

# INSPECTION REPORT

## **GROVE PARK PRIMARY SCHOOL**

Sittingbourne

LEA area: Kent

Unique reference number: 118529

Headteacher: Mr S Nairn

Reporting inspector: Mrs J Catlin  
21685

Dates of inspection: 24 – 27 September 2001

Inspection number: 193086

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Hilton Drive Sittingbourne Kent
Postcode:	ME10 1PT
Telephone number:	01795 477417
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Ulyatt
Date of previous inspection:	17 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21685	Jenny Catlin	Registered inspector	Mathematics	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught?
9519	Sue Pritchard	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22831	Clive Lewis	Team inspector	Information and communication technology Physical education Religious education Special educational needs	
27240	Tony Hooper	Team inspector	Design technology Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?
27738	Christina Kadir	Team inspector	Science Art and design Foundation stage	How well is the school managed?
23054	Graham Johnson	Team inspector	English Geography History English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

Grove Park Primary School has 459 pupils on roll and is much larger than most schools of this type. There are eight pupils from ethnic minority backgrounds. The proportion of pupils entitled to free school meals is just over eight per cent; this is average nationally. Eight pupils speak English as an additional language. This is lower than in most schools. There are a total of 47 children in the Foundation Stage classes. Children's overall attainment on entry is slightly above average. The percentage of pupils identified as having special educational needs, just over 25 per cent, is broadly in line with the national average. Five pupils have a statement of special educational need; this figure is about average nationally.

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

Grove Park Primary School is a caring and supportive school and provides a secure learning environment for its pupils. Standards are average in most subjects by the time pupils leave the school. Standards at the end of Key Stage 2 in mathematics, however, have dropped to below national averages and progress in this subject is unsatisfactory. Across the school, the quality of teaching and learning is good with some very good and excellent features. The leadership and management by the headteacher and key members of staff are satisfactory overall. The slightly above average attainment on entry to the school; the overall satisfactory progress of pupils; the improvements in the school since the previous inspection; the higher proportion of good teaching and the school's average expenditure per pupil, when taken together, indicate that value for money is satisfactory.

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

- Very good teaching and provision in the reception class which helps children to get off to a good start.
- Good teaching in both key stages, which supports pupils learning well.
- Provision for pupils with special educational needs which helps them to make good progress.
- Above average standards in art and design across the school.
- Above average standards in history at the end of Key Stage 1.

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

- Standards in mathematics in Key Stage 2, including teaching, assessment and monitoring.

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

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

The school has effectively addressed the majority of the key issues from the previous report. The previous inspection in March 1997 required the school to implement schemes of work for information and communication technology, including training for staff, in order to raise standards of teaching and learning by the end of Key Stage 2. This has been completed well and standards are now in line with those expected nationally. The school improvement plan now effectively reviews the aims of the school and sets out the long-term strategic view of staff and governors as well as short and medium-term priorities. The plan is presented in a clear format with initiatives aimed at improving standards. Although systems are in place to ensure subject managers are able to lead, develop and monitor their area of the curriculum within and across the key stages, further development is required as subject managers, especially those for mathematics and science, are not yet fully confident of their position. The last report commented on the need for a more consistent and effective use of assessment. There are examples of good progress in this area but there is still some improvement necessary. Comprehensive and effective communication systems have been developed to enable governors to ensure that policies are implemented. It now has a rolling programme of reviewing subjects and they receive reports from the headteacher and subject leaders.

## STANDARDS

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

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

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

The above chart shows that standards by age 11 in English and mathematics were in line with the national average and in science they were well below the national average. When compared with schools with pupils from similar backgrounds, attainment in English and mathematics was broadly average and in science it was well below average. The trend in the school's average National Curriculum points scores in recent years is broadly in line with the national trend. There is no significant difference in the attainment of boys and girls. The school's targets, set in conjunction with the local authority, were not met in 2000 in either English or mathematics. Targets set for 2001 were met in English but not in mathematics. The targets set were challenging enough but the school failed to meet them because the information used to set them was based on incorrect assessment information. Early indications show that results in the 2001 tests are likely to be average for English and science but below for mathematics. This represents an improvement in science. Test results in mathematics will not match the average results for year 2000 because teachers are unclear about levels of attainment. Inspection evidence shows that by the end of the year, the current Year 6 pupils are likely to attain average standards in English and science but below average standards in mathematics. Thus pupils in Key Stage 2 continue to make unsatisfactory progress in mathematics. Standards, across the school, are above average in art and design. By the end of Key Stage 1, pupils attain average standards in reading, writing and mathematics. Standards are typical in all other subjects, except history where they are higher than usual. By the end of Key Stage 2, pupils attain satisfactory standards in all other subjects. Higher attaining pupils are not always making the progress of which they are capable, particularly in mathematics. The attainment of children at the end of the Foundation Stage is above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are ready to take part in new experiences and to learn from them, but at times, their attitudes to school vary.
Behaviour, in and out of classrooms	There are many examples of good behaviour in the school although a small minority of pupils struggle to behave well.
Personal development and relationships	Most pupils show respect for their teachers and develop a sense of equality and fairness in their dealings with one another.
Attendance	The attendance of and punctuality of pupils are good.

Children like school and are happy to take part in new experiences and to learn from them. Most pupils show respect for their teachers, with the vast majority complying with oral warnings about unsatisfactory attitudes or behaviour. In this respect, most pupils develop a sense of equality and fairness in their dealings with each other. Pupils respect each other's values and beliefs and there are no racist tensions.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Across the school, the quality of teaching is good with some very good and excellent features. There is a small percentage of unsatisfactory teaching. The quality of teaching in literacy across the school is satisfactory and in numeracy it is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. The quality of teaching for children in the Foundation Stage is very good overall. The teachers have a clear understanding of how children learn; they plan work carefully to meet the needs of each child. A positive aspect of teaching across Key Stage 1 and 2 is the good classroom management and discipline, which most teachers maintain. A further strength of the teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. Across the school, there is satisfactory development of literacy skills and these are taught effectively, with a specific emphasis on early reading skills. The numeracy sessions are usually well taught, particularly in Key Stage 1, and teachers question pupils carefully to check their understanding of the work covered. Overall, the use of learning support assistants to assist pupils in their learning is good. Weaknesses in teaching include a lack of challenge in some lessons, particularly for higher attaining pupils in Key Stage 2. Some lessons are not always exciting or rigorous enough to capture pupils' attention and enthusiasm. A further notable weakness is the lack of consistency in teaching across some year groups. The use of assessment to inform future learning is a significant weakness in mathematics because teachers' understanding of the levels pupils are working at is insecure. In the very few lessons where teaching is unsatisfactory, the weaknesses are either in pupil management or in use of time, which result in pupils failing to make the progress of which they are capable.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school endeavours to offer a good range of worthwhile opportunities for pupils that interest and motivate them and gives priority to this.
Provision for pupils with special educational needs	Arrangements for identifying and supporting pupils with special educational needs are good.
Provision for pupils with English as an additional language	There is good support for pupils who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is good and it is satisfactory for spiritual, moral and cultural development.
How well the school cares for its pupils	There are good procedures for eliminating oppressive behaviour in school. This has a positive effect on the pupils' attitudes towards school. There are some weaknesses in procedures for promoting pupils' behaviour and those for assessing their attainment and progress.

The provision for pupils in the Foundation Stage is very good. A broad and balanced curriculum is provided throughout Key Stages 1 and 2 and all subjects meet National Curriculum requirements. Religious education is successfully taught according to the locally agreed syllabus. There is a broad range of extra-curricular activities, clubs and visits out of school, which enrich the pupils' experiences and support their learning. However, there are few opportunities for pupils to appreciate and value

the contribution made by other cultures to subjects such as art, music and dance. On occasions, pupils with special educational needs miss the same lesson each week because they are withdrawn for additional support in learning for English or mathematics. The school does reasonably well in reaching out to parents but does not effectively promote and explain its work in written communications.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction to the school and shares a commitment to improving standards with the staff and governors. However, the monitoring of teaching requires further development.
How well the governors fulfil their responsibilities	The governing body is effective in carrying out its statutory duties. It is clear about its role to ensure that the pupils in the school receive a good education and that the school continues to strive to raise standards.
The school's evaluation of its performance	The procedures for determining priorities of the school have been improved to ensure that raising standards is the basis of improvement.
The strategic use of resources	The school makes appropriate efforts to seek best value when purchasing goods and services and specific grants have been used appropriately for their intended purpose.

Subject leaders, especially those for mathematics and science, are not yet fully confident of their position. Staffing levels are satisfactory and the accommodation provides a satisfactory range of facilities. However, the mobile classrooms that accommodate Years 5 and 6 pupils provide very cramped conditions for the oldest and biggest pupils in the school; in particular when teaching practical subjects such as design and technology, art and design and science. However, the school does what it can to make the environment conducive for learning. Overall, resources are adequate to support the curriculum but there are some shortages in geography. The libraries are a useful resource and books are in good condition.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• The school expects their children to work hard and achieve his or her best.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Their children getting the right amount of work to do at home.</li> <li>• To be kept well informed about how their children are getting on.</li> <li>• The school working more closely with parents.</li> <li>• The school providing an interesting range of activities outside lessons.</li> </ul>

Inspection judgements support most of the parents' positive views of the school. However, some parents don't know about the broad range of extra-curricular activities offered in school. The inspection evidence found that the end-of-year reports on pupils' progress provide little in the way of specific guidance to parents as to how they might assist in their child's academic progress. It is confirmed that a number of pupils do not take work home regularly and homework is not consistently set. The school provides relatively few opportunities to encourage parents to work with their children at home.

## **PART B: COMMENTARY**

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

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

1. Baseline assessment shows that attainment on entry is slightly above average. By the time they enter Key Stage 1, most pupils are on course to attain, or exceed, the nationally expected Early Learning Goals in the six areas of learning. These are known as personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.
2. At the end of Key Stage 1, the average National Curriculum points scores for 2000, show that in comparison with all schools nationally, the school's performance in reading and writing was above the national average. In mathematics, their performance was below the national average. There are variations in test results from year to year so no overall trend is discernible. There was no significant difference in the performance of girls and boys in the reading, writing and mathematics tests. When compared with schools with pupils from similar backgrounds attainment in all three subjects remained comparable. Attainment in science, based on teacher assessment, was above average. When national figures are available for comparison, results for 2001 are likely to show that attainment in reading and writing is average. In mathematics, results from end of key stage tests are likely to show that attainment is above average.
3. At the end of Key Stage 2, the average National Curriculum points scores for 2000 show that, in comparison with all schools nationally, the school's performance in English and mathematics was in line with the national average. In science, their performance was well below the national average. There are variations in test results from year to year but the overall trend is improving. There was no significant difference in the performance of girls and boys in the English, mathematics and science tests. When compared with schools with pupils from similar backgrounds attainment in all three subjects remained comparable. Results of 2001 tests, when national figures are available for comparison, are likely to show that attainment in English and science is average. In mathematics, results from the 2001 end of key stage tests are likely to show that attainment is at least below average.
4. The school's targets for 2000, set in conjunction with the local authority, were not met in English and mathematics at the end of Key Stage 2. Targets set for 2001 were met in English but not in mathematics. The school is confident that, with the existing implementation of the literacy hour and the Numeracy Strategy, they will achieve future targets. However, inspection evidence does not support this view. A major factor for this is that the school's procedures for evaluating attainment data, particularly in mathematics, are insufficiently rigorous.
5. For pupils currently in Year 2, evidence during inspection confirms that standards in reading and writing are lower than those indicated by test results in 2000, and are average. In mathematics they have improved considerably and are now average. For pupils currently in Year 6, the inspection confirms that standards in English remain similar to those indicated by test results in 2000; that is they are average. In science, standards have improved and are now average but in mathematics they have fallen to below average.
6. Standards, across the school, in art and design are above expectations and are a strength of the school. By the end of Key Stage 1, standards in history are also above expectations and by the end of Key Stage 2 they are in line with expectations. In geography, information and communication technology, music, physical education and religious education standards across the school are in line with expectations.
7. There are no significant differences in achievement by pupils with English as an additional language and they make satisfactory progress throughout their time in the school. In many classes, progress is at least satisfactory and sometimes good, both in the lessons observed and as seen in previously recorded work.

8. Across the school, pupils with special educational needs make good progress in relation to their abilities and their individual education plans, especially in their acquisition of literacy skills. Progress in numeracy skills is satisfactory. They are well supported by both teachers and learning support assistants. These pupils are offered work providing appropriate challenge; the tasks they are set closely mirror those offered to other pupils, so that they feel included in all of the activities of the class. For example, teachers at both key stages ensure that pupils with special educational needs have sufficient opportunity to take part in class discussion during literacy lessons, to show the sequences of movement they have devised in gymnastics or to read aloud their written work. Teaching assistants develop close working relationships with the pupils for whom they are responsible, and this enhances their progress.
9. Overall, higher attaining pupils do not make the progress of which many are capable, particularly in mathematics. This is due firstly to weaknesses in teachers' assessments of what pupils know, understand and can do. As a result, teachers' lesson planning does not sufficiently challenge these pupils to enable them to make good progress overall, and achieve their full potential.
10. Most pupils' standards of literacy are in line with national expectations by the end of each key stage and are sufficient to support learning in subjects across the curriculum. Across the school, writing is often used well to support development in other subjects, for example, in religious education and geography.
11. Standards of numeracy in Key Stage 1 are satisfactory overall but insufficient progress is made in Key Stage 2. There are missed opportunities to develop pupils' mathematical skills in other areas of the curriculum, for example in science, information and communication technology, geography and design and technology. This is because they are not always considered effectively in teachers' lesson planning for these subjects.

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

12. The personal development and behaviour of the pupils are satisfactory but their attitudes to school can vary. Often this reflects the quality of the teaching. The overall picture on the attitudes and behaviour of pupils is slightly less positive than that seen in the last inspection. However, the attendance and punctuality of pupils have been maintained at the good level then evident.
13. The vast majority of parents support the view that their children like school. Pupils are ready to take part in new experiences and to learn from them. However, instances of pupils losing concentration and employing time wasting tactics are evident in some classes. Some of the older pupils become easily distracted when teaching fails to inspire them or lacks a certain impetus. In these circumstances, the pupils' learning suffers. However, when teachers demonstrate enthusiasm and drive, the pupils respond with a correspondingly high level of interest, which in turn enhances the rate at which they expand their knowledge. This was exemplified in a Year 4 art lesson where the teacher's thought-provoking and expert questioning helped pupils achieve far more than just the basic techniques of making three-dimensional model chairs. When applying decorative, musical emblems to their work, pupils were at the same time noting the differences between violins and cellos, crotchets and quavers.
14. The relationships that pupils have with each other and adults in school are satisfactory overall. However, within this there are some real strengths. Most pupils show respect for their teachers with the vast majority complying with oral warnings about unsatisfactory attitudes or behaviour. In this respect, most pupils develop a sense of equality and fairness in their dealings with each other. Governors and parents see the school as an orderly community and the inspection evidence would support their view. Pupils respect each other's values and beliefs and there are no racist tensions. They play happily together in the playgrounds and in good weather enjoy having access to extra playing space on the field. In the dining hall, boys and girls engage in friendly discussion and there is a good social atmosphere. The provision of a class discussion period called 'Circle Time' is helping pupils gain a satisfactory

understanding of what constitutes acceptable and unacceptable conduct within a school community.

15. Although the school has spent time discussing and developing a policy for managing pupils' behaviour, the staged procedures are more helpful to some teachers and more effective for some pupils, than others. The reception class teachers are particularly successful at providing activities that promote positive relationships and motivate even the most hesitant learner. However, in lessons where the teaching is no more than satisfactory, a small minority of pupils struggle to behave well and this has a negative effect on the relationships within a class.
16. Persistent bullying-type behaviour is rare in school, with none observed during the week of the inspection. Pupils know they can rely on prompt action from staff if they report that someone is being unkind to them. When the interests and safety of other pupils or staff is at risk, the headteacher takes appropriate action. In the year before the inspection, the governors upheld the permanent exclusion of one boy and two fixed-term exclusions of another.
17. Pupils show a satisfactory level of personal responsibility. They respond willingly to any new or unusual opportunity to act maturely and think wisely. For example, the older pupils' written applications to the headteacher show how carefully they have considered whether they had the necessary personal attributes for jobs around the school. Once in post, they carry out their tasks diligently without undue reliance on adults. In addition, pupils make their own contributions to the life of the community through fundraising for charities and for their school. Pupils also benefit from the support of parents who promote the value of personal study at home but opportunities here are not nearly as widespread as the parents would wish them to be.
18. The attendance and punctuality of pupils are good. In the year before the inspection, the overall rate was similar to that achieved nationally. Most authorised absences are because pupils are unwell, with only a small minority due to families taking their holidays during term time. Pupils' punctuality is good. Most pupils arrive well in time for registration, which ensures a smooth start to their day.

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

19. Across the school, the quality of teaching is satisfactory with some very good and excellent features. There is a small percentage of unsatisfactory teaching. The quality of teaching in literacy across the school is satisfactory and in numeracy it is satisfactory in Key Stage 1. It is unsatisfactory in Key Stage 2 because of the unsatisfactory progress made by pupils in this key stage.
20. The quality of teaching for children in the Foundation Stage is very good overall. It was excellent in 12 per cent of lessons, very good in 50 per cent and good in the remaining 38 per cent. The quality of teaching has improved considerably since the last inspection. The teachers have a clear understanding of how children learn; they plan work carefully to meet the needs of each child. Teachers' expectations are high for all children and their management of children's behaviour is very good, which results in positive attitudes to learning. They develop children's understanding of acceptable and unacceptable behaviour very well. Pupils are actively encouraged to share their work and successes. Children are continuously assessed and this, together with the results of their initial assessments and ongoing testing, forms the basis of a very good range of assessment data. This information is used very well to set individual targets and inform future teaching plans. Very good use is made of the learning support assistants and they have regular involvement in assessing and recording children's progress.
21. At Key Stage 1, 21 per cent of the teaching is very good, with a further 46 per cent being good. The remaining 33 per cent of teaching is satisfactory. The teachers have a secure command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to certain individual pupils. Lessons incorporate appropriately high expectations and challenge for pupils with different levels of attainment. There are effective links with what pupils have already achieved and new learning makes

progressive demands on them. Relationships are very good and pupils are expected to have high standards of behaviour. Pupils demonstrate good attitudes to their work and are keen to complete work to an acceptable standard within set time limits. Pupils are on occasions given choices about how the work is to be done and this makes a positive contribution to their independent learning skills. Most lessons have a brisk pace, and resources, pupil groupings and adult assistance are all well managed and are used to promote the learning of specific knowledge or skills and to keep pupils on task. Teachers know their pupils well and their lesson planning identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure attainment and progress. Homework, particularly reading, is set and caters appropriately for pupils of differing abilities. When teaching is satisfactory rather than good, some of the above features are not so well developed, particularly the aspects of providing challenge for higher attaining pupils and keeping pupils on task. The weaknesses in teaching identified at the time of the previous inspection are no longer evident. The school has effectively dealt with the issue relating to support from home for pupils' reading.

22. Teaching has improved in Key Stage 2 since the previous inspection as the proportion of good teaching has increased. Two per cent of the teaching observed was excellent, 11 per cent was very good, a further 45 per cent was good and 38 per cent was satisfactory. Four per cent of teaching was unsatisfactory. In the best lessons, the planning includes details of how the class will be organised for particular purposes, which resources will be needed and which tasks allocated to other adults. The method of recording outcomes of each activity is planned for, so that pupils can present their results in different ways and thus demonstrate a variety of skills. Resources are tidily stored, clearly labelled and offer easy access for the teacher and pupils alike. Care is taken to ensure that the equipment is cared for and that pupils take responsibility for obtaining and clearing away resources. This contributes well to pupils' independent learning skills and to their moral development. Sometimes groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable than themselves, which makes a positive contribution to pupils' social development. The teachers use a variety of groupings, whether as a whole class, by ability or friendship, in pairs or as individual pupils. Decisions about the size and formation of teaching groups are based upon the nature of the subject or the learning needs of the pupils concerned or both. Sometimes, other adults are used in an instructional capacity with particular groups or individuals; they are usually well briefed and supported by the class teacher. Teachers are aware of the need to obtain and use accurate assessment information in order to provide appropriately challenging work. However, this is not a strength. There is some good practice in evaluating the success of lessons by teachers. Best practice includes identifying what progress individual pupils have made and how the methods and content for the next lesson need to be adjusted as a result. Overall, this is inconsistent across the school.
23. Overall, teachers have a satisfactory understanding of the National Curriculum in most subjects. Teachers throughout the school encourage pupils to take reading books home and, where homework is set, it is often used appropriately to support pupils' learning. A positive aspect of teaching across the school is the good classroom management and discipline, which most teachers maintain. There is usually a consistent approach to behaviour, which enhances the quality of pupils' learning. A further strength of the teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. When marking pupils' work, teachers assess the work constructively and their comments are usually sufficiently diagnostic to help pupils know what they have done well and what they need to work on to improve. There are good quality, long-term written curriculum plans to provide a framework for teachers' lesson planning, and ensure progression across and through year groups. Across the school, there is satisfactory development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are usually well taught, particularly in Key Stage 1, and teachers question pupils carefully to check their understanding of the work covered. Overall, the use of learning support assistants to support pupils in their learning is good. However, best use is not always made of their skills; this is particularly noticeable in the introductory sessions of literacy and numeracy lessons.

24. Weaknesses in teaching include a lack of challenge in some lessons, particularly for higher attaining pupils in Key Stage 2. Lessons are often not exciting or rigorous enough to capture pupils' attention and enthusiasm. A further notable weakness is the lack of consistency in teaching across year groups. Pupils in the lower years in Key Stage 2 made different progress in the lessons observed, depending on which class they were in. In one class, activities seen were considerably less challenging than in the parallel class and the pace of the lesson was slow. These weaknesses are mirrored in another class where the pace of learning is also slow and as a result there is an unnecessary amount of off-task behaviour. In both these classes, pupils are not making the progress of which they are capable, this is particularly noticeable for higher attaining pupils. All teachers state that pupils have targets in literacy and numeracy. However, it was rare to see these referred to in lessons and many pupils were unclear as to what their targets are. Therefore, they have limited value in increasing pupils' knowledge and understanding of their own learning. The use of assessment to inform future learning is a significant weakness in mathematics because teachers' understanding of the levels pupils are working at is insecure. This weakness contributed significantly to the low test results in 2001 which the school had not anticipated. In the very few lessons where teaching is unsatisfactory the weaknesses are either in pupil management or in use of time, which result in pupils failing to make the progress of which they are capable.
25. There is a good working partnership between class teachers and the special educational needs manager, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. Their needs are efficiently assessed and an appropriate level of support is provided. The individual education plans, which are drawn up for all pupils on the register, are used effectively by class teachers to guide lesson planning, providing a good blend of help and challenge, and a range of graded tasks are matched to their needs. Targets are clearly defined and regularly reviewed. Work is set at an appropriate level across the curriculum and pupils receive good in-class support from classroom assistants. The special educational needs manager and the part-time special educational needs teacher provide well-planned and clearly-focussed teaching for pupils who are withdrawn for additional work in literacy and mathematics. Progress is carefully monitored against the targets set on the individual education plans.

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

26. The provision for pupils in the Foundation Stage is very good. A broad and balanced curriculum is provided throughout Key Stages 1 and 2 and the subjects meet the requirements of the National Curriculum. Religious education is successfully taught according to the locally agreed syllabus. The school endeavours to offer a good range of worthwhile opportunities for pupils that interest and motivate them and gives priority to this. In the last inspection the lack of schemes of work in design technology and information and communication technology was highlighted. This has now been remedied in both subjects. Information and communication technology skills are taught consistently in specific lessons. Resources are clearly set out and accessible and there is a good range of materials and equipment.
27. The schemes of work for all subjects are now firmly in place and members of staff are familiar with them, and have a clear knowledge of what they need to do to implement them so that pupils can gain the maximum benefit from them. Teachers work in close collaboration with each other in planning lessons but in some subjects the role of the co-ordinators needs further development to ensure that pupils' progress is consistent and sustained and that there is continuity and progression in all subjects.
28. The pupils' personal social and health education mainly takes place within specific lessons as well as in science and religious education lessons. Separate personal social and health education lessons are taught to all year groups and the school uses the local authority scheme of work as a basis for these. This scheme meets the requirement to include citizenship and has been in use for just over a year. Pupils receive education about issues related to sex and drugs in science as well as in personal, social and health education lessons. Visiting speakers also contribute to this area. 'Circle time' is used regularly throughout the school and has been

useful in helping pupils resolve issues about relations with their peers, personal development and academic progress. In a good Year 5 session, pupils were encouraged to make realistic short-term goals and set them within an achievable time frame.

29. There is a broad range of extra-curricular activities, clubs and visits out of school, which enrich the pupils' experiences and support their learning. Good opportunities exist for older pupils to participate in sporting activities such as football and netball and teams take part in the local leagues. There are also gymnastics, choir, computing and art. There is a good take-up for these. Many of these activities take place after school and the teachers are generous with the time that they spend on them. The school also organises sports' coaching using the expertise of outside coaches.
30. The school has a strong commitment to equality in education and this is clearly laid out in a good policy document. Pupils who are on the special educational needs register have their needs met through their individual education plans which focus on aspects of literacy, numeracy and personal and social development. There is also good support for pupils who have English as an additional language. The individual education plans are well supported by outside agencies and all who are involved with the pupils' continuing education. All pupils with special educational needs receive the full National Curriculum offered by the school with some areas of work modified for their specific needs. They are fully included in all the activities organised by the school, which supports their social and moral development well. Arrangements for identifying and supporting pupils with special educational needs are good. A comprehensive register of special educational needs is kept by the deputy headteacher, who is the special educational needs manager. Appropriately detailed and specific individual educational plans are provided for pupils on the register, written by the class teachers in conjunction with the special educational needs manager and the part-time special needs teacher and these are reviewed regularly. There are five pupils with "statements" of educational need in the school who receive the support detailed in their statements and who are well-included in all school activities. The teaching and support provided in withdrawal groups for pupils with special educational needs are effective. On occasions, because pupils are withdrawn for additional support in English and mathematics, they miss parts of lessons in other curriculum subjects. The school has plans to address this area by reviewing their timetable arrangements for these pupils.
31. The provision for pupils with English as an additional language is satisfactory and the school provides good support for these pupils. There is a visiting language specialist who assesses and keeps a folder on each pupil, which is used effectively to record progress. These records are thorough and comprehensive. They are regularly reviewed and there is good liaison between the school and outside agencies.
32. In many of its policies, the school makes strong statements about its intention to ensure that it does not discriminate against any pupil on the grounds of disability, sex or race, and that each has equal access to the curriculum. Pupils of different levels of aptitude and ability are generally given similar opportunities to make progress in their work. In some classes, however, those who achieve well in English, mathematics and science are not offered sufficient opportunities to explore the limits of their knowledge and understanding because the tasks they are set are sometimes not challenging enough. Some lower ability groups, including one for English in Year 5, contain an overwhelming preponderance of boys. This reflects the greater proportion of boys in this year group. The school recognises the difficulties inherent in this imbalance, and is currently examining ways in which it can engage in particular the interest of older boys.



33. The school has links with local secondary schools that take pupils from Grove Park. There is a wide range of these. There are no schools that have a particularly close link, but all the secondary schools have staff who liaise with the relevant staff at Grove Park. Year 7 teachers from these secondary schools visit Grove Park to speak to pupils who are going on to their schools and organise 'taster days' for pupils at their new schools.
34. Overall, provision for spiritual, moral, social and cultural development of pupils is satisfactory. The school holds an act of collective worship each day. In most of the assemblies that were observed, there was an element of sharing values and reflection. There was usually an explicit reference to a Supreme Being but the spiritual content is sometimes slight, and opportunities to share sacred texts, and take time for prayer and reflection are not always exploited fully.
35. The provision that the school makes for pupils' moral development is satisfactory. The school has rules about behaviour and in most classrooms these are prominently displayed and pupils have a clear understanding about right and wrong. However, this is not always the case, and the school needs to make sure that there is a more consistent approach to this area of school life. For the most part, the school operates as a well ordered community where pupils know what is expected of them. A range of opportunities for older pupils to take part in sporting activities supports the understanding of the need for rules and fair play.
36. Provision for social development is good. Adults set good examples in their relationships with each other and the pupils. Adults value each child and work effectively towards developing self-esteem. Issues are discussed in 'circle time' and this is a valuable part of school life. In a Year 5 class pupils were encouraged to set themselves realistic targets to improve their academic progress, their relationships with their contemporaries and their own personal skills. There is also satisfactory provision for pupils throughout the school to work together in subjects such as music, as well as group work in literacy and science. There are opportunities for pupils to use their initiative. Some Year 6 pupils act as office monitors and respond to telephone calls during the lunch break and undertake additional responsibilities such as looking after the library. Older pupils also operate audio-visual equipment in activities such as group singing practices. In an assembly where some pupils performed a piece of music, the others listened quietly and with consideration for the feelings of the performers. There is an awareness of the needs of others, and pupils are involved in charitable initiatives such as taking part in the British Heart Foundation 'Jump Rope for Hearts' campaign and donating Harvest Festival gifts to the Salvation Army who then distribute them locally.
37. The provision that the school makes for the cultural development of the pupils is satisfactory. There are visits to local places of interest. There are some talks given by visitors to the school, which serve to enrich the curriculum and broaden the pupils' horizons. The school has a range of sporting activities and pupils take part in – among other sports - football, rugby and netball. The school makes good provision for pupils to learn to work together and live as part of a community through the annual residential trip for Year 6 to the Arethusa Venture Centre. Drama helps to enrich the cultural life of the pupils and pupils have taken part in regular productions. Year 6 pupils and members of the choir were involved in a production of "Oliver" last summer. There are also nativity plays in which all members of Year 1 and 2 classes participate and the older pupils arrange a variety of Christmas events - e.g. "Carols by Candlelight" held in the open air with an audience of parents.
38. In religious education pupils learn about other faiths and during the inspection there was a very good lesson, which gave the children a flavour of the celebrations associated with the Jewish New Year. There are also some displays of Islamic art in classrooms. However, there are few other opportunities for the pupils to appreciate and value the contribution made by other cultures to subjects such as art, music and dance. There is also insufficient attention given to the contributions made in the arts, public life and the professions by members of the ethnic minority groups that are represented both in the local area and in the diverse society that is Britain today.

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

39. Overall, the school cares satisfactorily for its pupils. However, the action the school has taken since the last inspection has been only moderately successful in addressing the new problems that have arisen in that period. There are some weaknesses in the procedures related to child protection, those for promoting pupils' behaviour and those for assessing their attainment and progress. However, the good procedures for eliminating oppressive behaviour in school have been maintained since the last inspection, as have the good procedures for assessing risks around the premises.
40. Teachers learn much about their pupils during the time they spend teaching them and a high proportion of parents believe the school is helping their child become mature and responsible. The introduction of regular class discussions for all year groups help teachers assess how aware pupils are of the moral and social issues that affect them. Other records are kept on those pupils who demonstrate especially good or particularly poor attitudes or behaviour. However, the school has yet to devise a clear method of recording and disseminating all the information it gathers on the personal progress of pupils. The setting and evaluation of personal targets for pupils is an area ripe for development. A good level of care is taken of pupils with learning difficulties and this has a positive impact on their personal progress.
41. There is good use of assessment procedures to identify pupils with special educational needs. The special educational needs manager maintains a detailed register of these pupils. There are appropriate procedures for placing pupils on the register and a measure of the success of the school's provision is that pupils move off the register as well as onto it.
42. The school has developed a series of staged disciplinary procedures to manage a range of unacceptable behaviour in school. However, the strategies have yet to be shared and discussed with the governors and the parents. Some teachers are more skilled than others in adapting and applying the rules to meet the needs of the pupils in their class. There are pockets of challenging behaviour from some older boys, which occasionally cause disruption in some lessons. On the other hand, there are many examples of very good behaviour throughout the school of which the policy does not take sufficient account. The draft policy has yet to be owned and accepted by all the stakeholders of the school, including the pupils themselves. Currently, the interpretation of the policy by staff is inconsistent, occasionally ineffective and therefore unsatisfactory.
43. Pupils are aware that bullying type behaviour can occasionally occur in school, but at the same time, they are confident that teachers will deal with it, which they do well. This has a positive effect on the pupils' attitude towards the school and what it is doing to promote their well being.
44. Procedures for monitoring and promoting pupils' attendance are satisfactory. The class teachers call registers twice daily. However, the reasons for absence, supplied by parents, are not always passed on to the teachers or entered in registers as soon as they could be. Thus, it is not always evident from the registers alone why a pupil is absent from school. Procedures for promoting punctuality are good. The headteacher's presence at the school gate in the morning is a useful reminder of the expectation of the school that all pupils will arrive on time and suitably prepared for the day ahead.
45. Although there is a designated member of staff for child protection issues, some non-teaching staff, in particular lunchtime supervisors who are regularly in contact with pupils, have little knowledge of what to look for, or the exact procedures that must be followed if problems of this nature arise. The headteacher is aware of the need to train all staff in procedures for child protection and has plans to update his training in this area.
46. Procedures for administering first aid are satisfactory. A record is kept of injuries and accidents involving pupils, often with some note of the contact made with the parent. A first aid room offers pupils privacy but little comfort when they are injured or unwell. All adults in school need to be aware of the staff who hold current First Aid at Work certificates and those appropriately trained to administer first aid to both young children and adults.
47. The procedures for assessing the condition of the school site and buildings and any areas of risk are thorough and well documented. There are good procedures to ensure work is attended

to at the earliest possible opportunity. Fire evacuation procedures are particularly well planned and practised. All health and safety issues identified in the previous inspection report have been satisfactorily addressed.

48. The local authority's baseline assessment scheme is used very effectively on children's entry to school. The teachers complete assessments as part of their regular routine and build up excellent formative assessment records for each child from the day children start. They continue to use the scheme throughout the year to track children's progress. They evaluate these records at the end of the year to link this to National Curriculum levels and then pass them on to the Year 1 teachers.
49. The last report commented on the need for a more consistent and effective use of assessment. Some progress has been made here, but there is still some improvement necessary. The head teacher is in overall charge of assessment. He has set up a database with much relevant statistical information, and it is hoped that this will become an important part of ensuring an improvement in assessment procedures. There are some good individual examples of assessment being used to inform teachers' planning. In the foundation classes there is very effective monitoring and recording of academic progress. The procedures for monitoring pupils with special educational needs are also good. However, in English, mathematics and science there is no consistency in the way in which assessments are used. In mathematics, teachers are not always confident in their knowledge of National Curriculum levels, and this means that the tracking of pupils' progress is not always accurate. In subjects other than English, mathematics and science the co-ordinators responsible for the subject sometimes lack a firm grasp of what pupils need to do to reach the national expectation in their subject, so that there are gaps in the planning of these subjects. The intention is that assessment in these subjects will be put on a more organised footing, but it is essential that leaders in all subjects have a firm grasp of what pupils need to do to attain the various levels and share this knowledge with colleagues. The information that is collected about pupils' attainment and progress does not always have an impact upon planning of lessons. The school has not yet managed to establish a coherent policy, to which all members of staff adhere. Without this, there can be no informed consensus about the attainment of pupils and what needs to be done to remedy shortcomings in the planning of lessons and homework. The last report also spoke about inconsistencies in marking of pupils' work and this was also noted during the current inspection. There are some very good examples of marking that not only celebrate good work but are also a valuable tool to help pupils make further progress. However, this is not always the case and the school needs to ensure that good practice is shared and acts as a model for all teachers.
50. The school cares well for its pupils needing particular care and attention. The special educational needs co-ordinator liaises closely with teachers and support staff and has a good overview of special educational needs in the school.

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

51. Parents' views of the school are good, as is the contribution they make towards their children's learning. However, a significant number of parents would like to see the school keeping them more closely informed as to how their child is getting on. The inspection evidence found that better use could be made of the systems already in place. These include newsletters, homework and homework diaries, end-of-year reports and home/school meetings which could be used to keep parents better informed about what their child is learning at school and the targets they are expected to achieve. Information provided in the prospectus and governors' annual report to parents has improved since the last inspection and now meets statutory requirements. The school is successful in recruiting parent governors and values their commitment.
52. A few parents are not satisfied with some aspects of the school's work. Some don't know about the satisfactory range of extra-curricular activities offered in school and others are critical about the amount and consistency of homework. The inspection evidence found that the end-of-year reports on pupils' progress meet statutory requirements but provide little in the way of specific guidance to parents as to how they might assist in their child's academic progress. Parents view homework as providing a useful link between the pupils' learning at

home and at school. Inspection evidence confirmed that a number of pupils do not take work home regularly and homework is not consistently set. The school provides relatively few opportunities to encourage parents to work with their children at home. Their potential is largely untapped in this respect.

53. Parents cite consultation evenings and discussions with teachers as perhaps the main way in which they are kept informed about their children's progress and learning. The school does reasonably well in reaching out to parents but does not effectively promote and explain its work in its written communications. For example, letters on school trips explain the organisational aspects but seldom the curricular. Newsletters miss the opportunity to refer to topics being studied that term. Parents of pupils with special educational needs are, however, properly involved with the schools' procedures of reviewing and setting targets. The parents of these pupils are clear about the progress their children need to make
54. Parents view the school as being a friendly place to visit and to send their children. They are keen to see their children succeed and want them to do their best. They help teachers maintain the satisfactory standard of pupil behaviour by praising their children when they bring home news about their achievements or awards. The school can depend on its parents to respond to appeals for donations, to lend their support in classes and on school visits, concerts and sports days. Many are happy to be drawn into activities they have skills in, such as dressing their children in a particular themed costume or thinking up new ideas for fundraising for the school. Their talents here are exceptional. Parents and friends of the school give very generously of their time and money, organising fun events and social activities, some of which such as the school carnival float, provide good links into the local community. By showing an interest in these occasions, parents promote the feeling amongst their children that schoolwork and school life are valued, which has a positive impact on the pupils' attitudes to their learning.
55. The school has good systems for keeping parents of special educational needs pupils well informed about their children's progress.

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

56. Leadership and management by the headteacher and key members of staff are satisfactory overall. He provides clear educational direction to the school and shares a commitment to improving standards with the staff and governors. He has also established good relationships in the local community and the school. As a result, there is a high level of commitment from parents, many of whom help in the school. The procedures for determining priorities of the school have been improved to ensure that raising standards is the basis of improvement. The headteacher is the assessment co-ordinator and as such has established a good assessment system with the potential for raising standards; this is beginning to have an impact in English but not as yet in science and mathematics. It will enable staff to track pupil progress and revise school targets to ensure pupils of all ability levels, but in particular the more able, will be challenged to improve on their previous best. All teaching staff have the opportunity to make an input to school development planning and policy development. The system established for monitoring and evaluating teaching needs to be further developed; it is currently not consistent and as a result not effective in supporting the raising of standards across the school. Although subject leaders have had opportunities to observe lessons in the past, these activities have lacked rigour. The monitoring and evaluation of teaching are insufficiently focussed to ensure that all lessons display the same features as the best observed during the inspection week. The senior management team has not yet ensured that the system they have established addresses weaknesses resulting out of low expectations and inaccurate teacher assessment. Subject leaders, especially those for mathematics and science, are not yet fully confident of their position. Subject managers are not sufficiently empowered to fulfil the roles delegated to them. Appraisal, through the newly established role of performance management, has been introduced and is linked to job descriptions and subject leaders' and teachers' action plans. The headteacher and teaching staff have had appropriate training and are now embarking on this year's performance management review cycle. The school's aims of improving standards and

a caring community are reflected in the work of the school and, as a result, the school provides satisfactory value for money.

57. The deputy headteacher is the special educational needs manager and works closely with part-time members of staff to ensure that pupils' needs are met effectively. The school has a high level of commitment to pupils with additional educational needs and as a result most pupils make good progress.
58. The deputy headteacher also manages the school's provision for pupils with English as an additional language. Pupils are assessed on their arrival at the school by the visiting teacher, in conjunction with staff from Grove Park. Pupils receive most of their language support outside the classroom. As there are only a small number of pupils needing this support, the time that the visiting support teacher spends in the school is, of necessity, limited. The consequence of this is that pupils tend to miss the same lessons each half-term, and it would be helpful if the school could look at the timetabling of these sessions.
59. The school improvement plan reviews the aims of the school and sets out the long-term strategic view of staff and governors, as well as short and medium-term priorities. The plan is presented in a clear format with initiatives aimed at improving standards. Funds are allocated to individual priorities appropriately in consultation with the finance committee of the governing body, and specific staff responsibilities are outlined. There is a suitable time-scale for each priority and initiatives are evaluated against the stated success criteria. Governors and staff are consulted by the headteacher as the plan is being drafted and reviewed and the final plan is presented to the full governing body for ratification. Financial management is good and effectively supported by the school secretary. Information and communication technology is used to support financial planning and regular budget statements are monitored by the school and verified by the local authority. The school makes appropriate efforts to seek best value when purchasing goods and services and all specific grants have been used appropriately for their intended purpose.
60. The governing body is effective in carrying out its statutory duties. It is clear about its role to ensure that the pupils in the school receive a good education and that the school continues to strive to raise standards. It is well organised in that appropriate committees have been set up to carry out its statutory duties. It has a rolling programme of reviewing subjects and they receive reports from the headteacher and subject managers. Governors have been trained for performance management and are fulfilling their statutory duty in terms of performance review of the headteacher. He encourages governors to take an active role in the management of the school and as a result governors have a good long-term strategic view of the school. He also ensures that they are well informed through formal reports at governors' meetings where they are able to raise questions; they make regular visits to ensure the school's activities are monitored effectively.
61. Staffing levels are satisfactory with the school having a sufficient number of qualified teachers to teach the subjects of the National Curriculum. There is an adequate number of support staff, and teachers use them well to support pupils working in groups and to care for them. Parents volunteering their help in classes make an effective contribution to the work of the support staff. Staff development is satisfactory, based upon balancing individual needs with those demanded by new policies and practices in school. Staff who are new to the school respond positively to opportunities of sharing the knowledge and expertise of their more experienced colleagues.
62. The accommodation provides a satisfactory range of facilities for teaching the curriculum. However, the mobile classrooms that accommodate Years 5 and 6 pupils provide very cramped conditions for the oldest and biggest pupils in the school; in particular when teaching practical subjects such as design and technology, art and design and science. Although these cramped classrooms and the open-plan design of the school are far from ideal, the school does what it can to make the environment conducive for learning. The caretaker, cleaners and ground staff work hard in keeping the whole site clean, tidy and bright. Teachers have set up attractive displays of pupils' good work all around the school, as examples for others to emulate. Areas are set aside for teaching groups of pupils with additional educational needs

and for peripatetic music teaching. Playgrounds and playing fields are spacious and used well for games and physical education. The whole of the outside area has been improved since the last inspection with the addition of new bench seating and shaded areas, all funded by parents. Overall, resources are adequate to support the curriculum but there are some shortages in geography. The libraries are a useful resource and books are in good condition.

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

63. In order to raise standards in the school, the governors, headteacher and staff should:

(1) Raise standards in mathematics throughout KS2 by:

- Ensuring all work is matched to pupils' previous attainment and there is appropriate pace and challenge in all lessons; (*paragraph 84*)
- Raising the quality of teaching by effectively monitoring and supporting all teachers and addressing identified weaknesses; (*paragraph 87*)
- Improving the quality and use of assessment so that teachers' correctly identify pupils' levels of attainment and monitor their progress; (*paragraph 84*)
- Ensuring that the analysis of data is better used to modify the curriculum and its planning to better meet the needs of all pupils; (*paragraph 90*)
- Ensuring that higher attaining pupils are consistently and effectively challenged in their learning. (*paragraph 87*)

(2) In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Ensure that all subject leaders effectively monitor and evaluate standards; (*paragraph 56*)
- Review the withdrawal of pupils with special educational needs for additional help; (*paragraph 30*)
- Implement and monitor the new behaviour policy effectively; (*paragraph 42*)
- Ensure the setting of homework is consistent and clearly understood by staff, parents and pupils; (*paragraph 52*)
- Increase opportunities for the pupils to appreciate and value the contribution made by other cultures to subjects such as art, music and dance. (*paragraph 38*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

92

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

32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	42	31	2	0	0
Percentage	2	18	45	33	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	459
Number of full-time pupils known to be eligible for free school meals	N/A	38

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	116

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.2

#### 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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	29	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	28	29	28
	Total	55	58	56
Percentage of pupils at NC level 2 or above	School	90 (83)	95 (86)	92 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	29	30
	Girls	27	28	28
	Total	53	57	58
Percentage of pupils at NC level 2 or above	School	87 (80)	93 (83)	95 (80)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	48	33	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	33	34
	Girls	26	25	27
	Total	59	58	61
Percentage of pupils at NC level 4 or above	School	73 (70)	72 (63)	75 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	39	40
	Girls	28	28	28
	Total	66	67	68
Percentage of pupils at NC level 4 or above	School	81 (76)	83 (67)	84 (75)
	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	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	4
White	398
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	20
Number of pupils per qualified teacher	23
Average class size	29

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

Total number of education support staff	17
Total aggregate hours worked per week	377

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/1
	£
Total income	816,746
Total expenditure	799,822
Expenditure per pupil	1,667
Balance brought forward from previous year	-----
Balance carried forward to next year	16,924

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	459
Number of questionnaires returned	95

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	6	2	0
My child is making good progress in school.	44	47	7	1	0
Behaviour in the school is good.	43	48	2	2	5
My child gets the right amount of work to do at home.	24	42	23	4	7
The teaching is good.	46	44	6	0	4
I am kept well informed about how my child is getting on.	29	53	14	4	0
I would feel comfortable about approaching the school with questions or a problem.	66	28	2	3	1
The school expects my child to work hard and achieve his or her best.	53	42	3	0	2
The school works closely with parents.	33	48	14	3	2
The school is well led and managed.	56	37	3	1	3
The school is helping my child become mature and responsible.	44	51	1	2	2
The school provides an interesting range of activities outside lessons.	22	45	13	4	16

## **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**

64. The provision for children at the Foundation Stage is very good overall. At the time of the last inspection, curriculum provision for under fives was judged to be good; however, the hard work and commitment of staff have ensured that it is even better now. Because of the timing of the inspection the children had only been in school for two weeks. Only children with birthdays up to the end of March are admitted in the autumn term. Children whose birthdays fall after this are admitted in the spring term. This brings the benefit of very small classes, a total of 24 children in two classes. Teachers and learning support assistants have time to concentrate on individual children's needs. They are extremely skilful at settling the children into school, establishing well-understood routines. Children feel happy and secure in their new environment and are well-motivated and enthusiastic learners. The school is planning the curriculum based on the Early Learning Goals in the six areas of learning; personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, physical development and creative development. In their planning teachers allow time each day for child initiated activities when children are encouraged to pursue their natural curiosity and drive for learning. Children are able to engage in activities set out under each of the six areas of learning. Staff interact with children to build on the knowledge and understanding children bring to school. They keep careful records of what they learn about each child and use this to inform their planning for new learning experiences. As a result, all children are making rapid progress. Baseline assessment shows that attainment on entry is slightly above average and by the end of the reception year most pupils will attain or exceed the expected level in each area of learning.

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

65. The children's personal, social and emotional development is promoted very well. The staff are extremely skilful at settling children into the routines of the school day and their learning environment. Children respond in a positive manner to the very high expectations of the adults who work with them. They work very well in small groups and are able to take turns waiting to use the computer or a favourite toy. They know they are expected to tidy up after they have used equipment and have learned to return things to their designated places. They socialise with peers and dinner ladies over their lunch and handle knives and forks with considerable dexterity. They are developing their ability to empathise when talking about the people who perished in America. They recollect that they lit a candle in their classroom during the week of the tragedy. Pupils are likely to attain all the Early Learning Goals by the end of the Foundation Stage as a result of very good teaching and effective curriculum planning.

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

66. All children have good listening skills and respond to questioning with appropriate answers and many are able to enter into quite lengthy discussions about themselves and the tasks they are engaged in. They all know the difference between writing and pictures on the teacher's organising board and some already identify punctuation such as a question mark. Together they read, 'Where will you work today?' One little boy points out, 'that's a question mark.' The teacher asks, 'How do you know it's a question mark?' The reply given is, 'Because it is a question.' Children play 'Pingu' games on the computer independently and listen carefully to the recorded voice, correctly following the instructions and demonstrating very good mouse control. In the role-play area children are 'working in the office': one is a receptionist taking notes whilst talking to someone on the phone, two others have written strings of clearly formed letters. Teachers and support staff are very aware of what children can do and write detailed notes about children's activities; one learning support assistant recorded, 'Grace wrote her name, she said, "I didn't have to use my name card this time, I'm going to tell my teacher." The adults are excellent role models using language effectively to communicate to children. They have very high expectations and praise children for their efforts making them feel valued. Children experience a language rich environment. Everything is clearly labelled and children

already have an understanding of what the different labels communicate. A wide selection of books is available to them to peruse. Children are already benefiting from appropriate elements of the literacy framework. As a result of the very good teaching they experience, children see themselves as readers, writers and confident communicators.

### **Mathematical development**

67. Teaching is very good indeed, all adults are extremely adept at recognising the mathematical knowledge children are bringing with them to school; for example, the learning support assistant helping children to prepare their mid-morning drinks asks, 'How many children want orange juice and how many want blackcurrant?' The children count, 'seven blackcurrant, five orange.' 'Do we want more blackcurrant or more orange?' The answer is given by one of the children, 'seven is bigger than five.' The teacher's introduction to the children's oral maths session, using 'Brownie' the squirrel, reveals further examples of children's above average mathematical understanding. The children are totally involved in correcting 'Brownie's' counting mistakes. Many can already count to twenty and can help Brownie count on from a given number. The children are able to match, sort and describe three-dimensional shapes and are beginning to learn their names. Even if they are not certain, as for example when calling a cone a triangle and a cube a square, it is clear that they are relating the new learning to their existing knowledge about shape names. They concentrate for a considerable length of time enjoying mathematics; they are mathematicians and problem solvers already as a result of the very good teaching.

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

68. Most of the children enter the school with sound general knowledge and with the benefit of very good teaching most children are likely to achieve all the Early Learning Goals for this area of learning by the end of the reception year. They know their learning environment extremely well and move confidently and with independence around the different areas on offer to them, both inside and outside the classrooms, the practical area and the shared room. They talk about where they live and are knowledgeable about the recent tragic events in America. They point out that the doctors and nurses helped the people and that the police are going after the 'baddies'. Already, they are familiar with the people in their school who help them, such as the dinner ladies who serve their meals and look after them during lunchtime and the caretaker and cleaners who look after their classrooms, keeping them clean.

### **Physical development**

69. Very good teaching gives children excellent opportunities to develop their physical skills and aesthetic appreciation at the same time, for example when creating their 'volcano dance'. They (and their teacher) were totally absorbed exploring music using body movement. Children's behaviour is very mature, living up to their teacher's high expectations for their ability to listen, observe and experience the feeling of the music and respond in an imaginative and creative way. Already, they have excellent control over their bodies and they have a sense of their own and other people's space. They use their outdoor equipment with enthusiasm, developing large motor skills whilst running, skipping, jumping and riding large wheeled toys. Children's fine motor skills are well developed, they handle tools, objects and pencils with confidence and skill.

### **Creative development**

70. Adults ensure that children have very good and at times even excellent opportunities for being creative. For example, in the volcano dance described above, the teacher modelled how to hold different colour crayons in each hand and then moved them across the paper on the floor to the rhythm of the music. The resulting drawings really looked like lava spewing volcanoes and children even recognised if they were held the wrong way up. Children are artists when painting and drawing, they are musicians in the music corner and the doctor and the nurse in the role-play area. The impact of very good teaching is evident in the confidence these children demonstrate and the enthusiasm, as well as their ability to concentrate.

## ENGLISH

71. Standards in English for pupils aged seven and eleven are in line with national averages, and are broadly similar to those seen at the last inspection. For pupils at the end of Key Stage 1, the inspection confirms that standards in reading and writing are a little lower than those indicated by test results in 2000, and are likely to be similar to results for the current year when national figures are available for comparison.
72. At Key Stage 2, current standards in English are close to those indicated by national results in 2000. When national comparisons are available, results for 2001 are likely to be higher overall for pupils achieving the expected Level 4, although a greater proportion of pupils reached the higher Level 5 than in 2000.
73. Since 1997, standards in reading and writing at Key Stage 1 have fluctuated without any discernible trend in improvement or deterioration, while those at Key Stage 2 have improved each year, with the exception of a dip in results in 1998. There are two reasons for these differences in the trends of results at the end of each key stage. Firstly, results at Key Stage 1 over previous years have been higher than those at Key Stage 2, and therefore there has been less scope for an improvement in standards among younger pupils. Secondly, the introduction of the National Literacy Strategy has had a greater impact on attainment at Key Stage 2 than at Key Stage 1. Each of these reasons are explained by the fact that the school was already employing methods for teaching basic skills to pupils under seven that were very similar to those recommended by the Literacy Strategy. However, there is room for further improvement in standards of reading and writing at both key stages, especially among those pupils of greater aptitude and ability in the subject who are not always set tasks which offer them sufficient challenge.
74. Standards in speaking are above average at Key Stage 1, and in line with those seen nationally at Key Stage 2. Building on the very good start they receive in the reception class, pupils are given good opportunities to express themselves in a variety of lessons and contexts. In Year 1, for example, pupils talk confidently about their own qualities and those of others in lessons designed to promote their personal and social development. In Year 2, they sometimes read aloud from a class reading book, and are invited not just to describe, but to explain and justify. This challenges pupils to think for themselves and to begin to develop an argument or a personal view. Teachers build satisfactorily on these speaking skills at Key Stage 2, but sometimes their explanations at the beginning of literacy lessons are too long. Also, closed questions are asked too frequently so that, in some classes, pupils do not have sufficient opportunity to express themselves at length on a wide enough range of themes. However, there is also very good practice: in a Year 5 history lesson, for example, pupils were invited to improvise the role of a Victorian school child. They were expected to speak at length and to think quickly, and this they did with confidence and conviction. In a Year 6 lesson, pupils were challenged in an engaging and interrogative style to think about aspects of the plot and characters in 'The Secret Garden', the teacher encouraging reflection and expecting full and reasoned answers.
75. Standards of listening across the school are above those expected nationally. Pupils listen attentively, although in a few lessons at Key Stage 2 a small minority of pupils have difficulty in maintaining concentration. This is because the introductions to some lessons are too long, and because teachers sometimes set closed tasks, which require an expected answer rather than challenging pupils to explore the limits of what they can do and understand. This means that completing the task set sometimes becomes more important for the pupils than attending to explanations, which aid understanding. In most lessons across the school, teachers use questioning skilfully and vary well the inflection of their voices to hold pupils' attention. They ensure that all are included in discussion so those pupils are aware that they need to concentrate and follow the lesson. Pupils also listen well when other pupils are speaking, and are tolerant of their opinions.

76. Across the school, standards in reading are in line with national averages. By the end of the reception year, many pupils recognise whole words and are able to identify individual sounds. As they move through Key Stage 1, pupils grow in their understanding that letters written singly and in combination represent particular sounds, so that, by the age of seven, many read simple texts competently and have acquired several strategies to read words they have not previously encountered. These include sounding out letters and using clues from the story to help them. By the age of seven, some pupils read fluently and expressively and have developed competence in tackling new words. As they move through Key Stage 2, pupils become familiar with stories written in different styles; some speak confidently about the authors they like, justifying their preferences. However, older pupils in the key stage are not heard to read with sufficient frequency, nor are expected to read from a wide enough range of texts. Furthermore, they are not encouraged enough to read at home and the support of parents is not sufficiently enlisted to ensure that their children have the practise they need. Across the school, standards in reading could be higher if the more rigorous practices for monitoring pupils' progress and guiding their reading employed in some classes were applied with greater consistency across the school. Pupils with special educational needs make the expected progress in reading because they are well supported by both teachers and learning support assistants.
77. At both key stages, standards in writing are also in line with those expected nationally. At seven, many can relate accurate accounts of their experiences and sequence them accurately. They write imaginative stories and begin to develop some analytical skills, for example, by commenting on the characters of a story, and writing about their nature. Writing is often used well to support development in other subjects, for example in religious education and geography. Many pupils punctuate their sentences accurately using full stops and capital letters, and some begin to appreciate the use of quotation marks to delimit direct speech. Pupils are generally given sufficient opportunities to write, although sometimes these are missed. For example, pupils with greater aptitude and ability are not set sufficient open-ended tasks that give them the opportunity to show what they really know and understand.
78. Pupils' writing continues to develop at a satisfactory pace overall at Key Stage 2, and the progress of those in Years 3 and 4 is generally good. The youngest pupils in the key stage develop good technical skills and display increasing enthusiasm for the subject, many coming to a fuller understanding of the use of quotation marks or practising the use of adjectival phrases. Extended writing is developed well at Year 4. In one excellent lesson, for example, role-play was used to great effect to enthuse and arouse the imagination of pupils studying the characters of *The Lion the Witch and the Wardrobe*. The resultant writing was of a standard and length well above average, and pupils were both well motivated and clearly enjoyed their work. In Years 5 and 6, many pupils write fluently and at length. While some use commas and other internal punctuation correctly to clarify the meaning of longer sentences, some writing becomes more rambling and less focussed in its construction and content, and drafting is not used sufficiently to improve its quality. Pupils, especially those displaying a particular aptitude and ability for the subject, are not always given enough opportunities to write at length, and are set closed tasks that anticipate specific answers and therefore limit the expectation of what is to be achieved.
79. The teaching of spelling is generally satisfactory across the school. There are established routines for younger pupils to practise spellings at home, but these are not continued among older pupils, with the result that progress here is not maintained at the same rate. Inconsistencies of the same nature apply with regard to handwriting. While the youngest pupils learn a joined hand, its practice is not applied with the same rigour among older pupils at Key Stage 2. The result is that those pupils who want to improve, develop neat, flowing handwriting, while a significant number of pupils in Years 5 and 6 continue to print, and this clearly hampers their ability to write at length.
80. At both key stages, the teaching of English over time is satisfactory because, in the samples of work seen, pupils overall make the expected progress in their acquisition of skills and understanding. However, two thirds of the teaching observed in the course of the inspection was good or very good at both key stages, and one excellent lesson was seen at Key Stage 2. The principal differences in teaching quality relate to the different expectations teachers have

for their pupils' learning. In the best lessons at Key Stage 1, for example, teachers offer tasks in literacy lessons which challenge pupils to think and explain, both orally and in writing, rather than to respond to set questions. In one very good lesson in Year 2, the teacher specifically varied the complexity and nature of questioning to meet the learning needs of individual pupils. At Key Stage 2, the best lessons are those where tasks are framed to allow pupils the maximum opportunity to display what they know and understand, engaging their thinking with open-ended questions and setting no limit on what is expected of them. In some lessons, however, for example in literacy in Year 5, teaching and learning focus too narrowly on tasks that anticipate a specific answer, limiting the responses of higher attaining pupils capable of achieving more. Across the school, teachers generally monitor the progress of their pupils well and are alert to the needs of others even when working with a particular group during the literacy hour. Lessons are generally well structured and managed, with well-prepared introductions and an appropriate review of learning at the end of the each session. Marking is not consistently rigorous across the school; in a few classes, teachers' marking is thorough and detailed comments offer pupils constructive help, encouraging higher achievement. The teaching of pupils with special educational needs is generally good. These pupils are well supported, and make satisfactory progress in their work.

81. The English curriculum is sufficiently broad and a full range of skills is taught. English skills are used well to support pupils' work in other subjects. The National Literacy Strategy is effectively employed, although its guidance could be interpreted more imaginatively in some classes at both key stages to raise achievement further, especially among those pupils of particular aptitude and ability. Those who manage the subject have a good understanding of its strengths, and of where improvement is needed; they are well placed to support future developments in teaching and learning. Procedures for assessing pupils' performance are in place, although the reading performance and habits of older pupils are not yet evaluated with sufficient regularity. However, senior staff regularly monitor teaching and test results are closely analysed.
82. Fiction resources are good, and the libraries carry sufficient stocks of non-fiction books. Visiting authors and speakers sometimes enrich the curriculum, for example during the school's book week. Information and communication technology is effectively used in each classroom to support literacy lessons.

## **MATHEMATICS**

83. Considerable improvement has taken place in Key Stage 1 with pupils effectively building on the good and often very good progress they make in the reception classes. As a result, 2001 test scores are much improved with 97 per-cent of pupils reaching the national average. This figure includes 29 per cent of pupils who attained at the higher Level 3. Early indications are that this cohort of pupils is likely to attain standards above the national average when national comparative results are published.
84. Test scores in 2001 show a considerable drop in standards at the end of Key Stage 2 with only 55 per cent achieving the national standard and 17 per cent attaining the higher Level 5. This came as a considerable shock to the school as they were unaware that results would be so poor and at the time of inspection had not identified the reasons for the drop in standards. Analysis of both test papers and tracking documentation during inspection show teachers' assessments of the levels that pupils are working at are incorrect. They do not have a secure knowledge of what pupils should be able to do at different levels and, as a result, are over-estimating pupils' levels of attainment. Consequently, the work pupils are asked to do is at a lower level than it should be and, as a result, pupils are making unsatisfactory progress across Key Stage 2. An additional indication of teachers' unsatisfactory understanding of what pupils know, understand and can do is the poor match between teacher assessment and actual test results in both year 2000 and 2001. There are also further weaknesses in coverage of the curriculum with pupils having an unsatisfactory knowledge and understanding of aspects of data handling and shape, space and measures. Consequently, many pupils were unable to answer these questions correctly at the time of the tests. Within this 2001 cohort, there were almost 19 per cent of pupils who did not sit the Key Stage 1 National Curriculum tests at the

school and there were also just over 23 per cent of pupils with special educational needs admitted to the school during Key Stage 2. However, there is little evidence that these figures made a significant contribution to the low standards attained. Early indications are that this cohort of pupils is likely to attain standards below, if not well below, the national average when national comparative results are published. The current group of Year 6 pupils are attaining below average standards and are unlikely to achieve the target set for them by the school and the local education authority. The school did not achieve the targets set for mathematics in either 2000 or 2001. The current and previous Year 6 pupils achieved well above average levels of attainment in their national tests at the end of Key Stage 1. Consequently, their progress since then has been unsatisfactory.

85. At the end of Key Stage 1, pupils can count to 100 and put numbers in order, reading and recording them accurately, and matching the number word to the correct digits. In mental arithmetic, most readily identify odd and even numbers. They can decide which number they will record on paper first when adding a larger and a smaller number. Pupils understand simple place value, use number bonds competently, recognise coins of different value and predict missing numbers when sequencing. Pupils are beginning to learn their two, five and ten times tables and use this knowledge to solve simple number problems. There is a strong emphasis on mental arithmetic, which is beginning to have a positive effect on pupils' recall of number facts. Pupils can double numbers up to eight accurately in their heads. Many can estimate the weight of objects and compare lengths, capacities and masses. They can weigh a variety of objects using non-standard measurements. Pupils collect data, for example the different colours of Smarties in a tube, and record their results in bar charts. The work they are given and apply to their newly learned skills in order to write addition and subtraction problems, which are shared with the class in the plenary session, suitably challenge higher attaining pupils. Correct mathematical vocabulary is used from the reception classes onwards and pupils learn to write the words accurately. Work on shape and measures was under-represented in pupils' work samples.
86. At the end of Key Stage 2, most pupils have a sound understanding of place value, which they apply in calculation. Higher attaining pupils have sound computation skills, which enable them to tackle tasks in many different ways. For example, they correctly used constructed bank statements to learn about and understand negative and positive numbers. Pupils of all abilities show increasing speed and accuracy in using their mental and oral arithmetic skills. They occasionally use their numeracy skills in investigations involving the four rules in fractions and decimals. However, investigations should continue to be an area for development. There was little evidence of work on shape and symmetry, although their work on finding the area and perimeter of compound polygons was of a good standard. There was no evidence in pupils' work samples of measuring angles with a protractor although they know the formula for finding the total of the angles in a triangle. They have collected some data, for example, favourite television programmes, but recording the information is mainly restricted to the use of bar graphs. The use of information and communication technology is not well developed in mathematics lessons at present. Those with special educational needs are supported well in smaller groups and reach appropriate levels of attainment, as do those with English as an additional language.
87. The quality of teaching is unsatisfactory overall because of the unsatisfactory progress made in Key Stage 2. However, in Key Stage 1 it is good and has been effective in raising standards in the 2000 national tests. In the lessons observed in Key Stage 2, teaching was satisfactory. Teachers are enthusiastic about the National Numeracy Strategy and are implementing it thoughtfully. Planning is based effectively on this and in Year 5, where it is taught in ability sets, it takes into account the needs of pupils at different levels of achievement. As a consequence of falling standards in Year 6, the school has decided to teach Year 6 within their mixed ability classes. Teachers are suitably qualified in mathematics although their knowledge of levels of attainment is unsatisfactory. As a result, many pupils are judged to be attaining at a higher level than the evidence supports and these incorrect assessments are being carried forward throughout their years in Key Stage 2. Most teachers in Key Stage 1 share the learning objectives with their pupils and refer to them again in the session at the end of lessons. This gives pupils an opportunity to recognise their own learning and to understand what they need to know next. A strength of most teachers is the direct teaching of the basic



numeracy skills which is thorough and opportunities are provided for pupils to use them in problem solving, which they enjoy. The management of pupils is a strength in many classrooms. As a result, pupils generally concentrate hard and persevere when given challenging work and teacher attention, but those left to work more independently allow their attention to wander away from their tasks. Significant weaknesses in the teaching of the subject are the low expectations of some teachers and the ineffective teaching methods, which result in many pupils not being effectively challenged in their work. There are also concerns over the inconsistency of practice in some year groups, most notably in Years 3 and 4. Although teachers within each year group plan their week's lessons together, the overall teaching of these plans shows considerable variations in expectations and the difficulty of work. In many classes in Key Stage 2, work is set with no indication from the teacher of how long pupils have to complete tasks. Consequently, pupils, rather than teachers, are setting the pace of the lesson and dictating how much work will be completed. As a result, in many classes, pupils complete little work to reinforce new learning or to consolidate previous skills. This has a negative impact on the progress made both in lessons and over time. Although the school states that targets are set for all pupils there was little evidence that pupils in all year groups were informed or aware of their individual targets. Marking of work is satisfactory, but the marking does not consistently inform pupils of their strengths and of areas for development. The setting of homework is inconsistent, with pupils and parents not aware of either the regularity or expectations. However, parents could assist the school by practising money problems involving times tables practise more consistently.

88. Pupils' attitudes to the subject vary considerably but are overall satisfactory in most year groups. In many classrooms they answer questions keenly in plenary sessions, so that pupils develop deeper understanding of mental strategies. They explain their thinking clearly, but this should continue to be a focus for mathematics. Where teaching is good, and in one lesson very good, attitudes are positive and this contributes well to pupils' progress. In some classrooms where the teaching is less successful pupils do not always listen to the teacher and there is a considerable amount of off-task behaviour. In Year 5 particularly, many pupils are apathetic and there is a significant minority of disaffected boys whose attitudes and behaviour inhibit not only their own progress but that of others.
89. The implementation of the National Numeracy Strategy is a key feature in the school's efforts to raise standards. Much time and effort was given by the previous co-ordinator to ensure that members of staff were well prepared for this. Classrooms have lively notice boards listing mathematics vocabulary and large and small number lines are used to good effect. Stimulating displays of work around the school help to give the subject importance in pupils' eyes. There are many bright and colourful resources, especially now at Key Stage 1, which are used well in lessons. There has been some monitoring of mathematics by the new subject leader but this has not been effective in ensuring that all teaching is of an equally high quality. The main reason for this is the lack of training and focus in the observation of lessons. There is some use of pupils' developing skills in other subjects, for example, in science and design and technology.
90. The subject leader has only held responsibility for a short while and has yet to have any impact on standards. She has looked at a sample of pupils' books to check that work planned by teachers is taught effectively, monitored the quality of learning and has ensured that resources are up to date and plentiful. Currently, she is not involved in the analysis of statutory assessment tests in either key stage and therefore is unable to monitor her subject in enough detail. Consequently, she is unable to fully manage and lead the subject in order to raise standards. The monitoring of standards in mathematics is unsatisfactory because the school failed to identify that teachers were incorrectly assessing pupils' knowledge and understanding. As a result, they were unaware that pupils were not being challenged effectively in their learning and were making unsatisfactory progress. There are no samples of assessed, moderated and levelled work to assist teachers in identifying correctly the levels pupils are working at or to assist teachers in measuring pupils' progress. There has been some improvement in mathematics since the last inspection. The numeracy framework is now in use and teachers now focus carefully on key vocabulary and use mental warm-up sessions to good effect. However, issues raised at the time of the previous inspection regarding consistency in pupils' progress within the key stages have yet to be addressed effectively.

## SCIENCE

91. Standards for the present cohort of Year 6 pupils are in line with expectations for their age. Science results have consistently been below average since 1996. This year's results have improved and show that 86 per cent of pupils have achieved Level 4 or above compared with the 87per cent reaching this level nationally. Standards have been maintained since the last inspection.
92. By the time they are 11, pupils have made satisfactory progress in their learning. They have a secure understanding of how to establish a fair test. They know that conditions have to be identical and talk knowledgeably about how they have done this in their work. They record the results of their experiments accurately in a variety of ways, for example by drawing, writing and using tables as shown by the work they did last term on studying plants and seed dispersal. Pupils are used to making predictions, often in the form of questions, and using experiments to test their theories, for example when planning a test on how well different materials muffle sound. They have a good understanding of conditions necessary for plant growth and reproduction and know that the environment is an important factor in determining where various creatures live. They know the meaning, and understand the use of, dichotomous keys when investigating animals in a local habitat. They have a secure knowledge of the properties of materials and successfully carry out experiments on filtration to separate various materials such as pasta, beans and flour. Pupils with additional educational needs are making sound progress and are attaining at an appropriate level, although in less depth. Higher achieving pupils lack opportunities for open-ended and more in-depth investigations, and as a result are not making the progress of which they are capable.
93. By the end of Key Stage 1, pupils have made sound progress in their learning and standards are satisfactory. They know that plants have basic needs, such as water and light, to grow successfully and they carry out controlled experiments with sweet pea and lupin seeds to show this. They talk happily about what is happening to the seed and accurately name the different parts of the plant. They are able to make good comparisons between human and animal movement and demonstrate different movements in the class. The work on movement is linked to the topic on health and exercise. As pupils are demonstrating the different ways they can move, they also describe how movement and exercise affect their bodies. They know that they need to exercise to stay healthy.
94. In both key stages, pupils' response to science is good. They handle equipment and material sensibly and carry out experiments carefully. Pupils show a keen interest in the subject and want to be involved, especially in lessons where the emphasis is on practical investigation, and less on recording outcomes. Pupils in both key stages have good discussion skills and talk confidently to visitors about their work.
95. The teaching observed during the inspection was good in both key stages, with the exception of one lesson in Key stage 2 that was satisfactory. Lessons are generally well planned, with clear learning objectives and effective introductions to remind pupils of their previous work. Questioning is used well to ensure that pupils pay attention and understand what they have to do and, with only a few exceptions, pupils concentrate on their work. Practical work in Key Stage 1, such as demonstrating different movements and experimenting with the effect of movement on the body, relates scientific knowledge and understanding to pupils' direct experience and develops pupils' learning. A good learning environment is created in the majority of Key Stage 2 classes, based on good relationships and high expectations. Pupils respond to this well and it is a delight to be in the classroom. Classroom organisation is generally good and learning support assistants are used effectively during group sessions to support pupils' learning. With one exception, lessons were conducted at a good pace, which encouraged pupils to work hard. The teachers in both key stages use scientific language and, as a result, pupils accept that as normal and use it confidently themselves. The time when pupils are brought back together at the end of lessons is used effectively to extend pupils' knowledge and understanding through discussion of investigations that pupils have carried out.

96. A new format for planning the science curriculum has been introduced from this academic year; it is based on the nationally produced scheme of work. This will ensure good coverage of the National Curriculum programmes of study. Along with this, teachers will also be using the accompanying assessment scheme. Although assessment has been carried out in the past, it lacked rigour and did not enable teachers to predict end-of-key-stage test grades and thus track pupils' progress effectively. The subject leader's action plan for this year will include the introduction of pupil tracking from the Foundation Stage to Year 6. It will also include regular termly work sampling and data analysis of test results. There will also be a greater focus on ensuring greater challenge for more able pupils. Opportunities to observe lessons in the past have lacked rigour and were not sufficiently well focused to improve teaching. Resources are satisfactory, although conditions for practical work, especially in the Key Stage 2 mobile classrooms, are very cramped for carrying out practical investigations.

## **ART AND DESIGN**

97. Only one lesson was observed in Key Stage 1 and four lessons in Key Stage 2. Judgements are based on a scrutiny of pupils' work, discussions with staff and pupils and evidence from lesson observations. In both key stages pupils reach above the expected standards and make good progress. The rate of progress has been maintained since the last inspection.
98. By the end of Key Stage 2, pupils have above average skills in sketching the mask of an Egyptian god and designing a piece of headgear for a character based on their study of Ancient Egypt. During this activity, they concentrate intensely and show a real enjoyment of the subject and desire to produce high quality work. The finished products are pleasing to the eye, but as importantly, pleasing to the pupils. In three-dimensional work, pupils model with card, making and decorating musical folding chairs using sketches of Peter and the Wolf to help them. They are so keen to complete their work they choose to stay in over break time. The entrance hall has a display arising out of close observation of their immediate environment with a focus on colour, shape and patterns. Pupils have the opportunity to work with a visiting artist producing abstract paintings with a focus on line and using acrylic paint. These paintings decorate the boards along school corridors. The finished products show that pupils have a good eye, as well as suitable skills.
99. By the end of Key Stage 1, pupils know about, explore and use ideas of artists and crafts people from their own culture and different times and cultures. They know that different artists paint and model in different styles and they make their own pictures using different techniques, for example when painting a picture in the style of Van Gogh or making sculptures and pictures based on Alberto Giacometti's work. They observe carefully the fruit and vegetables they are about to draw and paint and achieve very pleasing results.
100. Overall, teaching is good. Lessons are well planned, with clear learning objectives and effective introduction. Teachers organise the resources and activities well and therefore pupils have the equipment readily to hand and can start work quickly and efficiently. There are high expectations of pupils' behaviour and teachers have good control, which means that pupils can work undisturbed and maintain high levels of concentration. This produces a good working environment in the classroom that encourages pupils to try their best. Teachers and learning assistants work well with pupils, providing support and advice. In all art lessons there are good opportunities for promoting speaking and listening skills as well as social interaction. The subject leader has had the opportunity to monitor art lessons and pupils' work in Key Stage 1 and has taken on the responsibility for the subject across Key Stage 2 from this year. Assessment is a main priority for development and will include building up a portfolio of pupils' work from across the school.

## **DESIGN AND TECHNOLOGY**

101. During the period of the inspection, no lessons were taught in design and technology. Taking into account the work seen in pupils' books, available records, interviews with pupils and display material, pupils' work at the age of seven is satisfactory. Pupils are able to generate

ideas and plan what to do next, based on their experience of working with materials and components. They use pictures and words to describe their designs.

102. In Year 1, pupils have made toys using sliding mechanisms and used cutting, measuring and joining skills to assemble these before decorating them. Year 2 pupils have made finger puppets and toys using winding mechanisms and have demonstrated these in a Friday morning 'Sharing assembly'. Pupils recognise what they have done well as their work progresses, and suggest things they could do better in the future.
103. The last inspection report commented on significant numbers of 11-year-olds working below the national average. Standards seen during the current inspection are similar to those seen in many other schools and are, overall, satisfactory. This is an improvement. Pupils have a positive attitude to the subject and enjoy the work that they do in it. A project on making pop-up toys showed that pupils are able to use words and labelled sketches to communicate the details of their designs. They can generate step-by-step designs to show the process of making their models and think ahead about the tools, materials and techniques that they will need. In Year 4, pupils have drawn upon the knowledge of circuits that they have gained in science to make lighthouses that will light up. Pupils have the opportunity to work with a good range of tools and techniques and develop their skills. They can evaluate their designs by identifying what is working well and what needs to be improved. However, by the age of 11, they are not very confident in generating alternative designs for their projects and choosing the best design from a range of preliminary sketches.
104. The subject leader has a science qualification and has been in post for four years. The school has adopted the nationally recommended scheme of work and has allocated topics for each year group. Some of the school's projects require closer analysis to ensure that they are used effectively to teach all the elements that the National Curriculum requires. The subject leader also needs to ensure that her colleagues have a firm grasp of what is needed for pupils' work to attain the various levels prescribed for the National Curriculum. There is a good range of resources kept in a central location that teachers have easy access to. The recording and monitoring of pupils' progress are not fully in place. This is something that needs further work so that pupils' work can be judged correctly against National Curriculum levels. However, there are plans to introduce a more structured system shortly.
105. There is a good file of pupils' work that can form the core of displays for the subject and act as exemplar material. There are also displays of pupils' work around the school that celebrate the efforts of the children. The displays in public areas of the school are mainly of older pupils' work and it would be good to see more work of younger pupils in these locations. The use of information and communication technology to support pupils' learning in this subject is under-developed. Pupils with special educational needs and English as an additional language have full access to this subject.

## **GEOGRAPHY**

106. By both the ages of seven and eleven, the standards that pupils attain in geography are in line with those expected nationally. They are similar to those seen the last time the school was inspected. No geography lessons at Key Stage 2 were seen during this inspection, but sufficient evidence to form a judgement on standards was obtained by analysing work, interviewing teachers and examining planning.
107. At Key Stage 1, pupils' work is closely linked to their studies in the history curriculum. Pupils in Year 1 understand that many people live in an environment different from their own. They know the essential differences between town, village and countryside, and begin to understand that each has different amenities and advantages. In Year 2, pupils compare local seaside resorts with the school's environment. They describe some of the attractions of resorts and list their amenities. Pupils know the location of the nearest seaside towns and describe experiences of their visits. Some are able to draw meaningful contrasts between these and their hometown. Across the key stage, pupils are encouraged to develop their powers of observation. They make careful drawings of prominent buildings and note the use of different construction materials.
108. Building on the sound progress they have made, pupils at Key Stage 2 become increasingly familiar with the wider world, and with some of the issues surrounding man's use of the environment. Sometimes, topical issues are used very effectively to make their learning more meaningful; for example, some pupils in Year 3 wrote with sensitivity about the dangers of foot and mouth disease. In Year 4, pupils compare their own lives with those of children in India, or examine the differences in farming there with local practice. Older pupils look in more detail at aspects of physical geography, including climate and weather and the effect of water upon the landscape. Across the key stage, written work is at the expected level and pupils make satisfactory progress. However, much of the writing they produce is in response to closed questions that do not permit them to show what they really know and understand. As a result, those with a particular aptitude for the subject are not sufficiently challenged to extend or deepen their learning. Many pupils illustrate their work well with large and careful drawings; across the school, art is used well to support the geography curriculum.
109. Teaching at Key Stage 1 is satisfactory overall. In some lessons questioning is well used to assess pupils' previous knowledge and understanding and to extend their geographical vocabulary. Teachers manage pupils well; lessons are well planned and structured, with the result that learning objectives are clear and achievable. Art and music are both used effectively to arouse pupils' interest and resources are well deployed. In one lesson, for example, a puppet was imaginatively used to encourage pupils to speak confidently about what they had learnt. No lessons were observed at Key Stage 2, but some conclusions may still be drawn about the quality of teaching and learning. Pupils here are offered a good range of work, but tasks set in some classes across the key stage do not always encourage higher attaining pupils to express themselves in depth, nor do they allow them sufficient scope for independent learning. However, pupils are encouraged to work at a good pace, and the content of the work indicates that teachers display good knowledge of the subject.
110. The curriculum is sufficiently broad, and has been reviewed recently to ensure that year groups appropriately cover each of its aspects. Leadership of the subject is generally good. There is a clear understanding of current strengths and weaknesses in the school's provision for geography and positive steps have been taken to address its shortcomings. Resources for the subject require further improvement in range and quality. Local studies and visits further afield are sometimes made, but these resources are not used extensively. Arrangements for assessing pupils' attainment in the subject have been made recently, but these have not yet been put into practice. Maps and photographs are used effectively to support and enhance pupils' understanding, and the subject is linked imaginatively to some aspects of the history curriculum at Key Stage 1.

## **HISTORY**

111. By the age of seven, standards in history are above those expected nationally, and pupils make good progress in the subject during Key Stage 1. This is because they are offered a well-founded curriculum that links well their limited experience of different aspects of life today with those of life in the past. By the age of eleven, standards are in line with national expectations. Despite the fact that a lower proportion of time is allocated to the history curriculum at Key Stage 2 than is seen in many schools nationally, pupils' progress between the ages of seven and eleven is nevertheless satisfactory. Current standards across the school are similar to those found at the last inspection.
112. At Key Stage 1, pupils compare seaside holidays of today with those of the past. They write about differences in transport to the seaside, and contrast the activities that children enjoyed in late Victorian times with those that are available now. They make comparisons between activities in the Victorian home and those of today, such as cooking and games, and investigate some of the toys used in the past. They find out about some famous people of the past, such as Florence Nightingale, and learn something of the lives of the soldiers she cared for. Some pupils write at length about what they know and understand, and illustrate their work with large, detailed drawings. Artefacts and pictures are used well to support learning. Building on this good work, pupils in Year 3 learn about life in Roman Britain, investigating Roman towns and the duties of a legionnaire. Those in Year 4 examine the construction of Tudor buildings or investigate the life of a yeoman through an inventory of his property. Historical documents or artefacts are often imaginatively used to make pupils' learning interesting and relevant. For example, pupils in Year 6 deduce facts about aspects of life in Ancient Egypt from an examination of copied artefacts. Pupils in Year 5 make good progress when they are required to extrapolate information from census returns or to make meaningful comparisons between Victorian school rules and those of today. Pupils of different aptitude and ability make equally good progress in history; those with special educational needs are well supported in their work.
113. No lessons were seen at Key Stage 1, and there was insufficient evidence from an analysis of the work to form a judgement on teaching. Half of the lessons observed at Key Stage 2 were good or very good and the remainder was satisfactory. All lessons contained elements of good teaching. Across the key stage, teachers display good knowledge of the subject and make learning interesting by using resources sensitively and thoughtfully. In Year 6, for example, pupils are urged to consider the information yielded by Egyptian artefacts. In one very good lesson in Year 5, role-play was used effectively to challenge pupils to recall facts they had learned, to make comparisons with their own experiences, and to offer opinions on the theme under discussion. Teachers plan their work well, creating the positive climate for learning that fosters pupils' interest and makes them enthusiastic about the tasks they are set. Lessons are generally well structured and managed and their pace generally is good, with the result that pupils make at least the expected progress during the time that they are given. Teachers are mindful to include all pupils in discussion, and those reluctant to contribute are sympathetically encouraged to take part. In some classes, marking is used judiciously to enhance the quality of pupils' learning, although its quality across the school is not consistent.
114. The curriculum is sufficiently broad and balanced, and teachers make good use of the time allocated to the subject, particularly at Key Stage 2, where the content of the curriculum is more demanding. Leadership of the subject is satisfactory. Teaching is occasionally monitored, and pupils' work is examined in order to evaluate the progress they are making. Procedures have been drawn up very recently to assess pupils' learning more systematically. These have not yet been implemented and so the school has no clear idea of the pupils' individual attainment in the different aspects of the subject. Visits are sometimes used to enhance pupils' learning, but are not frequent enough to make a strong contribution to the curriculum. The school's own resources are just satisfactory to support the curriculum, and are well employed. Teachers make very good use of other resources for artefacts and materials, using these inventively and discerningly to support their work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. A number of joint-class “introductory” information and communication technology lessons were observed at both key stages during the inspection. In addition, a survey of work undertaken during the previous and current year, observations of pupils working at computers during lessons and discussions with pupils indicate that, by the end of both key stages, pupils’ attainment in information and communication technology is broadly equivalent to national expectations. Most pupils make satisfactory progress as they move through the school. Pupils use the Internet to research topics, and there is satisfactory use of information and communication technology in other curriculum areas such as literacy, numeracy and history. This constitutes a significant improvement since the previous inspection when standards in information and communication technology at the end of Key Stage 2 were judged to be below national expectations and the information and communication technology curriculum did not comply with National Curriculum requirements.
116. In Key Stage 1, pupils in Year 2 know how to use a “mouse” to move the cursor around the screen, how to “double-click” to open a file and use the ENTER key to start a new line. They are, with help, using basic editing skills to change a series of items “found in a suitcase” written in the form of a sentence into a list. In Key Stage 2, Year 3 pupils understand how to “log on” and change the font size and style. They understand how to amend text by selecting and deleting a word and inserting a new word and are able to save changes to their work. Year 4 pupils understand how to use the “cut” and “paste” tools to re-order and combine text to produce a coherent sequence of events. In English and history lessons, Year 4 pupils were observed using the computer to word-process their work and to correct a text, putting in the right tenses. In Year 6, pupils are undertaking a “multi-media authoring” project. They are choosing elements to use in a presentation, integrating elements of text, graphics and, later, sound, into presentations producing diagrams showing the links between pages and creating “buttons” to link pages. They know the term “hyperlink” and can identify these on the screen. They are using information and communication technology to present information in a variety of ways and are demonstrating an awareness of the expected audience.
117. In the bulk of lessons seen, there were two classes in one room watching a projected display of the computer monitor on the classroom wall. As a result, most pupils’ responses were verbal responses to the teachers’ questions. In these lessons, pupils demonstrated good attitudes to the subject, answered questions enthusiastically, concentrated on the demonstration and were able to explain what they had learned at the end of the lesson. Where computers were used during lessons in other subjects, pupils were keen to work with the computers, worked together appropriately, taking turns and working independently where required.
118. Teachers make good use of the school’s resources by providing a joint, whole-year demonstration lesson each week where the school’s video projector is used well. This allows all pupils a good view of the tasks and procedures to be used during the following week’s “ICT rota” activities. Teaching in these demonstration lessons ranged from good to satisfactory and was satisfactory overall at both key stages. Where teaching was good, the teachers made good use of appropriate subject-related vocabulary, prepared resources for the lesson well and gave clear and confident explanations of the task and procedures.
119. All classes have at least one “multi-media” computer with an Internet connection. Funds obtained from the government’s “National Grid for Learning” scheme have been used well to purchase a number of new computers and additional items, such as sensor equipment for monitoring and control and training for teachers and learning support assistants. Additional information and communication technology equipment, such as programmable “floor turtles”, are used effectively. The subject leader is enthusiastic, has undertaken in-service training for staff, monitors teachers’ planning and has observed some lessons.

## MUSIC

120. During the period of the inspection, few music lessons were taught. Of the lessons seen, two were satisfactory and two good. Taking into account the evidence from these lessons, discussion with relevant staff and available records, pupils reach the expected standards for their age. Younger pupils can sing in tune and some have an evident sense of enjoyment in music making. The school choir takes part in the annual end of year production, as well as the Harvest Festival service. There are visits by musicians from outside the school and pupils regularly play in assembly. Several pupils receive individual brass and woodwind instruction after school hours from a visiting specialist teacher. There are regular singing practises, and in a session for the older pupils, they sang a wide range of music with evident enjoyment. Standards are satisfactory.
121. Older pupils can express their likes and dislikes of various types of music and many can recognise different instruments and use appropriate vocabulary to describe the sounds they make. Year 6 pupils responded sensitively to a song played in a lesson and made some thoughtful comments about the relationship of the lyrics to the melody. In a Year 5 lesson pupils were able to maintain a part while other members of the class were singing different ones. The teacher then recorded the performance and pupils were able to say what they liked about the performance and what they could do to make it better next time. Music is used as a stimulus for other artistic areas, and pupils have written creatively as a response to a piece of music. Pupils also get the opportunity to listen to examples of music from other cultures and appraise them. Music makes a good contribution to the spiritual and social development of pupils.
122. Younger pupils respond well to music lessons. In this age group, pupils learn about pitch and duration and about how sounds can be made in different ways. In a good Year 1 and 2 lesson, pupils learned about how to sing rounds, work co-operatively as a group and follow a conductor. This was done with an evident sense of enjoyment and enthusiasm for music. Year 2 pupils could identify percussion instruments, follow a 'conductor' and symbols indicating tempo and dynamics. Pupils also know about the various purposes of music, for example dance, lullabies, and background music. In a good religious education lesson, pupils listened and joined in music typical of that played at Rosh Hashanah festivals.
123. There are some lively and well-planned lessons. Pupils have some opportunity to acquire composing skills, but this is an area that still needs development. Teachers use "Music Explorer" to enable pupils to use information and communication technology to help them acquire compositional skills.
124. The two subject leaders have been in post for six months and one of them has a musical background. At present, they are not confident or secure enough in their grasp of National Curriculum levels and this must be addressed so that they can accurately assess pupils' attainment and progress. They will then be able to support colleagues more effectively in their assessments. At the moment, there is no formal assessment of the subject, but a more structured scheme is being introduced this term. Both subject leaders are aware of the difficulties experienced by non-specialist teachers of the subject and are planning staff training to support colleagues who are not confident about areas such as composition. The school has adopted a scheme of work that satisfactorily covers all topics prescribed for the National Curriculum. Planning for the subject is clear. The resources are adequate for effective teaching and there are plans to use a grant from the local education authority to supplement these. These resources are kept in a central, accessible location. Pupils with special educational needs, or who have English as an additional language, are supported appropriately and have full access to this part of the curriculum.



## PHYSICAL EDUCATION

125. Observations of physical education lessons indicate that pupils make satisfactory progress and attainment at the end of both key stages is satisfactory. It is good in dance at the end of Key Stage 1. Year 4 pupils attend a local swimming pool for one lesson per week for one term during the school year. Pupils who are not able to swim 25 metres by the end of this programme are given further opportunities during the adventure week in Year 6. This ensures that, by the end of the key stage, the majority of pupils are confident swimmers and are able to swim 25 metres easily. In Year 1, in gymnastics lessons, pupils explore “still” shapes and are beginning to select and link actions in short movement phrases. They employ basic skills in travelling, being still and finding and using space safely. Year 2 pupils’ attainment in dance is above expectations for their age. Pupils are able to explore, recall, repeat and link a series of actions with co-ordination, control and awareness of the expressive qualities of dance. In an outdoor games’ lesson, Year 2 pupils demonstrate appropriate co-ordination and gross-motor skills when sending and receiving a ball in various ways. In Year 3, pupils understand the need for a “warm-up” activity prior to exercise. In a dance lesson, they link previously rehearsed sound/movement tasks into “dance phrases” – showing a machine breaking down – and vary their actions, making appropriate connections to the theme by “exploding”, “turning” and “slowing down” movements. In Year 4, pupils create dance sequences that meet a set of conditions – turn, roll and balance. They devise and perform sequences for floor and apparatus and begin to incorporate variations in speed, level and direction into their sequences and offer sensible suggestions for improvement. In an outdoor and adventurous activity, pupils follow trails round the playground and are beginning to employ a range of orienteering and problem-solving skills, working co-operatively to meet the challenges set. Year 5 pupils use symmetrical and asymmetrical shapes and balances to create sequences with three changes of level and at least one symmetrical shape. Year 6 pupils respond to a range of differing stimuli in devising and performing dances, employing a range of movement patterns and offering suggestions for improvement.
126. The quality of pupils’ learning in Key Stage 1 ranged from very good to good and was good overall. In the Key Stage 2 lessons observed, the quality of learning ranged from good to satisfactory and was satisfactory overall. Pupils’ attitudes and behaviour were good in all lessons observed at Key Stage 1 and ranged from good to satisfactory in Key Stage 2, where they were satisfactory overall. Pupils in Key Stage 1 participate enthusiastically, they work together well, relating well to their peers and to adults and, in most cases, taking part in the activities confidently. In Key Stage 2, although when teaching is good most pupils respond well, a significant minority require repeated reminders by their teachers to behave appropriately.
127. The quality of teaching in Key Stage 1 ranged from very good to good and was good overall. In Key Stage 2, teaching ranged from good to unsatisfactory and was satisfactory overall. Where teaching was good or very good, the teachers demonstrated good subject knowledge, used praise appropriately, had high expectations of pupils’ work and behaviour, gave very clear instructions and maintained a good pace throughout the lesson, changing activities frequently to maintain pupils’ interest and enthusiasm. Where teaching was unsatisfactory, the teacher did not control pupils well enough or use examples of good practice to demonstrate to the other pupils. As a result the majority were playing with the racquets and balls rather than practising new skills.
128. A notable factor that limited pupils’ progress, particularly at Key Stage 1, was the very limited time pupils, had in the school hall after time had been allowed for changing at the beginning and end of lessons. Resources for the subject are satisfactory and on-site facilities are good. The school provides an appropriate range of sport-related extra-curricular activities throughout the year. An annual outdoor pursuit “residential” trip is organised for Year 6 pupils when they undertake a range of adventurous activities.

## RELIGIOUS EDUCATION

129. Three religious education lessons were observed in each key stage. In addition, samples of work in books and on display around the school provided sufficient evidence to show that pupils' attainment in religious education at the end of both key stages is satisfactory. Pupils make satisfactory progress in the subject as they move through the school. This is a lower level of attainment than at the time of the previous inspection, when overall attainment at the end of Key Stage 2 was judged to be good. The school follows the newly revised Kent Agreed Syllabus for religious education and has adopted some aspects of the nationally recommended scheme of work for religious education.
130. In Key Stage 1, pupils learn about the Jewish faith. Year 1 pupils learn about the festival of "Sukkoth" by listening to music and tasting date and walnut cake. They are able to identify artefacts and clothing associated with these events. Year 2 pupils learn about "Rosh Hashanah", making mobiles to show the symbols and taking part in a short class celebration, singing English words to a Hebrew melody. In Key Stage 2, Year 3 pupils learn about the importance of "Passover" to the Jewish people and relate aspects of the Jewish religion to their own lives, such as eating a special meal on special occasions. Year 4 pupils learn about the key features of a mosque and are able to identify the Hall, the Golden Dome and the minarets. They demonstrate a basic understanding of the significance of the mosque, as a place of worship to Muslims. Most Year 6 pupils understand the significance of the rites of passage, of death and symbolism within Jewish festivals. They understand, for example, that, during the Shiva, friends and family give a cake of nutty bread as a gift because Jewish people cannot prepare food if they form part of the family of the deceased.
131. The quality of teaching in the lessons seen ranged from very good to satisfactory at Key Stage 1, and was good overall. At Key Stage 2, teaching ranged from good to satisfactory and was satisfactory overall. In the best lessons, teachers demonstrate good subject knowledge and use questioning well to test pupils' understanding and recollection. They sensitively encourage pupils to offer their own ideas and contribute to discussions. However, in a number of otherwise satisfactory lessons at Key Stage 2, the pace of the lesson was slow and teachers' expectations were insufficiently high, leading to some lack of enthusiasm. Pupils' attitudes and behaviour ranged from very good to satisfactory at Key Stage 1 and were good overall and from satisfactory to good at Key Stage 2, where attitudes and behaviour were satisfactory overall.
132. The subject leader is very new to the post but is aware of the need to monitor teaching and is preparing further guidance and support for teachers on the requirements of the new agreed syllabus and scheme of work. There is a developing, and generally appropriate, range of good/satisfactory quality artefacts and resources to support the curriculum and a range of readily accessible books and other teaching resources.