

# INSPECTION REPORT

## **WILLOW BROOK PRIMARY SCHOOL**

Keyworth

LEA area: Nottinghamshire

Unique reference number: 122650

Headteacher: Mr Ian Jenkinson

Reporting inspector: Mr John H Good  
1411

Dates of inspection: 5 - 8 June 2000

Inspection number: 194412

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Willow Brook KEYWORTH Nottinghamshire
Postcode:	NG12 5BB
Telephone number:	0115 9149889
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ernest Wright
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Good	Registered inspector	Mathematics Art Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
Gillian Smith	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Frankie Gaywood	Team inspector	Provision for under-fives Science Geography History Music Equal opportunities Special educational needs.	
David Vincent	Team inspector	English Design and technology Information technology Religious education	Quality and range of opportunities for learning Leadership and management

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

### **INFORMATION ABOUT THE SCHOOL**

The school is one of three primary schools that serve the large suburban village of Keyworth, which is situated five miles from the centre of Nottingham. The majority of children are from owner-occupied homes, but the school's catchment area has changed in recent years and now contains families representing a broad, but balanced, socio-economic profile. The school is a smaller than average community primary school for boys and girls, 5 to 11 years of age. Pupils are admitted to the school at the start of the half term in which they become five years of age, and almost all of them have attended some form of pre-school education. Analysis of their baseline assessment tests shows that, although they represent the whole ability range, the majority have literacy and numeracy skills that are above average. There are 169 pupils on roll, 85 boys and 84 girls. Seven of the pupils in the reception class attend for mornings only but none of them is under the age of five. Boys significantly outnumber girls in Years 5 and 6 and the reverse is true in Years 1 and 4. There are no pupils from ethnic minority communities and all are from homes where English is the first language. Approximately one per cent of pupils are entitled to a free school meal, which is less than most schools. The school has identified 13 per cent of its pupils as having special educational needs, which is below the national average. No pupil has a statement of special educational needs. The school aims to recognise the needs of its pupils, and allow them to develop to their full potential in a safe, caring and stimulating environment.

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

Willow Brook Primary is a good school that has improved since its last inspection. Standards are above the national average at Key Stage 2 in English and mathematics and standards are improving overall in Key Stage 1, particularly in reading, writing and mathematics. The quality of teaching is good overall and all pupils are provided with good learning opportunities, which allows almost all of them to achieve to their full potential. Pupils have very good attitudes and they enjoy school life. The headteacher, senior management team and the governors have a shared vision for the future development of the school and their leadership and management are good. Although the cost of educating each pupil is above average the school makes effective use of its delegated budget and gives good value for money.

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

- The percentage of pupils reaching Level 5 in the tests at the end of Key Stage 2 is above the national average in English and mathematics.
- Since the last inspection standards have improved in religious education and are now good.
- Standards in reading, handwriting, speaking and listening are very good.
- Seventy-eight percentage of the teaching is good or better which is a higher proportion than is normally found.
- Pupils have very good attitudes and this is reflected in their very good behaviour and their willingness to do their best at all times.
- Relationships throughout the school are very good and there is a good environment for learning.
- The headteacher provides good leadership for the school and he is well supported by colleagues and the governing body.

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

- The curriculum on offer to pupils does not make best advantage of the time available..
- The monitoring of curricular and other developments.

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

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

The school staff is united in its commitment to improve the quality of education provided at the school and to raise standards. Since the last inspection new systems have been introduced for curriculum planning and these have resulted in teaching objectives being more clearly defined, tasks being better matched to pupils' differing

abilities and an improvement in the quality of teaching. Roles and responsibilities of staff and governors are more clearly defined but monitoring roles are still insufficiently developed. Good progress has been made in improving standards in religious education that were below average at the time of the previous report, but are now good. Some schemes of work have been produced but others are still awaiting completion. This is a small staff and taking into account the very good work that has been done to introduce the National Literacy and Numeracy Strategies, the school has made satisfactory progress since the last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	B	C
mathematics	A	C	B	C
science	A	C	C	E

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The number of pupils taking the tests at the end of Key Stage 2 is relatively small and factors such as pupil absence, and a higher percentage of pupils on the special educational needs register, cause fluctuations in standards from year to year.

Inspection evidence indicates that at the end of both key stages standards are above average in art, English, mathematics, physical education and religious education, and average in all other subjects. Across the school, pupils are making good progress in developing literacy and numeracy skills. Standards are very good in reading, handwriting, speaking and listening, and good in writing and spelling.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and strive to do well at all times. They enjoy learning and are keen to participate fully in all areas of school life. In class they listen well, are eager to ask questions and join in discussions. They settle down to work quickly and are always prepared to try hard.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly. They consider each other's needs and feelings during lessons and break times. Pupils work purposefully and constructively both independently and in small groups.
Personal development and relationships	Very good. Pupils are mature and sensible. They willingly accept responsibility during the school day. Relationships are very good. In practical situations they work safely, productively and give good support to one another.
Attendance	Good. Attendance is above the national average and there are few unauthorised absences. A significant minority of parents book family holidays during term time.



## TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good

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

The quality of teaching has improved since the last inspection, and is good overall. The percentage of teaching that was good or better has increased from 36 per cent to 78 per cent, and that for unsatisfactory teaching has fallen from 10 per cent to approximately 2 per cent. Good teaching was observed at least twice in each classroom, but very good teaching occurred most frequently in Key Stage 1. The teaching of basic skills in numeracy and literacy is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad curriculum with good links with the community. The National Literacy and Numeracy Strategies have been introduced successfully, but this has impinged upon the time available for developing schemes of work in other areas of the curriculum. Some of the nationally produced schemes are in need of adaption to reflect the school's own educational aims. The time allocated to science is slightly low and the time allowed for teaching in Key Stage 2 is below the minimum recommendation.
Provision for pupils with special educational needs	Good. The school makes good use of all funding and provides good quality support for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good for social and moral, good for cultural and satisfactory for spiritual. There is good provision for raising awareness of other cultures. Staff know their pupils well and relationships are based upon mutual respect. Pupils have frequent opportunities to interact socially.
How well the school cares for its pupils	Good. The school provides effective personal and academic support for its pupils. Good arrangements for health and safety and pupils' welfare.
How well the school works in partnership with parents.	Good. The school places great emphasis on working closely with parents, and does all it can to make them feel welcome. Regular newsletters are sent out and parents receive a curriculum plan, which details the topics that are to be covered each term. Pupils' annual reports are of a variable standard and some give insufficient detail of what pupils have achieved.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and the senior management team provide clear direction for the work of the school. All educational initiatives and developments are well supported by sound financial planning. All personnel associated with the school have a shared commitment to its success. Subject co-ordinators work hard and the majority provides effective leadership for more than one subject area.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are fully involved in the life of the school and have a good understanding of its strengths and weaknesses. Their involvement in financial planning and control are good, and they are very aware of obtaining best value for money. Monitoring roles and links to the curriculum are weak.
The school's evaluation of its performance	Satisfactory overall. The school management plan details priority areas for development and there are good links to sound financial planning. There is a shared vision for future development, but success criteria for measuring progress in achieving targets are insufficiently rigorous and some completion dates have not been met. The systems established for setting targets are effective.
The strategic use of resources	Good. The financial resources of the school are used effectively to support development. Financial control is very good and all specific grants are properly used and targeted upon improving standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Their children make good progress in school.</li> <li>• Behaviour is good in school.</li> <li>• The teaching is good.</li> <li>• The members of staff are approachable.</li> <li>• Children are expected to work hard and achieve to their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent use of homework to extend children's learning.</li> <li>• The information provided by the school with regard to children's learning.</li> <li>• The range of extracurricular activities.</li> </ul>

The school provides good information with regard to what is being taught in the school and the inspection team cannot support the parents' criticism of this area of the school's work. However the team does agree with the views expressed by some parents at their pre-inspection meeting, that end of year reports are of variable standard, and that some give more detail of what is taught as opposed to how well the child is achieving. The school does operate an open-door policy and parents are welcome to discuss areas of concern with regard to their children's progress. The new homework policy is awaiting implementation but in the mean time inspection evidence shows that there is variable practice with regard to the use of homework to extend pupils' learning. The school has a limited number of staff available to provide extracurricular activities, but it does however organise a good number and range of sports teams. It has adopted a sensible approach in making these activities available to the junior pupils and the inspection team does not support parents' adverse comments.

At the pre-inspection meeting, some parents raised concerns with regard to the effect the establishing of mixed-age classes in the juniors would have on their children's education and levels of attainment. There is no evidence from this inspection to indicate that pupils' levels of attainment are being affected adversely by these new arrangements, or that any of them are receiving an inferior educational experience.

## **PART B: COMMENTARY**

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

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

1. The results of baseline assessment indicate that, on entering the reception class, pupils represent the whole ability range but the majority have literacy and numeracy skills that are above average. By the time they leave the school, pupils' levels of attainment in terms of reaching Level 4 are above the national average in English, mathematics and science. When the school's 1999 Key Stage 2 test results are compared with those of similar schools, they are in line with average values in English and mathematics, but well below average in science. When comparing the school's test results with national averages, and with performances of similar schools, it must be remembered that the number of pupils taking the tests each year is relatively small. This means that factors such as pupils' absences, or a higher than normal percentage of pupils with special educational needs in the year group, explain the fluctuation in results from year to year.
2. The results of the Key Stage 1 tests in 1999 show that the particular group of pupils achieved results, in terms of reaching Level 2, which were in line with national averages in reading, and slightly below in writing and mathematics. On the basis of teacher assessments, standards in science in 1999 were below the national average in terms of achieving Level 2 or better. Over the four-year period from 1996 pupils have achieved levels in mathematics which are well above average, and in reading and writing which are in line with average values. Analysis of the test results for the four-year period show that boys have outperformed girls in mathematics, but there is no significant pattern in reading and writing.
3. During the last four years pupils have achieved standards at the end of Key Stage 2 that are well above national average in English, and above average in mathematics and science. Although there has been considerable variation in girls' and boys' performances between individual years there is no consistent pattern in gender variation. The school's analysis of the results indicates that the variation in pupils' performances is a reflection of the overall ability range of the year group rather than any change in the quality of the educational provision.
4. Ninety-three per cent of the parents who responded to the pre-inspection questionnaire were happy with the progress their children are making. Almost all of the respondents to the questionnaire felt that the school expected each individual child to work hard and achieve to his or her best, at all times. All of the parents who attended the pre-inspection meeting were satisfied with the standards being achieved by their children. In addition there was unanimous support for the way the school has introduced the National Literacy and Numeracy Strategies, both of which parents feel are helping to improve standards throughout the school. Members of the inspection team support this view.
5. The inspection evidence indicates that levels of attainment for the majority of pupils at the end of both Key Stage 1 and Key Stage 2 are above national average in English and mathematics, and broadly in line with the average in science. In other subjects, standards are above age-related expectations in art, physical education and religious education, and in line with them in design and technology, geography, history, information technology and music. In all subjects there are pupils who achieve standards that are well above national averages and age-related expectations, giving a true reflection of their higher-attaining ability. In English and mathematics lessons tasks are particularly well matched to pupils' differing ability levels, and all pupils are given frequent opportunities to achieve to their best. In other subjects, especially in science, although teachers' planning does show some evidence of extension work, the outcomes are less satisfactory than in English and mathematics.
6. Pupils with special educational needs are well supported and they are achieving good standards compared with their prior attainments. In all areas of their education they are making good progress

towards achieving the targets set for them in their individual educational plans. In Key Stage 2 some pupils are being encouraged to set their own targets for improvement, and this focuses them upon achieving higher standards.

7. Throughout the school, attainment is very good in reading, handwriting, speaking and listening, and good in spelling and writing. All pupils make good progress in developing these key skills and use them effectively across the curriculum. During the period of the inspection, particularly good use of acquired literacy skills was observed during the teaching of geography, history, music and religious education. The introduction of the National Literacy Strategy has had a positive effect upon the standards achieved by the pupils, which throughout the school are above national expectations.
8. Standards in numeracy are above national expectations in both key stages. Pupils of all abilities are making good progress in developing numeracy skills and are being given opportunities to use the acquired skills effectively in other subjects. Examples included Venn diagrams in science, time-lines in history, data handling in information technology, and counting and recording completed actions in physical education. The National Numeracy Strategy has been carefully introduced into the school's curriculum and it is already having a positive effect upon the quality of teaching and learning, and in the standards achieved by pupils.
9. The school's admission policy means that children are almost five years of age when they join the school roll. As a result of their extended period of pre-school experience, the majority of them have already achieved the standards required by the desirable learning outcomes before they are admitted to the school. The quality of the educational provision in the reception class ensures that all pupils are integrated into school life quickly and continue to make good progress in their education.
10. In the last inspection report, standards in religious education were described as being below average at the end of Key Stage 2. Standards throughout the school are now judged to be good in relation to the locally agreed syllabus. Pupils are able to discuss moral and spiritual issues with maturity and thoughtfulness, good examples being the discussion in Year 5 of the work and role of the Salvation Army, and in Year 6 of the qualities of saints. The improved levels of attainment reflect the emphasis being given to religious education within the school's curriculum programme.
11. The headteacher and governors have established effective systems for the setting of targets to improve pupils' levels of attainment in English and mathematics. The targets are agreed following careful consideration of the statistical data relating to the particular year group. The targets for the year 2000 are for 79 per cent of pupils to reach Level 4 or better in English and mathematics, and 92 per cent in the year 2001. The inspection evidence indicates that these targets are realistic, but challenging, considering the relatively small size of the respective year groups

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

12. The previous inspection found that pupils were well behaved and that they had positive attitudes to each other and to learning. Over the intervening years, the school has improved these standards further and pupils of all ages and abilities now have very good attitudes and are very well behaved. They enjoy coming to school and buzz with ideas and enthusiasm. Supported by a high standard of teaching, pupils approach their work with a genuine commitment and desire to learn. This is a significant factor in the good progress they make. During lessons, they work co-operatively and support one another well. For example, during a Year 1 design and technology lesson, younger pupils worked in small groups to find out the best way in which they could fit hinged windows and doors to a cardboard house. They shared sticky tape and scissors amicably and worked with tremendous enthusiasm and determination. This resulted in a very constructive exchange of ideas and an extremely high level of creative thinking. Pupils, however, do not allow their enthusiasm to get the better of them and they very rarely shout out an answer. Pupils wait their turn and respect each other's views. They are very keen to help during the school day and relish responsibilities such as

putting out toys and activities each week for the pre-school group and ringing the school bell at break and lunch times.

13. Pupils behave very well in and around the school and there have not been any exclusions for many years. Although the school code of conduct has recently been revised, there is an unwritten expectation of how pupils should behave and, in this respect, members of staff consistently lead by example. Pupils are very interested in what is going on around them. There is an air of close co-operation within the school and relationships between pupils and adults are very good. They are built on a foundation of mutual trust and respect and this helps to make the school a calm and pleasant place. When required to do so, pupils work well together in pairs or in groups. Boys and girls approach their work equally conscientiously and offer each other help when it is needed. Pupils socialise well and are generous in spirit. For example, during the inspection, a Year 2 class applauded a classmate spontaneously who succeeded in something with which he had previously struggled. Pupils speak to their teachers with confidence and are polite and friendly towards visitors.
14. Pupils' personal development is very good. Older pupils undertake residential trips to Whitby and the Isle of Wight and these visits encourage pupils to use their initiative and become more independent. Pupils also participate in a wide range of community events and inter-school and county sporting competitions. These opportunities help them to develop an appreciation of the needs of others and to become increasingly aware of the wider world.
15. Attendance is good and has been consistently above the national average for at least the last three years. Pupils are punctual and keen to come to school. Parents keep the school well informed when their child is absent and, as a result, the number of unauthorised absences is around half the level typically found in other schools. Registration takes place quickly and timekeeping during the school day is good. This helps pupils to make the most of their time at school and underpins their very positive attitudes.

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

16. The quality of teaching has improved since the last inspection. The percentage of lessons where teaching is judged to be unsatisfactory has fallen, whilst there has been a very significant increase in the percentage of lessons where teaching is good or very good. Of the 41 lessons or part lessons observed during the period of the inspection, 40 were judged to be satisfactory or better, of which 23 were good, eight very good and one excellent. Teaching in one lesson was judged to be of an unsatisfactory standard. Overall the quality of teaching is good, but there is variation in quality between the key stages.
17. Good teaching was observed on at least two occasions in all classrooms throughout the school, but very good teaching occurs most frequently in Key Stage 1. Classroom observation shows that the national initiative to reduce class sizes in infant classrooms is having a positive effect upon the quality of teaching and learning on offer to Key Stage 1 pupils in the school. Of the nine lessons where teaching was very good or better, eight were observed in the infant classrooms. The one lesson where teaching was unsatisfactory was observed in Key Stage 2, during the teaching of science, whilst the excellent lesson was in Key Stage 1 during the teaching of history. Of the eight very good lessons, three were in literacy, two in art, and one in each of design and technology, numeracy and science.
18. All teachers plan lessons thoroughly, which leads to good classroom organisation and effective use of the resources that are available to support pupils' learning. Learning objectives are clear and are discussed with pupils at the start of the lesson, thus ensuring that all members of the class are aware of what is expected of them. All teachers have friendly, supportive and encouraging teaching styles that lead to relationships in the classrooms being very good. They know their pupils well and are aware of their individual strengths and weaknesses. This enables them to plan tasks that meet the educational needs of all pupils satisfactorily. Pupils with special educational needs are well supported

by teachers and the support assistant, and this enables them to be integrated into normal activities and make good progress in their studies. All teachers have particular strength in supporting pupils with behavioural problems. Their calm, caring and non-confrontational approach is having a very positive effect upon the behaviour of these pupils, both in and out of the classrooms.

19. Where teaching is of a very good standard it most frequently results from a combination of the teachers' enthusiasm for the subject, their expertise and their knowledge. They produce an environment in which pupils are eager to learn, acquire knowledge and develop skills. Introductory sessions build very well upon pupils' previous experience, but contain sufficient intrigue to arouse pupils' curiosity and enthusiasm. Tasks are well matched to pupils' abilities, with sufficient extension material to give all pupils opportunity to achieve to their full potential. Question and answer sessions are used skilfully to check for pupils' depth of understanding of new knowledge, and to extend tasks and pose new problems. Lessons move with a quick pace but sufficient time is allowed for consolidation of newly acquired knowledge and skills. Positive feedback and constant encouragement from the teacher result in pupils persevering and being prepared to give of their best. The high quality of the teaching has a positive impact upon pupils' rates of progress and levels of attainment. Learning is fun and pupils enjoy every moment of the lesson.
20. Overall, the quality of learning is good throughout the school, but it varies with the quality of teaching and is therefore best in Key Stage 1. On all but one occasion during the period of the inspection, pupils were provided with learning experiences that were at least satisfactory, most frequently good and often very good. Where the learning experience is very good, pupils are presented with tasks that are well matched to their ability but at the same time offer challenge and extend their learning. Pupils are encouraged to ask questions, discuss issues and research for new facts and knowledge. Higher-attaining pupils are faced with open-ended tasks or problems related to real life situations. Lessons containing some, or all, of these characteristics were observed during the teaching of art, design and technology, history, literacy, numeracy and science. The unsatisfactory learning experience in a Key Stage 2 science lesson resulted from the teacher's insecure subject knowledge that led to explanations being unclear and pupils being confused.
21. All teachers keep very detailed records of pupils' achievements and levels of attainment in English and mathematics. In these two subjects assessment is used very effectively to set targets and to plan future work. In other subjects, records of assessments are less comprehensive and teachers rely more upon their detailed knowledge of pupils and folders of completed work. All teachers mark work on a regular basis, but scrutiny of pupils' previous work showed that the quality of marking is variable, being significantly better in English and mathematics than in other subject areas.
22. Ninety-nine per cent of the parents who responded to the parents' pre-inspection questionnaire agreed that the quality of teaching in the school is good. Some parents who attended the pre-inspection meeting, and 65 per cent of those who responded to the questionnaire, expressed concerns with regard to the extent of work their children are expected to complete as home study. In spite of the fact that some parents thought that the demands are already too great, the majority of respondents requested more homework, particularly to prepare Year 6 pupils for the next stage of their education. The school has consulted a representative group of parents during the process to produce a new homework policy, which is awaiting circulation to parents. Scrutiny of pupils' previous work and classroom observation indicate that there is inconsistent practice with regard to the setting of work to be completed at home. The inspection team's view is that, although the school has adopted a sensible approach during the development of the new policy, there is variable practice across the school. It is necessary to monitor the use of homework to extend pupils' learning and ensure that Year 6 pupils are fully prepared for the demands of secondary education.

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

23. The school provides a broad and balanced programme, which meets the requirements of the National Curriculum and for religious education. The curriculum offered provides a satisfactory range of opportunities for learning, although the time allocated to science is slightly low, and the time allowed for teaching in Key Stage 2 is below the minimum recommendation. The provision for pupils entering the school just before their fifth birthday is good. These young pupils settle into school life quickly and are well supported as they begin to experience the demands of the Key Stage 1 curriculum. Throughout the school, the promotion of physical development is good. The school has introduced the National Literacy and National Numeracy Strategies successfully and these initiatives are having a positive effect upon the provision for English and mathematics.
24. All pupils have equal access to the curriculum and enjoy equality of opportunity. Improvements to the information technology programme have not yet impacted fully and there are occasional gaps in the experiences and, consequentially, the skills of some pupils. Curricular provision for pupils with special educational needs is good and the requirements of the Code of Practice are fully met.
25. The governing body has approved an appropriate policy for the teaching of sex education, and matters relating to health education are given proper emphasis. The school's programme for health education includes the required emphasis upon the dangers associated with the misuse of drugs. The school seeks to ensure that pupils are provided with the knowledge and awareness, which will help them make informed choices as they assume greater independence. The development of good relationships and consideration for others are embedded in the life and work of the school. Overall, the provision for pupils' personal, social and health education is good.
26. The school has adopted national and local guidance in order to provide a structured curriculum.. This documentation provides a sound basis for ensuring that knowledge and skills are built incrementally and that a balanced programme is delivered. In some subjects, for example information technology, further development of these course outlines is required so that teachers are given precise guidance about what should be taught and when. The inconsistencies in teachers' planning, which were identified in the previous Ofsted report, have been tackled properly. There is keen awareness of the need to review and evaluate the curriculum and the staff meet regularly to discuss curricular matters and to improve their expertise. An example is the planned training to ensure that staff become more proficient in computer skills. There is a clear determination, shared by all associated with the school, to continue the process of curricular improvement, and to ensure that pupils in the same year group, but in different classes, receive an educational experience appropriate for their age. At present these pupils are well catered for, but further development of subject schemes of work is necessary to make certain that they do not miss or re-visit areas of the curriculum.
27. The school's provision for spiritual development is satisfactory. The lessons in religious education, the school assemblies and special events throughout the year give pupils opportunities for religious spirituality. A moment of exceptional spirituality occurred in a Year 6 lesson as pupils reflected on the life of a child who died of leukaemia. A wider understanding of the values and beliefs which influence other peoples' lives is promoted, and opportunities to discuss these differing traditions are provided. Pupils' own imaginative writing and artistic work demonstrate some encouragement for pupils to experience wonder and mystery, which can be inspired by elements of the wider curriculum, but this aspect is not strongly emphasised.
28. The school's provision for the moral development of its pupils is very good. There is an orderly learning environment and almost all pupils behave well and demonstrate self-discipline. A clear framework associated with personal behaviour has been developed and the related system of rewards and sanctions is applied consistently. Pupils clearly understand the difference between right and wrong, and what constitutes acceptable behaviour towards others. A wide range of personal and moral issues is developed through discussions as issues arise and older pupils contribute with maturity and sensitivity.

29. Provision for the development of social behaviour is very good and, with very few exceptions, pupils relate exceptionally well to their peers and to adults. Teachers and other adults provide excellent role models and relationships are very good. Pupils are given duties within the classroom regularly or on behalf of the school community, and they respond responsibly. The school regularly supports charitable initiatives.
30. The quality of provision for pupils' cultural development is good. Pupils who attend the school do not come from a wide range of cultural backgrounds but the school seeks to inform pupils of the richness and diversity of other traditions. Raising awareness of the nature and traditions of other religions features strongly in the religious education programme and other curricular work. Visits to museums and other places of educational interest help to develop knowledge and experience of local traditions. Aspects of history, music, art and geography provide examples of how the curriculum incorporates the influence of other religions and cultures. Criticism in the last report relating to a lack of opportunities to develop knowledge of similarities and differences of cultures has been well addressed.
31. A satisfactory range of extracurricular activities and inter-school events is organised and these are well supported by pupils. Visits to places of educational value, including residential visits, make valuable contributions to several subjects. Good links with the community are evident; for example through visits to the school by police and representatives of several local churches, the charitable efforts of pupils and the association with sporting clubs who provide coaching opportunities for pupils. There are also productive links with other schools in the area through the professional liaison of staff.

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

32. The previous inspection found that the school provided good quality support and guidance for its pupils and this continues to be the case. All members of staff work very well together and everyone does their best to ensure that the time pupils spend at school is productive and enjoyable.
33. Procedures for assessing pupils' attainment and progress vary from subject to subject, but are satisfactory overall. In English and mathematics there are well defined and established whole-school procedures for assessment that are linked to the literacy and numeracy programmes of study. In these subjects teachers take into account individual pupils' strengths and weaknesses when planning tasks. Activities are well matched to pupils' ability and this allows all pupils frequent opportunities to achieve to their full potential. In other subjects, assessment procedures are less well structured and less detailed. Although individual teachers keep adequate records of pupils' levels of attainment and they know their pupils well, assessment is left too much to the individual teacher and not sufficiently directed by the subject co-ordinator. There is a need for the very good practice in English and mathematics to be extended to other subject areas of the curriculum. Teachers' day to day marking is of high quality in English and mathematics but of variable quality in some other subjects. In spite of this, pupils interviewed during the inspection said that they found teachers' written and verbal comments to be very helpful in improving the standard of their work.
34. Pupils with special educational needs help to identify their personal and academic targets and each term they play an important part in assessing the progress they have made. The provision of these targets in pupils' individual educational plans helps them make consistently good progress in their studies. There is, however, variable practice in setting targets for other pupils across the curriculum.
35. Pupils' personal development is based upon class teachers' close knowledge of their pupils' individual circumstances. Personal, social and health education is taught effectively through circle time discussions, science and religious education. In conjunction with the local police, pupils are warned of the dangers of drug misuse through the 'DARE' programme. The high quality educational and personal support and guidance provided by the school help pupils to make good progress in all subjects and to achieve a high standard of work.

36. A strong emphasis is placed upon good behaviour and the procedures used to ensure that standards remain high are very effective. All adults in the school provide consistently good examples of how to behave and pupils clearly understand what is, and what is not, acceptable. The school's code of conduct and anti-bullying policy has recently been reviewed and unsatisfactory behaviour is rare.
37. Procedures for monitoring attendance are good. The majority of parents willingly provide reasons for their child's absence and unauthorised absences are rare. A significant minority of parents, however, take their children on family holidays during the term and this inevitably means that they miss out on the work undertaken by their classmates during their absence.
38. Procedures for child protection are good. The designated teacher has undertaken training and other members of staff are regularly reminded of their responsibilities through a very clear policy and staff meetings. Routine health and safety procedures are also good and statutory requirements are met.

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

39. The school places great emphasis on working closely with parents and does everything it reasonably can to ensure that parents are made to feel welcome and that they are kept closely informed about day-to-day life of the school. The majority of parents respond positively to these overtures and hold the school in high regard. Analysis of the pre-inspection questionnaire indicates that the overwhelming majority of parents are confident that their child enjoys coming to school and that he or she is indeed encouraged to learn and to achieve his or her very best. In particular, parents are very pleased with the standard of teaching and the inspection found their confidence to be fully justified. Teachers are very successful in motivating the pupils and the ensuing desire to learn underpins the good progress the pupils are subsequently able to make. Some concerns were expressed about the level of homework. Generally, it was found that the amount and type of homework set was appropriate for the majority of pupils but the practice is inconsistent. The inspection team supports the view of those parents who felt that more homework should be provided for pupils in their final year, in order to prepare them for secondary school. Although some parents expressed misgivings about the range of extracurricular activities provided, the level of activities is similar to those provided by other schools and is appropriate for pupils of this age.
40. Parents are keen to contribute to school life and offer valuable support in a number of ways. For example, they provide generous financial support to the 'Friends' association and organise fund raising events such as plant sales and the annual Christmas fair. The funds raised have been used to improve the quality and range of learning resources available and these improvements help to create a stimulating learning environment. A number of parents also offer regular voluntary support, including help with gardening and do-it-yourself improvements around school. Parents have also helped to reorganise the infant library and regularly help with craft activities and cooking. The impact of this support is very positive and helps to ensure that the pupils work in a very pleasant environment.
41. Parents were consulted during the development of the recently drafted homework policy and the newly introduced home/school agreement. The ensuing dialogue between home and school was most constructive and has resulted in the preparation of documents that are both relevant and interesting. Regular newsletters are sent out and, at the start of each academic year, parents receive a curriculum plan that sets out the topics that will be covered, class by class, term by term. Parents are invited to a formal meeting with their child's teacher each term and attendance is excellent. In addition, the school encourages parents to voice any concerns they may have and parents recognise and appreciate this spirit of openness. The overall level of information is similar to that provided by other schools and the school prospectus and governors' annual report contain all necessary information. The inspection team does not support the criticism that some parents made of this aspect of the school's work, but does recognise that pupils' annual reports are of a variable standard and that some of them need more detail of what children have achieved, rather than what they have studied.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher, together with the close involvement of the teaching staff, establish the priorities for school improvement. The governing body has meaningful input and the allocation of funds supports the identified priorities. The areas selected for improvement reflect a desire to promote higher standards and the school management plan provides a useful structure for implementing such objectives. It sets out a helpful agenda that clearly reflects the school's aims and values. The plan includes useful criteria for ascertaining whether priorities are successfully completed but these, at times, lack the means to measure objectively the degree to which they have been successful.
43. The headteacher provides good leadership for the school and he has been particularly successful in engendering a spirit of unity within the school. Relationships are very good and all associated with the school share a commitment to work together effectively and to make improvements. Willow Brook is a relatively small primary school and the curriculum load on individual teachers is onerous. Although some aspects of their role, such as monitoring the teaching and learning, require greater resolution, co-ordinators are diligent and hard working. Administrative procedures are undertaken effectively and professionally. Daily routines are well established and the school runs smoothly.
44. The governing body has established a finance committee and has properly defined its role. Governors are fully meeting their responsibilities in relation to budget setting, and expenditure is satisfactorily monitored. The governing body is beginning to evaluate the cost-effectiveness of major spending decisions through the reports of the headteacher and through discussion, but there is insufficient use of closely defined measures to evaluate the degree to which priorities have been completed. Thus, whilst the governing body has a good understanding of the strengths and weaknesses of the school, the use of objective measures for establishing whether they are achieving best value are not always sufficiently precise. Governors are, however, very aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued although governors are mindful that the cheapest price does not always represent the best value. Governors compare the school's results with national averages and those for schools with a similar intake, but at the present time they are insufficiently involved in monitoring the curricular provision at classroom level. The governing body has managed a shrinking budget with care and the school's finances are stable.
45. The management of the provision for pupils with special educational needs is efficient and effective. Paperwork is manageable and systems of support, information and review are good. Funding received through the allocation to the local 'family' of schools is spent wisely to secure maximum support.
46. Financial control and office administration are very good and the school administrative officer discharges her responsibilities diligently. The last audit report of the school's finances was generally satisfactory and all its recommendations have been addressed. The computerised accounting system supports a secure financial administration and good use is made of computer analysis in order to monitor spending. There is independent separation of the procedures for ordering and payment. The school is appreciative of the technical support received from the local education authority's finance department.
47. There is a satisfactory match of teachers to support the curriculum and effective use of support staff. All members of staff, teaching and non-teaching, work effectively as a team in providing a high quality educational experience for the pupils. Formal appraisal of teachers has been properly conducted, although new procedures are to be introduced shortly in order to address changed legislation. Very good support is given to newly qualified teachers to help them settle in quickly and to develop their professional expertise.
48. The facilities available in the school's accommodation are good. All areas of the school are extremely well maintained by the caretaker and the staff. The learning resources are sufficient to support the

curriculum in most subjects and in physical education they are very good. Despite the valiant efforts of the school, and the recent use of additional grants, the number of computers available for information technology is insufficient to meet the rapidly increasing demands of the subject. Other funds allocated for specific purposes such as staff training, the National Literacy Strategy and the support for pupils with special educational needs are all properly targeted.

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

49. The majority of the items listed below are already identified as areas for improvement in the school's management plan for the period 2000-2003.

- **Improve the curriculum on offer to pupils by:**

- ◇ completing the programme for the development of a scheme of work for each subject area, and adapting the commercially published schemes to reflect the school's own aims and objectives. (Paragraphs 26, 92, 103, 115 and 123)
- ◇ increasing the time allocated to teaching in Key Stage 2. (Paragraph 23)
- ◇ increasing the time allocated to the teaching of science. (Paragraphs 23 and 84)

- **Improve the monitoring of curricular and other developments by:**

- ◇ increasing the involvement of the governors in monitoring the curricular provision. (Paragraph 44)
- ◇ developing the monitoring roles of subject co-ordinators. (Paragraphs 43, 85, 123 and 130)
- ◇ improving the procedures for assessment. (Paragraphs 21, 33, 85, 103, 108 and 115)

50. In addition to the items listed above, the school also has weaknesses in the setting of homework to extend pupils' learning, in the marking of pupils' work, and in some end of year reports. The governors should consider these areas for inclusion in the action plan. They are indicated in paragraphs 21, 22, 39, 41, 84 and 108.

## 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	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	56	20	2	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	166
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

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

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence	%
School data	4.2
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	9	9	9
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	82 (78)	82 (75)	82 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	9	9	9
	Total	18	19	18
Percentage of pupils at NC level 2 or above	School	82 (89)	86 (81)	82 (88)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	13	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	12	10	11
	Total	28	25	27
Percentage of pupils at NC level 4 or above	School	82 (72)	74 (67)	79 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	21
	Girls	11	9	10
	Total	29	28	31
Percentage of pupils at NC level 4 or above	School	85 (78)	82 (83)	91 (84)
	National	68 (65)	69 (65)	75 (72)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	0

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

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24
Average class size	28

**Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	17

**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	1999/2000
	£
Total income	315 104
Total expenditure	324 374
Expenditure per pupil	1 919
Balance brought forward from previous year	9 348
Balance carried forward to next year	78

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

**Questionnaire return rate**

Number of questionnaires sent out	162
Number of questionnaires returned	90

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	0	1	0
My child is making good progress in school.	60	33	6	0	1
Behaviour in the school is good.	59	38	1	1	1
My child gets the right amount of work to do at home.	33	32	31	2	2
The teaching is good.	59	40	0	0	1
I am kept well informed about how my child is getting on.	44	38	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	68	28	3	0	1
The school expects my child to work hard and achieve his or her best.	68	29	2	0	1
The school works closely with parents.	42	45	9	1	3
The school is well led and managed.	48	43	2	1	6
The school is helping my child become mature and responsible.	55	44	1	0	0
The school provides an interesting range of activities outside lessons.	30	45	14	5	6

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

### **ENGLISH**

51. The National Assessment tests undertaken in 1999 by pupils near the end of Key Stage 1 show that standards in reading were in line with national averages, and slightly below in writing. Achievement in 1999 was well below the average for other schools with pupils from similar backgrounds. Results have varied over the past four years but Willow Brook is a relatively small primary school and slight variations in the results will impact significantly upon the percentage achieving the national average. This inspection finds that the proportion of pupils likely to achieve the expected standards at the end of Key Stage 1 is above the national average.
52. The National Assessment tests taken in 1999 by pupils in Year 6 show that achievement in English at the end of Key Stage 2 was above the national average for all schools but was close to the average when compared with schools with similar intakes. Over the four-year period since the last inspection attainment at the end of Key Stage 2 has been consistently above the national average. This inspection finds that the proportion of pupils on course to attain the national average at the end of Key Stage 2 is above the national standards.
53. At the end of Key Stage 1, the number of pupils who are able to express themselves orally with appropriate clarity and confidence is well above that expected for their age. The proportion of pupils who listen attentively and constructively to their teacher, and to the contributions made by others, is also well above the national average. A good range of suitable opportunities for pupils to develop their speaking and listening skills is provided, with activities such as role playing and questioning used effectively as a means of promoting speaking and listening skills and of developing confidence.
54. At the end of the Key Stage 2, the proportion of pupils achieving the national standards in speaking and listening is well above average. Almost all listen attentively to their teacher and to respond thoughtfully to the contributions made by other pupils. An above average proportion is able to generate cohesive and complex sentences with higher achieving pupils developing abstract and speculative ideas.
55. Achievement in reading is well above the national average at the end of Key Stage 1. This significant improvement in standard has resulted from the importance placed upon this skill by the school. All classes have a daily period for reading, and the systematic method of teaching of the basic skills is successfully improving reading standards. Most pupils enjoy reading and are eager to discuss what they have read. They develop a good range of phonic and contextual skills in order to tackle unfamiliar words. Most are able to use simple dictionaries and very good standards are achieved in relation to library skills.
56. Achievement in reading at the end of Key Stage 2 is also well above the national average. Most pupils are able to discuss what they have read with perceptive analysis of the characters and the plot. They display good skills when using phonic and other strategies, such as context, in order to tackle unfamiliar words. They are beginning to use more advanced skills such as scanning. Higher achievers in Year 6 demonstrate sensitive insight when contrasting the approaches and styles of different authors. They have an appreciation of inference and figurative language, which is well beyond their age.
57. At the end of Key Stage 1 achievement in writing is above that found nationally. This improved standard, for the current Year 2 group, reflects the impact the literacy strategy has had upon the quality of planning and teaching. Pupils' awareness of grammatical structure and punctuation is good in relation to their age. Most possess a broad vocabulary and are able to express themselves clearly and confidently. Spelling is methodically developed and pupils achieve good levels of accuracy.

Standards of letter formation and control are particularly good and reflect the systematic refinement of handwriting skills.

58. Standards of writing in Key Stage 2 are above average. By the end of the key stage a good proportion of pupils have the appropriate skills in relation to grammatical structure and punctuation and are able to express themselves with accuracy. They are able to organise their writing and to develop a theme in a logical and sustained manner. They write with a growing awareness of audience and of purpose. Spelling continues to be approached systematically with levels of accuracy above average. Standards of handwriting are well above average with a high proportion able to employ consistent letter formation and to write in an attractive and legible hand.
59. Word processing skills are satisfactorily developed but information and communication technology is not used cohesively to support reading and writing at either key stage.
60. The quality of learning in both key stages is good. Teachers have created a very positive atmosphere in which learning is both enjoyable and productive. The majority of pupils enter Key Stage 1 with literacy skills, which are above those expected for pupils of that age. Pupils make good progress as they move through Key Stage 1 and Key Stage 2. In both key stages a range of suitable opportunities for pupils to develop their speaking and listening skills is provided which leads to good progress in this aspect of the subject. When they enter Key Stage 1, most pupils are able to speak in simple terms about something which is within their immediate experience, whilst older pupils are able to develop a theme and to consider more abstract subjects. The structured programme helps to promote reading standards and ensures that most pupils make good progress in both key stages. Most pupils in Key Stage 1 progress from the recognition of a limited range of words, to the ability to read a simple story with understanding and enjoyment. This sound foundation is an important element in the continued good progress in reading which is evident in Key Stage 2. By Year 6 the majority of pupils can read books with quite challenging text with fluency and expression and can discuss the contents maturely. Most pupils in both key stages make good progress in writing skills. From elementary letter and simple word formation at the beginning of Key Stage 1, pupils develop increasing literacy skills until, at the end of Key Stage 2, they are competent in the use of extended and sequential prose, with accurate grammatical structure and appropriate use of punctuation.
61. Pupils of all abilities are presented with work which is well matched to their needs. The need to cater for the differing abilities of the pupils is recognised in all parts of the school. The higher achievers are provided with material which has suitable challenge, whilst those with special educational needs are sensitively, and effectively supported. Such pupils also make good progress.
62. Pupils' attitudes to English are very good in both key stages. Most work diligently, persevere with their tasks and show obvious enthusiasm for their work. They collaborate productively in pairs and small groups. Pupils are very attentive and are able to sustain concentration over a period. Even the youngest pupils respond maturely when required to work independently.
63. The quality of teaching at Key Stage 1 is good overall. Activities are well matched to the needs of the pupils and a range of strategies are employed which help to sustain interest. Teachers have a caring and positive rapport with their pupils. Lessons are conducted with clear purpose. Teaching at Key Stage 2 is also good overall, with most lessons proceeding at a brisk pace and in a positive working atmosphere. There is some very good teaching in both key stages as exemplified in a Year 3/4 lesson relating to alliteration and styles of poetry. Here the teacher's clever balance between stimulating thought and encouraging creative ideas led to sensitive and creative writing. Year 1 pupils made good progress in knowledge of vowels through the clear objectives communicated to them, and challenging tasks. Very good teaching also occurred in the reception class when hard work and fun were successfully combined to create a stimulating and imaginative working atmosphere. In both key stages lessons are carefully planned and are properly related to the requirements of the National Literacy Strategy.

64. The co-ordinator provides good leadership for the subject, and is committed to improving standards. The school places considerable emphasis upon English, and the National Literacy Strategy has been introduced with care and rigour. This initiative, together with the quality of teaching, is significant factors in determining the achievement and learning made by pupils. Pupils' work is marked diligently and constructively and pupils report that they find the comments and suggestions made by teachers extremely helpful in improving their competence. Pupils' increasing competence in literacy makes an important contribution to standards in other subjects.
65. The school uses a satisfactory range of formal tests regularly to measure attainment and a number of practical assessment procedures for phonics and spelling are in place to monitor pupils' progress. Targets are mutually agreed with pupils who are also encouraged to maintain individual evaluations, ideas and suggestions for improving their work. Although these procedures are relatively recent they complement and support the systematic approach to the teaching of English, which the school employs.
66. The previous Ofsted report was very favourable and this positive provision has been well maintained.

## **MATHEMATICS**

67. The results of the 1999 national tests at the end of Key Stage 1 reflect levels of attainment that are below the national average in terms of achieving Level 2, but close to the average for reaching Level 3. When compared with the results achieved by pupils in similar schools, pupils at the school attain levels that are well below average. Over the four-year period since the school's last inspection, pupils' performances in the tests at the end of this key stage have overall been well above the national average, but with considerable variation from year to year.
68. In the tests at the end of Key Stage 2 in 1999, attainment in terms of reaching Level 4 or better and in achieving Level 5, was above average in both cases. When compared with similar schools pupils' attainments are in line with those found nationally. During the period since the last inspection the overall performance of pupils at the school has been consistently above the national average.
69. Analysis of the end of key stage test results since 1996 show that at Key Stage 1 boys have consistently outperformed girls. At Key Stage 2, although there has been variation in the levels achieved by boys and girls, there is no consistent pattern and overall their average scores for the period are almost identical.
70. During the inspection, classroom observation, scrutiny of work and conversation with pupils, indicate that levels of attainment at the end of both key stages are above average, with no significant difference in the attainment of boys and girls in any area of the curriculum programme. This represents similar findings to the standards reported in the previous inspection report, but is a standard in Key Stage 1 that is an improvement upon the 1999 test results. The inspection findings relate to a different group of pupils in Year 2 and a different class teacher is responsible for their education.
71. By the end of Key Stage 1, pupils have a secure knowledge and understanding of number to at least a hundred. The majority can recall addition and subtraction facts to 20 and combine different pairs of numbers to make 20. They can count on in twos, fives and tens, and use mental strategies to add two-digit numbers. During observation of the Year 2 class, pupils combined coins confidently to make different totals, and could explain why there was more than one way of solving the problem. All of the class could recognise the coins and understood that each had a different value. Almost all of them could double and halve numbers and recognise number patterns. In extension work the higher-attaining pupils were using the four operations and two numbers to achieve a total of 30. They explained their methods using the correct mathematical language and terminology. Scrutiny of previous work indicated that in other aspects of mathematics the majority of pupils achieve above average standards in shape and space, measures and in handling data.

72. Pupils in Year 6 use the number operations to solve word problems linked to the planning of a residential visit. They use fractions and percentages confidently and show good understanding and knowledge of place value. Some of the work is related to the calendar, months, weeks and units of seven. The majority of the class recall the seven times table and use mental methods in their calculations. Scrutiny of previous work shows above average standards in symmetry, reflections, long division, decimals, using mean, mode and median, and in using graphical methods to display data.
73. The school adopted a sensible approach during the introduction of the National Numeracy Strategy and kept parents fully informed of the effects upon their children's education. Throughout the school pupils achieve standards in numeracy that are good for their age, and this is a reflection of the good teaching of the basic skills. Pupils have good understanding of place value and use their knowledge to solve problems. Mental methods are well developed and pupils enjoy the question and answer sessions, which are a feature during the introductory part of each lesson. The skills acquired during numeracy lessons are well used across the curriculum in history, information technology, physical education and science. The National Numeracy Strategy is having a positive effect upon the quality of education on offer to the pupils, and their levels of attainment.
74. The quality of teaching in both key stages is good overall, with one very good lesson in Key Stage 1. All lessons are very well planned, with clear learning objectives that ensure that pupils understand what is expected of them. Tasks build upon pupils' previous experiences and are well matched to extend learning and provide appropriate challenges for pupils of all abilities. During classroom observations there were numerous examples of pupils with special educational needs being well supported and higher-attaining pupils being challenged. The good quality of the learning enables pupils of all abilities to make good progress in gaining knowledge and understanding in their mathematical studies. All teachers use question and answer sessions skilfully to stimulate interest and activity and to check for levels of understanding. Relationships are very good and this adds to the quality of the learning environment. In the best lesson learning was fun and all of the pupils enjoyed the experience. The teacher prepared a range of tasks all of which set realistic but challenging tasks for individuals and groups, but at the same time gave variety and maintained pupils' interest and enthusiasm. The teacher expected high standards and the pupils achieved them.
75. Pupils have good attitudes and behaviour is very good. They are keen to do well and are always prepared to try hard and do their best. Inside the classrooms there is a friendly environment due to the very good relationships. Almost all of the pupils are very good listeners and this means that plenary sessions are conducive to learning. Pupils respond well to questions and share their ideas willingly with their peers. Most of them settle to work quickly and work conscientiously for long periods either individually, in pairs or in small groups. Pupils in the Year 5/6 class are becoming independent learners and they talk confidently about their work and explain their methods in great detail.
76. All teachers mark work on a regular basis and good use is made of comments in order to indicate to pupils how the work can be improved. The scheme of work includes regular testing, and assessment is used effectively to inform future planning and in the setting of targets. Teachers use their detailed records to prepare pupils' annual reports which are of a variable standard but were generally well supported at the parents' pre-inspection meeting. Scrutiny of pupils' previous work and classroom observation revealed variable practice in the use of homework to extend pupils' learning. There is a need for a more consistent approach to be adopted in order to prepare older pupils for the next stage of their education.
77. The co-ordinator provides good leadership for the subject. She has led the introduction of the National Numeracy Strategy and been responsible for keeping colleagues aware of developments. She analyses test results and uses them effectively to identify areas for development and improvement. The whole staff work very well as a team and there is a shared commitment to improve standards. The co-ordinator has had some opportunity to work alongside colleagues and to monitor the curriculum provision. The school has adopted the national scheme of work but it is

necessary to customise it to reflect the school's own aims and objectives, and to accommodate the three mixed-age classes in the juniors.

78. The school has allocated additional funding from its very tight budget in order to purchase materials to support the introduction of the National Numeracy Strategy. These new resources are being used very effectively in supporting pupils' learning but overall levels are just satisfactory. There is still a need for additional materials in order to give each teacher access to their own resource base and remove the necessity to share some items with a colleague. The accommodation is good and utilised fully during lessons.

## SCIENCE

79. At the time of the last inspection, standards in science were described as being above average in both key stages. Last year, teacher assessments for pupils at the end of Key Stage 1 showed that the percentage of pupils reaching Level 2 was slightly below the national average, and no pupil attained Level 3. In the 1999 national tests at the end of Key Stage 2 the percentage of pupils reaching Level 4 or better was above average, but well below average in terms of achieving Level 5. In comparison with pupils in similar schools, pupils' performances are well below average. During this inspection, the standard of work seen in lessons and in the pupils' books indicates that most pupils are achieving average standards at the end of both key stages, and few are reaching higher levels of attainment. This represents a slight fall in standard overall since the last inspection, but the variations are due, in part, to there being different groups of pupils at the end of the key stages.
80. Pupils enter Key Stage 1 with good knowledge and understanding of the world. They question sensibly why things happen and talk about their experiments for watering plants, giving light or needing soil. They use appropriate technical language and keep a diary to record their results. They can explain why their tests are fair and why they are changing the conditions under which the plants are growing. Older pupils also grow plants and carry out experiments on what they need to make them grow. By the end of Key Stage 1, pupils discuss confidently the characteristics of plants and animals and realise that the group of living things called animals contains humans. They use correct scientific language and terminology in their discussions as they sort and classify various pictures. Higher-attaining pupils are given opportunities to develop their own recording system and decide to use a Venn diagram to include a third section for the pictures. Pupils, including those with special educational needs are making good progress across the key stage.
81. In Key Stage 2, pupils carry out experiments in order to answer the questions they have posed. They decide how they will set up experiments, how they will record their answers and then reach a conclusion. They have opportunities to decide how they could improve their experiment, and if it was a fair test. They are able to decide what went well, what might need to be changed, and they report back their findings to the class. Older pupils consider the earth and how it spins on its tilted axis once per day. They ask sensible questions as they search for knowledge. By the end of the key stage, pupils investigate the most effective way of clearing up an oil spillage. They discuss their findings constructively and make good suggestions of possible strategies to explore, based on their scientific knowledge. They use appropriate technical vocabulary such as absorbent, dispersal and agitate. They discover that the more the oil and water are agitated the smaller the droplets of oil become, and they record their results in the form of basic diagrams. Progress across Key Stage 2 is variable, due to the variable nature of the teaching, but is satisfactory overall.
82. Pupils' attitudes to science are good. They enjoy the practical activities offered to them and rise to the challenge when given the opportunity. They are keen and interested, willing to ask questions and pose problems. Pupils with special educational needs are integrated well into lessons and make good contributions to the discussions. Behaviour is very good when pupils are stimulated to enquire and think, but is only satisfactory when they feel unsure of the ideas or do not follow the main theme of the lesson. This variation in behaviour is directly linked to the quality of the teaching. In Key Stage 1, teaching was never less than good, sometimes very good, and was good overall. At Key Stage 2 it

was satisfactory overall, but ranged from unsatisfactory to good. Where teaching is very good pupils learn well, consistently building upon what they know, for example when learning and discussing about the characteristics shared by plants and animals. There are times to pause and reflect and times to think at a brisk pace. The most effective teachers have secure subject knowledge and plan well to ensure that pupils of all abilities make good gains in scientific knowledge and understanding. Where teaching is unsatisfactory, pupils become muddled because the explanations are unclear. They cannot build on previous knowledge because they do not understand the new ideas that are being put forward. Activities are not well matched to pupils' abilities and do not reinforce what the lesson is trying to teach.

83. When teacher's questioning is succinct, searching and clearly phrased, pupils learn well. Where questioning is less successful, the format of the questions is not clear and some pupils become more confused and their interest wanes. Good teaching allows pupils to choose how they will investigate, what equipment they might need and how they will make conclusions at the end of the session. Work on investigation and the development of experimental skills have improved since the last inspection.
84. Planning is good overall, but is not consistently of this standard throughout Key Stage 2. The quality of the marking is variable and frequently does not give the pupils sufficient information about how they can improve their work, or why it is good. For some pupils a whole afternoon spent on science is too long and they cannot sustain their thinking for that time, but the amount of time spent on science in total is actually less than the national average.
85. The management of the subject is adequate overall, but the co-ordinator has limited time to raise the profile of the subject or monitor the provision. This has resulted in the subject standing still since the last inspection. The governors have appointed a link from their team who has been into school and seen a lesson. There is no monitoring of the teaching and no portfolio of work that is moderated against levels of attainment. Assessments are largely informal but the teachers know their pupils well and generally are aware of their own pupils' strengths and weaknesses. A more formal whole-school assessment policy would give a clearer overview of standards in the school and how they can be improved, especially in Key Stage 2.

## **ART**

86. The majority of pupils achieve standards that are above those expected for their age. Pupils with special educational needs are well supported in normal classroom activities and they make good progress in relationship to their individual targets. Displays of pupils' work are used effectively to enhance the learning environment throughout the school. The display mounted in the entrance area contained work from each year group and gave ample evidence of the good standards being achieved, and the good progress being made, across the school. Classroom observation, scrutiny of previous work and discussion with pupils indicate that overall the school has maintained standards that are similar to those reported at the time of the previous inspection.
87. By the end of Key Stage 1 many pupils are beginning to develop their own artistic style. They are given opportunities to express their ideas and feelings using a range of materials, tools and techniques. Pupils in the reception class are given freedom to express their ideas in paint using large brushes and bright colours. They are starting to develop the skills necessary to produce observational drawings by looking at cross-sections of fruits and experimenting with colour matching using paint, pastel and pencil crayon. Across the key stage much of the pupils' completed work reflects the emphasis given to the work of famous artists, both ancient and modern. Year 1 pupils have enjoyed working in the style of Van Gogh to design large sunflowers that are displayed attractively in the classroom. They understand that Van Gogh used different colours to express moods and feelings and many successfully incorporate this technique into their own work. During the inspection these pupils were experiencing the work of Georgia O'Keefe and using charcoal to draw quick sketches of a framed section of a flower. They use colour cards to identify the colours of flowers and then experiment with different paints to find the correct match to the card. Year 2 pupils have painted fish in the style

of Paul Klee and some very impressive beach huts and beach scenes in the style of Martin Wiscombe.

88. In Key Stage 2 pupils continue to develop their own artistic style being given freedom to experiment with colour, materials and textures, and are beginning to understand the impact art has on their lives. In the Year 3/4 class pupils are looking at the ways in which artistic works and sculptures are used to improve the environment and the quality of life. Pupils share experiences from visits and holidays and are able to talk about the work of well-known sculptors. Pupils in the Year 4/5 class are using pencils to produce black and white sketches of a portrait. Many of the pupils are able to shade effectively and merge areas of different intensity of colour without losing the fine detail of the drawing. Displays in this classroom included some good quality pictures in the style of Lowry. In the Year 5/6 class, pupils are looking at the work of Kandinsky and interpreting his techniques in producing their own pictures linked to geographical features and climatic phenomenon. They work quickly and in the single lesson not only discuss their feelings and impressions of five of Kandinsky's paintings, but the majority complete good quality paintings in the required style.
89. The quality of teaching is good overall, but often very good in Key Stage 1. All lessons are well planned with clear learning objects that are focused upon developing pupils' individual artistic styles. All teachers have good subject knowledge and some have considerable individual skill and flair. The teaching of basic skills is very good and all teachers use a variety of methods to provide a stimulating and positive learning environment. They have good classroom management skills and this allows them to give pupils considerable freedom to experiment and work independently within the classroom. Where teaching is very good, pupils are inspired by the teacher demonstrations and are eager to start their own artistic work. Very good use is made of artefacts and other resource materials. The teachers' own enthusiasm for the subject results in introductory sessions being of high quality and pupils responding eagerly to the challenging activities that enable them all to achieve to their full potential.
90. Teachers are becoming more confident in using information and communication technology to support pupils' learning. In the reception class, pupils make effective use of a program to draw and colour pictures of flowers. They are able to control the mouse, use on-screen prompts and some can successfully print their pictures.
91. Pupils have very good attitudes and they enjoy art lessons. They talk enthusiastically about their work and are keen to explain the techniques involved in producing their pictures. Behaviour is very good and all pupils work safely with tools and other resource items. Relationships are very good. During discussion of the work of famous artists they listen carefully to other pupils' ideas and readily accept that other pupils may have different opinions from their own. During observation in the Year 5/6 class it was obvious that art makes a very good contribution to pupils' spiritual, moral, social and cultural development.
92. At the present time the subject is being led by a temporary co-ordinator who is being well supported by the whole of the teaching staff team. Although this arrangement is effective in some aspects, it is important that a permanent co-ordinator is identified as soon as possible because important decisions have to be made with regard to the reallocation of some areas included in the curriculum. At the time of the last inspection the team identified the need to develop a scheme of work in order to ensure a continuous and developing programme for pupils as they progress through the school. Although the need to complete this task is itemised in the management plan it still awaits completion. The establishing of the mixed-age classes in the junior division of the school adds to the importance of developing a scheme of work.
93. The school has a good range of resource materials and other equipment for supporting teaching and learning in art. Accommodation is good and used effectively.

## **DESIGN AND TECHNOLOGY**

94. Pupils in both key stages achieve levels of knowledge and skill associated with design and technology that are appropriate for their ages. They are able to select from a satisfactory range of materials and tools when designing and making products. Proper consideration is given to the purpose of each item and to the subsequent design and construction. Pupils in both key stages are competent in their ability to relate what they are making to their associated design. They make thoughtful evaluations, as demonstrated by the comments made by Year 2 pupils relating to their skateboard designs. Skills associated with design and technology are developed satisfactorily as pupils move through each key stage. The quality of learning is satisfactory and the majority of pupils in both key stages make sound progress.
95. Teaching is satisfactory overall, at both key stages. Teachers are clearly aware of the essential elements of design and technology and provide opportunities for original and creative generation of ideas. They include development of knowledge associated with mechanisms, structures and applications and how products can be refined and improved. The designs and models for a moving toy by older pupils exemplify this quality. Very good teaching occurred in a Year 1 lesson which continued work on homes and which required pupils to design a building for a park keeper. Excellent preparation, sharply focused learning objectives and a highly stimulating atmosphere combined to produce very effective learning. Volunteer parents provide valuable support for group work.
96. Pupils' attitudes to the subject are very good in both Key Stage 1 and Key Stage 2. They are interested and motivated in their work, which they discuss with animation. They concentrate well and persevere to overcome problems. Collaboration is particularly productive.
97. The school has adopted national guidance to guide teachers' planning, support the development of skills and ensure that learning occurs systematically. The co-ordinator has a clear understanding of her role and she provides satisfactory leadership for the subject. She has identified the need to adopt national documentation to meet the particular needs of the school. Meaningful links with other subjects are frequently established
98. The previous inspection report was positive and, despite pressure on teaching time resulting from the introduction of the National Strategies for Literacy and Numeracy, design and technology remains securely placed within the overall curriculum.

## **GEOGRAPHY**

99. Due to the timetable arrangements, insufficient lessons were seen in geography to make an overall secure judgement on the teaching and learning of the subject. A scrutiny of work and various conversations with pupils indicate that pupils' attainment, at both key stages, is in line with national, age-related expectations. All pupils, including those with special educational needs, make satisfactory progress.
100. In Key Stage 1, geographical study is often linked with that of history. Younger pupils have studied the environment around the school and related it to houses and homes. Older pupils link literacy too when they consider an island home using the story of 'Katie Morag' as a starting point. This thread then joins the work in history about going to the seaside. They learn about maps and simple grid systems, They also study world maps as well as that of the United Kingdom, some of them naming capital cities of such countries as Egypt, South Africa and Peru.
101. In Key Stage 2, pupils investigate their locality and consider ways in which to improve the environment, thinking about and designing what the view might be out of the window in years to come. This work is well linked to literacy through the book 'Window' by Jeannie Baker. Pupils think and write sensitively about the issues concerning the environment, especially pollution and overcrowding in cities. These issues capture and sustain interest and their work is also skilfully linked with art and information technology. By the end of the key stage, pupils have studied rivers, weather

and climate very fully. Work on natural forces and disasters is well linked to topical events as well as to historical record, for example the eruption of Mount Vesuvius at Pompeii. When discussing weather disasters the pupils consider the hazards of hurricane winds and how they would disrupt life, and the problems that would occur if trees fell down. Pupils work in groups to clean up after a fictitious hurricane, using limited resources and prioritising their aid. They work well on this problem, clarifying their objectives and justifying decisions.

102. Pupils generally have good attitudes to their work. They respond well to challenging situations, discussing and co-operating to make sensible contributions. At the time of the previous inspection the report showed an over-reliance on commercial worksheets for activities and recording. This is not so now and represents an improvement in the planning of the work to be carried out.
103. The co-ordinator is on leave at present and the headteacher is overseeing the management of the subject. There is no scheme of work but the school intends to use the new curriculum documents in the next academic year. There are also plans for ensuring that pupils in the same year group, in mixed-age classes, do not miss or re-visit work within the cycle, and receive a similar educational experience. There is no whole-school system for assessment in geography, but teachers keep detailed records and are fully aware of the needs of their pupils. Marking is variable in standard but is being revised in line with the newly adopted marking scheme.

## **HISTORY**

104. During the inspection, evidence gained from a scrutiny of pupils' work and conversations with pupils indicates that the attainment in both key stages is close to that expected nationally for pupils of those ages. All pupils, including those with special educational needs, make satisfactory progress. Due to timetable arrangements, insufficient teaching of history took place to allow a secure judgement of the quality of teaching and learning to be made.
105. In Key Stage 1, younger pupils study what life was like a long time ago by considering the Victorian years. They have visited a house in the village and their teacher dresses as a Victorian servant to explain the different household implements, gadgets and tools used then. The pupils consider what the differences are between the flat and the electric irons, the pottery and rubber hot water bottles and the dolly tub with rubbing board and the modern washing machine. They realise how different life was then for people living in the village with no taps, only a well fed by the brook, which gives the school its name. They are inspired by the experience and the majority have a deeper understanding of the past. Older pupils are enthused by their study of the seaside then and now. The teacher questions them skilfully about the various aspects of bathing and they demonstrate their growing sense of the past by imagining they are in the dark, slippery, cold bathing hut getting changed for a swim. They realise that lives now are much more free but they have a good sense of why people acted the way they did. They use good technical language and their study is well linked to their geography, art appreciation and literacy lessons.
106. At Key Stage 2, younger pupils have studied the Tudor period, especially the differences between the rich and poor. They have been on a visit to take part in a banquet where they dressed up and took the parts of the different kinds of people in order to feel what it may have been like. Some were diners, some servants and some soldiers and they also learned about the food eaten by the different groups of the time. Older pupils have studied Britain since 1930, writing their accounts of King Edward and Mrs. Simpson and considering the life and times of the ordinary people. A good example is the north south divide of poverty and hardship using evidence from the Jarrow marches. They also study the Second World War, researching the bombing around St. Paul's Cathedral and down-loading striking pictures from the Internet.
107. Pupils' attitudes to their work in history are generally good and, when teaching is excellent, they are very good. They take a pride in the presentation of their work and say they enjoy the opportunities to look at times past, especially when they can do their own research into a part of a topic that they are

particularly interested in. Year 2 pupils talk about their work on the Great Fire of London; one pupil found out that Samuel Pepys buried a particularly fine cheese in his garden so that the fire would not consume it. Everyone found this very interesting and it prompted a fascinating discussion. Pupils are building skills, knowledge and understanding using time lines in a very thorough way to look forwards and backwards in their historical studies.

108. Provision for the subject has been maintained at the level reported at the time of the last inspection. During the absence of the co-ordinator the headteacher is over-seeing the management of the subject. The school has plans to revise the curricular programme in order to ensure that a similar educational experience is provided for pupils in the same year group in the mixed-age classes. Although there are no formal assessment arrangements, teachers know their pupils well and are fully aware of their strengths and weaknesses. Marking is variable. Some teachers tick to acknowledge the completion of a piece of work while others write helpful comments. However, the school has recently trialed a new marking scheme and plans to extend its use into history.

## **INFORMATION TECHNOLOGY**

109. Attainment in information technology is in line with the national age-related expectations at the end of both key stages.
110. Pupils at the end of Key Stage 1 display sound competencies in basic keyboard use and have satisfactory skills in word processing. They know how to control programmable devices purposefully and, with support, can save and retrieve information. Most pupils are able to select options when investigating on-screen situations and can use painting programs with appropriate skill. The level of competence in entering data and representing information graphically is similar to that expected. Pupils have only limited understanding of how information technology is used in the home and in their environment.
111. At the end of Key Stage 2 pupils are able to work with confidence and independence across the elements required by the National Curriculum. Word processing skills are suitably extended and pupils are able to print the finished product. Standards achieved in combining text and pictures are satisfactory. Most are able to save and retrieve information independently. Pupils are able to design, modify and store sequences of instructions to control on-screen events, or to determine the sequence and timing of lights on a model traffic light. Their ability to use information technology to monitor external features, such as temperature, is below that expected. Most have appropriate knowledge of using information technology to enter, sort and classify data and to produce a range of graphical representations, although the degree of the analysis lacks complexity. There is inadequate perception of how information technology influences devices in the home and the wider world. Pupils are beginning to use the Internet to further research into other subjects and are confident in this application. There is some further use of information communication technology to enhance and support other subjects but it is not employed systematically.
112. The quality of learning in both key stages is satisfactory and the majority of pupils, including those with special educational needs, make sound progress as they move through the school. The school is part way through major development of the provision for information technology and recent improvements have not had time to work through a full cycle. Consequently, not every pupil has received the same experience in the subject and there are gaps in the knowledge and skill of some pupils. Given the very positive response and confidence of most pupils, the current initiatives are expected, over-time, to result in higher standards.
113. Little direct teaching was seen during the course of the inspection but other evidence indicates that it is satisfactory in both key stages.
114. Pupils in both key stages display very good attitudes to information technology. They behave sensibly and sustain concentration over time. Almost all pupils strive to achieve the desired outcome and

interact well with each other and with staff. There is productive co-operation and behaviour is mature and responsible. Almost all pupils clearly enjoy their work in relation to information technology and the school is beginning to harness these positive attitudes.

115. The programme for information technology is based on national guidance but this is not sufficiently specific to the school and requires further definition. Teachers maintain records but these are not part of a whole-school procedure for rigorously charting individual experience and progress and for ensuring that every pupil receives his or her entitlement.
116. The small computer suite provides a valuable facility for direct teaching but the limited number of machines results in pupils having to wait to have hands-on experience. The additional machines awaiting installation will improve, but not totally resolve, this situation.
117. The co-ordinator provides good leadership for the subject. She brings energy and commitment to her role and has accurately identified the issues that require addressing. The previous inspection report found that the provision for the subject was broadly satisfactory, although it noted a shortage of computers for Key Stage 1. The school has endeavoured to increase resources to meet the increased demands of the subject but, despite the use of additional money through grants, severely restricted budgets have limited this process.

## MUSIC

118. In music, pupils at the end of both key stages reach levels of attainment that are typical for pupils of their age. Their progress, including those with special educational needs, is satisfactory and this is similar to the findings of the previous inspection of the school.
119. In Key Stage 1, pupils have opportunities to experience different types of music, from pop to classical. They listen to Greig 'In the Hall of the Mountain King' and discuss the mood it conveys. They say it is scary and creepy and the teacher writes 'haunting', extending their vocabulary by explaining this is a word that describes their words. They then sing the sound 'ooooo' on three notes and eventually accompany the music with their voices. The effect is unusual and interesting. The exercise is repeated with different moods and sounds. They are encouraged, in this way, to sing softly, getting louder but not shouting, in order to maintain their intonation and not force the voice. This is very effective. Pupils also use tuned and untuned percussion to compose sound effects in a similar way as they listen to their own and other's playing.
120. At the end of Key Stage 2, pupils are given a scenario where Mount Vesuvius is erupting and they must report, using words and music. This is well linked to current work in literacy, geography and history. They must devise a script for the speech and musical elements of the performance, working and co-operating in a group, negotiating to devise their own musical notation. Most do this well and perform their piece appropriately. The successful teams set up their 'band' and the performance is structured, careful and controlled, with both voices and instruments. This element of composition has improved a good deal since the time of the last inspection.
121. Due to the nature of the timetables, insufficient teaching was seen during the inspection to make a secure judgement on the direct teaching and learning in the subject, but discussions with pupils indicate that they enjoy music and look forward to the lessons.
122. Pupils' attitudes to music are good. They listen carefully and are enthusiastic, interested and self-disciplined. There are also opportunities learning to play instruments, such as guitar and trumpet, with visiting teachers. The school prides itself on its participation in musical activities such as the Keyworth show and performances for the residents of the local rest home. They are currently involved in the "JC2000" project, performing and watching other schools' productions based on the theme of a better world.

123. The provision for music is currently managed by an interested and keen co-ordinator, but the role is underdeveloped at present in terms of developing the subject and moving it forward. There is no scheme of work to support non-specialists and there are no opportunities to observe lessons in order to improve standards. Teachers in Key Stage 1 combine their expertise to support each other well. The school is aware that the provision needs further development and has plans for this in the future, when resources will also be audited and expanded.

## **PHYSICAL EDUCATION**

124. By the end of each key stage pupils attain standards overall that are above those expected for their age. They are similar to those found at the time of the last inspection.
125. Pupils in the reception class run, skip and hop in controlled movements, using space effectively and safely. They can respond quickly to instructions to move forward, backward or sideways. All of them hold a balance position on two points, and the majority of them do so on one balance point. Year 1 pupils are starting to extend the range of movements they control, to include jumps and bounces. Many of them maintain rhythm jumping between parallel lines, and some use a skipping rope for periods of intense exertion. By the end of the key stage the majority of pupils are able to perform forward and side rolls, and are combining simple gymnastic movements to form a sequence. They work safely and productively on the mats, giving advice and support to one another.
126. Timetable arrangements for the classes in Key Stage 2 meant that it was possible to observe only a games session involving the pupils in the Year 4/5 and Year 5/6 classes. External coaches led activities for cricket, rugby and athletics, and a member of the teaching staff led the basketball. In all activities there was an emphasis upon the acquisition of personal skills, understanding the rules of the game and how to become an effective team member. The majority of pupils had good levels of personal skill, hand and eye co-ordination and control of body movements. In the athletic activities many pupils were able to participate successfully in physically demanding exercises, and showed good levels of personal fitness and rates of recovery. Swimming is included in the physical education programme for junior-aged pupils. Scrutiny of the detailed records shows that by the time they leave the school all pupils are able to swim a minimum of 25 metres in a recognisable style.
127. No secure judgement could be made with regard to the quality of teaching in Key Stage 2, due to the limited extent of lessons seen. Teaching in Key Stage 1 is good. Teachers have good subject knowledge and this enables them to teach the basic skills effectively. Planning is good and all sessions move with pace and purpose. Tasks and activities are well matched to pupils' abilities, but do extend and challenge higher-attaining pupils. Pupils with special educational needs are well supported and fully integrated into normal class activities. The quality of this support enables them to make good progress in relationship to their individual targets. In all lessons teachers establish an environment where all pupils can enjoy learning, develop skills and gain increasing control of their body movements.
128. Throughout the school pupils have good attitudes and join enthusiastically in all activities in physical education lessons. Behaviour is very good and pupils work well individually, in pairs and in small teams. Relationships are very good and pupils give good support to one another. They accept criticism of their own performance in a positive way and respond sensibly when commenting on their peers' performances. Physical education makes a good contribution to pupils' spiritual, moral and social development.
129. During the period of the inspection it was possible to observe activities in gymnastics and games only. Discussion with teachers and scrutiny of their planning showed that the curriculum programme for physical education is both broad and balanced. In spite of the fact that the school has limited staff resources available for the provision of extracurricular clubs, it offers a wide range of activities to junior-aged pupils. In addition school teams participate in inter-school and area activities such as

athletics, basketball, cricket, cross-country, football, hockey and netball. Whenever possible the school makes positive use of external coaches to bring expertise into the teaching programme.

130. The co-ordinator provides satisfactory leadership for the subject and he is well supported by colleagues. Nevertheless, it is necessary to extend the co-ordinator's role to include monitoring the curricular provision and pupils' levels of attainment.
131. The school has a very good range of resources that are used effectively in supporting pupils' learning in all areas of the curriculum. Accommodation for both internal and external activities is very good.

## **RELIGIOUS EDUCATION**

132. The majority of pupils in both key stages reach standards in religious education which are above those expected for the locally agreed syllabus. All pupils, including those with special educational needs, make good progress as they move through each key stage.
133. The school has an appropriate policy for religious education, which properly reflects the locally agreed syllabus. The programme for each year group is clearly defined and this helps to ensure continuity and coverage. Younger pupils learn some of the stories about Jesus and begin to explore their feelings and reactions to certain situations. They think about their environment and the world around them. As they progress through the school they learn about the important Christian festivals. They gain knowledge and understanding of the basis of Christianity and of some of the other main religions. They are able to express views and opinions progressively about religious and other issues and to analyse some of the similarities and differences between their own and other beliefs. Pupils reflect upon the importance of tradition, symbolism and special occasions. Statutory requirements are fully met.
134. The quality of learning is good in both key stages. In Year 1 pupils can recall some of the stories of the Bible whilst by Year 6 they are able to understand more abstract implications such as some of the differences and similarities of a range of religions. Understanding of themselves and their immediate family is extended to consideration of community and relationships. There is increasing awareness of individual responsibility and the effect of actions upon others. This was well demonstrated in the debate, promoted by the thoughtful discussion amongst Year 6 pupils, about the qualities which were fundamental in a saintly person.
135. Pupils' attitudes are very good throughout the school. Almost all pupils display interest and enjoyment and apply themselves diligently to their written tasks. Most pupils are able to make valid contributions to discussion and are willing to listen thoughtfully to the views of others. With growing maturity the input of the older pupils is sometimes both sensitive and perceptive.
136. Teaching is good in both key stages. Teachers plan carefully and work is well matched to the needs and abilities of the pupils. Teachers introduce a range of materials, which successfully interests their pupils, and lessons are conducted at a stimulating pace. Relationships within the classroom are very good and lessons are orderly and productive.
137. Close and productive links have been established with the local Christian churches and representatives are regularly involved in assemblies and lessons. There is particularly good consideration of other religions, which are examined in a wide-ranging and substantial programme. Opportunities are provided for pupils to visit the places of worship of different faiths and this further enriches pupils' experience and insight.
138. The previous inspection report criticised standards and provision at Key Stage 2. The school has made successful efforts to address all the identified shortcomings and provision is now good. The co-ordinator for religious education has a clear understanding of her role and responsibilities, and she

provides good leadership for the subject. Her diligent and reflective leadership have been a significant factor in this improvement.