

# **INSPECTION REPORT**

## **HOLBEACH COUNTY PRIMARY SCHOOL**

### **HOLBEACH**

LEA area: Lincolnshire

Unique Reference Number: 120414

Inspection Number: 193174

Headteacher: Miss M. Purdy

Reporting inspector: Mr P. R. Sudworth - 2700

Dates of inspection: 15<sup>th</sup> November 1999 – 19<sup>th</sup> November 1999

Under OFSTED contract number: 707572

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
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Boston Road, Holbeach Spalding, Lincolnshire PE12 7LZ
Telephone number:	01406 422397
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Griffin
Date of previous inspection:	20-23 May, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs E. Fraser	Equal opportunities.	Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Accommodation.
Mr D. Maxwell	Mathematics; Information technology; History; Special educational needs.	Teaching.
Mr M. Woods	Science; Design and technology; Art.	Assessment; Staffing and learning resources.
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## **MAIN FINDINGS**

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

- The quality of information for parents is very good and the partnership with them is good.
- The school's ethos, the pupils' good attitudes and behaviour, and the relationships between pupils and staff and amongst the pupils help to provide a good atmosphere for learning.
- The provision for moral and social development is good.
- There are good arrangements for pupils with special educational needs and their individual learning plans are thorough.
- The implementation of the school's literacy strategy has been good.
- School development planning is very good and the school's development plan is well written providing a good basis for developments.
- The implementation of the school's aims, values and policies has a positive effect on the general work of the school and its smooth running.
- The structure for the curriculum is giving good guidance to teachers to plan their work.
- Overall, the quality of teaching is good.
- There is a good level of support for pupils' welfare and their general well being.

### **Where the school has weaknesses**

- There is unsatisfactory provision for pupils' spiritual development.
- The accommodation for the administrative staff and the Reception children is very cramped.
- The Governing Body has not produced job descriptions for the headteacher and the deputy headteacher neither were they given targets to work towards in the last two academic years. Governing body committees do not have terms of reference. The governing body has not always met the statutory requirement for an annual meeting of the parents.
- Pupils' progress in art, design and technology (DT) and composition in music in Key Stage 2 are unsatisfactory and standards in English, mathematics, science, reading at Key Stage 2 and mathematics in Key Stage 1 are below what could be achieved. The under-fives do not have enough opportunities to develop their knowledge and understanding of the world.
- The record keeping systems for pupils' progress in science, in reading and in the foundation subjects are insufficiently developed.
- There is a history of low attainment of boys in English and the pupils' speaking skills require further opportunities for development.
- The provision for educating pupils for living in a multi-cultural society and the appreciation of non-western art is not well developed.

There are significant strengths in the school. New issues have arisen since the last inspection but overall, the significant strengths of the school outweigh those aspects which require to be developed. However, the identified weaknesses will form the basis for the Governing Body's action plan.

## How the school has improved since the last inspection

The school has made good progress in tackling the key issues in the previous inspection report. It has developed assessment procedures to measure pupils' progress in mathematics and English and to record observations of pupils' learning responses in lessons. As a result these are now much better. Lesson planning has improved. Expectations of pupils have improved through shared target-setting for their future achievements and in the consideration given in lesson planning to pupils who have reached different levels of attainment. The school now has well-developed strategies for behaviour management and, as a result, behaviour has improved. There have been some improvements in the monitoring of the work pupils are doing in classrooms and the standards they are reaching. Provision for information technology (IT) has improved as have standards in the subject. However, provision for the pupils' spiritual development is still insufficiently developed. Standards in science and DT in Key Stage 1 and in physical education (PE) at Key Stage 2 are now judged to be in line with, and not higher than, national expectations, as in the previous inspection. In other respects standards in subjects have fluctuated from year to year, largely dependent on the levels of prior attainment in particular year groups. The provision for pupils' cultural development is not as good as previously reported. The resources for religious education (RE) have improved but they are not as good in science.

## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests (SATs):

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>Average</i>	C
English	D	E	<i>below average</i>	D
Mathematics	B	C	<i>well below average</i>	E
Science	E	E		

Most pupils attain standards in subjects which are in line with national expectations for the end of both key stages but they are below expectations in speaking and in art in both key stages and in DT in Key Stage 2. Research skills in history are under-developed and Key Stage 2 pupils do not have enough opportunities for musical composition. They are in line with national expectations in IT and with local expectations in RE. However, when compared with national averages in the 1999 SATs at the end of Key Stage 2, the proportion of pupils who gained the expected level or above was above average but in English below average and in science well below average. Compared with similar schools, based on free meal percentages, the performance of the pupils was well below average in English and science and average in mathematics. The above statistics are depressed by absences of pupils during the SATs. Nine per cent of the pupils missed the English tests, three per cent the mathematics tests and twelve per cent the science tests.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	Satisfactory

Overall the quality of teaching is good. It is good in the teaching of language and mathematics with the under-fives and it is sound in other aspects of the work in the under-fives. Overall teaching is good in Key Stages 1 and 2 but it is generally stronger in the teaching of mathematics and English. Little unsatisfactory teaching was observed and just over one half of all lessons was good or better including just over one in ten lessons which were very good and occasionally excellent.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses*

## Other aspects of the school

Aspect	Comment
Behaviour	The pupils’ behaviour is good overall in both key stages. Most pupils show consideration for others and they treat the learning resources and books with respect. Members of staff have good strategies for managing pupils’ behaviour.
Attendance	Slightly above the national average. Punctuality is generally good. There is little unauthorised absence.
Ethos*	Most pupils have good attitudes to their work and relationships are good between the staff and pupils and amongst the pupils. The school is making better efforts to ensure that all pupils reach their potential through the setting of targets.
Leadership and management	Sound overall. The Governing Body has appropriate structures in place to manage the school, but committees do not have written terms of reference. The Governing Body has not yet written job descriptions for the headteacher and deputy headteacher. The headteacher has a clear sense of direction. School development planning is very good.
Curriculum	The curriculum includes all National Curriculum subjects and RE.



	Provision for the under-fives is satisfactory, but it is weaker in knowledge and understanding of the world. Good provision is made for pupils with different abilities in lessons. Schemes of work are at various stages of preparation in all subjects. There is a lack of depth in the work in art and DT and in the compositional aspect of music in Key Stage 2. The lack of investigation in science in Key Stage 2 is holding back pupils' progress.
Pupils with special educational needs	Good provision is made for pupils who have learning difficulties and they are identified quickly. There is good involvement with parents. Individual education plans are well written to target the pupils' progress.
Spiritual, moral, social & cultural development	The provision for pupils' moral and social development is good. It is satisfactory for their general cultural development but education for living in a multi-cultural society is not a strong element. Provision for pupils' spiritual development is unsatisfactory.
Staffing, resources and accommodation	The school has satisfactory levels of staffing with a wide range of curriculum expertise. Resources for learning are adequate except in science and constructional activities for under-fives. Overall accommodation is good, although the administrative office is very cramped and the hall is of a small size and also a through route to classrooms. The space for Reception children is not large.
Value for money	Sound.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## **The parents' views of the school**

### **What most parents like about the school**

- The school encourages the pupils to play an active part in the life of the school.
- Parents feel the school enables their children to achieve good standards of work.
- Pupils believe that the school's values and attitudes have a positive effect on their children.
- Their children are well cared for and enjoy school.
- There are good opportunities for extra-curricular activities.
- There is good communication between school and home and regular opportunities to discuss their children's progress.

### **What some parents are not happy about**

- Some parents do not feel they have enough information to judge how well their children are doing compared to expectations for their age.
- Some parents feel there are too many styles of handwriting in the school.
- Parents feel insufficient time is given to PE.
- A small minority of parents responding to the questionnaire, and representing the views of four parents, feels the school does not handle complaints well. One written comment received stated that this included the Governing Body's handling of complaints.

The inspection team agrees with the positive views expressed by parents. The team feels that there are enough opportunities for parents to discuss pupils' progress and the learning expectations for different

ages through the regular opportunities at monthly open evenings. It does not feel that there are too many styles of handwriting in the school, nor does it feel that insufficient time is given to PE at the present time with the government's emphasis on literacy and numeracy. Insufficient evidence was received to support the view that complaints are handled badly.

## KEY ISSUES FOR ACTION

The school has made good progress in tackling the key issues from the last inspection report. In seeking to develop the school further the governors, headteacher and staff should now attend to the following issues:

- raise the level of pupils' attainment in English, mathematics and investigative science activities by the end of Key Stage 2 and their levels of attainment in mathematics by the end of Key Stage 1 (Paras 4, 9) by;

in mathematics

- a) ensuring pupils record their work more neatly in mathematics; (109)
- b) providing pupils with opportunities for problem solving and investigational work. (113, 116)

in English

- c) raising the attainment of boys in English; (4, 6)
- d) developing the pupils' speaking skills; (100)
- e) increasing the range of fiction; (7)
- f) developing all pupils' interests in literature so that they read more regularly for leisure and with a sense of purpose, for example to discuss specific authors or books with other pupils; (7, 101)
- g) progressing pupils to the next reading level more swiftly where this is warranted; (101)
- h) ensure developmental marking comments are followed up and that more consistency is given in the approach to marking spellings; (101)

in science

- i) ensuring pupils have good opportunities for planning and undertaking investigative activities in science; (120)
  - j) increasing the quality and range of resources. (78)
- increase opportunities for the under-fives to engage in investigational and imaginative work and to work with a wider range of equipment by: (16, 37, 84, 87, 91)
    - a) making better use of the good external accommodation for the under-fives as a learning resource; (95)
    - b) seeking opportunities to improve the space and general learning environment for them; (95)
    - c) improving the general level of resource provision for them including a much wider range of construction equipment. (37, 87, 92)
  - attend promptly to the lack of a job description for both the headteacher and the deputy headteacher and targets related to the fulfillment of their roles; ensure that the annual general meeting for parents takes place in each academic year. (66)
  - improve the pupils' progress in art by the end of both key stages and in design and technology by the end of Key Stage 2 through; (4)
    - a) devising a structure for the introduction of skills and experiences in DT and art; (15, 143, 148)
    - b) giving pupils greater opportunities to use these skills to express their creativity with their own ideas. (142, 146)

- improve the systems for recording pupils' on-going progress, particularly in science and in reading, and implement manageable systems for recording pupils' progress in the foundation subjects so that: (42, 44)
  - a) teachers are better informed about pupils' successes and difficulties in the acquisition of subject skills and in key aspects of subject knowledge;
  - b) teachers can match the work better to pupils' prior attainment and challenge them more appropriately.
  
- improve the provision for pupils' spiritual development by:
  - a) boosting the quality of acts of worship; (47)
  - b) identifying ways in which subjects can contribute to its promotion. (47)

In addition to the major key issues the following issues should be considered by the school for inclusion in its action plan:

- review the amount of teaching time in both key stages so it accords more nearly with government recommendations in both key stages; (39)
- consider how the school can prepare the pupils better for living in a multi-cultural society; (50)
- build structured opportunities into the curriculum for pupils to develop compositional skills in music and creativity in dance at Key Stage 2; (39)
- seek opportunities to improve the accommodation for the administrative staff, the hall and the Reception area should opportunities present themselves. (72)

## INTRODUCTION

### Characteristics of the school

1.The school, of modern construction, is situated in the town of Holbeach in south-east Lincolnshire about three-quarters of a mile from its centre. It was built in 1981 as a junior school. It became a primary school in September 1994. 296 pupils attend the school and almost all are of white European origin. The number on roll has grown steadily over the past four years when it first became a primary school. In the past two years the school population has risen by 40 pupils. The pupils begin school in the September before their fifth birthday. 22 pupils were still under five at the time of the inspection. Overall, the attainment of the pupils when they enter the school is slightly below average. 52 pupils are on the school's special educational needs register, about the national average, and of these eleven are on the later stages of assessment indicating that they have more severe learning difficulties, including four who have statements of special educational need. 25 pupils, 8.3% of the school population, are eligible to claim free school meals. This is well below the national average. About three-quarters of the housing surrounding the school is owner-occupied housing. Most of the pupils who attend the school live in the town of Holbeach, although 18 per cent are out of catchment.

2.The school's aims include the provision of an environment where:

'learning: is made more challenging and enjoyable by matching children's needs and abilities to fulfil their potential;

the partnership between home and school enriches learning;

good social, personal and behavioural skills are nurtured;

respect for the beliefs and traditions of all cultures is encouraged.'

The priorities on the school's development plan include:

raising attainment in mathematics and English; raising the quality of teaching and learning, including greater awareness of and use of IT equipment across the curriculum; continuing to develop the role of subject co-ordinators; the creation of more storage areas for equipment and the development of the outside environment including the provision of seating and shade

**Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	99 (98)	23 (19)	22 (18)	45 (37)

<b>2. National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Number of pupils	Boys	14 (15)	17 (17)	16 (13)
at NC Level 2 or	Girls	20 (15)	20 (17)	17 (14)
Above	Total	34 (30)	37 (34)	33 (27)
Percentage at NC	School	77 (79)	83 (89)	73 (73)
Level 2 or above	National	82 (80)	83 (81)	87 (84)

<b>2. Teacher Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Number of pupils	Boys	14 (15)	17 (17)	23 (17)
at NC Level 2 or	Girls	21 (15)	22 (14)	22 (16)
Above	Total	35 (30)	39 (31)	45 (33)
Percentage at NC	School	78 (79)	87 (82)	100 (87)
Level 2 or above	National	82 (81)	86 (85)	87 (86)

**Attainment at Key Stage 2<sup>2</sup>**

<b>Number of registered pupils in final year of Key Stage 2</b>	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>for latest reporting year:</b>	<b>99 (98)</b>	<b>16 (20)</b>	<b>17 (23)</b>	<b>33 (43)</b>

<b>National Curriculum</b>	<b>Test Results</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Number of pupils	Boys	7 (9)	12 (7)	9 (5)
at NC Level 4 or	Girls	14 (17)	13 (11)	14 (16)

above	Total	21 (26)	25 (18)	23 (21)
Percentage at NC	School	64 (62)	76 (43)	70 (50)
Level 4 or above	National	70 (65)	69 (59)	78 (69)

<b>Teacher</b>	<b>Assessments</b>	English	Mathematics	Science
Number of pupils	Boys	4 (10)	13 (9)	10 (8)
at NC Level 4 or	Girls	14 (17)	15 (20)	15 (17)
above	Total	18 (27)	28 (29)	25 (25)
Percentage at NC	School	54 (64)	85 (69)	64 (60)
Level 4 or above	National	68 (65)	69 (65)	75 (72)

### Attendance

Percentage of half days (sessions) missed				%
Through absence for the latest complete Reporting year:	Authorised	School		5.4
	Absence	National comparative data		5.6
	Unauthorised	School		0
	Absence	National comparative data		0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during			Number
The previous year:		Fixed period	0
		Permanent	0

### Quality of teaching

Percentage of teaching observed which is:			%
		Very good or better	12.8
Check		Satisfactory or better	93.0
		Less than satisfactory	7.0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

1. Overall, pupils' levels of attainment meet national expectations by the time the children are five and also for the end of the academic year in which they become seven at the end of Key Stage 1. Most pupils achieve in line with national expectations by the end of Key Stage 2, except in art and DT. However, the proportions of pupils who gain the higher levels in the core subjects of English, mathematics and science are generally below national averages. This has been due to the increasing number of pupils with special needs admitted into Key Stage 2 and the lower percentage of pupils than nationally who attain the higher levels. In mathematics in 1999, the proportion of pupils gaining the expected level was above the national average. The comparatively low attainment of boys in English has been a major factor in the generally below expected performance in that subject. Pupils make satisfactory progress in relation to their prior attainment in most subjects in both key stages but it is unsatisfactory in art and DT in Key Stage 2.

2. On admission to school when children are still aged four, the children's levels of attainment are generally a little below expectations for that age. There are, however, wide variations in attainment from those who have well developed early learning skills to those who have difficulties in both concentration and acquiring skills. During their time in the Reception class and up to statutory school age, the term after their fifth birthday, the children make sound progress in their personal and social development. They relate well to adults and to each other and they quickly learn to share and settle to the school routines. By five their attainment in this aspect of learning meets national expectations. In language and literacy, mathematics and in both their creative and physical development their progress is satisfactory overall and their attainment is also in line with national expectations for their age. The children's progress in knowledge and understanding of the world, however, is below national expectations and progress is unsatisfactory. This is because the children have inadequate opportunities to work with constructional material and to learn through enquiry. This is due to the quite cramped accommodation, inadequate amounts of resources and to inadequate use of the outside area as a learning



resource.

3. In the most recent (1999) national standard assessment tasks (SATs) results in English, the proportions of pupils gaining the expected level in Key Stage 1 reading and writing were close to the national averages. The percentage of pupils achieving the higher level was above the national average in reading comprehension, but below it in writing. The percentage of pupils achieving expected standards in speaking and listening was in line with the national average, but the proportion gaining the higher level was below it. Compared with similar schools the percentage of pupils attaining the expected level or above in writing was in line with that achieved in most schools and in reading it was below. Between 1996-1998 the percentages of pupils gaining the expected levels or above at the end of Key Stage 1 in both reading and writing were in line with the national averages. At the end of Key Stage 2 the percentages of pupils achieving expected levels or above in English were slightly below the national averages, as was the percentage achieving the higher level. Over the three years 1996-1998 performance overall in English has been close to the national average, but boys performed much less well than the girls and much less well than the average for boys nationally. The girls outperformed the girls nationally for this three year period. In comparison with similar schools pupils' performance was well below average.

4. Currently reading standards in Key Stage 1 are generally satisfactory, but pupils sometimes stay on one level of the reading scheme for too long. In Key Stage 2 pupils' attainment in reading overall is below average for their age. They do not regularly select and read non-fiction text and some pupils have difficulty in extracting information from texts, for example to obtain information for historical studies. Although most pupils enjoy reading, not enough encouragement is given to promote reading for pleasure, to encourage pupils to read literature by different authors and to give opinions of literature that they have read. Key Stage 1 pupils' grammatical skills are in line with expectations for their age and they have a good knowledge of punctuation. They do not write for a range of purposes but in Key Stage 2 they have good opportunities for this. Nevertheless a significant minority of Key Stage 2 pupils has difficulty in writing extensively and, overall, writing is just below expectations for their age at the end of Key Stage 2. Compared with their prior levels of attainment, progress in both reading and writing in both key stages is generally satisfactory. It is also satisfactory in spelling, speaking and listening and in handwriting.

5. Pupils who have special educational needs make satisfactory progress because tasks are relevant and they receive good support in lessons. The targets in their individual education plans are appropriate, though rather broad, and give suitable direction to their learning. They receive good support in lessons.

6. In the 1999 SATs at Key Stage 1 in mathematics, the percentage of pupils gaining the expected level (Level 2) was well below the national average and the percentage of pupils gaining the higher level was also below the national average. The trend shows a slight decline over the past four years and matches the steady increase in the number of pupils having special educational needs in the school. Taking the years 1996-1998, the performances of Key Stage 1 pupils were well below the national averages. The proportion of pupils gaining Level 3 increased significantly in 1999. In comparison with similar schools the percentage of pupils gaining both the expected and higher levels was below average. In Key Stage 2 the proportion of pupils gaining the expected level was higher than the national average but the proportion gaining the higher level was below. Over the years 1996-1998 the performances of Key Stage 2 pupils have been close to the national averages and this includes the much poorer performance in 1998, which was due to a larger number of Year 6 pupils with special educational needs. There has been no significant difference between the performance of boys and girls in the subject as in English. Overall, current pupils are making satisfactory progress in mathematics throughout the school in relation to their prior attainment but their levels of attainment on average are slightly below national expectations within a wide range.

7. Satisfactory use is made of mathematics and literacy in other lessons. For example pupils use their mathematical skills in science and in geography where they undertake measurements or learn about co-ordinates and in their written work in geography when they write about physical features in the landscape as they compare rivers in different places.

8. The percentage of Key Stage 1 pupils who attained the expected level in science at the end of the 1998/1999 academic year as assessed by teachers was well above the average percentage of pupils nationally. The proportion of the school's pupils reaching the higher level (Level 3) was below the national average. Currently most pupils' attainment in Year 2 is in line to reach national expectations by the end of Key Stage 1. Progress is satisfactory.

9. In the 1999 SATs the percentage of pupils attaining the expected level, (Level 4) in science was well below both the national average and the average for similar schools. These figures are somewhat

depressed by an absence rate for the test of 12 per cent. Over the period 1996-1998 the pupils' performances in the SATs in science were below the national averages overall, but the performance of girls was nearer the national average. The performance of most pupils currently in Year 6 is in line for most to attain the expected levels in those aspects which are tested by the SATs by the end of the Key Stage. One of the major deficiencies in science is the below expected performance of pupils' investigative and experimental science. Progress is satisfactory in knowledge and understanding, but unsatisfactory in investigative science.

10. Standards in IT are in line to meet expectations by the end of both key stages and progress is satisfactory given the pupils' prior attainment. The highest attaining pupils generally have good skills and understanding, including good practical knowledge about accessing the Internet and using CD-Roms to acquire research information. Most other pupils have good general skills for specific tasks during lessons but, in general, they lack confidence, for example in the use of a keyboard to word process quickly. In RE at the end of both key stages pupils meet the expectations of the locally agreed syllabus and make satisfactory progress.

11. In geography pupils make sound progress and attainment is in line with national expectations for the end of both key stages. In music progress is satisfactory in Key Stage 1 and attainment meets the national expectations by the end of the Key Stage. In Key Stage 2 progress is generally satisfactory in most aspects but it is unsatisfactory in musical composition. This is due to the lack of teachers' confidence in the subject and insufficient opportunities for this aspect of work. In history progress is satisfactory in Key Stage 1 and attainment is in line with national expectations. Progress is generally satisfactory in Key Stage 2, but pupils are not developing sufficient skills in the interpretation of evidence and not getting enough opportunities to obtain evidence from a range of written sources.

12. In PE progress is satisfactory overall in both key stages and there are particular strengths in swimming by the end of Key Stage 2, but some weaknesses in creative dance. There was insufficient evidence to make judgement on games and athletics, because of the particular focus of the activities during the inspection week. In art progress is uneven. It is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. This is due to widely differing teacher confidence in the subject and too much direction of pupils' work at Key Stage 2. Similarly progress is satisfactory in DT at Key Stage 1, but it is unsatisfactory from Year 4 at Key Stage 2. This is because the school currently lacks a coherent pattern of skill development and, as a result, pupils are not building up the confidence and skills necessary to tackle projects of a high enough standard in their final year in Key Stage 2.

13.The school has maintained the satisfactory standards in RE at the end of both key stages reported previously. The unsatisfactory attainment in knowledge and understanding for the under-fives was not previously reported. Whilst attainment in mathematics and English was stated to be in line, more historic data and current analysis indicates that standards are slightly below the national average in Key Stage 2 and below average in mathematics in both key stages. Attainment in science has fallen in both key stages. In some measure this is attributable to increased numbers of pupils with special needs.

### **Attitudes, behaviour and personal development**

14.Children under five have good attitudes to their work and behave well, and this has a suitable impact on their personal development, their confidence and their ability to learn.

15.In both Key Stages 1 and 2 pupils generally have good and sometimes very good attitudes to learning and this has a positive effect on the ethos of the school and the attainment and progress of pupils. There has been considerable improvement in the attitude of pupils to learning and their motivation since the previous inspection. The concerns raised in the previous report over poor behaviour and lack of respect for staff have been fully addressed.

16.The majority of pupils are self-confident. They can work well in pairs and groups, are keen to ask and answer questions and make positive and relevant contributions. They generally work diligently in groups and in pairs and are able to suggest ideas and learn from their mistakes. Pupils enjoy their work and want to succeed and, on at least one occasion during the inspection, were

disappointed when the lesson came to an end. However, it is noticeable that a significant minority of boys in two or three classes can be restless, can lose concentration and are inattentive despite the best efforts of teachers. They lack self-discipline and confidence in tackling their work and are not always motivated to get on with it without adult supervision. Their poor motivation, lack of concentration and restlessness adversely affect their progress and attainment.

17.Pupils show some capacity for independent learning and study, though this is not a strong feature in lessons which are generally very teacher-directed. Homework is used effectively, particularly in Key

Stage 2, to develop independent working and research and taking responsibility for completing tasks. Pupils gain in their learning by effective collaboration and sharing ideas in pairs and small groups. For example, pupils support each other on the computers, work well together in PE and evaluate each other's work and suggest ideas in DT and science. However, some boys in Key Stage 1 were observed having problems sharing and taking turns on the computer. By contrast in drama club pupils work very effectively together in both small and large mixed-age groups developing mimes to express emotions.

18.The school functions as a well-ordered community and this is valued by parents. Pupils understand and support the school rules and classroom codes, and value the recognition of effort and improvement through the awarding of privilege and house points. Pupils feel that rewards and sanctions are appropriately balanced and fair. Pupils know and understand class routines well and this contributes to the great majority of pupils making good use of the time allocated to different subjects and activities. Behaviour at break-times and around the school is good. Pupils generally move around the school sensibly. At break-times pupils play actively, and in the main, purposefully together, although at times a little too boisterously. Pupils treat resources and property sensibly. There have been no exclusions in the past year.

19.Pupils feel safe and are confident that any incidents or concerns are dealt with effectively. Pupils express disapproval of minor bullying, and while recognising that there is some 'picking on' children whose accents are different, are confident such instances are dealt with effectively and speedily. The school has worked closely with parents and appropriate support professionals to deal with the small minority of pupils who present challenging behaviour.

20.In assembly and in lessons pupils show a developing capacity to reflect on and discuss their behaviour, feelings and experiences and an appreciation of the views and concerns of others. Parents are positive about the help and care older pupils give to younger ones and the older pupils value the opportunities to help younger pupils in the dining hall and in the playground. Pupils enjoy being given class and school responsibilities, and show a sensible and mature attitude when carrying out the tasks they are given. The prefects take their responsibilities very seriously and value the opportunity this gives them to contribute to the school community, recognising that authority is a privilege they can lose for poor behaviour and can win back through effort. Pupils support a range of local and national charities and take part in community activities recently representing the school at the Remembrance Day parade. These activities contribute effectively to them developing an understanding of society and the responsibilities of citizenship.

21. Pupils with special educational needs usually settle well to the activities and enjoy their work. They cooperate with other children. Their behaviour at most times is good, although they need firm handling on a few occasions.

### **Attendance**

22. Pupil attendance continues to be good and a little above the national average for this type of school. This makes a positive contribution to pupils' attainment and progress. Parents keep the school very well informed about the reasons for any absences and the rate of unauthorised absence is well below national averages. Unauthorised absences are generally due to parents taking pupils on holiday for longer than the 10 days the school can authorise. The punctuality of almost all pupils is good. However, the late arrival of a small number of pupils gives the school some cause for concern. Pupils with special educational needs have satisfactory levels of attendance and usually arrive at school in good time.

23. Registers are generally completed accurately, but the codes for absences have not been completed in some registers. Attendance statistics are fully reported in the prospectus and Governors' annual report to parents

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

27 The quality of teaching ranges from good to sound in the under-fives and is sound overall. It is

good overall in Key Stages 1 and 2. The quality of teaching throughout the school reflects the dedication and professional approach of all staff. The teachers' planning, their expectations and the pupil management are major contributors to the pupils' attainment and progress. In both key stages over half of teaching is good or very good across all subjects, and a further third of teaching is satisfactory. This is judged to be an improvement since the previous inspection, although there was no information on the proportion of good teaching at that time. The good teaching often results in pupils making good progress in those lessons. Less than one lesson in ten is unsatisfactory, with rather more unsatisfactory teaching noted in Key Stage 2 than in Key Stage 1.

1. Several factors contribute to the overall improvement in teaching, which is across the whole school. The adoption of schemes of work for most subjects has resulted in more effective half-termly planning over the past two years. The shared planning in year groups enables strengths and experience to be shared. The structure of the literacy and numeracy lessons is beginning to improve the planning and teaching methods used across all subjects. Several shortcomings remain, however. Some of the subject schemes have only been introduced recently so that teachers are not yet familiar with all the work required. The written lesson planning does not include notes on the teaching approach and strategies to be used, which sometimes leads to insufficient teaching focus. Occasionally the teacher's determination to keep firm discipline interrupts the natural discussion and flow of a lesson and contributes to pupils becoming distracted and off task. These shortcomings result in slower progress by the children in those lessons affected.

29 The under-fives teachers work together effectively and make good arrangements for sharing aspects of the work with the youngest children. They plan their work thoroughly and keep regular records of the children's gains in learning which assist them in the planning of future work. The overall quality of teaching in the under-fives is sound but it is good in aspects of literacy and mathematics.

1 The quality of teaching is good in both key stages in all the core subjects except for religious education in which it is satisfactory. Teaching is good in the foundation subjects in Key Stage 1 and sound in Key Stage 2. Teachers frequently demonstrate good subject knowledge that is evident in the thorough teaching and discussions. For example, good knowledge is shown in exploring paint and texture in art in Key Stage 1 and in Key Stage 2 discussing why Boudicca fought the Romans. There are times when teachers are unfamiliar with the schemes of work, so that they are unclear about the skills pupils should learn, for example in IT at Key Stage 2. They usually have high expectations for behaviour and attainment, creating a good sense of purpose. Literacy hour lessons apart, expectations are not high enough in promoting pupils' reading skills in both key stages and teachers do not give it the emphasis it

requires.

1.The quality of planning is generally good through the school. Teachers in both key stages prepare thorough half-termly plans for all subjects that set out a clear progression of content and learning intentions based upon national guidance. The RE co-ordinator has mapped out a thorough scheme for the teaching of RE which links in with the locally agreed syllabus. These plans are intended to become the basis for the school's own schemes of work once they are complete. The weekly plans in both key stages are clear about the subject content and tasks but give insufficient attention to the teaching approaches to be used and skill development. Pupils' work is usually marked very carefully, using a system that provides very clear written feedback to the pupils, although it places a considerable burden upon the teachers. There is not a consistent approach to the marking of spelling, however. Teachers usually make an evaluation of the week's work for each subject that helps in further planning. They also make an overall evaluation of the week that acts as a good focus for reflection on their work. The school's use of the literacy strategy is good. The school is also using the National Numeracy Framework satisfactorily for the teaching of mathematics, including mental arithmetic.

2.Teachers use a good variety of strategies and skills that promote the pupils' progress. They are often imaginative and skilled in explaining new ideas, for example in using a bicycle to demonstrate forces in Key Stage 1. Teachers generally pay appropriate attention to routine skills, such as hand-writing. They emphasise the correct vocabulary in a range of subjects, such as 'quadrilateral' in mathematics. In many lessons, it was evident that teachers listen carefully to the pupils and value their contributions, although in a few lessons there is insufficient discussion. Teachers are often highly skilled in their questioning so that pupils are challenged to think. This was shown well in a mathematics lesson, for example, where pupils had to explain their methods for doubling numbers. The personal interest teachers often have for the subjects promotes a good level of interest, for example in PE and in IT.

3.Teachers' management of the pupils is good in both key stages, showing a good understanding of the needs of the pupils. Teachers quickly establish discipline and an orderly, working atmosphere. All teachers and other adults working in the school have good relationships with the pupils that provide an important dimension of security for them. The pupils respond with positive attitudes.

4.Teachers generally make satisfactory use of time and resources. Within the new information communication technology (ICT) suite they usually manage tasks well to allow them focused time with pupils at the computers, while the other children are working productively. On several occasions,



however, small amounts of time are not used well and are unproductive. The teachers usually provide appropriate resources for the tasks, such as the red hair of Boudicca. On a few occasions resources, such as number apparatus, are not used sufficiently. Suitable use is made of homework to follow up class work and to extend pupils' skills in English and mathematics.

5. Teachers are perceptive and caring in their observations of the children, and they know them well, even at this early stage of the term. This helps them make useful day-to-day assessments that inform their immediate teaching. The information gained from a variety of tests is used to monitor and set targets for pupils, including those with special educational needs. Teachers set homework appropriately and discuss it in class to consolidate learning.

6. The provision for pupils with special educational needs is good across the school. This is an improvement since the previous inspection. Teachers prepare tasks that are matched carefully to the pupils' needs and relate to the targets in their individual education plans (IEPs). The children receive good support during lessons, including that by classroom assistants. Teachers in both key stages have a good understanding of pupils with special educational needs. They make careful provision for them, with a good choice of task on most occasions to challenge them. On a few occasions, for example in some numeracy sessions, the pupils who have difficulty with mental calculation are not given sufficient time or reinforcement to make best progress.

### **The curriculum and assessment**

7. Overall satisfactory provision is made for pupils' to be taught the areas of experience nationally recommended for young children's learning but it is unsatisfactory for their knowledge and understanding of the world because of the lack of opportunity for construction activities and for investigation and enquiry. Some children find it difficult to concentrate during long lessons because they are so young.

8. The pupils with special educational needs receive the full curriculum, adapted to their needs. Teachers plan many lessons with tasks at differing levels of difficulty, to ensure full access for all pupils.

9. The school offers its pupils a satisfactorily broadly based curriculum, although the time allocated for teaching at both Key Stages 1 and 2 is a little below the recommended minima. The national literacy strategy is implemented well. The school provides pupils with daily lessons in literacy, which are supplemented well by sessions for extended creative writing, particularly in Key Stage 2, providing a good balance in the skills. There are fewer opportunities in Key Stage 1. Pupils also have daily lessons in numeracy, and the national strategy is being implemented satisfactorily. Appropriate time is allocated to religious education and the guidelines of the local agreed syllabus are followed. There is good provision for information technology, both as a discrete subject and within other areas of the curriculum. The lack of the development of pupils' investigative skills is holding up pupils' progress in science, and hitherto there has been a lack of structure for developing pupils' skills in the schemes for art and design and technology. There is an effective programme of personal and social education (PSHE), and sex education is provided by the school nurse as well as through the National Curriculum. All statutory requirements for the curriculum are met, although some aspects, such as composition in music, art, DT and creative dance are not strong features of the curriculum.

10. All pupils have good access to the curriculum. Throughout Key Stage 2 pupils are setted for numeracy and literacy, and this assists teachers in matching provision to their need. The previous inspection criticised inconsistency of planning within a year group and a key issue was to develop a form of short-term planning identifying learning objectives and showing how they can be met. The school has addressed this issue well. Schemes of work for all subjects are being developed. Teachers' half-termly planning is good. It identifies learning objectives and activities for pupils of different attainment, as well as an opportunity to evaluate the work. It will form the basis for future schemes of work, but it is a burdensome procedure for teaching staff. A new scheme for art was introduced half way through the autumn term without adequate consultation with staff and without ensuring that pupils had developed sufficient skills for it; this was a poorly judged decision. There is good liaison with the main receiving secondary school to ensure that pupils make a smooth transition to the next stage of their education.

11. The school offers a good range of extra-curricular activities, which include sports, music, dancing and some related to other curricular areas such as mathematics and information technology. The take up for these is good and a good proportion of staff is involved. The school has also been instrumental in reviving an inter-school sports competition. The curriculum is enriched by visits and by residential trips for Key Stage 2 pupils. Professional music tuition is also available.

12. Arrangements for assessment are satisfactory overall. This general judgement hides strengths and weaknesses. The systems in place for assessing and recording pupils' attainment vary in their effectiveness. The monitoring of performance in some of the core subjects is very good, for example in mathematics. It is not so good in others, for example in aspects of English such as pupils' reading habits and in science. Assessment in the foundation subjects still lacks the detail needed if teachers are to be able to pass on clear information about each pupil's skills to the next teacher. It is clear that the teachers have put a great deal of work into assessment and recording since the last inspection and that they are now well placed to deal with outstanding matters.

13. The teachers are building up a very detailed overview of the attainment of each cohort of pupils in English and mathematics as they pass through the school. Scores from standard assessment tasks at the end of Years 2 and 6 and from similar voluntary testing at Year 4 show up overall performance in these subjects and analysis indicates strengths and weaknesses. Performance indicator tests are used for the youngest pupils on entry and are being introduced to the year groups not being assessed in other ways. Regular annual reading and mathematics tests are also carried out. Statistical information obtained in these ways is analysed and used well to make decisions about the placement of pupils in banded classes and about setting for English and mathematics classes in Key Stage 2. As a direct result of this, teachers work with narrower spreads of attainment than they would in traditional groupings. Planning and delivery of English and mathematics particularly is very effective and standards of attainment have risen in the past year. Further valuable indicators are obtained from the use of profile books for each pupil, in which all the work of one week in each term is recorded. This work is assessed by pupils and teachers and shared with parents. This exercise helps to show how pupils are performing in relation to the levels of attainment set out in the National Curriculum and, over time, gives helpful indication of general progress.

14. Assessment and recording for the core subjects of science, RE and IT and the foundation subjects is less effective. Teachers record brief notes weekly upon attainment in each subject against the learning objectives set out in planning. These notes vary widely in value from, at one extreme, a very precise observation about the needs of an individual pupil to, at the other extreme, a general observation about the success of the lesson as an activity. There is no easily accessed, cumulative record of the degree of competence in key skills for individual pupils across all classes. In these circumstances it is not easy for teachers to plan activities to meet assessed needs. Nor is it possible to pass pupils on to the next teacher showing clearly what they can and cannot do. Individual teachers are developing systems that could be

shared with the whole staff and could help to identify manageable solutions to this problem but these informal arrangements currently lack cohesion.

15.The marking policy is having positive effects upon standards and teachers are becoming more consistent in the ways that they monitor pupils' work. This time consuming but important activity is not fully effective because teachers do not always ensure that pupils set aside time to follow up on their suggestions.

16.Pupils with all forms of special educational need are identified early in their school life, and are assessed continuously as a normal part of the teaching and learning. This is effective in helping to make the best provision possible for the pupils.

### **Pupils' spiritual, moral, social and cultural development**

17.Overall the provision for pupils' spiritual, moral, social and cultural development is satisfactory but it is unsatisfactory for their spiritual development. The quality of provision is very much as previously reported. Pupils learn about the full range of world faiths in religious education, although they do not always have opportunities to understand the significance of practices to a follower of the faith. Links have been established with the local church and visits have been made to both the Gurdwara and the Cathedral in Peterborough. The school takes positive steps to promote pupils' self-esteem, for instance through personal and social education. However, teachers do not plan for or promote spiritual development in other areas of the curriculum, such as in science. The quality of acts of collective worship is satisfactory, but the spiritual element is not prominent. House assemblies in particular are conducted in cramped conditions, which are not conducive to reflection.

18.Provision for pupils' moral development is good. Adults in the school set a good example in their care and concern for pupils. The school's behaviour policy and code of conduct are reinforced well by discussion. Pupils are encouraged to take full responsibility for their own actions. Teachers also raise moral issues, including drug abuse, in religious and PSHE lessons.

19.Provision for pupils' social development is good. Pupils with special educational needs are encouraged and helped to integrate with other children. The under-fives children integrate successfully

into the school. Pupils throughout the school are encouraged to take responsibility within their own classroom, and rewards for good behaviour are seen to benefit the whole class. Older pupils have particular responsibilities. All Year 6 pupils start their final school year in the school as prefects, and have to show that they have earned the right to regain their badge if it is taken away. They help in various tasks around the school, such as setting up music for assembly and helping with the distribution of milk. House captains and vice-captains have specific responsibilities, such as collecting house points. Circle time and the PSHE programme develop pupils' social skills well. Residential visits for lower and upper Key Stage 2 pupils also make a good contribution, as does the good range of extra-curricular activities, which include sports, drama, music, art, information technology, mathematics and English. Pupils also develop a good awareness of the wider community, for instance by representing the school in Remembrance Day celebrations or collecting for local and national charities, such as the NSPCC.

20.Provision for cultural development is satisfactory. Pupils listen to a range of music in assemblies, from both European and non-European traditions. They also have the opportunity to study the work of famous artists, such as Kandinsky. They take part in an annual school dramatic production. Some pupils have visited the local library to meet an author, and they have also written to other authors, but visits from artists or authors are limited. There are some opportunities to appreciate their local culture, for instance by visits to the theatre or museums. The school has as an aim in its development plan to establish links with European schools and participate in more cultural activities. Pupils are introduced to a range of other cultures through their study of world faiths in religious education, although these are not always appreciated in their own right. For instance, the festivals of non-Christian faiths are not always celebrated in assemblies or taught in religious education at the appropriate time of the year. Pupils have few opportunities to appreciate art from non-western cultures, and they do not have good opportunities to appreciate the diversity of cultures within their own society.

### **Support, guidance and pupils' welfare**

21.The level of support, guidance and concern for the development and welfare of pupils offered by the school is very good and maintains the level previously reported. Members of staff know pupils well and pupils feel safe and secure. Parents are confident that the school shows a caring attitude to pupils as well as promoting good standards of behaviour and an awareness of the needs of others.

22. Arrangements for the induction of the youngest pupils are very good. Parents are pleased with how quickly the youngest pupils settle into school and this contributes to their making sound progress.

23. There are effective procedures for the formal testing, monitoring and assessing of pupils' academic progress particularly in English and mathematics. The staff knows pupils well, and both formal and informal assessments are used to inform lesson planning, group pupils, evaluate progress and provide extra support for pupils where it is needed. However, manageable tracking systems of pupils' progress in key skills in other subjects is not yet well developed. Information on pupils' strengths and areas for development are not sufficiently clear to inform the next teacher as pupils progress through the school. There are effective procedures, linked to the behaviour policy and the recently introduced PSHE programme, for developing pupils' personal skills, to raise self-esteem, and to support achievement.

24. The learning support staff is deployed effectively in lessons to support individuals or groups of pupils and they are involved in evaluating progress against pupils' targets. The school has a strong attitude of care towards all children, especially those with special educational needs. Their well-being is monitored closely to ensure they make the best progress possible.

25. The staff expects high standards of behaviour from all pupils. The behaviour policy places much emphasis on a culture of positive reinforcement of good behaviour and recognition of effort to raise pupils' self esteem, making explicit the vital link between good classroom practice and behaviour. Pupils value the reward system, which gives recognition to achievement and effort. Display is used effectively throughout the school to celebrate pupils' work and achievement. All members of staff work well as a team to develop and implement positive behaviour management and to ensure consistency of practice throughout the school, although on occasions some members of staff are a little too quick to curb pupils' natural exuberance. The mid-day assistants are fully involved in promoting positive attitudes and good behaviour at break-time. They work very well together as a team, they know pupils well and are sensitive to their needs and concerns. Pupils feel anti-bullying strategies and awareness have an appropriate emphasis and that anti-bullying measures have generally been effective. They are confident that they can disclose concerns and that staff will take appropriate action.

26. The school has effective strategies to promote good attendance. Individual awards are given for good attendance. Punctuality is carefully monitored and recorded, which has reduced the instances of poor timekeeping. The education welfare service provides effective support when appropriate.

27.The school has very good arrangements for child protection. The child protection policy provides an effective framework to the provision of a safe environment for pupils and the promotion of child protection issues throughout the curriculum. The staff communicates and shares concerns over pupils' well-being and safety to good effect.

28.The school gives a high priority to ensuring the safety and well-being of pupils in the school playground, and on visits and trips. Members of the first-aid staff are well qualified and alert to procedural considerations. The responsible staff member records all accidents and incidents and parents are informed as appropriate. Subject policies and lessons take due account of health and safety considerations. The school has made a number of improvements to health and safety procedures following an audit in 1998, and the new health and safety policy is now in place.

### **Partnership with parents and the community**

1.The school continues to have good relationships with the great majority of parents as reported in the last inspection. The quality of information provided for parents is very good. Parents are kept very well informed about the life and work of the school. They are kept updated about their children's progress and achievement through regular, well produced and lively newsletters, other written communications, regular consultation sessions, drop-in sessions and curriculum evenings. Parents appreciate the accessibility of staff and, in general, are satisfied with the way the school deals with concerns raised. A very few parents who responded to the questionnaire felt that complaints were not handled well. Annual written reports give a very good picture of each pupil, their progress, attainment and targets for improvement and areas for development. Parents are fully involved and informed quickly about any cause for concern about their children's learning and involved in periodic reviews of their progress.

2.The school offers a good range of opportunities for parents to be involved in the life and work of the school and parents appreciate this. The home-link book is used effectively to establish a useful dialogue between home and school. There are conflicting views among some parents about whether there is too much or too little homework; in discussions with pupils and from observations the homework set was found to be relevant to class work and to be progressive through their schooling in line with recommendations. It is used effectively to develop pupils' independent learning skills and to prepare older pupils for secondary education.

3. The school and pupils benefit greatly from the commitment and skills of a number of parents and friends who help regularly in class with, for example, reading, art and craft and administrative tasks; others provide valuable support for swimming, visits and trips. The school makes use of the specific talents and experience of parents, governors and other friends of the school to support particular aspects of the curriculum. During the inspection week pupils' understanding of the human skeleton and its impact on the health of the body was enlivened by the visit of a chiropractor, while their understanding of history was enhanced by discussions with a visitor about his childhood during World War 2. Parents generously support the fund-raising and social events organised by the committed Parent Teacher Association (PTA) committee and recently funds raised have gone towards the new ICT suite.

4. Pupils benefit from a programme of visits locally and further afield, including residential visits in Key Stage 2, to support many areas of the curriculum, but the number and range of trips is limited by the relative isolation of the school. The local business community supports the school through, for example, sponsoring prizes at fund-raising events, and pupils take part in some local competitions and events. Community links are a now consistent feature of the school, for example the school's participation in the local flower festival. However business links are not a particularly strong feature, as reported in the previous inspection, although significantly a local firm helped with the provision of the new ICT suite.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

5. Overall the leadership and management of the school are sound. This judgement includes the work of the Governing Body, the senior management in the school and the work of curriculum co-ordinators. The headteacher offers determined and strong leadership and has the support of her hardworking staff in what she is trying to achieve. She forms an effective management partnership with the deputy headteacher and, together with the Key Stage 1 co-ordinator, a successful senior management team. Staff and senior management team meetings are regular, minuted and purposeful. She was not the headteacher at the time of the previous report and has only been in post for the past two and a half years. Nevertheless she has been effective in guiding the recommendations through, in particular the development and format of the schemes of work which are still being developed. Schemes of work for subjects are now at various stages of development in all subjects but are being written in the same kind



of style for ease of use. They are being written to give a clear progression of the content to be taught and the skills to be developed with structured learning objectives. Those that are at a more advanced state of development are helping to ensure that learning builds on what pupils already know and can do and helping teachers to consider the differing needs of pupils in a class.

6. In conjunction with the staff, the headteacher has made good progress in the past two years in updating and implementing new curricular policies and more general policies relating to the school, for example those which relate to standards of behaviour and the work in English. The Governing

Body is fully involved before final approval is given to policies, shares its opinion of them with the school and occasionally asks for some reconsideration or amendments. These are always duly considered and discussed. However, the decision to introduce a new art scheme in the middle of the current term without adequate discussion with staff was ill-judged and did not follow normal procedures.

7. In addition to the full termly Governing Body meeting there is a committee structure which works effectively in managing the work of the school. The finance committee is particularly effective and the curriculum committee keeps itself well informed through discussions with individual members of staff. Governors appoint visiting governors each term but, whilst they usually report in writing to the headteacher, they do not give back full reports of their visits to the other governors. The value of their work in keeping the whole Governing Body fully informed of what is happening in the school is not, therefore, always fully realised. The committees do not have terms of reference to indicate the scope of their work and the extent to which they can make decisions. There is a feeling amongst the staff that they do not always feel well supported by the Governing Body and that there is room for improvement in the working relationship between the governors and members of staff. In the last academic year the Governing Body did not hold its annual meeting for the parents but in other respects all statutory requirements are fulfilled.

8. At the time of the inspection the Governing Body had not yet agreed job descriptions for the headteacher and deputy headteacher, despite the fact that they have both been in post for more than two years and the issue has previously been discussed by governors. Targets have not been set in relation to their performance for the past two academic years as a guide to pay review, although arrangements are in hand to use the school's action plan, following the inspection report, to formulate such targets.

9. Subject co-ordinators have recently begun to monitor the practice of their subject responsibilities in class and to support their colleagues to better effect, although the system is not yet fully established. This is beginning to give staff greater confidence in teaching certain aspects of the curriculum such as in PE and in literacy where such support visits have already taken place.

10. Relationships amongst the staff are good as they are between the staff and pupils. The Governing Body recognises that the quality of the staff is one of the strengths of the school. The school's ethos is generally good and in most classrooms there is a good working atmosphere. Most pupils have good attitudes to their work and fulfil their potential. However, the school's aims are quite general but in that

context they are broadly met.

11.The School Development Plan is an effective tool for change. It is detailed, well written, has clear targets for improvement and includes cost implications, the criteria to be used as a measure of success and how an evaluation of the criteria is to be made. It is on target and the priorities indicated in the plan are appropriate for the school's current stage of development. A range of opinion informs the priorities but there is not yet input from parents or the pupils. It includes some vision of priorities for the future, although there is little indication when they are specifically to be addressed in time scale.

12.The management provision for pupils with special needs is good. The school meets the Code of Practice fully in its arrangements for the pupils, and the procedures are very good. The special educational needs co-ordinator (SENCO) is effective in her role. Pupils throughout the school have equal opportunities over time in accessing extra-curricular provision which is provided voluntarily by staff and they have equal access to the curriculum.

### **Staffing, accommodation and learning resources**

13.Overall the accommodation is satisfactory. The school is pleasantly sited in generous grounds bordered by mature trees and hedges with a large, but overgrown, environmental area. The pleasant buildings support the effective delivery of the curriculum for the full age range of pupils. Since the last inspection an additional temporary classroom has been provided, and a new ICT suite has been created by remodeling part of the library, funded by the PTA and an educational trust, local business and the school's own budget. The new ICT provision is very effective in supporting the delivery of the curriculum.

14.As was previously reported, the school is aware of the difficulties caused by the hall being a through route to all the classroom wings, and these difficulties are compounded by its small size as the number on the school roll increases. The school office is cramped and there is little privacy for staff when they are working on confidential matters. The warm-air heating system is not always effective in some rooms in cold weather. The caretaker and his assistant are well regarded in the school and keep the

school clean to a high standard.

15. Some concern was expressed in the last inspection report that lack of storage is limiting the availability and accessibility of resources for specialist subjects such as science. Some improvements have been made but the school is not making full use of the potential to store equipment in the shared resource areas in each classroom wing.

16. The external environment of the school is tidy and litter free. The hard play areas are generally adequate for the number of pupils and there are generous informal grassed areas as well as the playing field. There is a separate play area for the youngest pupils. However, lack of more varied provision for break-time activities, such as sheltered quiet seating areas away from the main playground, or play equipment, puts pressure on the hard play area when pupils cannot use the grassed areas or field. Although the site benefits from some mature trees at the front of the school and around the boundaries, there is little shade or shelter to the main play areas. The school recognises these deficiencies and has included them in the School Development Plan

17. The school has sufficient appropriately qualified and experienced teachers to teach the full curriculum and to provide for the pupils who are under five. Staffing for classroom support is not generous but those employed are well qualified through a combination of experience and training. Satisfactory levels of staffing are provided for the special needs pupils. Special needs pupils receive the support they need, and the special needs assistants provide good learning support.

18. A number of volunteer parents provide valuable support at various times throughout the week. Initial and subsequent training has equipped the present staff with collective knowledge and skills to provide for all subjects of the curriculum. The specialisms of individual teachers are currently not well matched to responsibilities held, however, due to the timing of appointments made. The administrative, caretaking and cleaning staff keeps the school functioning efficiently and in good order. The mid-day assistants are well trained and do a good job. Some are also classroom assistants which provides helpful continuity. The induction of new staff is thorough and made much easier by teachers working in teams. The newly qualified teacher has received appropriate support in line with the national guidance.

19. Most of the funds available for in-service training are having to be committed to government and school priorities. As a result, teaching in priority subjects, such as literacy and numeracy, is showing a

high degree of consistency, whereas weaknesses in the delivery of music and in design and technology in Key Stage 2 , for example, are not being addressed.

20.Resources to support the teaching of the curriculum are adequate for all subjects except science and construction equipment for the under-fives. A recent survey of teachers' views on science teaching in the school has revealed that a substantial investment is needed in order that experimental and investigative work can be taught well. This has already been recognised by the senior management team and appropriate funding is included in the draft School Development Plan for next year. The school is fortunate to have a large and maturing natural science study area that includes many different trees and plants, mini-beast areas and a pond. It has not been well maintained and as a result has been under-used in the recent past. There is a satisfactory number of computers in relation to pupil numbers and they are well used when classes work in the computer suite. The decision to centralise these machines means that they are not easily available to support classroom work across the curriculum. There are sufficient books to support teaching of the National Literacy Strategy but the quality and quantity of fiction collections in the central library and in classrooms do not encourage pupils to read deeply and widely. The central library has a good stock of science reference books and satisfactory stocks for all other subjects. The history books match the studies the school does and as a result they are mostly in classrooms. There are, as a result, few others for pupils' general interest reading. The school has a good range of artefacts to support the teaching of religious education, which is an improvement on the situation at the time of the last inspection. In the Reception class, investment is needed to improve the range of construction equipment available. The school makes good use of a nearby swimming pool. It also makes good use of the natural resource of the town and its shops and buildings. Museum visits are well planned into thematic studies and two weekend residential visits are arranged for Key Stage 2 pupils each year which widen the pupils' experience generally and provide good opportunities for outdoor pursuits and other aspects of work such as geography

### **The efficiency of the school**

21.Overall the efficiency of the school in managing and using its resources is satisfactory. The Governing Body's finance committee, including senior management representatives, has good systems to plan for the future needs of the school. It has taken the initiative to plan the likely effect of different

rates of local population growth on the school's roll and the consequences for the school's budget and human and physical resources. The priorities on the school's development plan are carefully planned and costed and there are clearly identified financial estimates for its future development intentions. Priorities on the School Development Plan clearly influence annual spending on equipment and consumables. However not enough responsibility is given to subject co-ordinators to list the requirements for the development of their subjects in priority order nor are there clear procedures for evaluating what has been spent in order to inform future spending patterns. The day-to-day management of financial systems is good. All grants, such as those for special educational needs, are used for their intended purpose. The most recent LEA audit in 1997 was satisfactory and the small number of recommendations made in the report have been followed.

22. Some teachers have expertise other than that for which they are subject co-ordinators by virtue of previous experience and training. It has not always been possible to fit this experience to their current posts of responsibility because of the timing of their appointments. Nevertheless, there is room for a little more sharing of expertise where members of staff have similar expertise but different roles so that members of staff help each other to develop as phase specialists. Overall satisfactory use is made of staff's expertise including teaching assistants.

23. Satisfactory use is made of the school's accommodation and learning resources overall but better use could be made of the outside provision in the early years department for the children's physical development and for other learning activities. Good use is made of local people who are willing to visit the school and share their knowledge or expertise.

81.

24. Time is used satisfactorily but some teaching time is lost before afternoon assemblies and when pupils have milk time in Key Stage 1. Lesson time is usually used effectively throughout the school. Lessons usually begin promptly.

25. The prior attainment of the intake is slightly below average in most years and attainment by the end of Key Stage 2 is slightly below national averages overall. The quality of teaching is improving and in the majority of lessons it is at least good. The pupils' behaviour and attitudes and the relationships in the school are good. This is achieved against a below average amount of income per pupil. The school is giving sound value for money. This judgement is similar to that made in the previous report. Furthermore, the good standards of financial planning and the day-to-day management of the budget have been maintained.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

26. Pupils begin school at the start of the school year in which they are to become five. At the time of the inspection the majority of the Reception children were under five. Overall, attainment on entry is slightly below average but there is a wide spread from higher attaining pupils to several who have difficulties in both concentrating and in learning. Overall during their time in the Reception class the children make sound progress and by age five the attainment of the under-fives meets national expectations in almost all areas of their learning. However, there are some weaknesses in their knowledge and understanding of the world and in this aspect their progress is unsatisfactory.

27. The Reception class shares a suite with a Year 1 class which contains mainly average and lower attaining Year 1 pupils. The two teachers co-operate well together in planning for the learning experiences of the children, mix up children for different activities and share groups of children from the two classes according to the specific activities. For example during formal literacy and mathematical sessions the higher attaining Reception children work with average and less able Year 1 pupils. This system is working well in part. However, the daily sessions in formal literacy and numeracy mean that there is less time for the children to engage in more creative and experiential work. As a result they are not having sufficient time to develop more secure concepts in various aspects of mathematics such as in shape, pattern making, measuring and in the use of IT for mathematical development. The sessions are too long for those are only just four and those who need much more practical activity to develop their pre-reading and general learning skills.

28. The quality of teaching in the under-fives ranges from good to satisfactory and it is sound overall. It is planned in detail according to the national expectations for children aged five. The teachers have good relationships with the children and build on their prior attainment. They keep careful records of what the children know and can do and use this knowledge to further the children's learning. They prepare resources well for lessons and their planning is good often linking different elements of learning together. For example, the work on the theme 'Ourselves' included songs about their bodies, role play in the 'health centre' and science work about parts of the body. This was further supported by work in PE where the children shook different parts of their body. The work in mathematics and language is often well organised, particularly for the higher attaining children and good use is made of big books to interest them in story. They are also used to develop their knowledge of technical terms such as author

and illustrator. Most children attain expected skills by age five and in this respect standards are similar to those previously reported.

29. Whilst there are many positive aspects to the work in the early years sometimes the planning of activities does not take in to account the children's concentration spans and too much is organised formally. The children are often seated for too long and as a result they can become restless, particularly those who are the youngest in the class and those who are not ready for formal learning. In follow up work the children do not always sustain a task profitably. Generally, the curriculum is too much teacher-directed. During times when pupils have choices the teachers do not circulate enough to involve themselves in what the children are doing and to develop the learning opportunities which present themselves. For example, one teacher sat for an hour almost continuously with a group of six children in a craft activity and the teaching assistant was undertaking this more general role. The teacher did not sufficiently ensure that the few children in the water play, for example, were gaining sufficiently from that experience. The organisation of the day does not ensure that children experience sufficient opportunities for construction work, their curiosity, imaginative development and creativity and through such activities their spoken language and general understanding of the world around them. The children have adjusted well to school and they enjoy the relationships with their teachers. They work well together and share equipment to good effect, for example in the water tray and in the role play area.

### **Personal and Social Development**

30. The pupils' attainment by age five meets national expectations and the pupils make satisfactory progress in this aspect of their learning. They know how they should behave and are respectful of one another. They form good relationships with each other and with their teachers. The pupils are confident in relating to various adults and visitors. They share resources fairly and most know how to take turns. Most can dress for PE without assistance. Most can maintain interest in formal sessions, providing these are not over-prolonged, but a few still find this difficult. They are willing to try out new activities such as using a needle to make running stitches to create Humpty Dumpty. They show a good understanding of classroom routines and when they enter class they settle quickly. In free play they select and use resources appropriately and with confidence. They are usually attentive and quiet during class discussions.



## **Language and Literacy**

31. Overall children's attainment in language and literacy meets national expectations for age five and progress is satisfactory. They listen well to the instructions from their teachers and the support staff who work with them are able to follow them. They also listen well to each other. About one third of the children have already made a start to reading and can identify words from their first readers. Most children recognise their own name and about two-thirds of the class can write their own name with well formed letters. About one-third can write simple sentences unaided and others can write by copying the examples of their teachers with well formed letters having thought of the sentence themselves. Most are beginning to understand that print is read from left to right. In free play they can negotiate use of resources and make joint decisions about subsequent actions. They listen to stories attentively and with obvious pleasure and can recall and talk about details, showing an understanding about the main ideas. However, in free choice few children were observed to select a book from the book corner.

## **Mathematics**

32. Overall children's attainment in mathematics meets national expectations by age five and their progress is satisfactory. The majority of children know their colours and can sort by them. Two-thirds of the pupils can recognise the numbers from 0-10 and about half the pupils the numbers 10 to 20. About one-third of the pupils can write the numbers from 0-20 unaided. Almost all can count to ten sequentially. They spontaneously use number counts and observations of pattern in their play. They use counting apparatus appropriately when necessary. Many can recognise common two-dimensional shapes such as circle, triangle and square. They are becoming familiar with simple comparative mathematical language such as 'more' and 'bigger' and are developing their knowledge of the terms 'after' and 'before' in terms of number sequence and days of the week.

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

33. The children's knowledge and understanding of the world is enhanced by role play opportunities such as the health centre activities when pupils take on the roles of different health centre personnel and use associated make belief equipment. They can name different parts of their bodies and sing about these whilst touching them in such songs as 'Heads, shoulders, knees and toes'. They experience the qualities of water and sand and discuss the comparative size of model dinosaurs as they bury them in the sand. On the whole, however, their knowledge and understanding of the world does not meet national expectations for age five and their progress is unsatisfactory. There are insufficient opportunities for pupils to learn from objects, living creatures and equipment around the room through dismantling, handling and enquiry and from the use of the very good external facility. As a result they have very few opportunities to ask questions and consider how things work. Little use was made of the computer during the week of the inspection. The program the children were using, related to the body, was taking them a little further forward with their learning through developing the skill of using the mouse to drag parts of the head to the correct position. However, the very few pupils who used it did not persevere with the computer task for very long.

34. A major concern is the lack of opportunity pupils have to work with a variety of construction equipment. The range is very limited. The children are not having enough opportunities to plan and make with a variety of equipment and to practise joining skills with an opportunity to amend and refine their work. Their skills in handling scissors are very variable and some adopt clumsy cutting techniques. Children have suitable skills in using elementary items of equipment such as glue spreaders

### **Creative Development**

35. The children's creative development is satisfactory overall and sound progress is made. It is generally in line with expectations but they do not have enough opportunities to respond in their own way to what they experience through their senses. They work with different materials, such as felt, but in large measure pupils' creations from materials are the same with little opportunity for pupils to make choices of their own. For example, all the Humpty Dumpty creations were made out of felt and of the same format. Pupils merely stuck on their own choice of coloured felt, although these had already been cut for them. In other work they had had opportunities to work with a range of materials such as paint, crayons and oil based pastels. They enjoy singing and do so with enjoyment particularly enjoying action songs which relate to their other learning. In their rôle-play and play with small world toys they make imaginative responses.

### **Physical development**

36. The children make satisfactory progress in their physical development and their attainment by age five is in accord with national expectations. In PE lessons they can hop and jump into space. They can imagine they are rocket fireworks and jump into the air and whirl their arms round to represent Catherine wheels. They respond appropriately to music in dance. They move with confidence and are aware of safety considerations. They use space well. They can use a range of climbing equipment and are confident at height. They can scramble through tunnels and usually take turns sensibly but a few can be noisy and silly if not supervised adequately. Most handle small equipment such as brushes and pencils with the correct grip but they have more difficulty with scissors. However not enough use is made of the very good outside facility for physical play and there is a shortage of large equipment for this area.

37. The internal accommodation is quite cramped in the under-fives area but the outside area is spacious and secure. However, there is a lack of provision for the outside area and the staff is unable to make best use of it. Construction equipment is lacking but otherwise resources for internal use are satisfactory.

## **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

## English

38. In the National Curriculum tests in 1999 the performance of pupils in both reading and writing at the end of Key Stage 1 was close to the national average. The number of pupils achieving the higher Level 3 was above the national average in the reading comprehension task but below in the writing test. In the teacher assessment of speaking and listening the proportion of pupils attaining the expected levels was in line with the national average, but the proportion of pupils achieving the higher level was below the average. Compared with similar schools, the percentage of pupils obtaining the expected level or above in the writing test was in line with the average level but in reading it was well below the average. The results in reading are similar to those of the previous year, but writing had been above the national average. Taking the previous three years together pupils' attainment in both reading and writing was in line with the national average.

39. In the 1999 tests at the end of Key Stage 2 the proportion of pupils achieving the expected levels was slightly below the national average, as was the number achieving the higher Level 5. These results were similar to those for science but not as good as mathematics. They were also similar to those for 1998, although the number achieving the higher level then had been close to the national average. Over the three years from 1996 to 1998 pupils' performance in English had been better than in both mathematics and science. In comparison with similar schools the percentage of pupils achieving the expected level or above in English was well below the average in the 1999 tests. At the time of the last inspection attainment was in line with national expectations in this respect.

40. The evidence of the inspection confirms that pupils' attainment is close to expectations for their age in Key Stage 1 and slightly below in Key Stage 2. At the time of the previous inspection pupils' attainment was broadly in line with national expectations.

41. Pupils enter the school with skills which are slightly below expectations. They are making satisfactory progress because of good teaching and implementation of the National Literacy Strategy, including the provision of additional learning support.

42. Standards of speaking and listening are satisfactory overall by the end of Key Stage 1. Generally pupils listen well, for instance during the shared whole class work in the literacy hour, but their speaking skills are more limited and they lack sufficient vocabulary, for instance to describe the different parts of a tree in Year 1. In Key Stage 2 they listen well to each other in personal and social

education (PSHE). However, their use of vocabulary to talk about each other in circle time, a PSHE activity, in Year 3 or about their personal goals in Years 5 and 6 is limited and below that expected for pupils of their age.

43. At the end of Key Stage 1 standards of reading are satisfactory. Pupils understand the term author and the use of full stops and exclamation marks. They have a good understanding of the theme of stories they have read. At the end of Key Stage 2 pupils are able to locate information in books, using contents and index pages, and know how to use dictionaries. They read both prose and poetry with reasonable expression and understanding. However, teachers do not keep systematic records of pupils' reading, and this sometimes limits progress, when pupils stay on one level of the reading scheme for too long. Pupils do not regularly read non-fiction books, and some have difficulty in extracting and comparing information from different texts, for instance in history. At the end of Key Stage 2 reading skills are on average a little below those expected for this age, particularly those of boys. Although the majority of pupils enjoy reading, the school does not actively promote reading for pleasure. There is a sufficient supply of reading books in classrooms, but the library does not have an attractive range of fiction and is not used well by pupils. Literacy is not promoted actively across the curriculum, for instance by consistent correction of spelling. Overall, progress in pupils' reading skills is satisfactory.

44. At the end of Key Stage 1 standards of writing are in line with national expectations. The majority of pupils have developed a satisfactory joined up script. They know how to use full stops and capital letters, and higher attaining pupils make good use of speech marks. Their range of writing is limited. At the end of Key Stage 2, there is a good range of writing for a variety of purposes. For instance pupils write brochures for Sea World, write poetry, for example about trees, or write letters. They write extended stories, showing satisfactory skills of planning, drafting and redrafting. English is used well across the curriculum, for example in their work in history when they organise their findings to produce written accounts or to describe their investigations in science. A significant minority of pupils has difficulty in writing extensively, and overall attainment in writing at the end of Key Stage 2 is just below expectations for this age.

45. Pupils make satisfactory progress through both key stages. Although the results at the end of Key Stage 2 are not as good as at the end of Key Stage 1, the school takes in a significant number of pupils of lower attainment in the course of Key Stage 2 and this reduces the overall level of attainment. Progress in individual lessons is often good in Key Stage 2, because teachers match tasks well to pupils' previous attainment, but it is only satisfactory when tasks set for independent work are not easily accessible to pupils until they receive adult support. Pupils with special educational needs make

satisfactory progress because tasks are appropriate and they receive good support in lessons. Good use is also made of additional literacy support for targeted pupils in lower Key Stage 2.

46. Pupils' attitudes to learning are good. They pay attention well during shared reading, writing and word work in the literacy hour. In a small minority of lessons pupils' response is unsatisfactory when they are not clear about the expectations for independent working. In other groups pupils settle well to their tasks. Pupils enjoy reading to the rest of the class. They also enjoy writing and are disappointed when a session has to end.

47. Teaching is good in both key stages, and no unsatisfactory teaching was observed during the inspection. Teachers are implementing the literacy strategy well and adapting it to the needs of their pupils. They generally maintain a good pace in lessons, following the structure of the literacy hour. They make good use of resources, for instance using a treasure chest to stimulate pupils' thinking about a pirate story in a Year 2 lesson. They have a sound understanding of the subject and provide a good model of the handwriting style adopted by the school, as well as offering clear explanations of grammatical points, such as the suffix '-ful'. They make good use of classroom support, particularly in Key Stage 2. Homework is used well to develop pupils' spelling but pupils' reading at home is not monitored carefully. There is sometimes a loss of time in Key Stage 1, as pupils drink their milk or prepare to go to lunch, and in a minority of lessons in Key Stage 2 teachers do not explain the tasks clearly enough for pupils to work satisfactorily independently.

48. The school plans well both for the literacy hour and for the separate creative writing sessions. It uses standardised tests well to track pupils' progress and set targets, both for individuals and year groups. It has also used this assessment well to target the additional literacy support on those pupils who will benefit most and to select pupils for the booster writing group. Literacy lessons also provide good opportunities for pupils to work together in groups. The headteacher is the literacy co-ordinator and monitors the provision well. All teachers have had appropriate training for the literacy hour and classroom support is good. However, some of the texts used for shared reading are not easy for pupils to see, and there are few displays around the school which would stimulate pupils' interest in reading and writing.

## **Mathematics**

49. In the 1999 national tests for Key Stage 1 the proportion of pupils gaining the expected level (Level 2) was well below the national average. The percentage of pupils gaining the higher Level 3 was below the national average. It is the comparatively small percentage of pupils gaining this higher Level 3 that is most significant in the results, together with the relatively high proportion of pupils who only gain Level 1. The trend shows a slight decline over the past four years, and matches the steady increase in the number of pupils having special educational needs. The proportion of pupils gaining Level 3 increased significantly in 1999. This increase relates to the focused planning and teaching introduced by the new deputy head teacher and numeracy co-ordinator. In comparison with schools of a similar context in 1999 the proportion of pupils gaining Level 2 or above and the higher Level 3 was below average.

50. In the 1999 national tests for Key Stage 2, the proportion of pupils gaining Level 4 or above was above the national average. The proportion of pupils gaining the higher Level 5 was below the national average. The trend has been broadly steady over the past four years, though with a decline last year that related to the overall expectation for that cohort. In comparison with schools in similar contexts, standards were average in 1999. Current standards in both key stages, compared with national expectations, are broadly similar to those reported in the last inspection.

51. The observations of the inspection broadly reflect the test results. Attainment at the end of both Key Stages 1 and 2 is below average, which matches the school's expectation for the cohorts. The higher attaining pupils are reaching standards that indicate above average performance will be reached by the end of the key stages. However, there is a significant minority of pupils who are attaining below average, and some well below. Their counting skills are insecure and their recorded work is poorly laid out in both key stages. There are no significant variations in attainment between boys and girls, or among pupils of different ethnic groups in either key stage. Pupils with special educational needs make sound progress against their targets.

52. Pupils in Key Stage 1 have below average standards across the mathematics curriculum by the end of the Key Stage. Most pupils count reliably to 100, and recognise and name most numbers such as 56 correctly. They recall a few number facts to 10, although the majority of children use fingers to find answers. The pupils know how to do addition and subtraction sums, but many are worked out and recorded incorrectly. The pupils have begun to understand place value, for example using their number petals competently to show 27. They are beginning to see patterns in number, such as finding two more, or that numbers are odd or even. The children apply numbers to simple everyday contexts needed in science, physical education and art. Pupils understand how to present the results of surveys using a

tally system, and in simple graphs and tables. The pupils know several shapes, such as squares and hexagons, and are beginning to know simple properties.

53. The pupils are beginning to know and use mathematical language correctly. The quantity and presentation of recorded work is broadly satisfactory, although several pupils form numerals incorrectly and set their work out untidily. The pupils' ability with numeracy is below average. A few of the higher attaining pupils use mental recall of early addition and subtraction facts. They explain their methods clearly, and have a growing confidence with mental calculation. The teachers give numeracy a good emphasis but have not yet acquired all the skills for the necessary focused interactive teaching to ensure understanding and secure progress.

54. Pupils have below average standards in mathematics by the end of Key Stage 2. Pupils perform addition and subtraction with two and three digit numbers using standard layout, and most are correct. They have a basic understanding of place value, and understand the effect of multiplying numbers by 10. They explain their methods for mental calculation clearly, for example doubling 66, and are mostly accurate. They are familiar with the 2, 5 and 10 times tables but do not have good recall of number facts or the confident use of factors and multiples. They understand the idea of perimeter but make many slips in working them out. The pupils have a good knowledge of 2-dimensional shapes, such as irregular heptagons, and make symmetrical patterns. They understand how to carry out surveys, for example of the numbers of colours of small sweets in different packets, and know how to represent the data in a pictogram. They have a growing understanding of graphical representation, including pictograms, and the use of IT.

55. The pupils make satisfactory progress through both key stages, helped by their interest and willingness to take part. Their skills of mental and written calculation improve steadily, although recorded work is less consistent. Pupils apply their skills to practical problems such as class surveys, and use them in several subjects, such as science. Most pupils build well on previous learning through the careful progression that teachers provide, matched well to their needs. Investigational work does not feature strongly in the school, but the higher attaining pupils have developed a few problem solving skills, such as being methodical and noticing patterns.

56. Pupils' attitudes to mathematics are good through the school. Most children are attentive and quickly become interested in the tasks. Most children sustain concentration well and want to show that they have answers. Many pupils in Key Stage 1 already work well independently and want to complete their



work, so that they make appropriate progress. There is a significant minority of pupils who require constant support and direction. Overall, the pupils' interest and wish to please the teachers and complete their work help them to make satisfactory progress. Pupils with special educational needs receive good support so that they maintain their interest and effort.

57. The quality of teaching for mathematics is good overall in both key stages, though a few aspects are unsatisfactory at times. Teachers' planning is satisfactory. They identify learning objectives carefully, although the planning is mostly concerned with content and organisation. Written lesson planning gives insufficient attention to the teaching methods they will use and to what the pupils are expected to learn from the tasks. Their understanding of how to implement the numeracy work is still at an early stage, for example in building and consolidating mental patterns and fluency. Teachers use a good range of strategies, particularly at Key Stage 2. They use direct exposition and demonstrations with materials that have a positive impact on pupils' learning. Many teachers have a skilled questioning style that challenges pupils to explain and think carefully. All teachers have good relationships with the children, and listen carefully to their answers, valuing their contributions. Teachers' management of the pupils is good, establishing a good working atmosphere with high expectations for work and behaviour. On a few occasions, the teachers are over concerned to establish and maintain strict discipline in a way that adversely affects the natural flow of the lesson. Frequent stops to correct pupils unnecessarily affect their concentration and progress. The teachers usually make a good selection of mathematical apparatus that is suited to pupils' needs, such as number squares or the petals, but there is sometimes insufficient use of structural number apparatus. The teachers are observant of the children in many respects, and make on-going assessments of them. They make notes on the planning sheets but do not yet build up diagnostic records of pupils' progress. The procedures for recording attainment are under review.

58. The subject meets the requirements of the National Curriculum, and the numeracy materials are used well. Problem solving and investigational work are evident in several lessons, but are not well established to promote the skills required for using and applying mathematics consistently. The coordinators have a good understanding of the role and support colleagues well. They monitor teachers' planning and have planned time to monitor standards through observing lessons and seeing samples of children's work. There is a satisfactory range of resources for mathematics that support pupils' learning appropriately.

## Science

59. Attainment at the end of Key Stage 1 in the 1999 teacher assessments was well above the national average for the expected level (Level 2) or above. All pupils in the year group attained at least Level 2, which is significantly better than the national picture. However, only a very tiny percentage of pupils at the school (2%) attained the higher Level 3, much lower than the national average percentage achieving this level.

60. Standards of attainment in Key Stage 1 are satisfactory overall, taking into account both lessons seen and past work. In the last inspection, pupils' Key Stage 1 attainment was judged to be higher than expected for their ages. Most pupils in their final year of Key Stage 1 are on course to attain Level 2 by the end of the year and show a secure understanding of the work on forces covered so far. The majority can describe how objects are moved by the force of moving air; how clay, dough and plasticine can be changed in shape; how pushes and pulls act to speed up and slow down a bicycle. They are also using appropriate vocabulary. Examples were found in all classes in Key Stage 1 of pupils obtaining evidence through investigation and making simple records of what they found. For example, pupils in Year 1 were, with teacher help, measuring the effect of moving air on table tennis balls.

61. Progress in Key Stage 1 is satisfactory and in some of the lessons seen was good. Year 2 pupils, for example, made good gains in knowledge and understanding about how household objects and toys are operated by batteries and how to fit the batteries and use the items.

62. The percentages attaining the expected level at the end of Key Stage 2 in the 1999 SATs was improved but still well below national and similar schools' averages. However, the figures were adversely affected by the absence of four pupils who were in line to obtain the expected level. Current attainment in Key Stage 2 indicates that standards are on course to be maintained at the end of Key Stage 2 but are likely to be below national average percentages. This is below the standard reported in the last inspection. Pupils' knowledge and understanding in science strengthened in the school last year but this improvement is mirrored by improvement across the country. The majority of pupils show a satisfactory or good understanding of the work done so far this year on electrical circuitry and magnetic and gravitational forces. However, the pupils' attainment in experimental and investigative science, which are not tested by the SATs, holds standards down overall. Lessons seen indicate that, in this

aspect of the subject, Key Stage 2 pupils are working a full National Curriculum level below expectations. They are still at the stage of being teacher-led and find it difficult to record findings in a methodical way.

63.The school's results in recent years show there has been a consistency in attainment at Key Stage 2 which has generally been below the national average, until a marked improvement occurred in 1999 showing standards of attainment had risen significantly. Progress in all lessons seen during the inspection was satisfactory or better. When given the opportunity good progress was seen in Year 6 as pupils were challenged to develop fair testing procedures for the performance and efficiency of parachutes. Very good progress was seen in Year 3 where pupils were engaged in learning more about the structure of the human skeleton with the help of a visiting chiropractor.

64.Attainment in English and mathematics is considerably supported by work in science. The precise language needed to record and report observations is providing many opportunities for both spoken and written language, despite the overall below average standard in speaking by the end of Key Stage 2. Written work is marked for language content as well as scientific content. The measurement and recording taking place in practical work is bringing mathematics into use on a regular basis.

65.Pupils' attitudes to learning in both key stages are generally good and sometimes very good. The great majority is sensible and attentive, whether in discussion, doing practical work or carrying out research. They are confident and willing to offer ideas and give explanations during discussion. Pupils in the younger classes are learning to co-operate in practical situations and those in the older classes are collaborating well in experimental and investigative work. This was seen to good effect in Year 5/6 when groups of pupils were engaged on the challenging task of trying to model the relative movements of the sun, earth and moon in our solar system.

66.Teaching is good or better in most lessons in both key stages. The consistently good planning is one of the reasons for this. Teachers know exactly what they want pupils to learn in science lessons and are making increasingly appropriate arrangements to provide different levels of work for pupils of differing prior attainments. Teachers manage pupils well and those who are prone to inattention seldom disturb lessons adversely. They plan support for those with special educational needs and ensure that they can manage their activities and that their time is well used. This is often achieved through the deployment of well-motivated and capable classroom assistants. A second important factor is the whole-school approach to behaviour management and teachers' determination to obtain a good working atmosphere in

lessons. The best teaching is clearly presented and uses a variety of methods to gain and retain interest. This was evident in Year 2 when the class observed the effects of the application of forces as one of them rode a bicycle around the playground. It was also seen in the excellent lesson on the human skeleton in which all pupils, including a few pupils prone to cause disruption, were continually on task. The pupils studied real bones and x-rays and profited from a lively presentation, played games and sang songs to consolidate vocabulary and questioned a knowledgeable visitor. The teachers recognise the shortcomings in experimental and investigative science and are planning carefully to rectify this. They are offering a good proportion of practical tasks and having the courage to accept limited outcomes for a time as pupils gain confidence in this work.

67. The co-ordinator has established a very well ordered scheme of work that should have its full effect on standards over the next two years. It provides for balanced work across all aspects of science, includes National Curriculum levels, suggested activities for pupils of differing attainment, identifies appropriate vocabulary and refers to scientific skills. It is fully meeting statutory requirements. Full benefit will not be obtained until progress in skill development is more carefully assessed and recorded – enabling teachers to adjust the content of lessons to meet pupils' identified needs. The co-ordinator has not yet had the opportunity for in-service training to develop his leadership and management skills. However, he has had the benefit of a full programme of release from his class teaching role to allow him to develop the subject, although little of this time was used to support colleagues in classrooms. The school has already recognised the need to provide teachers with in-service training in experimental and investigative work and to boost the inadequate resource collection. Steps are also being taken to revive use of the neglected environmental study area in the grounds, seen in the last report as a resource that should by now have developed into an outstanding feature of the science provision.

### **Information technology**

68. The school has made satisfactory improvements to standards since the previous inspection, and improvement to IT facilities is very good. For most pupils standards of attainment are generally in line to meet expectations by the end of both key stages with regular use of the new ITC suite. Several pupils make good use of the new suite at lunch-times and develop their interest further. Pupils have a wide range of understanding and skills across the school. Most children have sufficient skills in using the computer for specific tasks during lessons, but some lack general confidence and understanding at present, and few have a good level of dexterity in the use of the keyboard. The higher attaining pupils

generally have good skills and understanding. For example, they access the Internet on their own and use CD Roms independently to search for information. Progress is satisfactory through both key stages.

69. Within Key Stage 1 pupils are beginning to generate and communicate ideas appropriately using text and pictures. They have early keyboard skills to type a sentence in Year 1, though are slow at finding the keys. In Year 2 pupils use the mouse competently to make black outline patterns, for example, then select colours from the palette to fill the spaces. They design and produce simple art pictures using several features of the painting program. With help, pupils are able to drop a picture into prepared text. Pupils also have good experiences in using a variety of subject related programs that support language and mathematics work, for example.

70. Within Key Stage 2 pupils change and edit text that is already stored. They know how to highlight text, and cut and paste it into a new position. Other pupils prepare Christmas style paintings, also using the cut and paste facility, to repeat sections of their pictures. They have an early understanding of how to save their pictures and to print a copy. By the end of the Key Stage most pupils log on to the Internet competently and are beginning to use the facilities for information retrieval. Their mouse skills are mostly neat, but they are not yet very organised in making searches. The special needs pupils using the control device 'Roamer' know the basic commands but cannot build a sequence of moves to complete an obstacle course. In using a publishing program, pupils know the steps to take to create a page though are not confident in doing it on their own. Word processing skills are sound. However, pupils are over-reliant on the mouse and have very little knowledge on how to enter commands through the keyboard.

71. The pupils, including those with special needs, are making satisfactory progress through the school, supported by the well focused tasks chosen by the teachers. There is clear development of skills and understanding from Year 1 to Year 2, and again to Year 6. Pupils are beginning to open up programs, and save or print their work, but this is at an early stage. The pupils use the features such as highlighting or changing colours with increasing confidence. Pupils in Key Stage 2, for example, apply their skills well to produce text in a variety of fonts and colours, and print a copy. The pupils build well on previous experience of information retrieval using CD ROM encyclopaedias to search pages of the Internet for information about planets or World War 2. The higher attaining pupils frequently make good progress. The majority of pupils are making appropriate gains in understanding and skills. They apply their skills to tasks that give good purpose to the development and consolidation of skills.

72. Most pupils in both key stages quickly become interested in the good choice of tasks and are keen to

use the computers. They are motivated by the use of IT and usually sustain concentration well to produce their work. Most pupils work together well, take turns to enter information and exchange ideas, showing that their personal development is growing. A few of the younger pupils particularly find cooperation difficult. The pupils respond well to the good challenge set by most teachers and most try to work independently, including those with special educational needs. The pupils' attitudes and behaviour are good overall throughout the school.

73.The quality of teaching is good overall. It is overall sound in Key Stage 1 and good in Key Stage 2. Teachers demonstrate a satisfactory knowledge of the subject and plan carefully for the computers to be used to good purpose. There is a good focus on direct teaching for understanding and skill development. Teachers mostly use their time well, giving direct instruction, but also ensuring that the pupils use the skills themselves. The teachers' class organisation and management are good in the IT suite, balancing good use of the IT facilities with suitable tasks for the other half of the class. The use of IT as a natural facility to support class work is still becoming established. The programs often relate to other class work, providing good purpose to the work. Assessment within lessons is satisfactory since teachers respond to the pupils' needs. Procedures for assessment and recording are being prepared to help teachers build on pupils' developing understanding.

74.The coordinator has a good understanding of the role and provides good support for colleagues. The school has a subject policy and has begun to use the national guidance as a scheme of work. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression through the school. The subject is still at a development stage, although there has been good progress in providing well-chosen tasks, despite some initial difficulties. The school has made very good investments in IT resources over the past year, with a clear continuing action plan. The extension of facilities to classrooms is planned to integrate with and support on-going class work.

132.

### **Religious education**

75.Pupils' attainment in RE meets the expectations of the local agreed syllabus at the end of both key stages. At the time of the previous inspection insufficient time was allocated to RE at Key Stage 1; this has now been rectified and the school meets the recommended times of the agreed syllabus at both key stages. Attainment by the end of Key Stage 2 was mostly satisfactory, and this remains the case.

76. By the end of Key Stage 1 pupils have a good understanding of the concept of celebration. Higher attaining pupils can recall some of the features of Sabbath observance. Other pupils do not make a clear link between celebration and religious festivals. Pupils in Year 2 show an awareness of the symbolism of the 5Ks but do not yet have a good understanding of their significance to a Sikh. They know about what happens at a christening and a wedding. They know stories from the Old and New Testaments, such as David and Goliath or Jesus stilling the storm. They also know some stories from Hinduism and are able to compare the births of Krishna and Jesus.

77. By the end of Key Stage 2 pupils know stories from a range of traditions, such as a creation story from Hawaii or the story of Jonah from the Old Testament. They are able to compare the different versions of the Lord's Prayer in Matthew and Luke, and also compare it with the Mool Mantra. They understand the concept of forgiveness, but have only a limited understanding of the significance of Yom Kippur in Jewish life.

78. Pupils make satisfactory progress in both key stages. In Key Stage 1 they develop their understanding of celebration through the study of a range of festivals, such as Holi and Shabbat. They also understand something of the significance of special clothes that people wear, although the link is not always made with the religious aspect of the topic. In Key Stage 2 they learn about a wide range of religious traditions, but again do not always understand the significance of what they learn to a follower of that tradition. Pupils with special educational needs make satisfactory progress because work is generally matched well to their needs.

79. Pupils' attitudes to learning are satisfactory. At Key Stage 1 the majority of pupils maintain their concentration during lessons. They are keen to take part in discussions, for instance when talking to people who wear special clothes, such as the lollipop lady or a member of the St John's Ambulance Brigade. They work satisfactorily in groups. At Key Stage 2 pupils generally behave well and work together satisfactorily in groups, to record, for instance, occasions when they had been forgiven themselves. Pupils do not show a great awareness of the diversity of faiths represented in their own society.

80. The previous inspection found teaching to be satisfactory, and this is still the case. At both key

stages teachers manage their classes well and make good use of resources, such as artefacts and visitors. They plan activities satisfactorily to develop pupils' understanding of the symbolism of some elements of religious practice, and match these activities well to the previous attainment of pupils. Sometimes, however, teachers do not bring out the religious application of the concept being studied because their own knowledge of the subject is lacking.

81. Teachers assess pupils' work well by marking it against the learning objectives they set, but there is no formal assessment against the end of key stage statements of the Agreed Syllabus, which is due for revision shortly. The coordinator has the development of assessment as a priority when the new syllabus appears. The subject makes a limited contribution to the development of literacy. Pupils have few opportunities to write extensively, as older pupils did for instance about their visit to Walsingham. The co-ordinator has worked hard to develop the subject. She has produced a good scheme of work linked to the agreed syllabus, monitored teaching of the subject, given both oral and written feedback to teachers about their lessons, undertaken work scrutinies and monitored teachers' planning and given feedback on this. This has resulted in an improvement in the quality of provision.

82. At the time of the previous inspection resources for religious education were limited. The school now has a good range of artefacts, although the range of books available for use by pupils is still limited. Good use is made of visits, for example to the local church, but there are few local opportunities to visit places of worship of other faiths.



## OTHER SUBJECTS OR COURSES

### Art

83. Pupils' progress in art is uneven through the school and unsatisfactory overall. It is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Observation of lessons and scrutiny of work displayed in classrooms reveals widely differing teacher competence to plan and teach this subject. Teaching seen in the small number of lessons observed ranges from very good to unsatisfactory. Insufficient observations could be made to give overall key stage judgements but the overall quality of the lessons seen across the school was satisfactory.

84. In the best lessons teachers understand the potential of a series of lessons on a theme, and plans activities that build one upon another. The pupils make good progress in these lessons. For example, the experiments in line, pattern and texture in the Year 1/2 class are linked and reinforced by a mixture of experiences, discussion and activities that ensure the pupils are making informed choices in their work. The physical exploration of the qualities of materials in science has resulted in the recording of words to best describe what was found. These words and experiences (e.g. crinkly, rough, prickly, soft, sharp) have then been used to stimulate large drawings, using different colours and movements of lines. In the same class, a student had taken groups of pupils to photograph patterns and textures in the school environment. These photographs have then been used to discuss the wide range of possibilities before the pupils have made prints of pattern and texture with junk materials. A strong feature of this work is the high degree of independence being given to pupils of such a young age. In contrast, much older pupils are doing cramped, inhibited work that is directed by teachers. Such work is designed to achieve a pre-conceived effect rather than to enable pupils to bring together research, observation and experimental experience in developing their own ideas. The quality and quantity of work done in the older classes are unsatisfactory and the pupils are making unsatisfactory progress.

85. The senior management team and subject co-ordinator have already recognised the inadequacy of the art programme and steps have been taken in an effort to provide guidance for teachers in lesson planning. Units of work have been taken from a commercial source and many of these are excellent examples in their own right. A new scheme of work has now been created using these units. It meets statutory requirements in principle but, from a practical point of view, it starts from the wrong place. Instead of identifying the sequences of skill development needed by pupils if they are to be confident in their work, the school has started from activities and tried to put them into an order that will offer skill

development. This may work for Key Stage 1 where the emphasis is upon a wide variety of experiences but is unlikely to be successful in Key Stage 2 where there is limited time available for the subject. The teachers have not yet got a shared understanding of what the school is trying to achieve in art nor have they arranged blocks of work that offer depth of experience. The school keeps no clear record of the skills pupils have developed in art to ensure individual pupil progress.

### **Design and technology**

86. Progress in DT is uneven across the school and unsatisfactory overall. There is wide variety in the quality and quantity of work done in different classes, particularly in Key Stage 2. Pupils are not building up the confidence and skills necessary to tackle projects of a high enough standard in their final years in primary school. Pupils make satisfactory progress in Key Stage 1 but unsatisfactory progress in Key Stage 2.

87. Work being done in Years 1 and 2 is well conceived and is providing pupils with the opportunity to develop skills. They understand the discipline of researching and planning before they start their practical work, and they recognise the value of reviewing what they have made. The very thorough work done in Year 1 in planning and making a model playground provides a valuable example of very good practice in DT. Houses made for the family of 'Three Bears' were completed in one week by pupils of Years 1 and 2. This approach assures continuity for young pupils and progress during the project was good.

88. By Year 4, when pupils are expected to take more responsibility for their own work, the preparation for the making of money containers was strongly controlled by the teacher. Pupils were not being empowered to try out and modify their own ideas. Progress from Key Stage 1 is limited. Pupils in Year 5 have not developed the range of skills necessary for them to be able to choose from and use a range of tools and materials. The way in which resources are purchased may exaggerate this problem. Resources are bought termly to provide for the planned programme of work and must limit choice.

89. Insufficient lessons could be observed to make overall judgements on teaching in the school; no DT

lessons were taking place in Key Stage 1 and so comparison with the last report was not possible. Standards of pupils' work are not as high in Key Stage 2 as previously reported. From the small number of lessons seen in Key Stage 2 teaching was satisfactory overall but the quality ranged from good to unsatisfactory. Pupils clearly enjoy practical work and collaborate well over their tasks. In the best lesson, teaching strengths were in good class management, positive support and the encouragement of independent thinking. In the weaker teaching the pupils making was tightly controlled and they were not given the chance to show what they could do.

90.The subject has a well-planned scheme of work that meets statutory requirements. Evidence was found of pupils working in a wide range of materials and components. Assessment arrangements are too informal. Progress in the subject is not easy to track because the sequences of skills and experiences that underpin DT are not identified. Without knowing where pupils stand along that path, it is not possible for teachers to plan lessons to meet their needs.

## **Geography**

91.The school has a very well designed scheme for geography which enables teachers to plan for pupils' progress throughout the school so that they acquire an increasing acquisition of skills. It includes work on both local geography and of distant places and introduces pupils to aspects of physical geography such as rivers. It fits in well with current National Curriculum requirements for the teaching of the subject. Little geography teaching was taking place in Key Stage 2 during the inspection, as the emphasis was on history, but it was being taught in Key Stage 1. Evidence of progress in Key Stage 2 is drawn from pupils' previous work.

92.Pupils, including those with special needs, are making sound progress in the subject in both key stages and standards have been maintained since the last inspection. Evidence from a scrutiny of work in Key Stage 2 indicates that they are gaining appropriate knowledge and skills in the subject. For example, they study grid references, the water cycle, the value of rivers for commercial purposes and locational knowledge. They make studies of distant places, for example places in the Caribbean and Greece and compare the way people live there to the way they live themselves. By the end of Key Stage 1 pupils understand the concept of a route, have a concept of what it means to be environmentally friendly and have a good knowledge of the local environment. They make a detailed study of their own small town and use that knowledge to identify buildings on a map. They can make their own simple

pictorial maps.

93. In lessons observed, Key Stage 1 pupils show keen interest in the subject. They are attentive, well behaved and show good levels of concentration. Most pupils are willing to contribute answers and join in discussion. They quickly settle to activities. They have good working attitudes.

152. Of the three Key Stage 1 lessons observed two were satisfactory and the other was good. In the best lesson the teacher used large photographs of local features produced by the geography co-ordinator and an appropriate, large hand drawn map of a few main local streets to develop locational skills. The lesson was suitably paced with a good balance between discussion, the imparting of skills and pupils' own work activity. More demanding tasks were set for pupils who were attaining more highly in the subject than others.

153. The co-ordinator has good subject knowledge and has worked hard to develop the subject in the school with a development check list of key skills and a good structure to the scheme of work. Resources are generally satisfactory but globes are in short supply. The co-ordinator has worked hard in developing geographical resources such as large, good quality photographs which are well used in studies of the locality. Pupils would gain from being able to look informally at political and physical wall maps suitably placed in the school to develop their concept of place.

## **History**

1. Pupils are gaining an understanding of history and are acquiring relevant skills at both key stages, but at a lower level than is expected for their ages. The school has broadly maintained standards since the previous inspection, though with a slight decline that matches the increasing number of pupils with special educational needs. Pupils, including those with special educational needs, make satisfactory progress through the school. Evidence from lesson observations is supplemented by a scrutiny of children's work, and looking at teachers' planning.

2. Work in lessons, in pupils' books and on display throughout the school shows that pupils are acquiring suitable skills and understanding. In Key Stage 1 pupils show a developing sense of chronology through a study of homes and houses, for example. They are learning to sequence events in

their own lives. They are beginning to recognise when artefacts are from the past and to make comparisons with present day objects.

3. Pupils in Key Stage 2 have a developing understanding of different periods in British and European history. Pupils in Years 3 and 4, for example, know about the Roman invasion of Britain and some of the reasons, such as for wealth and power, that caused it. They also, through a well-conducted dramatisation by the teacher, know of Boudicea and why she resisted the Romans. They recall a few of the events of the time, that she was defeated at London and died probably by drinking poison. Pupils in Years 5 and 6 show a developing understanding of events, life and conditions surrounding World War 2 through the wide ranging questions they asked of two senior citizens. The children were very interested and sympathetic to them, and had prepared thoughtful questions beforehand that indicated some knowledge of the times. Pupils are gaining a wide knowledge of different periods of history and some of the key events and people. The pupils use a variety of sources to gain information and make judgements about the past, including good use of ICT facilities. By the end of Key Stage 2, children demonstrate a growing ability to organise their findings to produce a written or spoken account of the work, although they are only just beginning to give a few reasons for the main events and changes. Their skills at gaining evidence from written sources are less developed since there is insufficient emphasis on reading from a range of sources.

4. Pupils have good attitudes towards work in history. They quickly become interested, especially when the work is helped by the teachers to come alive through drama or interviews. Their good interest has a positive impact upon their understanding and progress. Pupils in Years 5 and 6 displayed very good interest and empathy for the senior citizens during the interview, confirming the pupils' personal development and behaviour.

5. The quality of teaching in history is good, based upon the few lessons observed. Teachers are well prepared for the background, content and tasks, and are beginning to be supported in this by the subject coordinator. They demonstrate good subject knowledge that conveys the ideas well for the pupils, using national guidance and the school's topics. They give a good emphasis to the causes and reasons for events within the context of the times. They use good strategies that emphasise the importance of gaining historical evidence and promote the pupils' understanding well in this way. Their pupil

management is good, so that pupils are attentive and involved. They respond well to the pupils' ideas and contributions to the lesson, making assessments of the pupils' understanding that are noted on their planning sheets and form the basis for further teaching. There is a reasonable selection of resources to use, and several classrooms have attractive displays of interesting material such as artefacts and coins from World War 2.

## **Music**

6. Pupils, including those with special needs, make satisfactory progress in all aspects of music in Key Stage 1 and satisfactory progress in singing in Key Stage 2 but they have limited opportunities for musical composition. In this aspect of music their progress is unsatisfactory in Key Stage 2. This is largely due to the lack of confidence of the teachers in teaching this aspect of the subject. Progress is satisfactory in listening to and appraising music. Overall progress in Key Stage 2 is satisfactory. Key Stage 1 pupils have maintained the standards reported previously but musical composition does not appear to be as strong in Key Stage 2.

7. In Key Stage 1 teachers have greater confidence overall in teaching the subject than in Key Stage 2 but only one lesson could be observed in Key Stage 1 during the inspection. Teachers were observed undertaking musical activities with great enthusiasm in relation to other general classroom teaching as, for example, when they sing action songs or number songs as part of mathematics or science activities. In the one lesson observed in full pupils tried hard, were well behaved and took a full part in the activities and retained their interest. They respected the instruments and used them well. They can remember several of the names of non-tuned percussion such as 'claves' and 'guiro' and know the basic techniques of playing them. They have a tendency to speed up when clapping or accompanying a steady beat.

8. The teaching is satisfactory. The instruments are well prepared and activities are appropriately challenging for the pupils' ages and previous experience. Classroom management is good but there isn't always enough variety of activity.

9. In Key Stage 2 three lessons were observed but in all three there was a very heavy reliance on a published scheme with accompanying tapes. Pupils are well behaved and listen carefully to the tapes but they tend to sing without a great deal of volume, although tunefully. Good use is made of music for

listening to in assemblies and this also contributes to the provision for pupils' cultural development. There are no recorder groups in the school but approximately 20 pupils have private keyboard lessons but none of these was observed. The co-ordinator works enthusiastically but recognises the limitations of the current provision. She takes an extra-curricular singing group twice

weekly attended by about 24 Key Stage 2 pupils and at certain times of the year they sing in the community as, for example, at the flower festival and with a local adult choir. She hasn't yet had the opportunity to support colleagues in the classroom but this is planned for later in the current term. Overall resources for music are adequate. There are good amounts and a good range of non-tuned percussion and satisfactory amounts of tuned percussion but some of the tuned instruments are in a state of disrepair.

162.

## **Physical education**

10.The school ensures that the pupils receive a range of physical education activities and National Curriculum requirements are met. Within the range of coverage and by the end of Key Stage 2 pupils have undertaken outdoor pursuits activities during residential visits and been given opportunities to participate in suitable competitive sporting activities mainly through locally arranged football and netball tournaments. The school has adequate outside facilities comprising both hard surface and grassed areas and makes good use of the area swimming pool situated six miles away. Indoor accommodation is more limited. The size of the hall is small and therefore lessons take place in quite cramped surroundings, particularly for older pupils in Key Stage 2. There is a further related problem due to the fact that the hall is a through route and disturbances to lessons can occur as a result. There is a limited amount of wall fixed equipment and storage facilities for the larger equipment are inadequate and difficult to manage.

11.The attainment of pupils in Key Stage 2 at the last inspection was judged to be good but the judgement on current levels of attainment is that it is in line with expectations at the end of both key stages in those aspects observed with some strengths in swimming but some weaknesses in dance. Insufficient evidence was obtained to make judgements about games skills because of the school focus on other PE activities during the inspection week, or athletics because of the season. Overall pupils are making satisfactory progress but they are not having enough opportunities to respond in their own way to the rhythm and mood of the music in dance and to develop their own sensitivity to it.

12.Throughout the school pupils enjoy their PE lessons and work well. They quickly respond to instructions. They are prepared to demonstrate to one another and are always appreciative of one another's efforts. They are usually well behaved and co-operative. They find partners quickly and without fuss, but older pupils are initially a little shy when they have to work in mixed gender pairs. In



gymnastics Year 6 pupils are particularly good in analysing the observed work of others and they willingly accept the supportively critical comments of others. They sustain interest throughout their lessons and often work with a sense of fun and enjoyment. In most lessons they relate well to their teachers.

13.Ten lessons were observed in total and overall the quality of teaching is good but it is better at Key Stage 1 than in Key Stage 2. In Key Stage 1 the quality ranges from very good to satisfactory and in Key Stage 2 from good to occasionally unsatisfactory. In the best teaching the learning intentions are clear and build on what pupils can do already and the lesson combines serious intentions with a lively sense of fun and enjoyment. Relationships between the teacher and class are excellent and as a result pupils work well. The teacher makes good use of personal demonstration and also that of pupils in clarifying the task or skill and in evaluating what has been achieved. Good questioning probes pupils' thinking of how they will undertake a particular task. When teaching is unsatisfactory the lesson lacks a clear purpose and there is confused organisation about the grouping of pupils. A long time is taken to get out the apparatus. In the activities too much is prescribed and there is no improvement of pupils' technique by intervention. Pupils queue for turns on the apparatus and the pace is slow.

14.Good provision is made for pupils' interests in after school activities, which are voluntarily organised by some teachers. These include aerobics, football, rugby and netball. The PE co-ordinator has worked hard to put in place a scheme of work and other support materials to help teachers plan worthwhile activities which develop different skills and teachers are giving regular feedback on the framework which has been provided. He has made some supportive visits to classrooms to observe lessons and to gain an impression about the effectiveness of the planning provision which has been put in place. The major weakness in the planning materials is a heavy reliance on taped dance broadcasts which are over prescriptive and do not demand much of pupils' thinking.

15.Resources for PE are generally adequate. They are good for small equipment but more limited for larger equipment, partly due to storage problems. There is a basic amount of large apparatus.

## **Swimming**

16.The inspection of this school included a focussed view of swimming which is reported below.

17. Pupils attend swimming lessons at the area pool in Spalding, which is six miles away, and travel there by private coach. A single journey takes 20 minutes. The lessons last for 30 minutes. Pool facilities are good and spacious. Pupils usually swim from Year 2 upwards and have at least one half-term's instruction each school year but it is more usually a whole term's instruction.

18. The pupils are currently grouped into three tuition groups and are taught by two of the school's staff, both of whom hold ASA teaching and life saving awards, and by the pool tutor who has advanced ASA teaching qualifications and a life saving award. Less confident swimmers are taught in the learner pool. The pupils who can swim a minimum of five metres are taught in the large pool in depths of water which relate to their confidence and general water skills. The more advanced swimmers work in water with a depth of 1.5 metres.

19. In 1999 by the end of Key Stage 2, 94% of the pupils could swim 25 metres, could float and adopt support positions and most were able to swim a variety of strokes including back stroke. About one third of the pupils had more advanced skills and had been taught the elements of life saving. All pupils knew the elements and principles of water safety and survival techniques. Current arrangements for swimming indicate that this standard is likely to be repeated this year. The vast majority of the youngest lower Key Stage 2 pupils, who were observed during the inspection, are developing good levels of water confidence in Years 3 and 4. At least two-thirds can already achieve several strokes and of these one-third can already swim 25 metres using either front crawl, breast or back stroke and some all three. About one fifth of the pupils are still trying to make their first few strokes whilst another fifth is just beginning to take its first strokes.

20. Two of the lessons were observed in detail, the learner group and the advanced group both of whom were being taught by the school's staff. In the learner class the quality of teaching was good and the session well organised with three subdivisions of pupils within the class by their water confidence. A student from a local college was supporting one of these groups and she had been given technical advice about her role in the lesson to develop the pupils' skills. Good individual support was provided for the pupils and they were given much encouragement. There were good relationships with the group and the activities enabled the pupils to develop further their water confidence. Targets for the lesson had been negotiated with several of the pupils and they were, for example, trying to beat their previous best number of successive strokes. The pupils made good progress in the lesson and some had developed the confidence to take their feet off the bottom for the first time. Those who had already begun to take their

first strokes were able to increase the number of strokes. The pupils worked well and sustained their effort. They were enthusiastic and interested. They behaved well throughout and sat patiently and quietly before entering the water waiting for the previous school to finish their lesson.

21.The teaching was also good in the advanced group and the class was equally well managed. The lesson was well paced and the activities appropriately challenging and developed the pupils' stamina. Good teaching of technique was observed for the back stroke. Occasionally more individual attention to technique could have improved style. The behaviour of the pupils was excellent and they followed the routine of walking by the side of the pool throughout. No child had to be admonished in any of the groups for misbehaviour by any of the teachers. They worked well in paired arrangements, responded quickly to instructions and followed safety guidelines. They worked vigorously throughout and gave of their best. Aged seven and some just eight they were all able to swim at least 12.5 metres using back stroke, crawl and breast stroke and all except one could retrieve a ring from the bottom of the pool at a depth of 1.5 metres. Their level of attainment was good for their age.

22.Overall the pupils make good progress in swimming and attainment is at least satisfactory for their age.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

1 Work representing different levels of attainment was scrutinised. Work was also assessed for progress, quality of pupils' presentation and quality of teachers' marking. The reading attainments of a similar sample of pupils of a full range of attainment were compared carefully with National Curriculum levels. At the same time, pupils were assessed on their interest, knowledge of books and the ways in which they read and decode texts. Pupils were assessed in their oral competence in class. Some lunchtimes and playtimes were observed. A structured discussion took place with pupils representing most classes. 84 lessons were observed.

2 Discussions were held with the headteacher, school governors, most teachers and the language support teacher. The administrative assistant and lunchtime supervisors were engaged in formal discussions about their work. Classroom assistants were observed in their support rôles. A pre-inspection meeting for parents was held, and points raised by them were taken into account, as were their responses to the questionnaire sent out and returned prior to the inspection. All documents provided prior to the inspection were read: these included policies, governors' minutes, curricular planning documents, the School Development Plan and the previous inspection report. Samples of pupils' class reports and records were examined, and all teachers' planning was scrutinised.

## DATA AND INDICATORS

### 178. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
<b>178. YR – Y6</b>	296	4	52	25

### 178. Teachers and classes

#### 178. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	12
Number of pupils per qualified teacher:	24.7 : 1

#### 178. Education support staff (YR – Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	115.5

Average class size: 26.9

### 178.

#### Financial data

Financial year:	1999
	£
Total Income	382,947.00
Total Expenditure	387,001.00
Expenditure per pupil	1,428.05
Balance brought forward from previous year	12,188.00
Balance carried forward to next year	8,134.00

## PARENTAL SURVEY

Number of questionnaires sent out: 296  
 Number of questionnaires returned: 48

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44.7	53.2	0	2.1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50.0	43.8	4.2	2.1	0
The school handles complaints from parents well	13.0	58.7	17.4	10.9	0
The school gives me a clear understanding of what is taught	31.3	58.3	8.3	2.1	0
The school keeps me well informed about my child(ren)'s progress	47.9	41.7	6.3	4.2	0
The school enables my child(ren) to achieve a good standard of work	43.8	50.0	4.2	2.1	0
The school encourages children to get involved in more than just their daily lessons	37.5	47.9	12.5	0	2.1
I am satisfied with the work that my child(ren) is/are expected to do at home	29.2	60.4	6.3	4.2	0
The school's values and attitudes have a positive effect on my child(ren)	43.8	47.9	6.3	2.1	0
The school achieves high standards of good behaviour	34.0	51.1	10.6	4.3	0
My child(ren) like(s) school	54.2	39.6	2.1	2.1	2.1

2. Percentages in parentheses refer to the year before the latest reporting year