

## INSPECTION REPORT

**MORTIMER ST MARY'S JUNIOR SCHOOL**

**The Street, Mortimer, Reading, Berkshire.**

**LEA area: West Berkshire**

**Unique reference number: 109977**

**Headteacher: Roger Green**

**Reporting inspector: Joan Walker  
25461**

**Dates of inspection: 21<sup>st</sup> – 24<sup>th</sup> May 2001**

**Inspection number: 193508**

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

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## INFORMATION ABOUT THE SCHOOL

**Type of school:** Junior

**School category:** Voluntary Controlled

**Age range of pupils:** 7 - 11

**Gender of pupils:** Mixed

**School address:** The Street  
Mortimer  
Reading  
Berkshire

**Postcode:** RG7 3PB

**Telephone number:** 0118 933 2491

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**Appropriate authority:** The Governing Body

**Name of chair of governors:** Mrs M Mayes

**Date of previous inspection:** 10<sup>th</sup> March 1997

# INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|---------------|----------------------|---|---|
| 25461        | Joan Walker   | Registered inspector | Science, Art, Music   | What sort of school is it? How well are pupils taught? How well is the school led and managed?  |
| 9880         | Anthony Comer | Lay inspector        |   | How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 15263        | Diana Wright  | Team inspector       | Mathematics, Information Technology, Design & Technology, Religious Education | Pupils' attitudes, values and personal development.   |
| 10782        | Henry Moreton | Team inspector       | English, Geography, History, Physical Education                               | The school's results and achievements.  |

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Mortimer St. Mary's Church of England Junior School is situated in the village of Mortimer close to the town of Reading. The area consists of mostly owner occupied homes and some rented accommodation. The school is situated outside the main part of the village, so the majority of pupils are transported to and from school by bus or car.

The total number of pupils on roll is 209, (105 girls and 104 boys) which is about the average size found nationally. The pupils are organised into seven classes; four of these contain pupils in a single year group and three contain pupils from different year groups. There are 49 pupils with special needs; the proportion, about 23 per cent, is average for a school of this size. The proportion with statements of special needs, one point eight per cent, is broadly in line with the national average. Just over three per cent are eligible for free school meals, which is below the national average. There are five pupils for whom English is an additional language, about two point seven per cent, which is higher than most schools. The proportion of children on entry, with typical or better attainment for their age, is above average compared to other schools. However, in the previous three years attainment was in line with children of a similar age.

### HOW GOOD THE SCHOOL IS

This is a good school. By the time pupils are aged eleven, standards are above average in English, mathematics, science, art, history, religious education and music and in line with the average in all other subjects. National test results in 2000 were above the national average in English and mathematics and below in science. The overall quality of teaching is good and, at times, very good especially in the Year 4/5 and Year 5/6 mixed aged classes. Pupils' attitudes and their personal development are very good. The leadership and management of the school are good and the school provides good value for money.

#### What the school does well

- Standards of pupils' work seen and their attainment in English, mathematics, science, art, history, music and religious education are good.
- The quality of teaching is good.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- The quality and range of learning opportunities are good.
- The provision for pupils' social and moral development is good.
- The care the school takes over its pupils' progress and welfare.
- The leadership and management by the headteacher and acting deputy headteacher are good.
- The headteacher and staff work hard to ensure close links with the parents and the local community.

#### What could be improved

- Evaluation of the school's performance and the taking of effective action to further improve standards.
- The annual governors' report to include all statutory information.
- The formal use of assessment procedures in all subjects to ensure that these procedures are used consistently throughout the school.

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

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

Improvement since the last inspection in March 1997 has been satisfactory. Action taken on the key issues has generally been fully addressed except what relates to the role of subject co-

ordinators in supporting and monitoring teaching and learning in their subject. Many co-ordinators do not have sufficient management time to monitor teaching and learning adequately and they do not have a clear overview of developments in their subjects. There are now schemes of work for all subjects and many of them have been recently reviewed. However, the scheme of work for music is too general and lacks specific learning objectives. Planning has improved to meet the needs of most pupils although the planning for high-attaining pupils is less effective and does not always meet their specific needs. The provision for teaching information and communication technology now meets statutory National Curriculum requirements. The educational priorities in the school development plan match with financial plans.

## STANDARDS

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

| Performance in: | Compared with |      |      |                 | Key  |
|-----------------|---------------|------|------|-----------------|--|
|                 | all schools   |      |      | similar schools |  |
|                 | 1998          | 1999 | 2000 | 2000            |  |
| English         | B             | A    | B    | D               | well above A<br>average B<br>above average |
| Mathematics     | A             | C    | B    | D               | average C<br>below average D               |
| Science         | B             | C    | D    | E               | well below E<br>average                    |

Results for 11 year olds are above the national average for all schools in English and mathematics and below the national average in science. Standards in English and mathematics are below, and in science well below the results gained by similar schools. Results between 1996 and 2000 were broadly in line with the national trend. The performance of boys between 1998 and 2000 exceeded the national average in English and mathematics and fell below in science. Girls over the same period of time exceeded the national average in all subjects. The attainment of pupils from different ethnic minority backgrounds is monitored and no variation has been recorded.

The standard of current work among 11 year olds is above average in English, mathematics, science, art, history, religious education and music. In all other subjects, it is in line with national expectations. The improvement in standards in science, in comparison to National Curriculum test results in 2000, is because the quality of teaching has improved and the school has adopted the Qualifications and Curriculum Authority's scheme of work which gives clear indications of the units to be covered by each class and for each term over a two year cycle. Learning objectives are more specific within this scheme than in the previous one and it has had a good effect on lesson planning and teaching. The progress of pupils with special educational needs and for those pupils for whom English is not their first language is good, reflecting the appropriate support they receive.

## PUPILS' ATTITUDES AND VALUES

| Aspect                  | Comment  |
|-------------------------|--|
| Attitudes to the school | Very good. Pupils have confidence and trust in the good care and support given by all staff. |



|   |   |
|---|---|
|   | and support given by all staff.   |
| <b>Behaviour, in and out of classrooms</b>    | Very good. Pupils behave very well in lessons. They pay good attention to their teachers and are interested in lesson activities.   |
| <b>Personal development and relationships</b> | Very good. Pupils work very well together in lessons and play amicably at lunch and playtimes. They have good regard for others' space and safety. No harassing behaviour was seen. |
| <b>Attendance</b>                             | Procedures for monitoring and improving attendance are satisfactory.  |

## TEACHING AND LEARNING

|                             |                 |
|-----------------------------|-----------------|
| Teaching of pupils:         | Aged 7-11 years |
| <b>Lessons seen overall</b> | <b>Good</b>     |

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

Teaching is satisfactory or better in 100 per cent of all lessons observed during the inspection, including 28 per cent that is very good and 40 per cent good. The teaching has improved since the last inspection and is currently in line with the typical picture nationally. The majority of the very good teaching is in the Year 4/5 and Year 5/6 mixed age classes. The teaching of numeracy is good and in literacy it is sound.

The good or better teaching is characterised by considerable enthusiasm by the teachers for the subject taught: good planning, learning objectives that are extremely clear and shared with the pupils, and pupils who know how well they are doing and what they must do next to improve. Tasks designed to support the learning objectives are challenging and ensure pupils are well motivated to succeed and that they make good progress. In other lessons, although satisfactory, teaching is less effective when planning does not meet the needs of all pupils, or where the pace of the lesson slows and pupils fail to acquire sufficient new knowledge and extend their skills. All teachers mark pupils' work and, although what the pupils can do is commented on, rarely are comments made to show what the pupils need to do to improve their work. However, in English marking is good and often tells the pupils what is needed for improvement. The school ensures that all pupils have equal access to the curriculum.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment   |
|--|---|
| <b>The quality and range of the curriculum</b>                     | The quality and range of learning opportunities are good and there is an appropriate statutory curriculum in place.   |
| <b>Provision for pupils with special educational needs</b>         | Good. All pupils on the register of special needs have individual education plans with clear targets for improvement. However, these targets are not reviewed regularly enough to ensure pupils' progress is recorded and new targets set if appropriate. |
| <b>Provision for pupils with English as an additional language</b> | Good. However, most of these pupils with English as an additional language speak English fluently.  |

|  |  |
|--|--|
| <b>Provision for pupils' personal, including spiritual, moral, social and cultural development</b> | <b>Satisfactory overall, good provision for pupils' moral and social development and satisfactory provision for spiritual and cultural development. Provision for multi-cultural development is underdeveloped in some subjects.</b> |
| <b>How well the school cares for its pupils</b>  | <b>Good. There are very good procedures for promoting good behaviour. Procedures for assessing pupils' progress, particularly over time, are inconsistently applied.</b>   |

The school's partnership with its parents is good. Parents are encouraged to support their children's learning and take part in the life of the school. There is a very supportive parent association that contributes to the social life of the school as well as providing additional funds. There is a good range of lunch time and after school clubs, which are usually oversubscribed.

## HOW WELL IS THE SCHOOL IS LED AND MANAGED

| Aspect  | Comment   |
|---|---|
| <b>Leadership and management by the headteacher and other key staff</b> | The leadership and management by the headteacher and acting deputy headteacher are good. The headteacher provides a clear purposeful direction for the work of the school.  |
| <b>How well the governors fulfil their responsibilities</b>             | Satisfactory overall. Each governor has responsibility for a curriculum subject, including special educational needs, contributing to the governing body's knowledge of these areas. Other governors visit the school and report back to the governing body on various aspects of the school's work. However, the governing body need to carry out an evaluation of test results, ensure effective action is taken to improve standards and to monitor the improvement regularly. Not all statutory requirements are met in the governors' annual report. |
| <b>The school's evaluation of its performance</b>                       | Unsatisfactory. The school does monitor its performance but fails to evaluate and take effective action for improvement, especially in relation to pupils' test results.  |
| <b>The strategic use of resources</b>                                   | Satisfactory. The school targets resources directly at the priorities identified in the school development plan.  |

The school has an appropriate number of suitably qualified teachers and support staff to meet the demands of the curriculum. The range and quality of resources are satisfactory and good in some subjects. Accommodation is good and has recently benefited from considerable improvements for music and special needs: it is well decorated throughout. The school applies the principles of best value for money and obtains competitive tenders for maintenance jobs. The school also compares its standards with other local schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Of the 418 questionnaires sent out 88 were returned.

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• The behaviour in the school is good.</li> <li>• The school expects their children to work hard and do their best.</li> <li>• The teaching is good.</li> <li>• The school helps children become mature and responsible.</li> </ul> | <ul style="list-style-type: none"> <li>• The provision of the right amount of homework.</li> <li>• Information about their child's progress.</li> <li>• The school working more closely with the parents.</li> <li>• The leadership and management of the school.</li> <li>• The provision for pupils with special educational needs. (raised in the Parents' Meeting).</li> </ul> |

The judgements of the inspection team support the positive views that the parents have, but they do not confirm many of the negative comments. Homework is set consistently according to the school's homework policy and is fully implemented by the teachers. There are times when teachers do ask the children to complete unfinished work at home and give extra homework for example, to bring in objects and pictures to support topic work. Pupils' annual reports are carefully written, but tend to focus on pupils' attitudes and personal development rather than academic achievement. They do not set specific targets, strategies for improvement or pupils' academic achievement in relation to national curriculum criteria. The school does provide information for the parents in monthly newsletters, which are informative. The school

welcomes the parents at any time, to talk to the teachers or the headteacher, and regular parents' evenings are held when there is an opportunity to discuss their child's progress. The quality of leadership and management of the school is good. Provision for pupils with special educational needs is good. Parents are invited to attend annual reviews and the teacher responsible for special needs is available for individual consultations if and when requests are made.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school, pupils' attainment is above the standard normally expected of 7 year olds. However, for the previous three years attainment has been in line with expectations for pupils of a similar age. Standards observed in the course of the inspection indicate that by the end of Year 6, when the pupils transfer to secondary schools, standards are above national expectations of 11 year olds in English, mathematics and science. Most eleven year olds read fluently and with understanding, and write well. Across the school standards in mathematics and science are also above average. These findings are consistent with the National Curriculum tests for English and mathematics in 2000 for 11 year olds, which showed that the school's performance in both of these subjects was above the national average. In science the school's performance was below the national average. Between 1997 and 2000 the improving trend in the school's results for English and mathematics was broadly in line with the improving trend nationally. In science the results have steadily worsened. However, since the last report standards have improved in science because there has been considerable staff changes in the past year. Previously the science scheme of work was sketchy and did not give learning objectives to aid teachers' planning. Since January 2001 the school has adopted the Qualifications Curriculum Authority's scheme of work, which gives clear indications of the units to be covered over a two year cycle. Learning objectives are more specific within this scheme than in the previous one. Standards have been maintained in all other subjects. Pupils with special educational needs and those for whom English is not their first language, make good progress.

2. The school's performance, based on the number of pupils eligible for free school meals, was below that gained by similar schools in English and mathematics, and well below it in science.

3. In the National Curriculum tests for 11 year olds in 2000, the proportion of pupils who attained the national target of Level 4 in English, mathematics and science was broadly in line with the national average. The proportion that attained the higher Level 5 in English and mathematics was above the national average. The proportion that attained the higher Level 5 in science was in line with the national average. These results are consistent with inspection evidence, which indicates that most pupils attain as expected.

4. The school set appropriate targets for the proportion of pupils expected to attain at least the national target of level 4 in the National Curriculum tests for 11 year olds in English and mathematics in 2000. It achieved these targets. Currently, pupils achieve well and make good progress.

5. By the end of Year 6, pupils attain standards that exceed national expectations of 11 year olds in history, music and art. Pupils' standards are broadly in line with such expectations in geography, information technology, design and technology, and physical education. In religious education the standard attained by 11 year olds exceed the expectations of the locally agreed syllabus. Currently, there is no significant difference in the standards attained by boys and girls during this inspection, although National Curriculum tests in English, mathematics and science show that girls

consistently out-perform boys. In most subjects there is scope to improve standards because of the very good attitudes and behaviour of pupils throughout the school. Particularly in the case of higher-attaining pupils.

6. Pupils with special educational needs and those for whom English is an additional language attain good standards according to their prior attainment and make good progress towards their own learning targets. Pupils with special educational needs have individual educational learning plans, which appropriately identify the specific learning intended over a period of time. However, these targets are not assessed frequently enough to ensure pupils who could achieve more, make better progress. Most contain suitable literacy targets to improve pupils' basic reading and writing skills, and some contain reference to numeracy targets. Pupils with specific social and behavioural targets are well supported by class teachers and classroom assistants. Higher-attaining pupils are not always provided with sufficient challenge to ensure that they make the progress they are capable of making and they do not always achieve as well as they should.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour, personal development and relationships with each other and adults continue to be strengths of the school, as they were at the time of the last inspection. Pupils have very positive attitudes to the school, behave very well and establish constructive relationships with one another and with teachers and other adults working in and visiting the school. Many pupils play an active part in clubs or sporting activities provided by the school.

8. Throughout the school all pupils, including those with special education needs and those for whom English is not their first language, enjoy school and are eager to learn. Most take a pride in their work and know what is expected of them in terms of behaviour and effort. During lessons they listen carefully to the teacher, settle to work quickly and concentrate on the work set. Very good behaviour in lessons enables the teachers to devote the maximum amount of time to teaching. This supports the good standards of work and learning seen in most classes. Pupils work well independently and collaborate sensibly in pairs or small groups.

9. Boys and girls play happily together during the morning and lunch-time breaks. They are aware that they are fortunate to play and learn in such pleasant surroundings. Pupils listen to the views and opinions of other pupils in lessons. They show respect for different beliefs, evident when pupils learn about different faiths in religious education lessons. No incidents of bullying or harassment were observed during the time of the inspection.

10. The oldest pupils take responsibility for a variety of tasks around the school such as calculating the total numbers of dinners required each day and informing the cook, operating the CD player and overhead projector in assembly, setting out chairs and acting as house captains. Many pupils take a pride in keeping the school grounds free from litter and show initiative in removing rubbish from the field. Pupils are courteous and well-mannered, opening doors for adults and for each other, for example, without being asked.

11. There is a wide range of educational visits and visitors that contributes to the pupils' personal development. There is also a good range of clubs at lunchtime and after school. Year 5 and 6 pupils have the opportunity to go on residential visits.

12. Attendance is above the national average. The incidence of unauthorised absence is in line with the national average. Pupils come into school and into lessons on time. Attendance and punctuality contribute to the good standards of achievement.

#### HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good with 28 per cent very good and 40 per cent good. In the previous inspection teaching was judged to be mainly sound, often good, and only rarely less than satisfactory. Teaching has improved since the last inspection. The teaching of numeracy is good, and in literacy it is sound allowing all pupils, including those with special education needs and for pupils for whom English is an additional language, to make good progress.

14. When teaching is very good it is characterised by high expectations and good planning. In such lessons, appropriate tasks are set that meet the needs of the pupils, and the lessons move at a good pace. There are good open-ended questions to enable most pupils to learn basic skills and make pupils think hard about their answers. For example, in a Year 5/6 class, where pupils were learning about local history, the teacher, by using drama and pupils taking roles, made the activities interesting. All pupils really enjoyed this experience and very good progress was made. In a mathematics lesson, in the Year 4/5 class, the teacher asked very challenging questions to move the pupils forward. Planning was very good because the teacher had assessed pupils' understanding from the previous lesson, found it was not secure and revisited the aspect in this lesson. The very good teaching had an effective impact on pupils' learning because pupils keep on task and are learning new skills and extending their knowledge and understanding. However, teachers do not sufficiently identify and share aspects of the very good teaching in order to improve standards even further. In less effective lessons, although satisfactory, the pace of the lesson slows, pupils do not learn sufficient knowledge and understanding and group work does not always meet the needs of all pupils. Time and resources are used well.

15. The quality of teaching by the special needs co-ordinator is good, particularly when pupils are withdrawn from their classes. During these lessons the pupils' individual plans are used to teach pupils' their specific targets. However, the individual plans are not assessed and reviewed regularly enough to ensure pupils do not stay on their targets too long when they may well have already achieved them. The quality of teaching within classes is satisfactory overall, with some good teaching. However, there was little evidence in the teachers' daily plans that the pupils' individual targets had been addressed. The co-ordinator has insufficient management time to monitor teaching in classes containing these pupils although it part of her role as the special needs co-ordinator to do so. The support assistants offer effective levels of support to help pupils with special needs in the tasks set by the teacher. In a Year 4/5 class, the teacher made very good use of the support assistant. During a mental mathematics

session the assistant, working with a statemented pupil on money, helped the pupil to use coins to solve problems that the rest of the class were solving 'in their heads'.

16. Teachers' knowledge and understanding are good throughout the school. Year groups plan together and this is helping build in continuity and progression to pupils' learning. Teachers' good knowledge and understanding of specific subjects enables them to offer advice and support to their colleagues, particularly evident in music. The special needs co-ordinator demonstrates good knowledge and understanding of each pupil's needs through carefully written education plans.

17. Most teachers have high expectations of pupils' standards of work and behaviour and these are achieved through good classroom organisation, very good relationships and an emphasis on rewards rather than sanctions. Occasionally, teachers are less effective in the management of pupils when they allow them to disturb others and do not ensure pupils are kept on task. There are some good, isolated examples where assessment is helping to track pupils' progress and inform future daily planning. However, it is not consistent throughout the school. Overall, current procedures for monitoring, evaluating and taking effective action to ensure weaknesses are fully addressed are unsatisfactory. Work is always marked and comments are made on what pupils have done. However, rarely are comments made to tell the pupils what they need to do to improve their work, although marking in English is usually good. Presentation of pupils' work is generally good. Homework is given to all pupils and teachers fully implement the school's homework policy.

18. The attitudes, behaviour and personal development of pupils are good and make a significant contribution to effective learning. Standards have been maintained since the previous report in most subjects and in science they have improved.

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

19. The quality and range of learning opportunities are good. The school provides an appropriate statutory curriculum, including the provision of religious education. There is good curricular provision for pupils with special educational and behaviour needs throughout the school. Learning support assistants make a positive and sensitive contribution to ensure all these pupils have access to the full curriculum, by encouraging the pupils to work at the tasks presented to them. The curriculum is suitably broad and balanced and sufficiently differentiated to meet the needs of the majority of pupils. However, there is a small number of talented and gifted pupils who have not been clearly identified and for whom the curriculum is not sufficiently challenging. Overall, the curriculum is successful in implementing the aims of the school and is effective in promoting pupils' intellectual, physical and personal development.

20. Appropriate time is allocated for each area of the curriculum. Strategies for the teaching of literacy skills are satisfactory, and for the teaching of numeracy skills they are good. The provision for teaching information and communication technology now meets statutory requirements. Curriculum policies and teaching plans in each subject area are now mostly in place. There is not yet a formal policy for teaching personal, social and health education, although provision is satisfactory and includes sex and drug education, plans are in place to implement it more consistently across the school.



The school policy on homework is consistently applied. Provision for pupils with special educational needs is good overall and these pupils make good progress.

21. There are good opportunities for pupils to take part in a range of activities outside the classroom, including choir, football, netball, cricket, art and music. A significant number of pupils take part in these activities to the extent that they quickly become over-subscribed. There is also regular provision for the teaching of a range of musical instruments, although this was not happening during the week of the inspection. There are good opportunities for pupils to take part in drama productions. The school arranges a variety of education visits and visitors, including residential trips for Years 5 and 6.

22. The caring ethos of the school ensures that all pupils are provided with equality of opportunity and access to the full curriculum. The provision for pupils in mixed aged classes is good.

23. The school's provision to develop pupils' personal, spiritual, moral, social and cultural development is similar to that described in the previous report. The overall provision for pupils' personal development is satisfactory. The provision for spiritual development is satisfactory. The acts of collective worship are planned for each term and make a good contribution to pupils' all round development. During these sessions pupils have the opportunity to reflect on various topics, including their own beliefs and those of other faiths.

24. Provision for moral and social education is good. Parents identify that the school helps their children to become mature and responsible. The school has an effective policy for promoting good behaviour and pupils have been involved in negotiating their own classroom rules. The school is successful in teaching the pupils the difference between right and wrong. Pupils play and work well together and are keen to demonstrate their skills and share in each other's successes. The potential for pupils to take responsibility and to develop independence is satisfactory and the school is actively considering the establishment of a school council to increase this potential.

25. The provision for pupils' cultural development is satisfactory. Pupils are helped to appreciate the cultures of others through studies of other countries, for instance in geography and some of the world's religions through religious education. However, there is little evidence of the inclusion of multi-cultural aspects especially in music and art.

26. The school has good links with the community that contribute to pupils' learning and personal development. Involvement in the 'Thrive Project', where pupils work alongside adults with disabilities, and links with the local history club are good examples of these links. Pupils are involved with various fund-raising activities and also take part in local festivals. There are appropriate links with the local business community, although opportunities are limited, and the school regularly lets its facilities to a number of local community groups.

27. The partnerships between the school and St John's infants school and Willink's secondary school are very good with regular meetings and discussions involving

headteachers, curriculum co-ordinators and other teachers. This ensures a smooth transition for pupils from one phase of education to the next.

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

28. The school provides a caring and secure environment in which the pupils are able to learn. The support and guidance which pupils receive, both formal, and informal is good and parents feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils well and respond to their needs. Pupils with special educational needs and for those for whom English is a second language receive good support.

29. Procedures for monitoring pupils' academic performance and personal development overall are satisfactory. However, the headteacher and governors do not evaluate national test results or school tests and take effective action to improve standards, and this is unsatisfactory. Assessment data are not used consistently by teachers to effectively plan the curriculum, monitor pupils' progress and set clear learning objectives. The procedures for monitoring and recording pupils' personal development are currently informal. Teachers' written comments, when marking work, do not always help pupils to understand how they can improve. Pupils' annual reports do not include individual targets, strategies for improvement or pupils' academic achievement in relation to national curriculum criteria.

30. The procedures for identifying pupils with special needs are good. The school makes use of outside agencies to support these pupils.

31. The school policies and procedures for promoting discipline and good behaviour are very good, and successful. Policies and procedures for promoting health and safety are good and the governors' risk assessment working party is effective. Procedures for child protection and ensuring pupils' welfare are good. However, the designated officer and the governors should ensure that these procedures are documented and that staff training is arranged as soon as possible.

32. Procedures for recording and monitoring attendance are satisfactory.

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

33. Overall, the school's partnership with parents is good. However, a significant minority of those who responded to the pre-inspection questionnaire believe that the school does not work closely with parents, that they are not kept well informed about how their children are getting on and that the children do not get the right amount of homework.

34. The inspection team findings are that there is satisfactory communication between the school and parents, with information provided through regular newsletters, parents' meetings, annual reports and through information that is available in the reception area. An additional parents' meeting in the spring term has been put in place this year. Parents also know that they can discuss issues informally with staff. Annual pupil reports are carefully written but tend to focus on pupils' attitudes and personal development. They do not set specific targets, strategies for improvement or give pupils' academic achievement in relation to national curriculum criteria so fail to

meet legal requirements. The annual governors' report to parents does not include legally required information about the annual general meeting or, post-inspection actions and progress, nor does it describe community links, or sporting aims and achievements.

35. The school makes significant efforts to encourage parental involvement in its life. A small number of parents provide support in the classroom and some very good examples were seen during the week of the inspection. Most parents support their children well and encourage them to complete their homework. The school's homework policy is clear and reading and mathematics books help to keep parents aware of pupils' progress. There is a very supportive parent teacher association that contributes to the social life of the school as well as providing additional funds.

36. The evidence does not support the view, expressed by a minority of parents that, the school's partnership with parents and the school's leadership and management are deficient.

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

37. Overall, the quality of the leadership and management of the school is good. The school has maintained the standards from the previous inspection. The headteacher and acting deputy headteacher provide clear educational direction and ensure the school's aims and values are successfully reflected throughout the work of the school. The management of the school is founded on the principles of openness and inclusion for all staff and pupils. The senior management team meet regularly but, there are no formal minutes recorded to ensure decisions made are available to all staff. Whole staff meetings are held regularly and decisions and action to be taken are recorded.

38. The subject co-ordinators work hard to implement the national curriculum and play an important role in the management of the school. They not only provide leadership in their subjects but also monitor planning and support their teaching colleagues. Many of them are new in post and some subjects have newly developed schemes of work. Most co-ordinators do not have the opportunity to observe teaching and therefore have little idea of the quality of teaching in their given subject even though this is part of their role as a co-ordinator. Plans indicate that observation of teaching is planned in the future; currently, this aspect is underdeveloped. It was also a key issue in the previous inspection and as yet has not been fully addressed.

39. The special educational needs co-ordinator has been in post since the beginning of the summer term 2000. There is also a special needs learning support assistant who works with groups of pupils. The co-ordinator has little time for monitoring the effectiveness of all the learning support assistants, the teaching in lessons, or the implementation of the special needs policy and this is unsatisfactory considering the amount of money that is invested in pupils with the special needs. There are no systems to evaluate whether this level of special educational needs expenditure therefore achieves good value for money. The governor for special needs is very supportive and spends much of her free time helping the pupils. The co-ordinator for the more able pupils is newly appointed and has been in post since the beginning of this year. However, there are a small number of talented and gifted pupils who have not been clearly identified and for whom the curriculum is not sufficiently

challenging. Provision for these pupils within the school day is very limited and specific tasks for these pupils were only seen during the inspection in some mathematics lessons.

40. Equal opportunities for pupils and staff are well provided for within all aspects of school life. Relationships between pupils and their peers and between pupils and staff are very good with no evidence of racial or other forms of conflict. The staff listen to all pupils' opinions and ideas. The school is committed to the principles of social and educational inclusion for all pupils.

41. Overall, the governing body carries out its statutory duties satisfactorily and provides good support to the school. However, pupils' annual report to parents do not include individual targets, strategies for improvement or pupils' academic achievement in relation to national curriculum criteria. The governors' annual report to parents does not include information about the governors' Annual General Meeting, post-inspection actions and progress, community links or sporting aims and achievement. In these aspects the governors fail to meet legal requirements. The governing body have well-developed committees for curriculum, finance, premises and staffing and use a structure of workshop sessions to review and amend policy documents. These procedures help the governors to contribute more effectively to the management of the school and give them more informed insight into the strengths and weaknesses generally. The evaluation of the school's performance and the focussed use of improvement strategies are unsatisfactory. Although there are some good monitoring procedures in place there is little evidence of action being taken for example, on the weaknesses found in the 2000 test results, especially in science. However, they informally challenge the headteacher about, for example, financial spending, but this aspect of the role of a critical friend is unsatisfactory. It should be more formal and recorded in the governors' minutes to ensure action is taken to achieve better results. Governors visit the school on a regular basis and give formal feedback to the governing body. This is good practice. The finance committee monitors the budget regularly. When the school's finance officer was newly appointed last year, budget statements were not presented to the governors; this has now been rectified. Prudent savings have been achieved over the past two years in order to maintain staffing levels.

42. The school development plan is a useful document with priorities for improvement clearly identified and targeted and most of them include financial commitments. Improvements brought about over the past year, including those to the buildings and accommodation, have been clearly identified. For example, the refurbishment of the school cottage to provide a music room and the base for the special needs co-ordinator has been achieved and is being well used for these purposes. The appropriateness of the school's priorities for development are sound, although there are no targets to raise the standards of pupils' attainment, except in writing. The educational planning and priorities in the development plan are closely linked to financial planning. It was a key issue in the previous inspection report and has now been fully addressed. All subject co-ordinators have subject action plans, which contribute to the school development plan and help focus the school on specific priorities.

43. The administration of the school is effective and unobtrusive. Day-to-day financial management is carried out effectively by the administration officer. The few minor recommendations from the recent audit report are already beginning to be

implemented. The finance committee meet twice a term and now receive two statements from the administration officer and the budget is constantly monitored by them and the headteacher. These sensible procedures enable the teachers to concentrate on their work without unnecessary distraction. The school makes satisfactory use of new technologies however, it could be used more effectively to track pupils' progress and attainment for different groups of pupils.

44. The school makes good use of specific grants. For example, part of the standards fund has been used to devise new schemes of work for each curriculum subject. The principles of best value are embedded in the management of the school. Some comparison of costs has been made with similar local schools and tenders are obtained for significant planned spending. The school employs sufficient staff who are well matched to the demands of the curriculum and support roles. Procedures for the induction of new staff are good. The adequacy of accommodation is good. Learning resources are satisfactory and good in some subjects. The range and quality of texts books in the library and classrooms, including fiction, are satisfactory. The school has sufficient computers for pupils to use them regularly. Accessibility of resources is satisfactory in most subjects.

45. The staff share a good commitment to raise standards and the school has the capacity to succeed. Taking into consideration the good leadership of the headteacher and acting deputy headteacher, the good management of the school, the contribution of the governing body and the good teaching, the school gives good value for money.

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

**In order to further raise standards in the school, the governors, headteacher and staff should:**

- (1) Improve the evaluation of the school's performance and identify the scope to improve standards overall by:
  - (a) tracking and recording the progress of individual pupils;  
(see paragraphs 6,15,43,49,80)
  - (b) using all test results and analysing them for strengths and weaknesses and taking effective action to improve the weaknesses;  
(see paragraphs 30,41,70)
  - (c) giving all co-ordinators, including the special needs co-ordinator, time to monitor teaching and learning in their subject;  
(see paragraphs 15,38,39,71,81,90,102,112)
  - (d) designing challenging activities, for more able, gifted and talented pupils to ensure they reach their full potential.  
(see paragraphs 5,6,14,19,39,55,58,68,106)
- (2) Improve the quality of the annual governors' report by:
  - (a) including information about the governors' annual general meeting;  
(see paragraphs 34,41)

**(b) including information about the post-inspection actions and progress;  
(see paragraphs 34,41)**

**(b) including reports community links, sporting aims and achievement.  
(see paragraphs 34,41)**

- (3) Formalise assessment procedures in all subjects, but particularly in reading, and ensure these procedures are used consistently throughout the school. (see paragraphs 17,29,49,55,61,70,76,81,85,90,102,112)**

**In addition to the above key issues, the governors should consider the following more minor points in their action plan:**

- Ensure all marking includes comments to help the pupils improve.  
(see paragraphs 17,29,61,69)**
- Organising the school day so that assemblies are kept to time and do not impinge on the literacy or numeracy lessons. (see paragraph 53)**
- Ensure pupils' annual report to parents includes future targets, comments for improvement and pupils' academic achievement in relation to national curriculum criteria. (see paragraphs 29,34,39,70,90)**

## PART C: SCHOOL DATA AND INDICATORS

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

**Number of lessons observed**

**41**

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

**71**

### *Summary of teaching observed during the inspection*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 27        | 39   | 34           | 0              | 0    | 0         |

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

### *Information about the school's pupils*

Pupils on the school's roll

**Y3 – Y6**

|  |            |
|--|------------|
| <b>Number of pupils on the school's roll (FTE for part-time pupils)</b>      | <b>209</b> |
| <b>Number of full-time pupils known to be eligible for free school meals</b> | <b>8</b>   |

*FTE means full-time equivalent.*

Special educational needs

**Y3 – Y6**

|  |           |
|--|-----------|
| <b>Number of pupils with statements of special educational needs</b>       | <b>5</b>  |
| <b>Number of pupils on the school's special educational needs register</b> | <b>49</b> |

English as an additional language

**No of pupils**

|  |          |
|--|----------|
| <b>Number of pupils with English as an additional language</b> | <b>5</b> |
|--|----------|

Pupil mobility in the last school year

**No of pupils**

|   |           |
|---|-----------|
| <b>Pupils who joined the school other than at the usual time of first admission</b> | <b>16</b> |
| <b>Pupils who left the school other than at the usual time of leaving</b>           | <b>18</b> |

## Attendance

### Authorised absence

|                                  | %          |
|----------------------------------|------------|
| <b>School data</b>               | <b>4.3</b> |
| <b>National comparative data</b> | <b>5.2</b> |

### Unauthorised absence

|                                  | %          |
|----------------------------------|------------|
| <b>School data</b>               | <b>0.2</b> |
| <b>National comparative data</b> | <b>0.5</b> |

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

### Attainment at the end of Key Stage 2

|   | Year        | Boys      | Girls     | Total     |
|---|-------------|-----------|-----------|-----------|
| <b>Number of registered pupils in final year of Key Stage 2 for the latest reporting year</b> | <b>2000</b> | <b>24</b> | <b>34</b> | <b>58</b> |

| National Curriculum Test/Task Results              |                 | English        | Mathematics    | Science        |
|--|-----------------|----------------|----------------|----------------|
| <b>Numbers of pupils at NC level 4 and above</b>   | <b>Boys</b>     | <b>15</b>      | <b>17</b>      | <b>18</b>      |
|  | <b>Girls</b>    | <b>29</b>      | <b>23</b>      | <b>29</b>      |
|  | <b>Total</b>    | <b>44</b>      | <b>40</b>      | <b>47</b>      |
| <b>Percentage of pupils at NC level 4 or above</b> | <b>School</b>   | <b>76 (83)</b> | <b>69 (78)</b> | <b>81 (85)</b> |
|  | <b>National</b> | <b>75 (70)</b> | <b>72 (69)</b> | <b>85 (78)</b> |

| Teachers' Assessments                              |                 | English        | Mathematics    | Science        |
|--|-----------------|----------------|----------------|----------------|
| <b>Numbers of pupils at NC level 4 and above</b>   | <b>Boys</b>     | <b>16</b>      | <b>14</b>      | <b>13</b>      |
|  | <b>Girls</b>    | <b>30</b>      | <b>28</b>      | <b>21</b>      |
|  | <b>Total</b>    | <b>46</b>      | <b>42</b>      | <b>34</b>      |
| <b>Percentage of pupils at NC level 4 or above</b> | <b>School</b>   | <b>81 (55)</b> | <b>74 (68)</b> | <b>77 (63)</b> |
|  | <b>National</b> | <b>70 (68)</b> | <b>72 (69)</b> | <b>79 (75)</b> |

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



*Ethnic background of pupils*

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 2            |
| Indian                          | 0            |
| Pakistani                       | 1            |
| Bangladeshi                     | 0            |
| Chinese                         | 1            |
| White                           | 202          |
| Any other minority ethnic group | 3            |

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

*Teachers and classes*

Qualified teachers and classes:

Y3 – Y6

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 8.6  |
| Number of pupils per qualified teacher   | 24:1 |
| Average class size                       | 29.5 |

Education support staff: Y3 – Y6

|   |    |
|---|----|
| Total number of education support staff | 7  |
| Total aggregate hours worked per week   | 78 |

*Exclusions in the last school year*

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

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

*Financial information*

|                |         |
|----------------|---------|
| Financial year | 2000/01 |
|----------------|---------|

|  |        |
|--|--------|
|  | £      |
| Total income                               | 385012 |
| Total expenditure                          | 396708 |
| Expenditure per pupil                      | 1787   |
| Balance brought forward from previous year | 21789  |
| Balance carried forward to next year       | 10093  |

*Results of the survey of parents and carers*

**Questionnaire return rate**

**Number of questionnaires sent out**

**418**

**Number of questionnaires returned**

**88**

**Percentage of responses in each category**

|   | <b>Strongl<br/>y agree</b> | <b>Tend to<br/>agree</b> | <b>Tend to<br/>disagre<br/>e</b> | <b>Strongl<br/>y disagre<br/>e</b> | <b>Don't<br/>know</b> |
|---|----------------------------|--------------------------|----------------------------------|------------------------------------|-----------------------|
| <b>My child likes school.</b>   | <b>59</b>                  | <b>36</b>                | <b>3</b>                         | <b>0</b>                           | <b>0</b>              |
| <b>My child is making good progress in school.</b>  | <b>35</b>                  | <b>48</b>                | <b>16</b>                        | <b>0</b>                           | <b>1</b>              |
| <b>Behaviour in the school is good.</b>   | <b>21</b>                  | <b>70</b>                | <b>3</b>                         | <b>0</b>                           | <b>6</b>              |
| <b>My child gets the right amount of work to do at home.</b>                              | <b>11</b>                  | <b>40</b>                | <b>35</b>                        | <b>12</b>                          | <b>1</b>              |
| <b>The teaching is good.</b>  | <b>24</b>                  | <b>60</b>                | <b>8</b>                         | <b>0</b>                           | <b>8</b>              |
| <b>I am kept well informed about how my child is getting on.</b>                          | <b>14</b>                  | <b>47</b>                | <b>31</b>                        | <b>8</b>                           | <b>0</b>              |
| <b>I would feel comfortable about approaching the school with questions or a problem.</b> | <b>43</b>                  | <b>51</b>                | <b>5</b>                         | <b>1</b>                           | <b>1</b>              |
| <b>The school expects my child to work hard and achieve his or her best.</b>              | <b>34</b>                  | <b>52</b>                | <b>10</b>                        | <b>0</b>                           | <b>3</b>              |
| <b>The school works closely with parents.</b>   | <b>11</b>                  | <b>51</b>                | <b>25</b>                        | <b>10</b>                          | <b>2</b>              |
| <b>The school is well led and managed.</b>  | <b>20</b>                  | <b>50</b>                | <b>13</b>                        | <b>12</b>                          | <b>6</b>              |
| <b>The school is helping my child become mature and responsible.</b>                      | <b>23</b>                  | <b>60</b>                | <b>13</b>                        | <b>0</b>                           | <b>5</b>              |
| <b>The school provides an interesting range of activities outside lessons.</b>            | <b>33</b>                  | <b>52</b>                | <b>8</b>                         | <b>5</b>                           | <b>2</b>              |

**Other issues raised by parents**

Thirty four parents attended the Parents' Meeting. A significant minority of parents were concerned about the provision of special needs pupils. There was concern over split year classes and the parents who commented on this felt it impeded pupils' progress. Some parents felt there was a poor level of information and communication technology in the school when compared with other schools. A minority of parents felt that the communication of the

activities of the governors could be improved. These issues raised by the parents have been addressed in the main report.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

**46. Currently, by the end of Year 6 standards are above expectations, just as they were at the last inspection. This is due to many reasons including a consistent standard of teaching, an appropriate curriculum that has been adapted to meet the needs of the literacy initiative, and a focus on important aspects of the subject such as handwriting and spelling.**

**47. When pupils start in Year 3, aged seven, their skills in reading, writing, speaking and listening are above what would be expected for their age. Pupils currently in Year 3 receive satisfactory teaching and achieve, as they should. In the National Curriculum tests last year, the school's results were above the national average, but below average when compared to similar schools. They were above national standards in the previous three years. The percentage of pupils attaining Level 4 was below the national average and at the higher Level 5 was above the national average. Both girls and boys do better than the national averages. Pupils with special educational needs and for those for whom English is their second language, make good progress according to their capabilities.**

**48. Standards in speaking and listening are very good. Throughout the school all pupils listen well and are keen to contribute to debate and discussion, particularly when they find the subject interesting. For example, in the Year 3/4 lesson, pupils of all attainments, both girls and boys, were very confident in discussing the use of imagery in the text 'Creatures of the Sea'. Older pupils are able to discuss and debate well, as instanced in one Year 5 lesson where they looked at the pros and cons of writing letters of complaint.**

**49. Standards in reading are good. Although many pupils do enjoy reading, and often read a lot, teachers are not rigorous enough in ensuring that all do so regularly and do not consistently assess and record progress made as the pupils move through the school. Pupils learn to use an appropriate range of techniques to tackle unknown words. They sound out individual letters, break the word into syllables and read the text before and after the word to try to work out what it says. They explain what they are trying to do and know what to do if they get stuck on particular words. As a result, many pupils are confident when tackling new texts and usually read with understanding. They have good habits of finding out about unfamiliar words. Most pupils show a real enthusiasm for books and will discuss what type of story they prefer and name their favourite author. Older higher-attaining pupils read accurately and fluently. They understand the difference between reading to themselves and to listeners and try to use expression to make the story interesting to the listener. Most pupils can quickly find information from a book by using the index and contents pages. They understand how the library works and how to locate specific books. This enables**

them to carry out research in other subjects such as history and geography. The range and quality of texts in the library and the classrooms, including fiction, is adequate but no better.

50. By the end of Year 6, standards in writing are high. The school has put a lot of effort into trying to improve writing standards and this is reflected in the improvements it has secured. Standards in Year 3 are above what is expected for the age of these pupils. They use capital letters and full stops correctly and are beginning to structure stories correctly. Pupils have grasped how to use speech marks correctly and are beginning to use adventurous vocabulary in their stories to make them more interesting. The standard of older pupils' work shows that their attainment is above the national average. Most use simple punctuation correctly and many are writing speech in stories and using punctuation such as commas, exclamation marks and apostrophes correctly. Older pupils do not rely on the teacher for instruction and direction about how to structure their writing, including when writing in other subjects or for different purposes. Pupils have little difficulty presenting information in history and geography independently. Some pupils write very well as instanced by a Year 6 class, which created similes quickly from an original idea, and in another where they used calligrams in their writing. There are good links in literacy with other subjects, for example, in science, history and geography. Information and communication technology is used well to support other subjects.

51. Handwriting standards are improving to the point that they are almost very good. Younger pupils are beginning to regularly use a 'joined up' style with letters correctly formed. By the end of Year 6, many pupils have mastered a neat and presentable style. Pupils' spelling is satisfactory. Younger pupils spell simple words correctly and attempt other words by using letter sounds. As a result they spell many words correctly and this is affecting the quality of their written work positively. The use of writing frames and quality writing implements is well established; and many pupils use ink.

52. The quality of teaching and learning is satisfactory. Sometimes English is taught well, and occasionally very well. No unsatisfactory lessons were seen. Teachers plan their lessons thoroughly. They choose the content carefully to try to make sure that pupils stay interested in their work. At the beginning of each lesson teachers share with the pupils what should be achieved by the end of the lesson. As a result, pupils have a good understanding of what the work they are doing and why. The plenary sessions are sometimes used well where teachers encourage pupils to consider how well they have worked. This helps pupils to realise how well they are doing and whether what they have done in a particular lesson is good enough. Teachers reinforce this with rigorous marking. The marking does not simply focus on how hard pupils have worked, but also tells them how they can improve; the language used is appropriate for pupils, including the younger ones. When teaching is good or very good it has a good impact on pupils' learning because pupils are extending their skills and knowledge.

53. Teachers try to involve pupils in their lessons rather than just instruct them about what to do. They do this with varying degrees of success. Attitudes to English are very good, and pupils are enthusiastic about their learning. There are appropriate links made with the development of writing and recording skills in other areas of the curriculum and this affects the range and quality of pupils' written work positively as

well as influencing the standards in English. Teachers manage pupils very well with the result that pupils achieve, as they should because they are attentive throughout lessons. Occasionally pupils do not make good progress because of the organisation of the school day. Key literacy lessons start late, usually because of other whole school activities. The concentration of pupils of all ages and attainments is so good that they could easily manage longer and more intensive literacy lessons.

54. Pupils with special educational needs have individual education plans. Most have very clear literacy targets and areas for development and the work set is usually well matched to their needs. Consequently, pupils with special educational needs make the progress they should. Pupils with English as an additional language are making the progress expected.

55. The co-ordinator manages the subject well and there is a policy which aids teachers' planning. There is a subject action plan, which is included in the school's development plan. Assessment procedures need to be formalised in all strands of this subject and consistently applied throughout the school. The improvement in the subject is satisfactory since the last inspection. The subject benefits by monitoring of teaching and pupils' work. Planning is better and termly planning is now good. The pace of lessons seen was appropriate and teachers now provide work that is matched to the needs of pupils. The priority now is to ensure that the higher-attaining pupils are challenged more. Although they do well, their attitudes towards work are such that they could achieve higher standards.

## MATHEMATICS

56. In the 2000 tests for 11 year olds, the proportion of pupils attaining both the expected Level 4 and the higher Level 5 was above the national average. However, the results overall are below those expected for similar schools. Since the last inspection test results have risen slightly, but less improvement has occurred than in schools nationally. Results over a three year period, 1998 to 2000, indicate that boys have performed a little better than girls. The school has set an appropriate target for the 2002 end of key stage tests. Pupils with special educational needs and for those for whom English is their second language, make good progress according to their capabilities.

57. Evidence from books and lessons observed confirms that standards are above average throughout the school. By the end of Year 6, pupils use their good understanding of place value to multiply and divide decimals by ten and a hundred in their heads. They understand the relationship between fractions and decimals and calculate percentages of given numbers. In Year 5, pupils use paper and pencil methods to add and subtract decimals and solve word problems involving money and measures by combining mental and written strategies. Year 4 pupils follow compass directions to move clockwise and anti-clockwise and measure turns in units of 45 degrees. They write computer programs to draw simple shapes and can identify a shape from a set of instructions. Year 3 pupils order numbers to a thousand and identify positions on a grid from a pair of co-ordinates.

58. Across the school pupils make good progress because lesson plans contain clear learning objectives that build on what pupils already know and understand. Pupils of all capabilities study the same topic but the level and task are matched appropriately to the needs of different groups of pupils. Classroom assistants are well

briefed by class teachers and demonstrate good skills in working with individual pupils and small groups. This results in children with special educational needs making good progress in their learning. In some classes the most able children are identified and provided with appropriate extension activities, but is not consistent throughout the school. A group of able pupils in Year 6 work on extension units from the Numeracy Framework once a week with the head teacher, while four talented pupils from Years 5 and 6 attend sessions for gifted mathematicians at the local secondary school.

59. The quality of teaching and learning is good overall and frequently very good. No lesson observed was less than satisfactory. Teachers' good subject knowledge is reflected in the way they teach efficient strategies for calculation. In Year 6, the teacher emphasises the value of using known facts, for example to use the knowledge that a quarter is 0.25 to work out one-eighth as a decimal. In the Year 4/5 class, the teacher repeatedly asks pupils 'is your answer reasonable?' and encourages pupils to check their answer by approximations and by using the inverse operation. In another class pupils are taught to recognise the links between patterns of numbers, for example, adding 6.3 to 3.7 and 0.63 to 0.37. Explicit teaching of strategies contributes to the good standards of pupils' mental calculation.

60. Another good feature of teaching across the school is the explicit teaching of mathematical vocabulary. In a Year 3/4 class lesson on co-ordinates, the teacher explains the meaning of terms such as 'grid', 'position', 'vertical', 'row' and 'column'. In the Year 4/5 class, pupils are taught words such as solve, solution, difference and combination to support their work on solving word problems. Word cards are displayed in all classrooms clearly showing the vocabulary for the current mathematical topic. Throughout the school, mathematical vocabulary, number lines and grids are prominently displayed in the classrooms, and teachers use these aids well to reinforce learning and raise standards.

61. Teachers mark pupils' books regularly. Comments tell pupils what they have learned, but less frequently how they could improve their work. In two very good lessons however, teachers remind pupils to look at the comments they have written in their books and correct work from the previous day before starting the work set for the day. Some teachers use the key objectives from the National Numeracy Framework, which are pasted into pupils' book, to record what has been learned, but in other classes pupils are unaware of these statements. A more systematic approach to assessment and target setting reflecting individual pupils' needs is needed to further improve standards.

62. The mental/oral activity is used to provide a very successful beginning to many lessons. Interactive teaching conducted at a brisk pace is used to gain pupils' interest and help them to acquire a range of mental strategies. Many teachers make good use of number cards; for example in a Year 5/6 class lesson pupils hold up the cards to represent which number must be added to 3.5 to make ten. In a very good lesson, Year 5 pupils had thirty seconds to discuss each problem with a partner; this effective use of paired work resulted in almost every pupil volunteering an answer. Other Year 5 pupils worked quickly to solve money problems; less able pupils were well supported during this lesson as they were able to handle coins while most of the class were expected to work the answer out in their heads.

63. Teachers make very good use of the plenary at the end of the lesson to clarify misconceptions and to enable pupils to review what they have learned. In one lesson

the teacher helped the class to solve a problem that many pupils had found difficult in the lesson; another teacher invited a group of pupils to demonstrate what they had learned about co-ordinates to the whole class. At the end of a lesson on fractions, the teacher posed five questions, carefully chosen to assess the learning objectives from the lesson, to the class. Pupils indicated with hand signals how confident they felt about solving each sum and whether they needed more practice in the next lesson. This helps pupils to become aware of their own learning.

64. Very good behaviour in most classes enables a lot of work to be covered in each lesson. Pupils listen to instructions, settle to work quickly and set their work out neatly and systematically in their books. They work with the minimum of supervision, enabling teachers to support the learning of groups and individuals. This contributes to the good progress made by pupils during lessons. Pupils enjoy mathematics and take pride in the progress they are making, for example, learning how to work out different percentages of any given number. Very good relationships enable the pupils to contribute confidently to discussions and support their learning. Throughout the schools pupils listen well and are keen to share their strategies and explanations with the rest of the class. In a Year 5 lesson a pupil reminded the class to 'use the information given' and 'read the words carefully' when solving word problems and a Year 4 pupil explained how he found the difference by 'subtracting the smaller amount from the larger'.

65. Since the last inspection the structure and coverage of the mathematics curriculum has improved due to the introduction of the National Numeracy Strategy. There are more opportunities for pupils to use and apply their knowledge and understanding to solve problems and undertake investigative activities. Regular homework for pupils in Year 5 and 6 is used to reinforce the work done in lessons but the homework for younger pupils is not always completed. The school needs to develop further the use of information and communication technology to support teaching and learning in mathematics. The subject is well managed by an enthusiastic co-ordinator that monitors planning and teaching and provides good support to her colleagues. A detailed action plan for mathematics is in place, designed to raise standards further.

## SCIENCE

66. Results of the 2000 National Curriculum tests, at the age of 11, shows that the proportion of pupils reaching the expected national level or above was below average in comparison with all schools nationally. When compared with schools with similar backgrounds, based on the proportion of pupils eligible for free school meals, the results were very low. The proportion of pupils reaching the higher Level, Level 5, was below the national average as was the school's average points score. The performance of boys fell below the national average and girls exceeded the national average. Results over the past three years exceeded the national average. However, results for the year 2000 show a dip in standards, to below the national average. There have been considerable changes in staff over the past year and the quality of teaching has now improved. Previously the scheme of work was very sketchy and did not give learning objects to aid teachers' planning. Since January 2001 the school has adopted the Qualifications Curriculum Authority's scheme of work, which gives clear indications of the units to be covered by each class and for each term over a two year cycle. Learning objectives are more specific within this scheme than in the previous one.

Inspection evidence indicates that standards are now rising again and are above average by the end of Year 6. Pupils with special educational needs and for those for whom English is not their first language, make good progress according to their capabilities. High-attaining pupils are not sufficiently challenged consistently throughout the school.

67. In the 2000 national tests, teacher assessments place attainment at close to the national average. The previous inspection found attainment to be similar to the national average and some high-attaining pupils working confidently at a higher level. Results from the current inspection indicate that attainment and progress is now good and is an improvement since the previous report.

68. It was not possible to see all classes being taught science due to the restraints of the timetable. In a combined Year 4/5 class pupils enjoyed the opportunity to work together to develop their skills of enquiry and investigation. One group, which was well supported by the learning support assistant, was able to explain what they planned to do and what equipment they needed to carry out an their investigation. The remainder of the class described how their investigation would be a fair test and listed the equipment and resources required. They predicted what might happen, although a minority of pupils were unable to do so. In the Year 5 class pupils were investigating whether the thickness of the wire, the length of the wire or what the wire is made of would make a difference to the brightness of bulb. Pupils made very good progress during this lesson because the teaching was very good and had good impact on extending the pupils' knowledge and understanding of electrical circuits. In a Year 5/6 class pupils studied how seeds are dispersed. They discussed ways in which particular seeds are dispersed for example, by wind, water and animals and gave good reasons for their choice. During this lesson pupils use of correct scientific vocabulary was good. In the Year 6 class, pupils investigated micro-organisms and how they feed and grow. Cheese, apples and bread were used and set up in various conditions and left over a period of time. Pupils recorded their predictions in a previous lesson; many pupils were delighted to find out they were correct, others were surprised at how quickly the micro-organisms grew. Pupils used different ways to record their findings. The teacher stressed the need for safety as they were observing living micro-organisms and ensured each experiment was within a sealed container. In the lessons seen in the combined Year 5/6 and Year 6 classes, more able pupils were insufficiently challenged.

69. During the inspection, lesson observations and the scrutiny of work indicate that teaching is good overall, with half of all lessons judged as very good. These results are an improvement since the last inspection when teaching was mainly satisfactory. In the very best lessons where teaching is very good; planning is very good, learning objectives are shared with the pupils and the pace of the lesson is brisk and punchy. Teachers use the correct scientific vocabulary and reinforce the main concepts with clarity so that all pupils understand the work that is taught. For example, in one lesson when pupils were investigating 'What happens to an elastic band when weight are suspended on it?', pupils said 'it stretched a bit'. The teacher explained why it was necessary to take an accurate measurement to record their findings scientifically. The good quality of teaching has a good impact on pupils' learning and progress because pupils sustain interest throughout the lessons, skills are taught progressively and lessons are delivered at a good pace. In all lessons behaviour is very good and occasionally excellent. Pupils have good attitudes to their work and most pupils take



pride in producing neat work and make good progress in lessons and over time. Marking is always completed and the teachers usually comment on what the pupils have done. However, rarely are comments made to help pupils improve their work. Pupils with special educational needs, and for those for whom English is not their first language, achieve well and make good progress.

70. The school provides information in the pupil's annual report to parents about their child's attainment in the subject. However, the reports do not include future targets and strategies for improvement. Pupils are assessed effectively during lessons by the good use of open-ended questioning. However, there was little evidence that teachers' daily plans are altered to meet pupils' needs as they arise. The school has systems for monitoring pupils' work, by the use of structured tasks, observation of pupils' work and marking. However, there is no uniform method of assessment being used by the teachers. Considering the rather erratic results of these tests over the past four years, the school should review the results carefully to ensure that action is taken to achieve better standards.

71. The co-ordinator has been in post since last October. There is a subject action plan, which is included in the school's development plan. There is a small annual budget and recently purchased resources include a good range of BBC videos and support materials. The co-ordinator has insufficient time to monitor the teaching in this subject. With the recently produced scheme of work the curriculum is now broad and balanced and meets statutory requirements. The capacity for further development is good.

## ART AND DESIGN

72. Standards in pupils' artistic ability and knowledge of art and artists are good by age 11. This judgement is the result of the observation of lessons, the scrutiny of pupils' past and present work and discussions with pupils. Standards have been maintained since the previous report. Overall, pupils make good progress, as do pupils with special education needs and those for whom English is their second language.

73. Pupils experience using and applying paint in a variety of ways. Many of their pictures show a good understanding of colour mixing. This was seen to good effect in the Year 4 class where pupils were mixing shades and tones of green to match their painting of leaves. The teacher recorded the pupils' ideas of different shades, for example, olive, sage, and jade. The pupils were presented with a picture by John Constable and much discussion followed on the various shades of green he had used. Pupils in the Year 3 class working collaboratively, discuss in a sensible and mature way, explored their ideas about producing a still life arrangement. The finished compositions were interesting and there was good use of objects and colours within them. Pupils make some good quality pots and Hindu divas, a type of lamp. There is also springtime tiles, made in clay to a high quality. Standards in pottery are well above national expectations for pupils of a similar age.

74. The quality of teaching is good. In the very best lesson, teaching was very good because the teacher's planning gave clear learning objectives that were shared with the pupils and interesting and challenging tasks were set for different groups of capability. Pupils made good progress and learning because they were motivated and sustained interest throughout the lesson. The teacher allowed the pupils to use the

digital camera to record their work. Pupils used their sketchbooks to try out their designs first. In less effective lessons, although satisfactory, the teachers allow a few pupils to waste time and interrupt others. In the Year 5/6 class pupils had the opportunity to study how to use watercolours and oil paints. A very good local artist discussed the techniques used with these very different types of paint and demonstrated how to use them. Pupils sat enthralled for the whole session.

75. Pupils' attitudes and behaviour in art are usually good and often very good. They enjoy the variety of work and try hard to achieve their very best effort. They evaluate their own and each other's work with growing confidence and discuss their work willingly.

76. The art and design curriculum is generally broad and balanced and makes a sound contribution to the cultural life of the school. The good displays around the school give the subject value. The co-ordinator has been in post since January of this year. There is a policy, but the scheme of work is too general and lacks specific learning objectives, although there are suggested activities. Most of the annual budget is used for consumables and for the priorities in the subject action plan. Assessment is usually informal and teachers assess practical work and the development of pupils' ideas. Resources are adequate and there are some specialist resources in the form of the potter's wheel, a kiln and a supply of silk screens and the appropriate paints. The co-ordinator has identified the need for more multicultural resources and the need for pupils to visit more art galleries. However, artists do visit the school for example, during the Arts Week in March. Gifted pupils have the opportunity to attend a club specifically for them.

#### DESIGN AND TECHNOLOGY

77. During the inspection no teaching was observed, but, from the scrutiny of work and teachers' plans, pupils' standards of work are judged to be satisfactory by the end of Key Stage 2. All pupils, including those with special educational needs and for those with English as a second language, make satisfactory progress during their time in school. These judgements are in line with those made at the time of the last inspection.

78. Pupils in Year 3 design and make biscuits to their own 'special' recipe and make a bag to take them home in. They start by listing reasons for liking and disliking various biscuits using descriptive vocabulary such as 'bland' and 'crunchy'. They use this analysis to write criteria, which they use later to evaluate their finished biscuits. Other pupils design and made greetings cards with folding or 'pop up' features. They take a range of cards apart to find out how the bits fit together and learn how to measure accurately, how to use a craft knife safely and how to score card to get a sharp fold.

79. Year 6 pupils evaluate the design, function, material and manufacture of a wide range of containers before they write their own specification for a container. Good quality drawings in pupils' notebooks are annotated to indicate function and design. After making a container from 'modroc', a type of plaster, the more able pupils write detailed evaluations, which recognise the limitations of the material used, difficulties in implementing their original design and how well it meets the original specification. Less able pupils write lists of the 'good and bad points' of their containers. Opportunities for

discussion and recording in different ways support the development of pupils' literacy skills.

80. The quality of teaching and learning throughout the school is judged to be satisfactory. The planning 'proforma' used by all teachers ensures that pupils have experience of disassembling objects and of focussed practical tasks as well as opportunities to design and make objects. However, it is not clear how teachers take pupils' prior knowledge and skills into account when planning to ensure that pupils make good progress over the four years. The school has recently re-organised the way it timetables design and technology to provide the pupils with intensive teaching once each term during a Technology Week. The impact of this on standards has yet to be fully evaluated by the school.

81. The new subject co-ordinator has recently introduced a scheme of work for design and technology, which is an improvement since the last inspection. Her good subject knowledge enables her to advise colleagues and to monitor planning but she has insufficient management time to monitor the quality of teaching. Assessment procedures are not applied consistently throughout the school. The school has a technology area where a range of resources is stored safely. There is good provision for food technology and evidence that health and safety considerations are well met. Resources are good.

## GEOGRAPHY

82. During the inspection it was not possible to observe more than one lesson. However, from discussions with staff and pupils, the examination of documents and the scrutiny of pupils' work, and work on display around the school, there is evidence that the geography curriculum is broad and balanced. When the pupils leave the school standards are as expected for their age. Pupils make sound progress in gaining geographical knowledge and skills during their time at the school. Pupils with special educational needs, and those for whom English is an additional language, also make satisfactory progress.

83. Pupils gain knowledge and understanding of places and themes and associated geographical vocabulary. They have sufficient opportunities to describe and interpret their surroundings using appropriate vocabulary, and to carry out fieldwork, as in their map work and local river studies. They use evidence to explain the characteristics of other countries, for example, Greece. Pupils are given opportunities to observe and ask questions about geographical issues, including the environment, and how development is affecting the local area. They collect, record and analyse evidence and communicate their conclusions, such as conducting traffic surveys. Their writing is informative and helpful to the reader, such as their letters of complaint about 'pot holes'. Pupils do not use information and communication technology enough to help in handling, classifying and presenting evidence, though it is used for research. Good links are made with history.

84. From the quality of work seen and discussion with pupils the quality of teaching would appear to be sound. Written work meets national expectations and contains illustrations which enhance quality. Work is well presented, but is sometimes unfinished. The standard of pupils' drawing, sketching and illustrations is as it should be. Attitudes to geography are good, and pupils are enthusiastic about their learning.

**The subject is making a sound contribution to the development of pupils' literacy and computing skills but not their numeracy.**

**85. There is a policy and scheme of work, which aids teachers' planning. Assessment is by the class teacher; judged on pupils' written and practical work and discussion with pupils to ascertain their knowledge and understanding.**

**86. Standards have remained about the same as reported at the last inspection. Progress has been satisfactory in developing the subject. Planning has improved and the termly planning especially is ensuring that pupils' skills are developing, as they should. Resources are adequate to teach the geography curriculum.**

## **HISTORY**

**87. At the age of 11 standards in history are above those expected for their age. Pupils make good progress in gaining historical knowledge and skills during their time at the school. Pupils with special educational needs and those for whom English is not their first language, in common with others, make good progress. Most pupils present their work to a good standard.**

**88. The quality of teaching and learning is good. Lesson activities are planned to help pupils make progress in the various aspects of the subject, especially in looking at evidence, developing their skills of enquiry and posing the appropriate questions. Over time pupils are taught to look for the underlying causes of major events, patterns and trends. Older pupils understand that it is possible to get different descriptions of the influence or importance of the same person or event. The quality of visual materials and displays stimulate pupils' interest, and include a good range of artefacts, video and texts. The younger pupils have access to a range of artefacts from the 1930's to the present day, while the older pupils can examine features of narrow boats in their work on canals. Teachers make effective links with other subjects of the National Curriculum, such as geography, drama and art, to enliven their work. The older pupils' detailed drawings showing how the local High Street has changed between 1800 and 1900 are of a high standard.**

**89. Pupils show interest and enthusiasm for the subject. The older pupils really enjoyed the role-play of the Victorian schoolroom – they just can't get 'told off' enough by the stern teacher, and are delighted when they are sent into the 'dunces' corner!**

**90. There is a policy and scheme work including six study units to be covered over time for all pupils. The class teacher undertakes assessment; using written and practical work, and discussion with pupils to ascertain their knowledge and understanding. Assessment procedures are insufficiently formalised and consistently used throughout the school. The co-ordinator has insufficient non-contact time to monitor teaching and learning. Annual reports are honest, positive and encouraging but do not give future learning targets or strategies for improvement.**

**91. Standards remain broadly as they were reported at the last inspection. Sound progress has been made in maintaining the profile of history. The subject is making a good contribution to the development of pupils' literacy, as well as their information technology skills. They research Greek artefacts using CD ROMS and the Internet, and write newspaper articles using word processing. Their numeracy skills are not used to**

the same extent. The quality of planning and the monitoring of the curriculum have improved. Resources are adequate to teach the curriculum.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY**

92. By the age of 11, pupils' attainment is in line with national expectations, as it was at the time of the last inspection. Pupils in Year 6 evaluate different Internet sites, which contain information on topics that they are studying. They use word processing and desktop publishing packages to present their work to different audiences and exchange information by e-mail. They use spreadsheets, to present data in various ways, selecting the most appropriate for their purpose. Pupils make good progress in acquiring computer skills lower down the school. By Year 4 pupils edit text, select an appropriate font and insert pictures into their work. They write programs to draw a triangle and a square and predict what shape a given set of instructions will produce.

93. Only three lessons were observed during the inspection but teaching and pupils' books indicate that the teaching of information and communication technology is generally good. Lessons are planned carefully to meet appropriate objectives. Teachers use correct terminology and emphasise correct ways of working, such as the need to save work into a labelled file and to back up work on a disc. In one very good lesson the teacher demonstrated how to use a sensor to measure changes in temperature and light over a 24 hour period. Good questioning checked that pupils understood what they were to do and how they were to analyse the data, working in pairs, later in the week. A parent helper provided good support for Year 3 pupils composing an e-mail to send to pupils in a school in Gloucestershire with whom they have established a link. Pupils' learning during these lessons was good, because they were extending their knowledge and skills.

94. Pupils behave very well and listen carefully when teachers demonstrate a new program or use a website to provide information to the whole class. However, the effectiveness of such demonstrations is restricted by the small size of the computer screen. Pupils work sensibly in pairs at the computer and act responsibly when asked to help other pupils.

95. Recent training to improve teachers' knowledge of computers is resulting in more opportunities for pupils to use computers in other curriculum subjects. For example, Year 6 study of plant growth in science is enhanced by the use of sensors to measure changes in environmental conditions. In history, pupils find useful information about the Kennet and Avon canal from the museum website and Year 4 pupils produce a newspaper titled 'Victorian Times' to record and communicate what they are learning about life in Victorian England. In food technology, Year 3 pupils use a computer database to draw graphs of the popularity of different biscuits.

96. The new subject co-ordinator has recently introduced an appropriate scheme of work across the school. This addresses a key issue from the previous inspection report by ensuring full coverage of the National Curriculum. However the need for agreed criteria and a whole-school procedure for assessment, identified as a weakness in the last report, remains. The school now gives all pupils a regular opportunity to use computers but it has yet to ensure that the minority of pupils, who do not have access to a computer at home, are enabled to tackle topics at the same level as those who do have access at home. Recent purchases have ensured that resources are now

adequate for classroom use across the school. Sensible guidelines for the use of computers, including the Internet, have been agreed by governors, explained to pupils and circulated to parents.

## MUSIC

97. Only two lessons were observed during the inspection because of timetable commitments. One was a 50 minute whole school singing lesson and the other in the Year 6 class both taken by the same teacher. These suggest that, by the time pupils are 11 years old, attainment is above national expectations. Standards in the previous inspection were above national expectations and have been maintained. Pupils with special educational needs and those with English as a second language have also attainment above national expectations. All pupils make good progress.

98. Pupils could sing the scale up and down tunefully. They sang songs with good expression and control, which is an improvement since the last inspection. Large groups of pupils played untuned percussion instruments well and in time to the rhythm. Pupils, both boys and girls, sang in the whole school lesson individually and with great confidence. At the end of this lesson there was a good session of singing songs in four parts, which is also an improvement since the last inspection. Pupils compose their own music, for example, in the Year 6 class; pairs of pupils composed music with a machinery theme. Many pupils achieve good rhythmic ostinatos.

99. Pupils make good progress in acquiring new knowledge and skills of playing instruments and composing quite complicated rhythms. They understand the need to take care of their instruments. Good progress was made during both lessons when the teacher challenged and inspired the pupils and learning objectives were shared with the pupils.

100. Pupils' attitudes to music are very good. They show, by their responses, that they listen carefully to the teacher. Pupils enjoy singing and have opportunities to so in assemblies and lessons. Pupils' behaviour is very good. There are elements of spiritual, moral, and social education being taught and experienced but this is not specifically planned.

101. The quality of teaching is good. In both these lessons the teacher had very high expectations of behaviour and standards, learning objectives were shared with the pupils and pupils made good progress. She was very enthusiastic and inspired the pupils to want to make good progress. Learning was very good because pupils were extending their knowledge and skills, particularly in correct musical vocabulary, and the lessons had a brisk pace to them.

102. There is a policy and a new scheme of work was introduced in January of this year. The co-ordinator has been in post for nine months and was directly involved in devising the new scheme work. At the moment she has insufficient time to monitor the teaching of this subject. Assessment is rather vague, usually informal, ongoing and undertaken by the class teacher. Resources are good and now include a music room in the school's cottage. However, resources for multi-cultural music are underdeveloped and should be improved. Pupils have the opportunity to attend the choir at lunch times and to learn to play brass instruments and the guitar. However, the school, during the inspection cancelled all these clubs and tuition sessions.

## PHYSICAL EDUCATION

**103.** When the pupils leave the school standards in physical education are broadly as expected for their age. The majority of pupils can swim at least twenty-five metres. Pupils make sound progress in gaining knowledge and skills during their time at the school. Pupils with special educational needs and pupils with English as an additional language, also make sound progress.

**104.** Standards of pupils' achievement have remained about the same as reported at the last inspection. Progress has been satisfactory since then, with the maintenance and development of a broad and balanced curriculum, and a commendably wide range of extra-curricular activities.

**105.** During the inspection a range of gymnastic, dance and games activities were observed. In gymnastics the younger pupils performed a series of balances, both on the floor and on the apparatus. They did this individually and in groups. They worked with care, paying good attention to accuracy and precision. In dance the older pupils used a range of movements in groups to perform a 'rock and roll' sequence. In games the younger pupils took part in a mini Olympics, with throwing, jumping and running activities.

**106.** The quality of teaching and learning is sound overall. Teachers prepare themselves well for all lessons, and give good attention to health issues. High standards of discipline are maintained throughout lessons. Pupils know the lessons' objectives, which link well to previous work, though not always to the different levels of prior attainment. Teachers usually make appropriate use of the accommodation, including the spacious grounds, and the time available to them. However, not enough individual coaching is given to enable pupils to develop their skills, a weakness identified at the last inspection.

**107.** Pupils enjoy physical education. They work hard to evaluate their own and each others' performance. They help each other such as when working in teams. Many benefit from a range of practice sessions and competitive fixtures. These take place at lunchtime and after school, and include badminton, cricket, soccer and netball. Older pupils benefit from participation in a residential experience.

**108.** There is a policy and scheme of work to aid teachers' planning of the lessons. Resources are satisfactory.

## RELIGIOUS EDUCATION

**109.** By the age of 11, pupils' knowledge and understanding of religious education are above the expectations of the locally agreed syllabus, as they were at the time of the last inspection. By Year 5, pupils have a good knowledge of the key beliefs and teachings of Christianity and other major world faiths. Good teaching in Year 6 builds on this knowledge so that by the time they leave the school, pupils can identify the elements of worship that are shared by different religions. They understand how the moral codes of Christianity, Hinduism, Islam, Judaism and Sikhism influence the daily life of individuals and communities. Pupils also evaluate and apply their learning to their own lives, for example, when they wrote a list of rules to guide their own behaviour, after learning about different moral codes.

110. Observation of pupils in lessons and in assemblies indicates that attitudes and behaviour are good. Pupils listen attentively to teachers and are mature, sensible and sensitive in discussion. They show respect for each other's views and for those of different religions. This allows for detailed and deep discussion, which has a positive impact on pupils' learning, and on their personal development.

111. Much of the teaching of religious education is done by the subject co-ordinator, who works on a part-time basis. The two lessons observed during the inspection were, however, taught by non-specialist class teachers. These observations and examples of pupils' work indicate that the quality of teaching and learning is mainly good, as it was at the time of the last inspection. In one very good lesson, pupils accessed the website of a primary school in the north of England to find pictures of Hindu children from that school, worshipping at home and in their temple. Pupils had learned in the previous lesson that some cities in England have a large Hindu population; photographs of children from a primary school in a different part of England brought the traditions of the Hindu religion alive for them. In discussion after the lesson, one pupil suggested that it is important to learn about different religions in order 'to be respectful' while another boy commented that 'if you understand what other people believe, you won't make fun of them'. Lessons like this make a good contribution to pupils' spiritual, moral, social and cultural development. Teaching is less successful in capturing the pupils' interest when there is excessive use of published worksheets or poor quality drawings, as in the lesson on dietary preferences and customs.

112. The subject co-ordinator is well qualified and experienced in teaching religious education. She ensures that planning across the school follows the locally agreed syllabus but the monitoring of teaching is not yet sufficiently formalised although is an expected part of her role as co-ordinator. Guidance on assessment, particularly at the end of the key stage is currently being developed. The school has sufficient, good quality resources to support the teaching of religious education.