray and when using construction materials. There is a good focus on developing number awareness by a specific focus on one number each week and during the inspection the number was 'eight'.

The children count to eight using their fingers. Opportunities for further developing their understanding of eight are not maximised in the many activities provided.

78. The children in reception make satisfactory progress as they begin to develop a wider mathematical vocabulary. The quality of teaching is satisfactory. The children begin to understand practical addition and subtraction of two numbers up to ten. They confidently count up to ten and back and the majority can count to 20. They show understanding of 'one more than' and two more than' when counting on. They can sequence a group of pictures into the right order showing the time of day when certain events happen. They can all contribute information about their play equipment at home to create a tally chart. Higher attaining children, with support, use numbers up to 20 in addition. The children extend their understanding of number in their sand and water play. There are cards on the wall showing the number of children allowed in each activity area and this helps to reinforce their understanding of number. There is some skilful questioning which focuses the children's' attention and reinforces the learning.

### **Physical development**

79. Standards in physical development are at the levels expected by the time the children are ready to move into Year 1 and the quality of teaching is satisfactory overall.
80. The children's physical development is satisfactory and they make satisfactory progress, including those with special educational needs. On entry to the nursery many children find cutting difficult but their skills develop well. They improve their handling skills by using pencils, felt tip pens, brushes and by practising their use of the mouse when using the computer keyboard. There is a good outdoor play area for the children to use and this is securely fenced. The outdoor activities offer a good range of opportunities for children to ride cycles, push prams, climb on a climbing frame and use hoops as targets when practising their throwing skills using bean bags. Rules are needed to ensure that too many children do not play on the climbing frame at any one time. The children enjoy using the climbing frame and are very happy to show their jumping skills; for example, they say " I can jump high, I can jump further," when they demonstrate their skills. There is a need for further pieces of large outdoor play equipment but storage availability for these is very limited.
81. The children in nursery use the hall each week to extend their opportunities for physical development. No fixed routines are in place when using the hall space and the children need individual reminders to move on the mat, the bench and the climbing frame. They respond well to the warm up session and can stretch and curl their bodies to make tall and small shapes. The children pull themselves forward on the bench, and walk across it balancing carefully. Clearer routines need to be established when rotating activities in the hall so that all children are involved rather than the majority waiting to take their turn.
82. The reception children have most of their physical education lessons in the hall. The children enjoy their physical education lessons and the majority change quickly and independently in order to go to the hall. Good routines are established which, for example, help the children find a space quickly. They jump with feet together and jog during the warm-up session. With help from adults, the children move the mats carefully in groups of four. They also clear them away effectively. They develop their skills when using the benches and can all cross the bench using a variety of movements. When the pace of teaching is good, the children work hard and make good progress, but when the pace is slower opportunities to extend skills and understanding are lost.

### **Creative development**

83. By the time children enter Key Stage 1 attainment is in line with the standards expected at this stage. The standard of teaching is satisfactory in the nursery and in reception and the children, including those with special educational needs, make sound progress. Most children enjoy the range of activities provided and concentrate well.

84. The nursery is adequately stocked with construction equipment for children to build their own models and with materials for them to experiment and practise their creative skills. The children are provided with an appropriate range of materials for them to use but there are too few opportunities for them to select their own materials. They are however given opportunities to explore colour, shape and texture. Children always have the opportunity to work with paint at the easel and they can recognise red, blue and yellow when using these to paint a picture. They develop their cutting and sticking skills to create a tissue paper picture, guided by a parent helper. There is a good selection of musical instruments including a keyboard in the nursery with cards showing notes and nursery rhymes. The children play the instruments, holding them properly and play a reasonable rhythm to accompany nursery rhymes. They know how to switch the keyboard on and how to make it play different sounds; for example, "that's quick and now it's louder." Children learn a range of songs and rhymes and begin to sing them from memory.
85. The children in reception work with a wide range of materials and resources and produce work in line with the standards expected. They create attractive pictures using paint, chalk, crayon, pencil and collage techniques. There is little evidence, in the reception class, to show that the children develop their observational skills in order to create careful, detailed drawings. The majority of children can use scissors confidently to cut out magazine pictures of their play equipment in order to label them. They can create rainbow fish mixing lovely shades to represent the fish and its environment. Their music was linked to the theme of the seaside and they enjoyed singing a good range of songs.

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

86. The children's knowledge and understanding of the world develops through a range of activities that encourage them to pay attention and show an interest in what is happening around them. Most children, including those with special educational needs are in line to attain the standards expected at the end of the Foundation Stage and they make satisfactory progress.
87. The children develop early scientific skills, for example, by observing tadpoles in the fish tank through magnifying glasses. They identify additional legs and know that soon the tadpoles will change to frogs. They understand the reason for stones in the second fish tank so that "the baby frogs can get out of the water." They watch the birds out of the nursery window and have put a bag of food on the branch to encourage them to come near. They learn about the outside world by linking the tool kit they play with in the nursery to their television programmes and talk freely about 'Bob the builder'. This interest is extended, through good discussion with the teacher and they then 'repair' the washing machine in the home corner. The children develop their understanding of rockets and space by creating a rocket using large construction materials. They talk about it taking off and going to the moon. The nursery children make good use of information and communication technology to support their learning and learn to control the mouse. Through their topic about the seaside, they observe a variety of shells carefully and can match the correct shell to the appropriate picture.
88. In the reception classes, the children extend their knowledge of the seaside. They use deck chairs, sun hats and buckets and spades to play on their pretend beach. The children play at running a travel agent's office, booking tickets and taking telephone calls. They begin to understand how a beach café works and take on the role of chef and waiters. The children look at the environment outside the school grounds and learn more about the park and its play area. They identify the different pieces of equipment in the play area and match pictures with the correct names. The older children in reception use manufactured construction kits to create models of slides and consider the stability of their models and test them to make sure they are safe. All the reception children have an opportunity of working together for one afternoon each week. This is carefully planned to ensure that there is sufficient adult support for a large group of children and the children are all involved with activities related to the seaside theme. They begin to develop an understanding of the seasons, and talk about summer and what it means to them. The children can link this season to holidays and share their different experiences.
89. The children in the Foundation Stage of their education enjoy coming to school. They settle quickly in nursery and can talk about the world around them and all the activities in which they are involved. They form good relationships with all the adults who work with them and the

support for children with special educational needs is good. Children with special educational needs and higher attaining children overall make satisfactory progress.

90. The quality of teaching in the Foundation Stage is at least satisfactory. The staff in the nursery have worked hard to improve the quality of provision for the children during an unsettled period. The nursery and reception teachers need to plan their work together to ensure that the requirements of the Foundation Stage curriculum are achieved and all children have equal access to the areas of learning. This planning needs to focus more clearly on what specific knowledge, understanding and skills are to be taught during each teaching session. The nursery resources are adequate although there is a need for more large outdoor play equipment. The reception classes are not as well resourced as the nursery and not all children have the same opportunities to experience all the areas of learning.

## ENGLISH

91. At age seven and 11, most children are working at the expected standard for their age. Since the previous inspection standards have risen broadly in line with the national trend. Most pupils make sound progress from their attainment on entry, due to effective teaching that successfully applies the National Literacy Strategy.
92. In the 2000 national tests for seven year olds, standards in reading were above average. In writing, standards were below average, with no pupils achieving the higher level of attainment. In comparison with similar schools, attainment in reading was above average and attainment in writing was well below average. By age 11, the test results showed that standards were in line with the national average and with similar schools.
93. Based on inspection evidence, at age seven and 11, speaking and listening skills are at the expected levels for their age. Pupils benefit from the well-planned opportunities provided in many lessons for offering opinions or explanations. For example, Year 1 pupils made very good progress in their speaking skills when they instructed a child who was acting as a robot to put on his jumper. Most pupils make satisfactory progress in listening, although a significant minority has difficulty in listening respectfully while others are speaking. By the end of Key Stage 2, pupils have acquired a wide vocabulary. They respond to questions with increasing detail and read aloud with confidence. The pupils show sound understanding of the conventions associated with standard English and when it is appropriate to use them. In class discussions they articulately express considered opinions, as was evident during a discussion on the dangers of smoking.
94. At seven, reading skills are average. Teacher assessments have identified lower attainment than last year in both reading and writing, However, the present cohort of pupils is unusually young, with 40 per cent having summer birthdays and the majority make satisfactory progress. By the end of Year 2, the majority of pupils are well launched into reading. They enjoy reading and are eager to discuss what they have read. They use their knowledge of common words to read confidently and with expression, successfully sounding out unfamiliar words. Most pupils understand the purpose of contents and index pages and are beginning to refer to them in order to retrieve information from non-fiction texts. By the age of eleven, pupils read competently, with fluency and understanding. They have developed a range of strategies to help them decipher an unfamiliar word. Most pupils enjoy talking about books, although a minority demonstrate a limited enthusiasm for reading. The more able pupils show an understanding of the themes and natures of characters in fiction and are able to explain their preferences for particular authors. Daily silent reading periods provide the opportunity to read regularly, although pupils are not always encouraged to read books from a wide variety of genres. Pupils take books home on a regular basis and parents contribute well to the sound progress that is made.
95. Since the previous inspection the number and quality of library books has improved and a greater range of books is available, which effectively enhances learning. As a result, pupils' research skills have improved. Older pupils are able to explain the classification system and use both books and information technology to access information. However, the school library is



currently being used as an extra classroom, which limits the opportunity available to pupils to undertake independent research.

96. At seven, pupils' achievements in writing are below average. Although most pupils work at the expected level for their age, no pupils work at the next higher level. At 11, pupils broadly achieve the expected levels. Throughout the school, higher attaining pupils could achieve more in the standard of writing. The school has recognised the improvement of writing as a priority for future development. Some strategies for this have already been implemented which are beginning to have a beneficial impact on pupils' learning in lessons, for example improved staff training.
97. By the end of Key Stage 1, the majority of pupils write simple stories using capital letters and full stops and spelling basic words accurately. They make plausible attempts at unfamiliar spellings. Pupils produce a variety of different types of writing, such as letters, instructions and stories, but there is lack of imaginative vocabulary. By Year 6, pupils produce writing that is more sustained by planning and drafting their work. They use punctuation effectively and spelling is of the required standard. Most pupils are beginning to use interesting and lively vocabulary in their writing. Pupils' understanding of the structure and use of language in poetry is good and from the riddles written in Year 3 to the poems about animals written in Year 6, the poetry of the most able pupils is of a high standard.
98. Standards of handwriting are good and are a strength of the school. By the end of Key Stage 2, the use of fluent cursive script and consistent letter size is a feature of the majority of pupils' writing, which is in pen, clearly legible and very neatly presented.
99. The literacy hour is having a positive effect on pupils' ability to select more powerful language and pupils are given suitable opportunities to write for a range of purposes. There are good opportunities for pupils to develop their skills across the curriculum. For example, Year 2 pupils wrote thank you letters after their visit to a local house as part of their history project.
100. Pupils with special educational needs make sound progress in relation to their prior attainment. In lessons, they frequently benefit from the good support given by support assistants. The progress of higher attaining pupils is mostly satisfactory over all aspects of development in literacy.
101. The quality of teaching is never less than satisfactory and is good overall. All teachers demonstrate a secure knowledge of the National Curriculum and successful implementation of the National Literacy Strategy. This enables teachers to make good use of questioning to develop pupils' understanding and extend their learning. Most lessons are lively, efficiently planned and organised and conducted at a brisk pace, which maintains interest. Learning intentions are made clear so pupils know what is expected of them and can judge for themselves whether they have achieved the objective by the end of the lesson. In the best lessons, teachers demonstrate an evident enthusiasm for the subject and lessons are presented in an innovative manner, which has a positive effect on pupils' interest and confidence. In these lessons teachers demonstrate high expectation and pupils rise to the challenge and work hard. Where teaching is good, pupils of different abilities are well challenged so that they all make good progress. However, a general weakness in lessons is the provision of the same task for pupils of all abilities. While staff do allow for differing abilities in the level of support provided they do not always plan different tasks in order to suitably extend the skills of the higher attaining pupils. In these lessons the higher attaining pupils do not make enough progress. A significant number of literacy lessons are longer than the recommended period of one hour, some by as much as twenty minutes. This is having a detrimental effect on progress and needs to be reviewed, as the pace of the lesson often becomes slow. For example, in one lesson, pupils were required to listen for forty minutes before they started their own work. By this time they had lost enthusiasm for the lesson and lacked interest in the given task.
102. Although behaviour is satisfactory overall, a significant minority of pupils exhibit unacceptable behaviour. Teachers frequently spend too much time in lessons managing pupils, which limits the amount of learning that takes place and has a negative impact on the quality of some work.

103. Appropriate procedures are in place for the assessment of pupils and analysis of periodic, standard and national tests is used to inform future planning. However assessment outcomes are insufficiently used to set new individual targets or to identify the specific skills necessary to improve individual attainment.
104. The subject is managed effectively. Planning of lessons and teaching has been efficiently monitored for consistent good practice throughout the school. The school has set realistic targets for the national tests of 2001, based on sound analysis of available evidence. Resources are satisfactory, with sufficient reading materials to stimulate pupils' interest and meet their needs in all subjects.

## MATHEMATICS

105. The schools' results in the national tests for seven and 11 year olds in 2000 were in line with the national average. In comparison with similar schools results were also average. Analysis of the results for younger pupils shows the number attaining a higher level was average and there was very little difference in the performance between boys and girls. Results were better in the three years 1997 to 1999 and the trend in the school's results over this period was above average. The results for the older pupils in 2000 show the number attaining higher levels was above average. Results have fluctuated since 1997, which reflects the differences in the ability profile of each cohort and also the impact of staff changes. Over the three years 1998 to 2000 the performance of boys and girls exceeded the national average with boys performing slightly better than girls. The most recent results at both key stages are in line with inspection findings and the school's assessments for the present Year 2 and Year 6 are similar.
106. At the time of the previous inspection in 1997 standards were above average. Inspection evidence indicates that standards of attainment are broadly in line with the national average by the end of Year 2 and Year 6. Although this indicates a decline in standards, the majority of pupils currently attain the national expectation. The dip in overall standards is partially explained by a large number of staff changes and a significant number of pupils joining and leaving the school. For example, only about half of the pupils now in Year 6 were attending the school in 1997. This invalidates comparisons with pupils' prior attainment at the end of Key Stage 1. A further important factor is the increasing number of pupils admitted to the school with behavioural and learning difficulties. Taken overall, pupils of average and below average ability, including those with special educational needs make satisfactory progress across the school. However, pupils of above average ability do not achieve in line with their capabilities when the work is insufficiently challenging.
107. Pupils in Year 1 count up to 20 objects accurately and order numbers within 20. They are beginning to recognise number patterns and more able pupils understand the place value of 'ten' and that other numbers are 'units'. These pupils can recognise higher numbers on a 'hundred square' and are beginning to predict the number before and after. By the end of Year 2, pupils have a sound knowledge of addition and subtraction facts to ten but make only limited use of mental strategies to find answers. Many confidently sequence numbers and check their answers by counting. They have a secure knowledge of place value to 100, can order numbers within 100 and can recognise number sequences and patterns, sometimes with the aid of a number square. Pupils become increasingly adept at doubling, halving, counting in 2's, 5's and 10's in ascending and descending order and predicting the next number in the sequence. A few higher attaining pupils show increasing confidence in explaining their methods for adding or subtracting and finding answers to simple multiplication and division sums, whilst the majority 'count on'. For example, they know  $5 \times 4 = 20$  and that 4 groups of 5 = 20 and are beginning to use different strategies to find answers. Pupils have a sound understanding of number patterns and use appropriate mathematical language. They have a satisfactory knowledge of 2D and 3D shapes; they can name common shapes and describe properties such as the number of sides and angles. They use measurement appropriately and begin to collect information and record their findings in tables and graphs.
108. By the end of Year 6, pupils can solve computations using the four operations. Many work accurately with numbers greater than 1000 and they develop a satisfactory knowledge of fractions and simplify them. Pupils begin to understand the relationship between fractions and percentages, but few are confident at making predictions. Most have a sound understanding of decimal notation. Pupils gain an adequate knowledge of measurement, many can calculate perimeter and area accurately and they are developing a secure knowledge of angles and lines of symmetry. Some can describe the properties of a range of shapes. Analysis of work shows that in Years 5 and 6 pupils spent a great deal of time during the Autumn term on relatively simple computation. Although they have a satisfactory understanding of area and perimeter, for example, they do not have sufficient opportunities to use a range of strategies to solve everyday problems. Generally pupils do not make enough use of mathematics in other subjects.

109. Pupils' attitudes to learning are generally positive but the quality of behaviour is widely variable. This is a direct reflection of skilled teaching. Pupils of all backgrounds and abilities respond positively to well organised lessons and know that their teachers value them and their efforts. However, in several lessons a significant minority of pupils persistently challenge their teachers. Despite this, most pupils do their best to maintain concentration. However, in those lessons where the level of expectation drops, or the pace and direction of learning slows, attention wanders and the quality of learning deteriorates. Older pupils seldom work with enough independence, but when given challenging work and encouraged to work collaboratively they clearly enjoy the success of using their mathematical knowledge to find solutions.
110. The overall quality of teaching is satisfactory. In one lesson teaching was very good, it was good in three lessons and satisfactory in the remainder. Overall, teachers have a satisfactory knowledge of the subject and this helps to ensure pupils acquire appropriate mathematical knowledge, skills and understanding. The teaching of basic number skills is satisfactory but there is scope to build on the framework for the teaching of numeracy provided by the National Numeracy Strategy and the school's own guidance. Several particular strengths distinguish the good and very good teaching, observed in Years 2 and 3. The teaching is based on good levels of subject expertise and interest that generate high expectations and a clear direction for learning. The rate of learning for pupils in Year 2 was good when strategies to divide by sharing were clearly explained and modelled. In Year 3, pupils eagerly participated in sorting 2D and 3D shapes by chosen criteria, using the framework of a large Carroll diagram. The well organised and appropriately challenging tasks were supported by skilful questioning and effective organisation. In both lessons the teaching engaged all groups of pupils in thinking mathematically to solve problems. Very clear and precise explanations ensured pupils understood what they had to do and the use of praise together with sensitive interventions to extend learning, ensured a brisk pace was maintained. The vast majority of pupils were kept busy. The good quality of learning promoted high levels of interest and motivation. Evidence from lesson observations confirms that pupils are not always sufficiently encouraged to develop their mathematical thinking. This limits the progress of higher ability pupils.
111. In otherwise satisfactory lessons the pace of working slows where tasks require only a limited effort and teaching does not extend the use of appropriate mathematical language when investigating topics, such as symmetry. In several lessons the impact of teaching was reduced by the disproportionate amount of time spent adapting teaching to manage the misbehaviour of some pupils. In a few instances the pace of explanations and both the amount and level of work expected is not high enough and this contributes to pupils' misbehaviour because they lose interest, or in the case of higher attaining pupils, they are frustrated by the lack of challenge. However, most teachers use a satisfactory range of methods to promote learning and manage lessons well. In particular, the teaching of the older pupils has strengths in managing both the learning and behavioural needs of almost a quarter of the pupils. This enables them to maintain satisfactory progress in mathematics.
112. The quality of the curriculum is satisfactory and builds on the framework provided by the National Numeracy Strategy and a published scheme of work. Together these ensure appropriate breadth and balance across all aspects of the subject but there are some shortcomings in matching learning activities to pupils' needs in mixed age classes. This is most evident in early Key Stage 1. There is a suitable policy for the subject, which has recently been updated, but the guidance for teaching numeracy is not consistently implemented. Good efforts are made to match work to the needs of pupils with special educational needs and taken overall, curricular provision is socially inclusive. Most pupils have equality of access and opportunity to the curriculum provided, the exception being pupils of higher ability, for whom the work provided is often too easy. There are clear procedures for the regular assessment of pupils' progress but the use of this data, together with the information gathered in day-to-day assessments is unsatisfactory overall. However, the teachers of the oldest pupils are beginning to make effective use of assessments to target their teaching. As a result of the more effective use of assessment data the school has raised its target for the proportion of pupils to attain level 4 at the end of the current Year 6 from 52 per cent to 75 per cent.
113. Leadership and management of the subject are satisfactory. The co-ordinator ensures a suitably clear educational direction for the subject and has established appropriate priorities for

development. He regularly monitors teachers' planning and provides advice to staff on an informal basis. The co-ordinator has only limited involvement in the monitoring of teaching and standards and the school has yet to make effective use of nationally provided exemplar materials, or develop a subject portfolio of moderated examples of pupils' work to guide staff in making assessments using National Curriculum criteria. The quality and range of learning opportunities is satisfactory but insufficient use is made of information and communication technology to reinforce and extend pupils' learning.

## SCIENCE

114. In 2000 in the national tests in science at the end of Key Stage 2, the results were above the national average, with over 50 per cent of pupils achieving higher levels. When compared to standards in similar schools, standards were above average in science. At the end of Key Stage 1, standards were in line with the national average in science. When compared to similar schools standards were average.
115. Standards in science are in line with national expectations by the end of Key Stage 1. Throughout Key Stage 1 pupils make satisfactory progress. When the planning is thorough and includes opportunities for practical investigation and recording, the pupils make very good progress. For example, in a very successful lesson in Year 1, pupils reinforced their learning and understanding about sounds through a very good plenary session which built upon their experiences in the lesson. At the end of the lesson pupils understood that 'it is easy to hear when it is quiet' and that 'sound goes through the air from your mouth to your ears'. Progress slows when planning is not so thorough and the pupils are not made aware of the learning objectives. In the most successful lessons there is skilful questioning which focuses the pupils' attention and encourages their interest. By the age of seven, most pupils know about natural phenomena such as light or sound. They explain whether outcomes are as they expected, for example when comparing the speed and direction of moving objects. They make sensible contributions to discussion, for example in relation to similarities and differences in humans. When the pace slows or there is too much reliance on worksheets rather than practical investigations, pupils lose some of their interest and a minority of pupils sometimes become disruptive. This means that valuable time is spent in dealing with these pupils, which in some cases has a negative impact on attainment and the overall progress which pupils make.
116. At the end of Key Stage 2 overall standards are above average. Due to the good teaching in Year 5 and Year 6 several pupils make good progress and achieve higher levels. The school has maintained the above average standards achieved in the national tests in 2000. In Years 3 and 4 pupils make satisfactory progress. Planning is not always matched to the differing abilities of the pupils, which has a negative impact on the progress, particularly of higher attaining pupils. In Year 3 pupils can explain how shadows are formed and why they change shape. In Year 4 they have a thorough understanding of the skeleton and record their investigations. In a minority of lessons the disruptions from a few pupils distracted from the learning and the amount of work completed.
117. In Year 5 and Year 6 most pupils make good progress in lessons and have a thorough knowledge about healthy eating and living, forces and materials and their properties. Teaching is good and sometimes very good, with skilful questioning and clear planning which identifies what the teacher wants the pupils to learn. Pupils are aware of the learning objectives, which helps to keep attention focused. There are high expectations of work and lessons move at a brisk pace. They are stimulated by discussion about the dangers of smoking and know which kinds of food are good for them. They use pie charts and graphs to record their results and are confident when interpreting them. The range of cross-curricular work supports their learning well in science.
118. Pupils with special educational needs make satisfactory progress in lessons throughout the school. Work is usually appropriately matched to their ability and when there is support available, this ensures pupils remain on task and achieve well.
119. The standard of teaching is satisfactory overall in both key stages, though good in the last two years of Key Stage 2. Teachers generally have a secure knowledge of the subject. They make

good use of scientific language and insist that pupils also use the correct terminology. In the most successful lessons practical activities are incorporated into the learning. The presentation of work is good and most work is completed. Some teachers use marking well to provide useful feedback to pupils, but this is not yet common practice.

120. Most pupils have positive attitudes to science, especially when the teaching is good. They enjoy investigating and are enthusiastic when explaining their ideas. They usually concentrate well, although in a minority of lessons the pace slows and attention then wanes. Most pupils behave appropriately in the lessons.
121. The curriculum is broadly balanced although the amount of investigative work varies in each year group. Analysis of pupils' past work shows that all aspects of the subject are covered although more emphasis on practical investigation would be advantageous. The staff are making increasingly good use of the national guidance to support them in the teaching of science. There are some good examples of cross-curricular work in science, for example with regard to the healthy eating project in Year 6. The subject management is satisfactory. The co-ordinator is fairly new to the role and is developing her role. A first priority was to develop a resource area and audit resources and this has now been completed. The school now uses the national scheme to provide useful guidance in the subject. Staff make effective use of resources in their lessons. Currently there is no consistent method of assessment and there is insufficient use of assessment opportunities to track the pupils' attainment and progress, or to use information from assessment to plan future activities. This means that in some lessons activities are not matched clearly to the pupils' prior attainment. The co-ordinator has not yet monitored the teaching or planning in order to have an overview of the subject. There is an urgent need for the completion of the subject policy in order to promote consistency across the school, for example, in assessment.

## **ART AND DESIGN**

122. No art lessons were seen during the inspection but the judgement is based on analysis of teachers' planning, art folders, sketch books, displays around the school and discussions with pupils and staff. By the end of both key stages, standards are in line with what is expected for pupils of their age and they make satisfactory progress in developing new skills and techniques.
123. In Key Stage 1 pupils make satisfactory progress in developing new skills and techniques. The pupils experience a range of art activities using a variety of media and materials and have opportunities to explore paint in terms of colour mixing, pattern and tone. This is an improvement since the last inspection. In lower Key Stage 2 pupils make satisfactory progress in their skills and techniques. The older pupils in Key Stage 2 make good progress and the teaching challenges them to further extend their skills using a wide range of techniques, materials and resources. Pupils with special educational needs make satisfactory progress throughout the school.
124. In Key Stage 1, pupils in reception and Year 1 classes visited Yorkshire Sculpture Park to study the work of Barbara Hepworth and Henry Moore and produce careful sketches of sculptures. Their work shows very careful observation skills. In Year 2, the pupils look closely at their own eye using a mirror. They draw a large version of what they see using coloured chalks and then cut this drawing into strips to create a distorted eye picture. The pupils use a wide range of materials and techniques including straws, paper weaving and wax rubbings. They use fabrics to create a collage of a dog or cat, looking for suitable materials for the colour and feel of the animal's coat.
125. Pupils in Key Stage 2 extend their observational drawing, painting, and printing skills and have access to a wider range of materials. In Year 3 pupils learn to use their paint brushes in different ways to create interesting texture in their pictures. The older pupils study the works of Monet, Matisse and Cezanne. They look carefully at tone and composition of fruit arrangements. The pupils use charcoal, oil pastels and chalks to create a fruit picture in the style of Cezanne. They make their own fruit arrangements, record this using a digital camera to enable them to return later to complete their work. As a result of looking at the work of Matisse, the pupils extend their skills by creating an abstract picture of fruits, focusing on the many textures they can achieve.

Much of their art work is linked to their topic on Kenya; for example attractive posters encouraging people to visit Kenya. The pupils have searched the Internet in their quest for information about life in Kenya and to help them create authentic masks.

126. The art co-ordinator has had this responsibility for only a few months owing to the illness of a colleague. An action plan is in place to be implemented during the next school year but there is no policy in place at the moment. There is no consistency in the planning of art. Some staff use a nationally recommended scheme of work whilst others use a Local Education Authority's art scheme. This issue needs to be addressed to ensure the progression of appropriate skills throughout the school. Resources are satisfactory for this subject area but more artefacts, pictures and books to support the subject are required. This was also highlighted in the last inspection. The co-ordinator for art has a sound overview of the subject but has few opportunities to assess and monitor the teaching of art throughout the school to ensure progression. Sketch books are used in a small number of classes and this usage will be extended across the whole school in the next school year. There is a need for staff training as some teachers lack the skills and confidence to teach art.

## **DESIGN AND TECHNOLOGY**

127. Standards have improved since the last inspection when standards were below those normally expected. Standards at the end of both key stages are now in line with those expected and pupils, including those with special educational needs, make satisfactory progress. Judgements are based upon two lesson observations, analysis of work and discussions with pupils.
128. In Key Stage 1 pupils now make satisfactory progress in building simple models. The pupils use both collectable materials and manufactured construction kits to create their models. For example, pupils in reception and Year 1 classes visited a local park and playground. On their return to school, they looked carefully at a slide on display in their classroom. They then made a structure for their own model using a manufactured construction kit. Some of the slides did not stay upright and additional blocks were added to make the structure stable. In Year 2, pupils examined simple winding devices. For example, they made a winding mechanism to move Incey Wincey Spider up and down. The pupils are well supported in their work and good questioning by the support assistants helps them to think about a variety of solutions to their problems. They test their models and change them in order to improve them. Pupils with special educational needs make satisfactory progress in developing their skills and understanding.
129. Teaching in the lesson seen in Key Stage 1 was satisfactory and in Key Stage 2 it was good. In this lesson clear objectives were explained to pupils, which meant they clearly understood the task. In Key Stage 2, the progress of the older pupils is also satisfactory and this has improved since the last inspection. Where the teaching is good, pupils are challenged, they work at a good pace and have a good understanding of the design process. In the Year 5 and 6 classes pupils evaluate manufactured pencil cases and then design and make their own. They use felt for these and many of the pupils are able to use a zip for fastening, sewing it carefully into place. As part of their food technology, pupils evaluate a very wide range of bread, identifying its country of origin and checking its ingredients and cost. They record their evaluations, design sheets and recipe instructions in their design and technology books. "The Fairground" is the theme for their current design and technology work and pupils work hard to make a roundabout. The pupils use ready cut wood to make a strong cube frame to hold the mechanism to enable their roundabout to work.
130. Pupils enjoy work in this subject and usually concentrate well. The school is now using the nationally recommended scheme of work to link design and technology into topics and work in other subjects. This provides a sound basis for pupils to progressively develop their skills. The children undertake a design and technology activity three times a year, each lasting half a term. The co-ordinator has only had this responsibility for a few months. She has a clear understanding of the subject area and has created good resource files to support the work of both pupils and teachers. A new draft policy is also in place. Resources are adequate but space for practical work is limited due to the number of pupils in the school. The lack of an oven limits the work in food technology. More hand tools are also needed but this has not affected the wide range of activities being covered throughout the school.

## **GEOGRAPHY**

131. It was not possible to observe any lessons in geography during the inspection. From the scrutiny of pupils' past work, teachers' planning and conversations with pupils it is evident that the standards achieved are in line with those found in most schools for pupils of this age. This reflects the level of achievement noted in the last inspection report.
132. Throughout the school pupils gain a sound knowledge and understanding of a range of places and can make comparisons between different localities within the United Kingdom and abroad. For example, Year 2 pupils know from the travels of the class bear that oranges grow in Seville, while in Year 6, pupils make a detailed study of Kenya and know well that it has many different physical features and a much hotter climate to that found in Britain. Year 5 and 6 pupils begin to understand how people can both improve and damage the environment as they look at the different forms of pollution that can be found in rural and urban areas. Key Stage 1 pupils make sound progress in learning about their immediate environment and by the age of seven can identify and name many different human and physical features, such as a gate, bench and trees, when studying and drawing a map of the local park. Pupils with special educational needs make satisfactory progress in both key stages.
133. Through map work pupils throughout the school develop a sound awareness of the wider world and can recognise the relationships between places well. Pupils make sound progress in mapping skills. By the age of seven pupils can draw a simple map with a key and, at Key Stage 2, Year 4 pupils successfully use and interpret a map, using a key to explain features and grid references to identify locations. By the age of eleven pupils use a globe confidently to find places around the world, although they are less familiar with using atlases.
134. Discussions with pupils indicated that they have enjoyed geography and have largely positive attitudes towards learning. No lessons were observed during the inspection to be able to make a reliable judgement on the quality of teaching. Good use is made of the local environment to enhance learning.
135. The role of the co-ordinator is underdeveloped. She has assisted in the successful introduction of a national scheme of work and is adapting it to meet the needs of the school. However, while she supports staff by offering advice and guidance, she does not monitor teachers' planning or pupils' work in order to ensure full coverage of the curriculum or consistency of standards and presentation. Since the previous inspection, resources have been improved and there are now sufficient resources to support learning effectively.

## **HISTORY**

136. Attainment is broadly in line with national expectations by ages seven and 11. Standards at age 11 have improved since the last inspection, due to enhanced curriculum provision and the introduction of a national scheme of work.
137. In Years 1 and 2, pupils gain a basic appreciation of chronology by, for example, creating a time line of the development of trains from the original steam train to the present day. At age seven, they accurately sequence the events in a story, such as The Gunpowder Plot. They learn about famous people of the past, such as George Stevenson and begin to understand their contribution to history. They enjoy examining photographs to identify the differences between a Victorian school and their own school and explore and draw artefacts from a Victorian schoolroom.
138. Throughout the school pupils make sound progress in their learning. At age 11, they have a broad view of the history of Britain through studies of the Roman invasion, the Tudor period and the Victorian age. For example, they are aware of some of the reasons behind the Roman invasion, know about the Roman army and its weapons and how towns and agriculture developed during the Roman period. In conversation, Year 6 pupils have good recall of the kings and queens of the Tudor period. They have a good knowledge of important events and



characters in local history. Pupils' skills in historical enquiry have improved since the previous inspection and they recognise well the value of primary and secondary historical sources, such as when they examine maps from three different periods to trace the chronological development of local history. Visits to local areas of historical interest make a big impact on pupils' learning.

139. Pupils, including those with special educational needs, make sound progress in their acquisition of knowledge and development of skills as they move through the school. Modified tasks and worksheets suitably challenge both higher and lower attaining pupils, so that all pupils make similar progress in their learning.
140. In the lessons observed the quality of teaching was satisfactory overall, but with an appreciable amount of good teaching. Where teaching is good, lessons are well planned and carefully structured and pupils are set challenging tasks, with the result that they are well motivated and make good progress in their learning. For example, following a visit to a local house, pupils were involved in studying photographs of a previous owner for evidence of the period in which he lived and his occupation and lifestyle. Most pupils were applying themselves very enthusiastically to the task in hand and one pupil was heard to remark that he really enjoyed history. However, the way in which the timetable is organised results in some lessons being of two hours' duration and as a result the pace of these long lessons can become slow and pupils' interest wanes.
141. The subject is effectively managed by an enthusiastic co-ordinator who has made a positive impact on improving the curriculum through the implementation of a four year cycle of topics that caters satisfactorily for the mixed age classes. Procedures are in place to monitor teachers' planning and pupils work, but these have not yet been implemented. Assessment procedures are inconsistent, with no formalised procedures in place across the school. There are a good number of quality books and videos to support pupils' learning but the school relies heavily on the local schools' library service to provide historical artefacts and has few artefacts of its own.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. The progress in this curriculum area since the last inspection has been affected by the lack of resources, both in terms of hardware, software and the varied expertise of the staff. This has resulted in a fall in the quality of opportunities for learning and standards are now judged to be unsatisfactory in both key stages. Since November last year, new computers have arrived in school together with more appropriate software. Most classroom computers are linked to the Internet. The quality of teaching and learning observed was good with a small amount of satisfactory teaching. The teachers' own confidence and subject knowledge has increased due to the additional training undertaken by all the staff. There are no apparent differences between the attainment of boys and girls.
143. In Key Stage 1 pupils have sound keyboard skills and are able to use the computer for simple word processing. Pupils learn the basic skills of how to move the mouse and choose options on the screen. They use the mouse to pick and drag letters to place these in alphabetical order on the grid on the screen. They understand the need to give very clear information when describing an object and use this understanding to match describing words to the appropriate animal on the screen. The pupils can draw, using lines to create a picture of themselves. They use word processing skills to write simple sentences using capital letters and full stops. By the end of Key Stage 1 pupils use a simple design package to create a repeating pattern of shapes and colour. They draw the outline of the shapes and then fill these with colour. This work is linked to their design and technology project where they are designing and making Joseph's multicoloured coat to fit their teddy.
144. Older pupils use the internet and compact discs to search for information about their topics and to support their work in other subjects. For example, in Year 5 and 6, pupils design a brochure to entice parents to send their children to the school. They examine a brochure of a local attraction for examples of persuasive writing and find the appropriate web site to find additional evidence for their brochure. The pupils research information about Martin Luther King and listen to his speech on a compact disc. They search for information to answer census questions and

have to visit several county records sites to retrieve this information. All the older pupils have used spreadsheets to plan a party. They are given a list of items to choose from and their cost. They use simple formulas to calculate the costings on their spreadsheet. The pupils also use the computer to help them with their writing in literacy and in their numeracy work.

145. Pupils enjoy working on the computers and they behave well. The teaching in timetabled lessons is satisfactory overall but includes some good teaching. All pupils, including those with special educational needs, make satisfactory progress. The subject co-ordinator, who has been in role for just over a year, is enthusiastic and this has a positive impact on the recent development of the subject and the sound rates of progress that pupils are making. The policy and scheme of work follows national recommendations. The action plan to develop staff expertise further and to improve the hardware and software is comprehensive. However, although the subject is timetabled for all classes, limited use is made of the subject to support learning in all other curriculum areas. Pupils need to be given greater opportunity to consolidate their skills, maximising the use of the new equipment and developing more modelling and control work. This should ensure that better progress is made and that pupils work quickly towards achieving the standards expected by the age of seven and 11.

## **MUSIC**

146. During the inspection three music lessons were observed in addition to recorder club, music in assembly and discussion with pupils. Standards are in line with those normally expected at the end of Key Stage 1 and Key Stage 2. In the last inspection standards were judged to be above expectations in performing and appraising and in line with expectations in composing. At this time the music co-ordinator was teaching most music. All teachers now teach their own class and are developing their expertise and confidence with effective support from the co-ordinator
147. In Key Stage 1 pupils sing a range of songs and sing in two parts. They develop their singing technique and their control in playing instruments. The teachers' own interest and enthusiasm help to fire the pupils' own interest and they concentrate well enjoying the singing. The pupils sing tunefully with a good sense of rhythm. In Year 2 pupils develop a good understanding of the sounds which instruments make and develop a good understanding that symbols can be used to represent sounds. Effective class management ensured that pupils concentrated well and made good progress in the lesson.
148. In a successful lesson in Year 4, pupils listened carefully and developed their understanding of dynamics. The lesson was skilfully linked to the literacy work completed in the morning, which also encouraged interest and concentration. The pupils have a good understanding of musical language and use correct musical terms. They enjoyed performing their compositions to the rest of the class who listened well. The teachers' high expectations of behaviour; for example in insisting pupils put down their instruments when they were not being used, helped to ensure good progress during this lesson. The clear explanation and instructions provided by the teacher ensured that all pupils were involved. Discussion with pupils in Year 5 and 6 shows that activities build on what has been taught earlier. Pupils enjoy performing their compositions and are familiar with a range of different musical styles. Pupils are taught songs and listen to music from different countries.
149. The teaching in the three lessons observed and in recorder club was mainly good. Lessons had a brisk but appropriate pace, which gave time for consolidation. In these lessons most pupils, including those with special educational needs made good progress. The lessons were enjoyable for both staff and pupils and relationships and behaviour are good. Teachers give well-earned praise when pupils do well, which raises their self-esteem and their determination to do well. This results in many pupils wanting to play instruments. Peripatetic teachers provide tuition in woodwind and brass instruments and pupils enjoy these lessons. The after-school club provides keyboard and guitar tuition which is very popular. Pupils accompany hymns regularly in assembly or play music when pupils enter or leave the hall. This provides a special start or finish to the assembly and is valued by all. The regular recorder club is very popular and several pupils reach a high standard. The management of the subject is good. The co-ordinator is knowledgeable and enthusiastic. The curriculum is balanced with sufficient emphasis on

composing. Resources are satisfactory although the school would benefit from more instruments from a range of different cultures.

## PHYSICAL EDUCATION

150. Whilst it was not possible to observe all aspects of the subject being taught, or to observe lessons in every class, other evidence indicates that the standards attained are broadly in line with those expected nationally for pupils at the end of both key stages. The current picture is similar to that found by the previous inspection. Pupils, including those with special educational needs make similarly satisfactory progress. However, progress is not always maintained where teaching does not build on pupils' established skills in gymnastics and games, for example.
151. By the end of Year 2 pupils demonstrate increasing skill in a variety of movements including sliding, rolling and balancing whilst working on the apparatus and they can play a simple ball game involving three players. They travel at different speeds and levels whilst making appropriate use of the floor space in the hall and vary the direction of travel using stepping, hopping, jumping and running movements to create a sequence. However, there is wide variation in the quality of their movements. This was also evident when younger pupils performed a variety of movements to music. Pupils in Years 3 showed a suitable awareness of space as they moved around the hall when practising gymnastics. They are aware of the importance of working safely and understand the need to warm up and cool down after exercise. They demonstrated satisfactory gymnastic skills when making a series of stretches and performing a variety of jumps, rolls and balancing movements. Pupils in Years 5 and 6 have sound games skills. In one lesson pupils worked well to improve batting, bowling and fielding skills and used these skills effectively in a rounders game. Teaching ensured pupils knew what to do and this helped to ensure a good pace of enthusiastic learning. In another lesson the teaching of striking and fielding skills was too slow and pupils found it difficult to maintain interest. However, by the end of Year 6, most pupils attain satisfactory standards in movement, games and gymnastics. All pupils in Key Stage 2 have the opportunity to learn to swim. Records indicate that the majority can swim 25 metres by the time they leave the school and some can swim much further. The school ensures there is good provision for swimming with a high teacher to pupil ratio.
152. Most pupils enjoy physical education and work hard within the constraints of their lessons to practise and refine their movement, games and gymnastic skills. Positive relationships, social harmony and enthusiasm are positive features in the most effective lessons. The quality of teaching is mainly satisfactory with a minority of unsatisfactory teaching. Although teaching is supported by a nationally recommended scheme of work and helpful guidance provided by the Local Education Authority is also available, several teachers lack expertise in translating units of work into a series of lessons which build on and develop pupils' skills. Most of the lessons observed began with a suitable warm-up but in some cases teachers found it difficult to develop the planned activities and provide enough scope for the pupils to maintain a sufficient level of participation. Teaching was good with older pupils, a significant number of whom sometimes present challenging behaviour, because the teacher set high expectations and clearly explained what pupils were to do and learn. This resulted in a good quality of learning where pupils worked hard to improve their batting, bowling and retrieval skills. Pupils were encouraged to learn from each other and teaching successfully maintained a lively and purposeful atmosphere where pupils maintained both effort and concentration well. In a similar lesson with another class the pace of learning was slow because not enough was expected in the time available. The teaching of gymnastics to pupils in Year 3 benefited from careful planning. Some of the shortcomings in lessons are the result of weaknesses in planning and the management of pupils. For instance, in a less successful lesson, pupils were so noisy that few followed instructions and on another occasion failure to prepare adequately kept pupils waiting, so they lost interest and began to misbehave. The headteacher manages the subject satisfactorily, on a temporary basis, but there are no established arrangements to monitor planning, teaching or standards. There are adequate resources to meet the needs of the curriculum. There is a suitable hall, sufficient hard outdoor surfaces and an ample sports field.
153. Throughout the year, pupils benefit from sporting activities provided by an after school club and two teachers with the help of a support assistant provide regular coaching in netball after school

for a good number of boys and girls. These activities make a positive contribution to the standards achieved.

## RELIGIOUS EDUCATION

154. By the age of seven and 11 pupils attain standards broadly in line with those expected by the locally agreed syllabus for this age range. Pupils of different abilities, including those with special educational needs, make satisfactory progress across the school. The judgement in Key Stage 1 is based on analysis of teachers' planning and informal discussion with pupils, as few lessons were observed and very little evidence of pupils' work was available. The scrutiny of pupils' books in Key Stage 2 indicates the subject is taught consistently and pupils achieve sound standards in most classes. The older pupils are beginning to build well on their writing skills but opportunities to research topics using text and electronic sources are limited. Taken overall, standards have been maintained since the previous inspection in 1997 but achievement still varies between classes. This is most evident in Year 1 where the themes followed do not have a clear enough subject focus. As a result pupils make limited progress in their religious knowledge and understanding. At Key Stage 2, the subject makes a positive contribution to pupils' awareness of Britain as a pluralist society.
155. By the end of Year 2, pupils gain a suitable knowledge and understanding of Christianity. They also have a developing knowledge of other faiths, including Judaism and Hinduism. The younger pupils know the names of a number of festivals, including Harvest, Christmas and Easter and learn about the celebrations which they relate to the seasons. They know that churches, temples and synagogues are special places of worship. The older pupils know that Easter and Christmas are Christian festivals. They have a developing knowledge of stories, such as the Creation and Joseph, from the Old Testament. They retell the story of Joseph and record the main events in a sequence of pictures. The pupils begin to understand that religious stories, such as the parable of the Prodigal Son give a message and that religion makes a difference to how people live. For example, they know that many Hindu families have a shrine in their home and that Christian, Jewish and Hindu festivals are celebrated in particular ways. The pupils have a developing knowledge of festivals and celebrations related to their own experience.
156. By the end of Year 6, pupils become more aware of symbolism in religions and gain a deeper understanding of the importance of religion in a range of cultures. They know the Bible and the Torah are important religious scriptures. Pupils in Years 5 and 6 are aware of the important part which religion has played in the lives of many people. They have a good knowledge of religious figures including Noah, Moses, Jesus, Francis of Assisi, Martin Luther King and Mother Teresa and are encouraged to reflect on the meaning of faith and the effect of religion in society. Pupils consider ideas about God, study the Jewish way of life and reflect on miracles and the resurrection of Christ. They have a sound knowledge of the features of religious buildings and find out about aspects of our multi-cultural society through studying photographs which illustrate aspects of the Sikh tradition in Bradford, for example.
157. The quality of teaching is satisfactory. Teaching was broadly satisfactory in the lessons observed in both key stages. It is most effective where pupils are well managed and the teacher builds well on previous work. For example, the stimulus of a visit to a local Anglican church was used well to help pupils in Year 3 name parts of a church and to suggest reasons why a church is a special place. Good relationships were a positive feature of the lesson. In most lessons a minority of pupils persist with challenging behaviour but this is often, at least partially, the result of a slow pace and a lack of stimulus in the teaching. Less effective teaching also results from a lack of clarity in the lesson plan. For example, insufficient involvement of pupils in finding out about religious festivals in order to make comparisons between different celebrations led to little progress being made in a lesson.
158. The curriculum is good overall. The scheme of work provides a well considered programme of topics which ensures pupils progressively 'find out' about and 'learn from' three major religions as they move through the school. Adequate guidance is provided to assist teachers in planning units of work but for those teachers less confident in teaching the subject there is insufficient advice on how to plan the details of lessons. There are few formalised arrangements for the

assessment of pupils' progress but the reporting of pupils' attainments in annual reports to parents is adequate. In most lessons pupils have satisfactory attitudes to the subject.

159. Leadership and management of the subject are satisfactory. The co-ordinator monitors planning and is considering reviewing the scheme of work to incorporate aspects of a nationally recommended scheme. She ensures the provision of a satisfactory range of information sources and artefacts to support pupils' learning. The use of information and communication technology to support learning in this subject is at a very early stage of development. The co-ordinator provides helpful advice for colleagues on an informal basis and although she is aware of particular strengths and shortcomings in provision there are no formal arrangements to monitor standards across the school and plan the way ahead in developing the subject.