

# INSPECTION REPORT

**ST JOHN THE BAPTIST CATHOLIC PRIMARY  
SCHOOL**

Normanton, Wakefield

LEA area: Wakefield

Unique reference number: 108263

Headteacher: Mrs Monica Haley

Reporting inspector: Mrs Susan Walker  
21678

Dates of inspection: 15<sup>th</sup> - 18<sup>th</sup> October 2001

Inspection number: 194492

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Infant and junior                         |
| School category:             | Voluntary aided                           |
| Age range of pupils:         | 3-11                                      |
| Gender of pupils:            | Mixed                                     |
| School address:              | Beckbridge Lane<br>Normanton<br>Wakefield |
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| Appropriate authority:       | The Governing Body                        |
| Name of chair of governors:  | Mr David Ward                             |
| Date of previous inspection: | 28 <sup>th</sup> April 1997               |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|----------------|----------------------|---|---|
| 21678        | Susan Walker   | Registered inspector | Information and communication technology, Music, Foundation Stage, Equal opportunities English as an additional language. | What sort of school is it?<br>How high are standards?<br>How well are pupils taught?<br>How well is the school led and managed?<br>What the school should do to improve further |
| 31718        | Denise Shields | Lay inspector        |   | How well does the school care for its pupils?<br>How well does the school work in partnership with parents?   |
| 25577        | Bill Jefferson | Team inspector       | Mathematics, Geography, Physical education.   |   |
| 2911         | Eric Steed     | Team inspector       | English, Art and design.  |   |
| 22704        | Garry Williams | Team inspector       | Science, Design and technology, History, Special educational needs.   | How good are curricular opportunities?  |

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## REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>6</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <br>  |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>10</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>13</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>14</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>16</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>                                     | <b>18</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>19</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>21</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>22</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>26</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

St John the Baptist Catholic Primary School has 190 boys and girls on roll with 52 children part-time in the nursery. This is about the same size as other primary schools. There are equal numbers of boys and girls. It draws its pupils from an extensive area and pupils come from a wide range of socio-economic circumstances, but are average, overall. Attainment on entry to nursery is broadly average, but by the time children are six it is above the national average. The percentage of pupils who claim free school meals is below the national average. Virtually all pupils speak English. The number of pupils who are identified as having special educational needs is above average, as is the number of pupils who have a statement of special educational needs. Pupils who are identified as having special needs have a wide range of difficulties. The number of pupils who move in and out of the school is low. Teaching and support staff have changed substantially since the last inspection. The school has gained Investors in People and the Basic Skills Quality Mark.

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

This is a very effective school with a very good capacity for future improvement. Standards are above average in English, mathematics, science and information and communication technology throughout the school. Teaching is good overall with just under half of lessons seen being very good and a sixth being excellent. Leadership and management are very good and the school gives very good value for money. The school implements social inclusion very well.

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

- Standards are better than average in English, mathematics, science and information and communication technology throughout the school.
- Provision for children in the Foundation Stage is very good.
- Teaching is good overall. It is based on an excellent programme of staff induction and professional development. Basic skills are taught very well.
- Leadership and management are very good. The headteacher is a strength of the school and gives a very firm steer to school improvement.
- The school lives out its Mission Statement and consequently provision for pupils' social development is excellent and provision for their spiritual and moral development is very good. The effect is seen in the pupils' very good attitudes and behaviour and the excellent relationships throughout the school.
- The school implements social inclusion very well.
- The school has a very effective partnership with parents and local schools and colleges.

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

- The co-ordinator's role needs to be further developed due to changes in staff roles and responsibilities.
- Target setting for pupils needs to be embedded in day-to-day practice.
- The quality of the accommodation.

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

The school has already included the first two points for development in its school improvement plan.

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

The school was last inspected in April 1997. Improvement since the last inspection is very good. The school has improved in virtually every aspect and this is reflected in the strengths outlined above. Teaching has improved very substantially, from 27 per cent unsatisfactory lessons seen in the last inspection, to just under half the lessons being very good or better. The headteacher has had a very remarkable impact on school improvement and this is largely due to the excellent programme of professional development, which has ensured that staff have the skills to teach effectively. All key issues have been addressed successfully.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | A             | C    | C    | E               |
| mathematics     | C             | D    | B    | C               |
| science         | C             | C    | A    | B               |

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

Inspection findings show that pupils are better than average in English, mathematics, science and information and communication technology throughout the school. Year 2 pupils are also better than average in design and technology, history and music. In all other subjects pupils are average. This reflects the priority that the school has given to the core subjects, the action taken after the last inspection and the vastly improved quality of teaching. Children in the Foundation Stage enter nursery with a broad range of abilities, but by the time they are six many are better than average in the important areas of personal, social and emotional development, communication language and literacy and mathematical development. In all other areas the vast majority are at least in line with what might be expected. All pupils, including those with special educational needs, achieve well throughout the school. However, the overall progress since 1997 when the Year 6 pupils took their standard assessment tests has been excellent in English, mathematics and science. This is due to the successful impact of government initiatives. The general picture is of above average or better attainment, or better, in the 2001 standard assessment tests at both key stages, except in English at Key Stage 2 where it is average. The school is in a very challenging band for similar schools when compare to its socio economic circumstances. When compared with a more realistic band of similar schools, judgements remain the same for mathematics and science, but standards in English are average. The school met its targets in English and exceeded them in mathematics.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Boys and girls of all ages and abilities have very positive attitudes to school.  |
| Behaviour, in and out of classrooms    | Very good. The ethos of the school underpins and promotes acceptable behaviour and pupils try very hard to live up to this.  |
| Personal development and relationships | Relationships are excellent. Boys and girls of all ages get on well together. Personal development is good. However, pupils need more opportunities to use the computers and library facilities independently. |
| Attendance                             | Good. However, a significant number of families take children out of school for holidays and this interrupts their learning.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching    | Good                  | Good        | Good        |

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

The quality of teaching and learning is good overall. It is never less than satisfactory, in just under half the lessons seen, teaching is very good and in a sixth it is excellent. Similarly, teaching for children in the

Foundation Stage is never less than good and in half the lessons seen it is very good. The very best teaching is seen in Year 2 where it is never less than very good. Basic skills are taught very well in English and information and communication technology and effectively in mathematics. In the most successful lessons, pupils enjoy what they do, behave very well and the work proceeds at a brisk pace, so that a lot of ground is covered during the lesson. Teachers use the beginnings and endings of lessons particularly effectively to tell pupils what they are going to learn and to check that they have succeeded. Teachers are knowledgeable and ask pupils probing questions to check what they know, understand and can do. Occasional weaknesses in lessons are often caused by still getting to grips with new classes, age groups of pupils, or new classrooms. Marking still needs to be made more consistent throughout the school, so that pupils are clear about what they need to do to improve. However, when teachers talk to pupils in lessons they are given good advice on what to do to make their work better.

#### **OTHER ASPECTS OF THE SCHOOL**

| <b>Aspect</b>   | <b>Comment</b>  |
|---|---|
| The quality and range of the curriculum   | Good. The planning of the whole school curriculum is effective. Good links are made with the community and there are very effective links with the neighbouring schools and colleges. This all enriches pupils' learning.   |
| Provision for pupils with special educational needs   | Good. Pupils receive effective support. Individual education plans fully meet pupils' needs. Targets set are clear and precise. Records are very well maintained. Support assistants are very well targeted in literacy and numeracy lessons so pupils gain a grasp of important skills.  |
| Provision for pupils with English as an additional language                                 | There are very few pupils with English as an additional language, but the support given to them allows them to achieve as well as other pupils.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. There is excellent provision for pupils' social development, and very good provision for their spiritual and moral development. The school is taking suitable steps to improve pupils' awareness of other faiths and cultures. Knowledge of their own culture is good.   |
| How well the school cares for its pupils  | The school is caring, friendly and supportive and pupils are cared for well. Assessment procedures in English, mathematics and science are good. Target setting is in place for writing and pupils have home/school targets. However, target setting needs to be embedded in day-to-day practice and pupils need to be more aware of their own targets. |

The school's partnership with parents is a strength of the school. The contribution which parents make is valued and makes a significant contribution to boys and girls' achievement. However, parents need to park their cars with more care to ensure the safety of all pupils and to allow the emergency services access to the school at the beginning and end of the day.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The very strong leadership of the headteacher has made a very remarkable impact on school improvement. The senior management team have played a full part in school improvement. The school has set very clear priorities for development and worked very hard to achieve them. The role of the coordinators still needs to be fully developed in terms of monitoring lessons and scrutinising pupils' books, as many teachers have changed roles and responsibilities lately. |
| How well the governors fulfil their responsibilities             | Governors play a very significant role in managing the school, fulfil statutory requirements and are very supportive. However, they need to carry out formal health and safety tours and risk assessment.  |
| The school's evaluation of its performance                       | Very good. Headteacher, staff and governors have a very clear understanding of the school's strengths and weaknesses. Change has been managed effectively.   |
| The strategic use of resources                                   | Good. Spending is matched to priorities identified in the school budget. Effective use is made of grants to support new initiatives. The school is aware of the fact that a financial audit is long over due. The governors employ the four principles of best value for money, but require a more formal system for ascertaining best value for money in their purchases.   |

The school is well staffed. Induction of new teachers and the professional development of staff are excellent. This has led to a very significant improvement in the quality of teaching and learning. Accommodation is satisfactory overall, but with shortcomings, notably the lack of space in classrooms, particularly for the oldest pupils. The library is sited in a thoroughfare, which limits its opportunity to be used for teaching purposes, or for private study. The overall quality of resources is good and they are easily accessible to both pupils and staff.

## 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>• The school expects their children to work hard, and become mature and effective citizens.</li> <li>• The school is well led and managed.</li> <li>• The approachability of staff.</li> <li>• Their children like school.</li> <li>• Teaching is good.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• The right amount of homework.</li> </ul> |

The inspection team agrees with the parents' very positive views of the school. However, information about homework is not consistent throughout the school, this does not give parents a clear idea of what their children should do. Where homework was observed during the inspection it aided pupils' learning. Sufficient extra-curricular activities are in place, bearing in mind that staff have changed and that there are two newly qualified teachers. It is however pleasing to see support staff, governors and parents contributing to such activities.

## **PART B: COMMENTARY**

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

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

1. On entry to nursery children have a range of abilities but are broadly in line with the national average, they have above average skills in personal, social and emotional development. However, by the time they are six many are better than average in the important areas of personal, social and emotional development, communication language and literacy and mathematical development. In all other areas the vast majority are at least in line with what might be expected. This is due to the very good provision, which they receive. This gives children a good start to their education and an enthusiasm for learning. However, this quality of provision has only been in place for a short time. The nursery opened in September 2000 and the reception class amalgamated with the nursery in September 2001 to form one Foundation Stage unit. Prior to this children entered the reception class from a range of pre-school provision.
2. The school has experienced a great period of change in staff over the period since the last inspection, including recent movement. This has meant that pupils have not always made smooth progress in their learning. The staff who were observed teaching in Year 2 and Year 6, for instance, were not the staff who taught the 2001 cohort of pupils who sat the national assessment tests. Many teachers moved up with their class in September 2001 and two newly qualified teachers arrived. The school also has a greater number of educational support staff in place than previously, predominately for pupils with special educational needs.
3. The school is now placed in a very competitive band for similar schools (nought to eight per cent) because few parents claim their entitlement to free school meals. The school takes pupils from a wide band of socio-economic circumstances. The local education authority compares the school with schools in similar socio-economic circumstances and with similar number of pupils with special educational needs. The school performs better than those with similar numbers of special educational needs and is better than the local authority averages in all areas at Key Stage 2.
4. In the national tests for infants, results for reading, writing and mathematics paint a very varied picture over the last few years. This is particularly due to the varying abilities of pupils, but also to the changes in staff. Standards are now beginning to show good improvement. For instance, in English in the 2000 Key Stage 1 National Curriculum tests pupils' attainment in reading was above the national average; in writing it was average. When compared with pupils in similar schools, standards were above the average for those schools in reading and at the average for writing. There was further improvement in the 2001 tests when pupils achieved above the national averages, both in reading and writing, at the expected level and the higher level. In the 2001 national tests in mathematics, every Year 2 pupil achieved the expected standard. The proportion that achieved higher than expected standards increased significantly when compared with the Year 2000 cohort. In 2001, in science, all pupils gained the expected level and just over a third attained the higher level. This represents a significant increase in pupils gaining the higher level.
5. Likewise, the end of key stage national tests for juniors in English, mathematics and science have varied from year-to-year over the period since the previous inspection and for similar reasons. Standards in English have usually been better than those in mathematics and science from 1997-2000. However, standards in Key Stage 2 in 2000 were below the national average in the English tests at the expected level, but were above average for the higher level. This cohort included an above average number of special educational needs and lower ability pupils. When compared with pupils in similar schools, pupils were well below average for those schools. There was improvement in the percentage of pupils gaining the expected level in the 2001 tests when pupils were close to the national average. They were also close to the national average at the higher level. In mathematics, the attainment of Year 6 pupils in 2001 was above the national average. The proportion of higher achieving pupils also increased significantly when compared with the previous

year. In 2001 in science almost all pupils achieved the expected level, with almost a half attaining the higher level. Standards against all schools in 2001 are judged to be well above average.

6. The school achieved its 2001 targets for the number of pupils attaining the expected level in English and exceeded its targets in mathematics. Progress has been excellent in English, mathematics and science since 1997 when the 2001 group of Year 6 pupils took their infant standard assessment tests.
7. The school's analysis shows that at the end of Key Stage 2, from 1998-2000 girls performed better than boys in English, mathematics and science at the expected level, but boys performed better than girls at the higher level in both English and mathematics. However, in 2001 girls achieved better results at both levels. The picture is less clear at Key Stage 1, except in 2001, where girls performed better than boys overall. Examination of the school's tracking of pupils' progress shows that some cohorts contain more boys than girls at the lower levels. Examination of the school's register of pupils with special educational needs shows that it is largely composed of boys, which explains their achievement in the national tests. The school has worked hard to ensure that boys feel it is 'cool' to achieve and during the inspection there was no obvious under achievement by boys.
8. Standards observed during the inspection were above average in English, mathematics and science at the end of both key stages. Improvements in standards can be traced back to the very positive impact of the National Literacy Strategy and the positive impact of the National Numeracy Strategy. Standards in teaching have risen because of the excellent staff development programme and this can be seen in the greater than average numbers of leading subject teachers which the local education authority have recognised in the school over a period of time. In English the quality of teaching and learning observed during the inspection was never less than good with half the lessons being judged excellent.
9. Standards in information and communication technology are above the national average at the end of both key stages. This is a direct result of government initiatives that have, for instance, funded an enlarged information and communication room, improved resources and teacher confidence. The subject is also well led by a knowledgeable co-ordinator. However, most importantly teachers allow pupils to show what they can do at the end of each topic and this permits them to apply their skills to a real task instead of just practising skills.
10. Standards are above average at the end of Key Stage 1 in design and technology, music and history. This reflects the efforts that the school put in to address identified areas of weakness at the last inspection. Standards in art and design, geography and physical education are in line with what might be expected.
11. Standards at the end of Key Stage 2 are in line with what might be expected in all subjects other than in English, mathematics, science and information and communication technology. This reflects the priority that the school has given to raising standards in these important subjects. The size of the classrooms limits how well older pupils can achieve in practical subjects such as art and design and design and technology.
12. The numbers of pupils who are identified as having special educational needs vary from class to class with most in Year 4 and Year 6. They are well supported. Good quality individual education plans contain precise targets for them to work towards. The school's very effective practice of prioritising support towards literacy and numeracy lessons means that such pupils master basic skills, which support them in their learning in other curriculum areas.
13. Pupils who are higher achieving, or gifted and talented, have been identified by the school and informally placed on a list. They are given sufficient opportunities to show what they can do because teachers plan for their needs, including opportunities for them to work at the higher levels.

14. There are very few pupils with English as an additional language. The school makes appropriate provision for their needs and allows them to achieve as well as they should do.

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

15. The manner in which pupils behave and positively involve themselves, in lessons and around the school, reflects very well, the values expressed in the school's Mission Statement. At the time of the previous inspection, this aspect was judged to be a strength of the school. The inspection team agree that this is still the case.
16. Children in the Foundation Stage are happy and settled. Relationships are very good and they respond very well to the variety of adults who teach them. Children behave very well and they work and play co-operatively. Year 6 pupils are used effectively to support children at breaks and at lunchtime, for instance by collecting them from their classroom and escorting them into the playground.
17. Attitudes to learning are very good. Boys and girls of all ages and abilities, show a keen interest in their lessons. They have a very positive approach to their work and try hard to finish tasks in the time allocated. Most are eager to answer questions. The school's philosophy of 'have a go' means that they contribute their ideas in class discussions, without fear of ridicule. Where the pace of teaching is brisk and lively and the lesson content builds successfully on previous learning, pupils work very hard and concentrate well. Older pupils recognise the changes that have taken place in recent years. Pupils say that new teachers have introduced more fun and say that their school is a nice school, because most pupils stick to its rules.
18. Throughout the school, standards of behaviour are very good. This is especially true when good quality teaching is imaginative and stimulating. Pupils of all ages get on very well with each other whilst at play. For example, older pupils played a fast tempo game of touch rugby, but were very respectful of the safety of other pupils nearby. No incidents of oppressive behaviour were seen or reported by the children during the inspection. No evidence of racism was found. Year 6 pupils say that if someone was 'nasty', they would be happy to report it and that they are confident "it would be sorted" by the teachers. All pupils move around the school in a very orderly way and are extremely well mannered to adults and other pupils. Reports from parents indicate that they are happy about the standards of behaviour, believing that the school actively encourages good behaviour. They feel that pupils are courteous, want to learn and are becoming more responsible.
19. Relationships throughout the school are excellent. The school population as a whole is very supportive. For instance, when a teacher presented part of the lesson material on the overhead projector, one pupil was sufficiently confident to immediately remind the teacher of another pupil's weak eyesight. The teacher then provided a paper copy of the work and the lesson proceeded successfully.
20. The personal development of pupils is very good. Year 6 pupils are chosen by their teacher to be school prefects. They take their considerable range of responsibilities seriously and become very good role models for other pupils. Every class has its rotating list of monitors, who help their teacher by organising lunch boxes, distributing books and keeping cloakrooms tidy. Boys and girls attend for duty in good time and undertake their tasks conscientiously. Pupils are very keen to be presented with their 'Golden Award' certificate because they are identified as being 'polite', 'well mannered', 'very kind', 'enthusiastic in lessons' and 'proud of their work'. Year 2 pupils as a whole class, received an award for 'super behaviour' during an out-of-school visit. A good number of pupils take part in a sound range of sporting and cultural activities. A group of Year 6 pupils were given effective opportunities to work independently on their guided reading task. They excused themselves politely when entering a room of adults, and completed their task of reading to each other. There are however, insufficient opportunities for pupils to show initiative and become independent learners, through using either computers or the library for personal research.
21. Pupils enjoy attending school; this is shown in the good level of attendance, which is slightly above the national average. Unauthorised absence is minimal. Attendance levels are broadly the same as

reported at the time of the previous inspection. A significant number of families, however, take their children out of school for holiday during term time. Not only does this depress the overall attendance level, it also interrupts children's learning and the progress they make. In the main pupils arrive at school on time. Registers are completed efficiently, but all holiday absence, even that in excess of ten days, is recorded as authorised.

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

22. The quality of teaching and learning is good overall. It is never less than satisfactory and in just under half the lessons seen during the inspection teaching was very good and in a sixth of lessons, excellent. This is a very considerable improvement since the last inspection when 27 per cent of teaching was judged to be unsatisfactory. Improvement is clearly linked to the excellent induction and staff development programme that the school provides. The number of adults supporting lessons enhances learning.
23. The quality of teaching and learning for children in the Foundation Stage is never less than good and in half the lessons seen it is very good. Teachers work carefully and effectively with the nursery nurse and educational support assistant to ensure that all adults share the same approach to moving children's learning forward. Teachers ensure that both younger and older children receive an input which is suitable to their age and ability and this enables children to achieve at least as well as they should do. The very good quality accommodation is very thoughtfully set out and resourced to allow children the maximum opportunity to initiate their own activities and collect their own resources. When adults engage in conversation with children it directly moves learning forward. For instance, when children were playing in the 'pet shop' the teacher asked if they had paid and instructed them to give money to the shopkeeper. Day-to-day planning moves learning progressively onwards. For example, on Monday the pet shop contained tins and packages that could be carefully matched to relevant words and phrases, but by Thursday the tins and packages contained prices and new phrases had been introduced to children to enrich their play.
24. The best teaching is routinely seen in Year 2 where it is never less than very good. This quality of teaching is having a very positive impact on the learning of a class of pupils who are now in their fourth term with the same teacher. Consequently, standards are above what might be expected nationally in most subjects.
25. Basic skills are very well taught in English and information and communication technology and well taught in mathematics. It is clear that the national initiatives in literacy, numeracy and information and communication technology have had a significant impact on the way that teachers teach and the rate at which pupils' learn.
26. In the most successful lessons seen during the inspection, the needs of all pupils including the higher achieving pupils, are met. Lessons proceed at a brisk pace and all available time is used effectively. Lessons 'crack on' at this pace because of the excellent relationships between staff and pupils and their very good attitudes and behaviour. Pupils know what they are to learn because teachers routinely share their learning objectives with them at the beginning of the lesson. Teachers' thorough knowledge of the subject that they are teaching allows them to provide very good explanations of topics, for instance in a Year 6 English lesson how to work out a personal rhyme scheme when writing a poem. Such teachers are confident at modelling techniques such as conducting four part harmonies. Their knowledge of what pupils understand and can do is partly gained from moving up with a known cohort of pupils but also from the school's tracking system. This knowledge allows teachers to ask well-focused questions that suitably challenge pupils, such as in a Year 4 science lesson when pupils were asked to explain why muscles contract in order to move bones. Endings to lessons (plenaries) are used effectively to revise the lesson objectives and to demonstrate what pupils have learnt. Resources are used well, especially the overhead projectors and interactive whiteboard. This allows all pupils to see what they have to do when classrooms are small and it is impossible to gather pupils into a small group. In the number of good lessons seen such features were observed but to a lesser extent.

27. Lower achieving pupils and those with special educational needs are well supported by a range of adults. Support is very effectively targeted towards literacy and numeracy lessons. For instance, when a group of Year 5 pupils were taken into an adjacent room to receive reinforcement concerning the skills that they had just learnt, they made good progress.
28. In lessons that were judged to be satisfactory there were some weaknesses. This was sometimes the result of teachers getting to grips with new classes or age groups. In Year 1 for instance, planning was often too brief to give secure guidance to all the activities planned for the lesson. Very occasionally class management skills needed to be refined to cope with a new scenario, for instance a lesson in the information and communication technology room. In very rare cases the resources were not well matched to the lesson, for example when the percussion instruments selected did not match the task set.
29. The last report stated that the marking of work was inconsistently applied and did not always offer pupils advice on how to improve their work. This remains an area for improvement. This is partially a reflection that books are not scrutinised in all subjects as a part of the co-ordinators' role and partially the result of staff changes. There is a marking policy, but it is not particularly helpful in guiding staff to better practice. Work is regularly marked with encouraging remarks and comments that hint that the teacher believes that pupils could do better. Information on what pupils need to do to improve their work is less frequently applied. However, helpful advice on how to improve their work is given to pupils in lessons.
30. Homework is an area where parents have concerns. Information about homework is not given with sufficient consistency to parents. Again this could be a reflection of the number of changes of staff. There are some good day-to-day systems in the juniors where a journal is used. Where homework was given out during the inspection this was clearly linked to lessons and to moving learning forward, for instance when Year 4 pupils were asked to design a robot dog as part of their mathematics lesson.

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

31. The school provides good opportunities for learning and these promote above average achievement, particularly in English, mathematics and science. Teachers provide a wide range of interesting activities that motivate pupils to learn. The National Literacy and Numeracy Strategies are fully in place in the school. The planning, provision and implementation of these strategies are effective throughout the school and have been instrumental in raising standards. The school has a 'curriculum map' of when subjects and topics are taught, which serves to ensure consistency, coverage and makes the monitoring of planning much more effective. The adoption of this system for all subjects has helped teachers to develop a consistent method of planning for learning that identifies clearly the objectives of lessons and what pupils should learn in them.
32. The curriculum for the Foundation Stage meets the statutory requirements and incorporates all areas of learning. This enables pupils to make good progress towards the Early Learning Goals.
33. The current curriculum for the infants and juniors is relevant, balanced and broadly based. Sufficient time is allocated for the teaching of the National Curriculum subjects. The school initially adopted government guidance but is now beginning to customise some subjects such as science, to suit the needs of the school as well as responding to National Curriculum requirements. Curriculum planning and recording procedures were criticised in the last inspection for subjects other than English, mathematics and science, as they did not reflect national guidelines. Criticism was also levelled at medium-term planning in science, too little time devoted to information technology and planning for different levels of pupils' attainment, particularly higher achieving pupils. The planning of the whole school curriculum is now effective. One of the strengths of the curriculum is the way in which one area supports another, for instance, the opportunities pupils

- have to use their literacy skills in information and communication and the way that art and information and communication technology are linked in Year 2. This aids pupils' learning effectively and allows them to achieve well.
34. The provision for personal, social and health education is good. Health issues, including drugs' awareness and sex education are appropriately taught through science, and circle time. They are effectively supported by talks from the school nurse.
  35. Access to the full curriculum is provided well for all pupils, including those with special educational needs. The school has an appropriate Equal Opportunities policy. Suitable procedures for monitoring information in relation to gender and background are in place, particularly in the core areas. Data gained is used effectively to ensure quality of access for all pupils and contributes to the school's very good provision for social inclusion.
  36. Provision for pupils with special educational needs has improved since the last inspection, when it was judged to be sound. Provision is now consistently good. Support assistants provide good support and individual education plans fully meet pupils' needs. Targets set are clear and precise. Regular monitoring ensures that progress is measured consistently. Support assistants are very well targeted to provide help in literacy and numeracy lessons, so that pupils can complete the tasks. The good provision for pupils with special educational needs gives these pupils effective opportunities to make progress towards their learning targets.
  37. There is a satisfactory range of extra-curricular activities overall, although a significant number of parents had concerns about such activities. The number of staff changes that have taken place effected the number of activities available in the first half of the autumn term. Planning shows that older pupils have suitable activities to enrich their learning in activities related to sport, music, information and communication technology and mathematics. Pupils of all ages have an opportunity to work on art related activities. It is pleasing to note that support staff, parents and governors assist the school in providing extra-curricular activities.
  38. The school has good links with the community and a very strong association with the parish church. These links make a positive contribution to pupils' learning and to their personal development. The immediate and wider locality is very well used for educational visits, such as to the Royal Armouries or the Eureka science museum. There is a good range of visiting speakers including poets and storytellers and members of the local community who come to share their experiences of the World War 2 with pupils. These opportunities enrich pupils' learning well. Pupils also contribute to the local community, for example they collect and distribute, with the help of parents, harvest hampers to senior citizens within the parish. There are very close links with the local church. The local priest visits almost daily, mass and religious festivals are regularly celebrated in school.
  39. There are very good links with local primary schools and pupils take part in a wide range of sporting events. This aids pupils' learning well. The very good liaison with the nearby Catholic secondary school ensures the smooth transition of Year 6 pupils to the next stage of their education. Through the local consortia of schools teachers regularly meet to share good practice and expertise. This professional development has a very positive impact on standards of achievement. The school regularly accommodates trainee teachers and pupils on work experience. There are good links with external agencies that support a number of pupils.
  40. The overall provision for pupils' spiritual, moral, social and cultural development is very good and is clearly a strength of the school. This shows very good progress since the last inspection when provision for social development was described as satisfactory.
  41. Provision for pupils' spiritual development is very good. Collective worship meets statutory requirements. Close adherence to the Mission Statement, coupled with the school's Christian ethos, effectively promotes the strong beliefs the impact of which is seen during assemblies, acts of worship and pupils' attitudes to all aspects of their life in school. Pupils in Year 6 are given good

opportunities to reflect on and review their life in the school when they visit Middleton Lodge prior to joining the secondary school. All pupils are given good opportunities to reflect on how they may help the poor people in the world, for instance through the sale of shoes. A superb, although extremely sad, opportunity to reflect was given to pupils when they compiled a book of memories about the life of a pupil who died.

42. Parents are pleased with the school's Christian ethos, and with the values that their pupils gain from the school community. There are good and sometimes very good opportunities in all classrooms for prayer and times for quiet reflection - during the inspection week the school's focus was on the value of friendship. Photographic evidence suggests that opportunities for pupils to reflect on spiritual development are well embedded in the life of the school. Pupils were given an effective opportunity to do this when visitors came to speak to them about their experiences in World War 2.
43. The provision for moral development is very good and that for social development is excellent. Relationships between all members of the school's community are excellent and pupils are always courteous and polite to visitors. Consequently, behaviour is very good. Pupils are afforded opportunities to co-operate and collaborate in a range of pairings and groups and at playtimes they are expected to interact amicably. Children try hard with their tasks; there is no vandalism and pupils appreciate the purpose of being in school. Visits and visitors and a residential experience offer very good opportunities for pupils of all ages to meet and interact with unknown adults in a safe environment. Pupils have very good understanding of what is right and of why some acts are wrong. They are given good opportunities to suggest and decide upon classroom rules and they obey the rules decided upon. Pupils have assigned jobs and duties and turn up on time to carry out their tasks conscientiously. Acts of kindness and efforts to succeed are rewarded alongside regular successes by entry in the 'Golden Book'. In this way all pupils can be rewarded and their actions celebrated. Whilst pupils show initiative, for example as the group of girls who replaced fallen coats on pegs, there are insufficient planned opportunities for them to do so regularly.
44. Provision for pupils' cultural development is satisfactory and knowledge of their own culture is good. Educational visits combine to expand pupils' cultural development, as do visits by, for example, storytellers, poets and a speaker on life during World War 2. Some opportunities exist for pupils to gain knowledge and understanding of their own and other cultures through curriculum subjects. While art and design makes a satisfactory contribution to pupils' cultural development, opportunities are missed in music. Year 6 pupils, for instance, have opportunities for 'taster' sessions in European languages before they join their secondary school. Although improvements are planned to enhance pupils' knowledge and understanding of Britain's multi-cultural community, these have not yet been activated. The headteacher is aware of the deficiencies in the programme for development in this area and is actively seeking solutions. For example, a visit to a synagogue has been planned for the near future.

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

45. The school's arrangements for the welfare, health and safety of all its pupils are good, overall. Since the previous inspection standards in all these areas have been maintained. Teachers know their pupils very well and provide a caring, friendly and supportive environment in which pupils are highly valued. Because of this pupils are happy to ask for help and guidance should they need it. Day-to-day personal support and guidance for pupils is good. The secretarial, classroom assistants and lunchtime staff all play an important part in the success of this aspect of the school's work. Because of this good provision pupils grow in self-esteem and confidence and this contributes to the overall standards they achieve. Parents appreciate the fact that their children are cared for well.
46. The arrangements for child protection are good. All teachers receive training for the procedures to follow if they have any concerns about pupils in their care. The current policy, however, lacks guidance to raise teachers' awareness of the possible signs and symptoms of abuse. The school is



aware of the need to review this document. Procedures for health and safety are satisfactory. Teachers adopt safe practices in their day-to-day work, for example they ensure that pupils are suitably dressed for physical education and that they carry benches and equipment safely. The headteacher and caretaker have a general overview of health and safety within the school; governors discuss any concerns at their termly meetings. There are, however, no formal and documented health and safety tours and risks assessments regularly carried out covering the school site and buildings. Car parking by parents at the start and end of the school day is a cause for concern and poses a safety risk. There are many instances where parked cars restrict visibility or parking congestion is such, that in the event of an emergency, a fire engine or ambulance would not be able to gain access via the roads leading to the school. This situation needs to be urgently addressed.

47. Many of the teaching and support staff have appropriate first aid training and there are effective arrangements to inform parents about illness or accidents at school. The school has good, although sometimes informal systems covering pupils' medical and welfare needs and is aware of the need to develop and formalise these. The school has recently improved its arrangements to record accidents and the treatments given to pupils. There are good arrangements for the supervision of pupils both before school and at breaks and lunchtime. The midday supervisors have received training for their role and lunchtimes are friendly relaxed occasions. There is a good induction programme for pupils entering the Foundation Stage and this ensures they settle quickly into the routine of school life. Very good liaison with the secondary school ensures the smooth transition of Year 6 pupils to their next stage of education.
48. Very good systems for ensuring pupils' good behaviour are inherent in school practice. The ethos of the school underpins and promotes acceptable behaviour and pupils try very hard to live up to this. Punishment is rarely used because the overwhelming majority of pupils show high levels of self-discipline. Appropriate behaviour effort and achievement in all aspect of school life are consistently and regularly rewarded. Pupils appreciate the rewards, especially a mention in the 'Golden Book'. They also understand the need for punishment to be used; they feel it is fair but firm. The school has very good arrangements in place to deal with any form of bullying. Pupils and parents are confident that any very occasional incidents brought to the school's attention are dealt with promptly. Pupils' awareness of these issues is very effectively raised through circle time and assemblies. The arrangements to monitor and promote pupils' attendance are good overall. Absence is effectively followed up and the headteacher has a good awareness of those pupils whose attendance gives rise for concern. Further emphasis, however, needs to be placed on raising parents' awareness of the impact on pupils' learning when holiday is taken during term time.
49. Procedures for monitoring and supporting pupils' personal development are good. Every opportunity is taken to raise and develop pupils' self-confidence and esteem. Teachers ensure pupils are given responsibilities from their earliest years in school; pupils are keen to carry out these duties. Responsibilities become, rightly, more complex as pupils grow older. For example, all classes have a monitor rota, the oldest pupils have the opportunity to become prefects as well as class monitors. Prefects have extra responsibilities such as manning the doors at lunchtime or answering the telephone in the office. Extra-curricular activities, opportunities to take part in class assemblies and for pair and group work, for example in English or physical education lessons, all contribute to raising pupils' self-confidence and self-esteem. Despite this good practice, sufficient opportunities are not provided to encourage all pupils to become responsible for their own learning, for example, to carry out research using CD ROMS or the library. Personal development is monitored well. Teachers know the pupils very well because much informal communication between teachers takes place. Some teachers maintain written records, but these are not consistently detailed in all classes.
50. The headteacher is the special needs co-ordinator and this gives it a high profile within the school. Careful records are kept of pupils' needs and the progress which they make. Pupils have their individual education plans regularly reviewed both by their class teacher and the special educational needs co-ordinator. There are very effective links with external agencies who appreciate the school's careful record keeping and the effect that this has on pupils' learning.

51. Assessment procedures for the gathering of secure data on individual pupils are good for English, mathematics and science. For the same subjects the use of the data to inform future planning is also good. These secure procedures now need to be applied to all other subjects. An effective assessment policy is in place and, under the guidance of the headteacher, an assessment manager is ensuring that the procedures are effective throughout the school.

52. An approved baseline test is used to decide children's levels of attainment on entry to the school. Assessment procedures for children in the Foundation Stage are very effective. Adults continually discuss what children can and cannot do and adjust the planned routines to meet their needs.
53. Statutory tests and tasks are properly administered to seven and eleven year old pupils. Optional tests are used in Years 3 to 5. The results of each set of tests are analysed in order to discover any weaknesses to be targeted for improvement. This good practice was responsible for the very good improvement in writing skills in the infants since the previous inspection. The test scores for individual pupils are recorded in order to enable their progress to be tracked as they move through the school. Additional diagnostic tests are used to pinpoint individual weaknesses in reading and mathematics so that remedial help may be focused on known areas for improvement.
54. Collected assessment data is used effectively to inform future medium-and short-term planning in English, mathematics and science; this has resulted in the raising of standards in these subjects since the last inspection. Tracked and recorded levels of pupil attainment has enabled teachers to set targets for their class and for ability groups that are securely based on what pupils already know, understand and can do. At present pupils receive individual targets only for writing. This has been a trial scheme and has proved to be so successful that plans are in hand to include mathematics and science in the near future. There are also long-term plans to include all subjects within the system. However, during the inspection pupils were not aware of their writing targets when questioned.
55. Pupils' progress is formally assessed during regular half-termly tests in English, mathematics and science. The tests are constructed to ascertain whether pupils have attained agreed objectives that are set as targets for the class or the group. Results are monitored by the headteacher who searches for differences in class standards and for under-achievement.
56. There is a portfolio of assessed, annotated and levelled pupils' work for writing. This too is good practice because it enables teachers to gain corporate knowledge and understanding of the assessment processes and provides agreed examples of attainment levels for use when assessing pupils' work. Individual subject co-ordinators are aware of the future requirement to produce portfolios for their subjects.

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

57. The school's partnership with parents has improved since the time of the previous inspection and is a strength of the school.
58. Parents are actively encouraged to become involved in school life and with their children's learning. Many give freely of their time, helping regularly in classrooms and with other school activities such as educational visits or sporting events. Currently a small group are making story sacks, for the younger children. Where they are able to, parents support the work their children do at home, for example hearing them read. The contribution parents make is valued by the school and makes a significant contribution to pupils' achievement.
59. The school regularly seeks the views of parents on a variety of issues and acts on suggestions made, such as changes to the mission statement and possible changes and additions to the school uniform. Parents were involved in drawing up the home/school agreement, returns of the signed document are very high signifying parents support for the school's aims and work. Where the school has concerns about a pupil, such as their achievement or behaviour parents are swiftly contacted.
60. Tremendous support is given by parents to events such as Christmas concerts, the harvest service or the weekly class assembly. There is an active Parents' Association that organises fund-raising events. Money raised has bought additional resources for teaching and learning such as book bags and equipment for information and communication technology, literacy and numeracy. There is

also a culture of self-help, parents helped to design and build the school's memorial garden. Parents' views of the school are very positive. Overwhelmingly they say the school is friendly and approachable and they are always made to feel welcome by staff.

61. The quality and range of information provided for parents is good and is appreciated by them. Information for parents in the Foundation Stage is very good. There is a clear display of photographs showing aspects of play and how children learn. The nursery is very well laid out with lots of information so that parents understand what is available and its purpose. There is a regular flow of day-to-day information together with newsletters each week from the headteacher; these keep parents well informed about school life and events. Homework and curriculum information, however, varies from teacher to teacher. In the best examples, there is clear detail about what pupils will learn, when homework will be set and practical information for example about when swimming or when physical education kits are required. The school regularly holds information evenings to keep parents informed about new curricular developments such as in reading, writing and numeracy.
62. Reports to parents about their children's progress are in the main good, and some are very good. In the very best examples they provide a very clear picture about pupils' development over the year as well as what they know and can do in each subject and what they need to do to improve. Parents are encouraged to make written comment on these reports and many do so. Pupils, however, have no opportunity to write about the progress that they have made over the year. All pupils have home/school targets, which are detailed in their reports and discussed at parents' evenings. Parents appreciate this as it means they are fully aware of how they might support their children in partnership with the school.
63. The school brochure and governors' annual report are well-presented and informative documents and contain all the relevant information they should.

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

64. The headteacher provides very good leadership and management. Since the last inspection she has worked very hard and maintained a very clear vision of what she needed to do to bring about improvement. Consequently, the school has made very good improvement despite major staff changes. She has promoted a very positive team spirit amongst staff and governors and there is a strong sense of a shared commitment. Living out its Mission Statement is central to what the school provides. The school promotes social inclusion well. Parents share the view that the school is well led and managed.
65. The school has gained the Basic Skills Quality Mark and the Investors in People award. This reflects the hard work that has taken place to improve all key aspects since the last inspection.
66. The senior management team is representative of all the stages of the school and the most important subjects. This team provides good guidance to their respective areas and good support to the headteacher. Minutes of the planning meetings held by this group reveal that their role is clearly linked to school improvement and driving up standards still further.
67. The deputy headteacher's role has been enhanced since the last inspection and she has undertaken professional development alongside the headteacher. Her time is used effectively in the afternoons to support colleagues in other areas of the school. This gives her a good insight into the strengths and weakness of the curriculum.
68. The co-ordinator's role has improved since the last inspection. They have a defined role, review resources, control budgets, liaise with governors and evaluate their responsibilities annually to feed into the school development plan. They have suitable action plans to develop their role in the coming year in accordance with the school's priorities. Leadership and management are judged to be very effective in mathematics and information and communication technology and good in English and science. Many co-ordinators have changed roles and responsibilities recently.

- Although enthusiastic, they have not yet had time to review pupils' work in books, compile portfolios of pupils' work, monitor lessons, or to pick up areas which still need to be developed such as marking, in order to raise standards still further.
69. The whole school monitoring and evaluation policy is linked very clearly to raising standards and improving the quality of teaching. This is an improvement since the last inspection. The headteacher has rigorously monitored teaching and learning, as have key staff and members of the local education authority. The headteacher ensures that any member of staff does not monitor lessons until they have had sufficient training in carrying out their role with rigour. This is good practice.
70. The school development plan is a very effective working tool with a manageable time scale, resources, budget and relevant success criteria. All staff and governors are fully involved in formulating and prioritising what the school needs to do. The effective analysis of the school's standard assessment tests and tracking of pupils' progress has enabled staff to be more aware of what pupils can and cannot do and to take action to tackle areas of weakness. The appropriateness of their targets can be seen in the school's improving results.
71. Governors have played a very significant role in steering the school forward. They have a very clear understanding of the school's strengths and weaknesses. They are well informed and help to shape the direction of the school. The chair of governors has monitored lessons and given feedback to teachers and a significant number of governors work in school on a weekly basis. They take part in training, which improves their knowledge of how schools work, and consequently they now fulfil their statutory duties. The headteacher's reports to governors very clearly map out school improvement as it occurs. Discussions with co-ordinators keep governors fully informed about how subject areas are improving and help them to understand the school's strengths and weaknesses.
72. The governing body adopts a strategic approach to financial planning and management. The chair of finance is rigorous and spending is matched to priorities identified in the school development plan. Recently the school experienced a deficit budget, but with support and advice from the local education authority and the resolve to address difficult decisions 'head on', the situation was resolved within a year. Currently it has an underspend within the recommended percentage. Regular meetings are held between the chair of finance and the headteacher who scrutinise monthly budget expenditure to balance it against agreed limits. Any deviation from this is immediately considered and addressed. High expenditure items are considered after a period of time to consolidate value for money. This is valuable although no formal success criteria is established as yet.
73. Effective use is made of specific grants to support new initiatives and to improve the quality of opportunity for raising standards for pupils at both ends of the academic spectrum. The recommendations of the last auditors' report have been fully addressed, although this was prior to the previous inspection. The school recently requested to local education authority to conduct another audit as soon as possible and this is imminent. The school secretary carries out the day-to-day financial management of the school effectively and provides good support for the headteacher. Administration procedures are well-established and she adopts a very helpful approach to staff, pupils, parents and visitors. This contributes significantly to the smooth running of the school. Teachers value the work of the secretary that allows them to carry out their work more effectively. She responsibly assumes control of computerised systems for maintaining accounts, financial transitions and school records. As a result, the procedures are unobtrusive and support the day-to-day running of the school well.
74. Overall, the school, including the Foundation Stage, is well staffed with appropriately qualified teachers. Co-ordinators are in place for all the subjects in the curriculum, some very recently appointed, and they too have varying levels of experience and subject knowledge. In addition to the full time teaching staff, the school also has the assistance of four qualified and trained classroom assistants, one trained special educational needs support assistant and eight classroom

support assistants. This is very well targeted provision and they all contribute very well to the smooth running of many lessons.

75. Induction of new staff and the professional development of all staff are both excellent. Very good structures are in place to support and develop newly qualified teachers. Teachers new to the school, speak very highly of the support and assistance that they received from their designated mentor and all other members of staff. All teachers and support staff, attend a very wide range of in-service courses to support their own professional development to the benefit of pupils' learning. Performance management is embedded in the life of the school and is regarded as a positive process.
76. Accommodation is satisfactory overall, although there are some significant shortcomings. Since the time of the previous inspection a number of good improvements have been made; these include the addition of a spacious foundation stage unit, a computer room and partition walls to soundproof the classrooms. These alterations have improved the learning environment. Outside the hard surface areas have recently been extended, there are also extensive grassed areas and a lovely memorial garden, which pupils sit in during good weather. The school building and site are free from any litter or graffiti, very clean and very well maintained by the conscientious caretaker and cleaning staff. Walls are decorated with very good quality displays of pupils' work and this enhances the learning environment and supports pupils' learning well.
77. Despite this positive picture there are still some important shortcomings. Classrooms are small for the number and age of pupils required to use them. This lack of space limits practical work, for example in art and design and the storage of work in progress. Although the school tries very hard to make the best use of the available areas, space is at a premium. This restricts the use of computers across the curriculum. The library is situated in a thoroughfare, used by both adults and pupils. This limits its use because there is no quiet area and very limited suitable seating. The flat roof of the school leaks during heavy rain, with the ceiling tiles bulging ominously owing to the weight of water.
78. The overall quality of resources for teaching and learning is good and supports pupils' learning well. In the main the sufficiency of resources has improved since the previous inspection. There are very good resources to support teaching and learning in mathematics. In most other subjects resources are good. They are satisfactory in geography, history, art and design and music. The shortcomings in these subjects are a lack of aerial photographs in geography, limited artefacts to support history, CD's and tuned musical instruments. The storage of resources is good; they are readily available and accessible to teachers and pupils alike.

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

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

- (1) Further develop the co-ordinators' roles by
  - Training staff to monitor lessons, scrutinise pupils' books; compile portfolios of pupils' work and improve marking  
Paras. 28, 29, 56, 68, 69, 113, 127, 128, 145, 153.
- (2) Improving target setting by
  - Embedding it into day-to-day practice
  - Ensuring pupils are clear about their targets.  
Para. 54.
- (3) As soon as is practicable improve the quality of the accommodation by
  - Improving the size of classrooms  
Paras. 11, 20, 77, 103, 151.

- Resiting the library so that it is more usable  
Paras. 20, 77, 107.

The governors may also wish to consider:

- Carrying out formal risk assessments and safety tours;
- Take steps to improve the parking of parents' cars so that all pupils safety is ensured.

*\* The school has already identified Key Issues one and two as areas for improvement.*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 43 |
| Number of discussions with staff, governors, other adults and pupils | 36 |

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

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 7         | 14        | 13   | 9            | 0              | 0    | 0         |
| Percentage | 16        | 33        | 30   | 21           | 0              | 0    | 0         |

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

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

#### **Pupils on the school's roll**

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 26 FTE  | 190     |
| Number of full-time pupils known to be eligible for free school meals |         | 10      |

*FTE means full-time equivalent.*

#### **Special educational needs**

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 1       | 7       |
| Number of pupils on the school's special educational needs register | 7       | 33      |

#### **English as an additional language**

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2            |

#### **Pupil mobility in the last school year**

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4            |
| Pupils who left the school other than at the usual time of leaving           | 3            |

### *Attendance*

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 4.7 |
| National comparative data | 5.2 |

#### **Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 0.5 |



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

***Attainment at the end of Key Stage 1 (Year 2)***

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2001 | 20   | 12    | 32    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 17      | 16      | 20          |
|   | Girls    | 12      | 12      | 12          |
|   | Total    | 29      | 28      | 32          |
| Percentage of pupils at NC level 2 or above | School   | 91 (97) | 87 (84) | 100 (94)    |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 17      | 20          | 20       |
|   | Girls    | 12      | 12          | 12       |
|   | Total    | 29      | 32          | 32       |
| Percentage of pupils at NC level 2 or above | School   | 91 (91) | 100 (97)    | 100 (94) |
|   | National | 85 (84) | 89 (88)     | 89 (88)  |

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

***Attainment at the end of Key Stage 2 (Year 6)***

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2001 | 17   | 16    | 33    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 14          | 17      |
|   | Girls    | 14      | 14          | 15      |
|   | Total    | 25      | 28          | 32      |
| Percentage of pupils at NC level 4 or above | School   | 76 (70) | 85 (73)     | 97 (83) |
|   | National | 75 (75) | 71 (69)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 12          | 12      |
|   | Girls    | 13      | 13          | 15      |
|   | Total    | 24      | 25          | 27      |
| Percentage of pupils at NC level 4 or above | School   | 73 (70) | 76 (70)     | 82 (86) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

*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                         | 1            |
| White                           | 189          |
| Any other minority ethnic group | 0            |

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

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 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.*

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 9    |
| Number of pupils per qualified teacher   | 27:1 |
| Average class size                       | 27   |

**Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 11  |
| Total aggregate hours worked per week   | 197 |

**Qualified teachers and support staff: nursery**

|  |       |
|--|-------|
| Total number of qualified teachers (FTE) | 1     |
| Number of pupils per qualified teacher   | 26:1  |
| Total number of education support staff  | 2     |
| Total aggregate hours worked per week    | 45    |
| Number of pupils per FTE adult           | 8.7:1 |

*FTE means full-time equivalent.*

***Recruitment of teachers***

|  |   |
|--|---|
| Number of teachers who left the school during the last two years                     | 4 |
| Number of teachers appointed to the school during the last two years                 | 3 |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |

***Financial information***

|  |        |
|--|--------|
| Financial year                             | 00/01  |
|  | £      |
| Total income                               | 404096 |
| Total expenditure                          | 395257 |
| Expenditure per pupil                      | 1727   |
| Balance brought forward from previous year | 2896   |
| Balance carried forward to next year       | 11735  |

|  |   |
|--|---|
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |
|--|---|

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 242 |
| Number of questionnaires returned | 147 |

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 67             | 29            | 3                | 1                 | 0          |
| My child is making good progress in school.  | 58             | 38            | 3                | 0                 | 1          |
| Behaviour in the school is good.   | 55             | 39            | 3                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 35             | 49            | 11               | 2                 | 3          |
| The teaching is good.  | 65             | 32            | 1                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 46             | 42            | 10               | 1                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 73             | 23            | 2                | 2                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 81             | 17            | 0                | 0                 | 2          |
| The school works closely with parents.   | 58             | 34            | 6                | 1                 | 1          |
| The school is well led and managed.  | 77             | 21            | 1                | 0                 | 1          |
| The school is helping my child become mature and responsible.                      | 71             | 28            | 1                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 25             | 40            | 20               | 1                 | 14         |

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

79. The Foundation Stage has operated as one unit since September. The very good quality accommodation consists of a quiet room, a room for practical activities, a sheltered outdoor classroom and a secure outside play area. It is well laid out with clearly defined sections for each area of learning. This allows children to work and play independently. Two teachers, a nursery nurse and classroom support assistant, staff it. Teaching is often an 'on-going dialogue' between all adults and children; key phrases and target vocabulary is imparted and reinforced and this is very effective in allowing children to achieve well. The accommodation permits children to be taught as a large group or withdrawn into small groups for age or ability related teaching. At the time of the inspection there were only four children of reception class age.

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

80. Children enter nursery with social skills that are broadly in line with what might be expected, although there are a small minority of boys with immature social skills. All children, including those with special educational needs, make at least good progress due to the very good provision that is offered to them and by the time that they are age six many have skills which are above average. This serves their learning well. Children are encouraged to develop independence by registering themselves and, for instance, deciding what they want to eat for 'snack'. The Foundation Stage accommodation is well organised to promote maximum independence. Children are encouraged to select their own activities and to collect their own resources, for instance when undertaking creative work. They are given opportunities to be monitors, such as in the library and this builds their confidence.
81. Relationships are very good. All adults provide very good role models for boys and girls of all ages and abilities. Attitudes to learning are very good. The older children concentrate well and persevere, for instance when they were doing literacy, and everyone else was doing music and movement in the hall. Adults have high expectations of behaviour. All children are actively encouraged to share and co-operate and any small acts of minor unkindness, such as taking a trolley another child is using, are dealt with swiftly. All children quickly and efficiently obey their teachers' instructions and this aids the smooth running of the Foundation Stage and promotes a peaceful working atmosphere.

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

82. On entry to the nursery, children attain broadly in line with what might be expected, however, seventeen per cent are on the special educational needs register for speech and language difficulties. Due to very good teaching in basic skills children do well. By the time that they are age six, three quarters of them are above average in speaking and listening, half are above average in reading and a quarter in writing.
83. Nursery age children are interested in the Big Books which adults read to them. The teacher's air of surprised pleasure when pupils are successful in predicting what is going to occur encourages the children to try even harder. The books are read at a brisk pace and children are given good opportunities to be involved, for instance in turning the pages, and this promotes their knowledge of the direction in which books are read. Adults use good strategies, for instance 'WILF' the puppet, to encourage children to listen. Most now listen to their teacher and other children successfully and remember to put their hands up to answer questions. Effective questioning by the teacher encourages children to answer in sentences and to reinforce their understanding by making relevant animal noises and actions. Important vocabulary such as 'author' and 'illustrator' is introduced to this group.

84. The girls in the reception group understand and can identify the author and illustrator of the book they are reading. They are beginning to recognise a small number of familiar words and use their knowledge of letter sounds well to work out unfamiliar words in text. The very effective use of the interactive whiteboard maintains their interest and excitement about reading an amusing story. Good opportunities are given to children to demonstrate their understanding and one boy provided a particularly effective demonstration of mum being 'cross'.
85. The use of small whiteboards enables children in the reception group to practise zigzag patterns with care. They are encouraged to copy sentences about animals correctly.

### **Mathematical development**

86. Children enter the nursery with a broad range of skills. By the time that they are age six many attain above the expected level. Basic skills are very well taught and so they achieve well.
87. The majority of children in the nursery recite well-known number rhymes such as 'Five currant buns in a baker's shop'. The good quality resources that accompany this activity encourage children to want to play a part in the role-play to go with the number rhyme. Higher attaining girls sort out children playing five speckled frogs into the correct order, quickly and easily.
88. Children in the reception group and older children in the nursery count with their teacher, for instance, backwards and forwards from one to ten using a range of voices. They enjoy counting in gruff and squeaky voices. They count in tens to a hundred using a series of jumps, claps, and stamps to do so. They show confidence and understanding in carrying out these activities. Learning is made fun when they play interesting number games such as making a chain of elephants. These children can place people into groups and say whether there are 'more' or 'fewer'. They build towers of bricks with great confidence and comment on whether there are more or fewer bricks. The higher attaining children can already read these words.
89. Children's learning about mathematics is enhanced by the links that adults make between various areas of learning. For instance, putting prices on the tins and packages in the 'pet shop' as the week progresses and counting out the right number of yellow ducks to accompany a number rhyme in the water tray. In this way children have very good opportunities to apply the skills which they are learning.

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

90. Children enter nursery with varying degrees of basic knowledge. The vast majority attain at least in line and some are better than this by the time that they are six, due to the good teaching they receive.
91. Children increase their basic knowledge and understanding through the wide range of opportunities that are offered to them, from a visit to the nearby garden centre, to the creation of space stations and canal boats within their classroom. At the time of the inspection the focus was a 'pet shop', a vet's clinic and a 'pets' café' in the outside classroom. Teachers provide good opportunities for children to match packets and tins to labels on shelves, which improves their literacy skills. Adults join in their play and teach them how to be customers and shopkeepers and ensure that they are clear, for instance, about the difference between a hamster and a rabbit and the food that they need. They learn about capacity and measurement through activities such as pouring water through a funnel into a test tube. Photographs are used effectively to allow boys and girls to see the difference between themselves as babies and at their present age. Children use the two computers to support their learning well. One boy watched absorbedly as he filled the screen with green houses and then wiped everything by painting over a blue screen. Other children helped each other to use a mouse to work their way through an interactive story.

### **Physical development**

92. Children enter the nursery with variable skills, but due to good teaching the vast majority attain at least in line with what might be expected of children of this age by the time that they are six. Teachers plan for the good quality outside play space to be used to good effect when the weather permits and so children achieve well. Boys and girls ride the three and four wheeled vehicles with care and follow the prescribed route so that they do not crash into each other. When taken to the hall for a music and movement session they behave very well, listen very carefully and follow the adults' good role models in moving around the room. All present join in with gusto, jumping, marching and dropping to the ground. Teachers use very good strategies to label the piles of clothes and this allows boys and girls to get dressed quickly and independently.
93. Children of all ages and abilities are developing good skills in manipulating small pieces of construction material, scissors, pencils and brushes. The nursery nurse is used particularly effectively to demonstrate to boys and girls how to acquire relevant skills, for example, how to roll and cut out dough to make Blackpool rock.

### **Creative development**

94. Children enter nursery with variable levels of skills but by the time they are six the vast majority attain at least in line with what might be expected due to effective teaching of basic skills. Boys and girls independently select resources such as art straws, matchsticks and pipe cleaners to make their own collage pictures. They use spatulas neatly to apply glue. This is a skill that is gradually developing from work already on display in the classroom. Children mix their own paint from dry powder, collecting their own brushes and water independently. The results vary in quality, but some attractive pictures were painted of their pets. They make clear shoe prints using black and white paint, compare them with photographs of the soles of their shoes and comment on the patterns.
95. Children enjoy singing well-known songs. The older nursery children and the reception group know the words to 'Old McDonald had a farm' and sing enthusiastically. Teachers have very high expectations and so children try very hard to sing in two groups - one group singing the song and the other the animals' names. Very good teaching strategies such as allowing the children to hold the 'pointer' to conduct the singing kept them on task. Children showed good initiative and a sense of fairness in handing the pointer on to the next child.
96. The previous inspection report did not report separately on the provision for children under five. Therefore no judgement can be made about improvement.

### **ENGLISH**

97. Inspection findings suggest that the present Year 2 pupils are attaining above the national average. They work hard, concentrate effectively and build successfully on their prior learning. Similar attainment is evident in Year 6 where pupils display the same attention to work and a determination to succeed. This judgement shows very good progress over time for at the end of the infants the present Year 6 pupils were below the national averages in both reading and writing.
98. Pupils in Year 2 speak fluently; they are confident, articulate, speak in completed sentences and have good vocabularies for their age. They enjoy using the words that they have recently acquired and are eager to explain their ideas during lessons. This was apparent as they took part in a discussion about which describing words to use in an advertisement for a missing mother owl. In this exercise higher achieving pupils were able to offer very focused adjectives and could give reasons for their choice of particular words. During role-play in a 'police station', a group of lower achieving pupils demonstrated their understanding that they should wait to speak whilst others were talking. Active development of vocabulary is a feature of all English lessons so that by Year 6 higher achieving pupils use subject-specific language when describing their experiences in school. They are aware of audience and understand that the language style used amongst their peers has to be modified when talking to adult strangers.



99. Listening skills are fostered well in the school. There are well known routines that are observed at the beginning of lessons whereby pupils settle quickly and are immediately attentive. Teachers' use of questioning is good; pupils are aware that these are directed to all pupils in the class and that anyone is expected to answer. This aids their attention effectively. Speaking and listening skills, together with social skills and relationships, are developed effectively as pupils are given opportunities to interact in a range of pairings and groupings.
100. Pupils in Year 2 enjoy stories; they understand that stories are contained in books and consequently, they try hard to read well. When reading together in class the greater majority use expression well and know when to pause. Higher attaining readers are fluent and maintain good expression as solo readers. They answer questions based on the text, for example, to say why they like particular characters and how they might react to situations. These pupils can name a book's author, illustrator and title. They are supported in their reading at home and are taken to local libraries. They are heard to read regularly at school and teachers keep diagnostic records.
101. Reading skills are developed throughout the school. By Year 6 pupils have been placed on the 'accelerated readers' list and have access to demanding books such as 'Black Beauty' and 'Anne of Green Gables'. They read aloud with attention to expression, mood and punctuation; they pay particular attention to dialogue, defining each character effectively. They have begun to infer information from the text and use simple deduction to make predictions. Their book reference skills are good and they are practised in using skimming and scanning techniques to find information quickly. Higher achieving pupils are able to retrieve fiction books from a library but, although they have knowledge of the process, need more practice in the retrieval of non-fiction books. In addition to their teacher, well-informed adults support a small number of lower achieving readers effectively. These pupils make good progress and all pupils are suitably challenged in their reading.
102. In Year 2 pupils' writing is good overall. Their handwriting is usually well formed, of uniform size and neatly presented. The structure of sentences is generally accurate and pupils are using simple 'connectives' to join their sentences. Work in books shows that better writers are producing stories with a beginning, middle and an end. These sometimes include accurately placed speech and question marks. Spelling of frequently used words is accurate, whilst less commonly used words are written logically from the letter sounds which pupils know. Some incorrect spellings follow local pronunciation of words. The quality of pupils' better writing is enhanced by their broad vocabularies and their pleasure in using unfamiliar words that they have met during 'Big Book' reading sessions. This evident interest in words has brought about a working knowledge of past and present tenses in speech and writing. Progress is good throughout the infants.
103. The school's very good focus on raising standards in writing is apparent in Year 6. Handwriting displayed on walls is neat, joined up and well presented. This standard is not always maintained in their workbooks. Higher achieving pupils use punctuation accurately and effectively. There is good evidence that pupils edit their work with sound application to spelling and by seeking to gain audience attention with more interesting words and phrases than appeared in the initial drafts. They understand that script writing has different conventions than narrative writing with dialogue. Writing across the curriculum supports work carried out in English lessons. For example, reports written following an oral history session, and the rewriting of scenes from Shakespeare's Macbeth, used the past tense throughout, were often divided into paragraphs and began a new line for new speakers in passages of dialogue. Whilst the present Year 6 pupils have not yet met all required forms of writing, analysis of work from previous years shows secure coverage of the programme of study. There is some use of word processing packages to enable pupils to practise drafting and editing on screen. The size of classrooms does not allow sufficient computers to be available to facilitate this application readily.
104. The quality of teaching and learning is very good overall. The teaching observed during the inspection was never less than good with half being excellent. This represents very good progress in standards for there was unsatisfactory teaching in both the infants and juniors during the last

inspection. Dedicated, well-informed adults ably support teachers; these include other teachers, classroom assistants and volunteer parents and grandparents. Together, they challenge pupils in accordance with their assessed abilities and prior learning. Teachers have good subject knowledge and use very good quality questioning techniques. They are good role models when they read text out loud and this leads to enjoyment and understanding. Texts are well chosen and include 'cliff hangers' that motivate pupils to find out more. Teachers use relevant assessment procedures to gather data from which to plan focused learning activities. Consequently, pupils receive interesting lessons and they respond accordingly. In class they settle quickly, listen attentively and concentrate on their tasks. They are eager to answer questions and to offer their own ideas safe in the knowledge that their inputs will be valued and that they will not be ridiculed for incorrect answers.

105. The school's successful concentration on raising writing skills has been a feature since the last inspection. The introduction of the literacy strategy has been enthusiastically received by the staff and has provided the framework for this development. The whole-school use of assessment and tracking procedures has provided common understanding to ensure that pupils are now supported as they move through the school. Individual reading records are helping to raise standards. Regular half-termly assessed writing tasks are accurately analysed to give pupils pertinent personal targets to improve their performance. During the last inspection there was comment on the inconsistency of marking, teachers did not use opportunities to offer pupils advice on how to improve their work. This remains an area for development.
106. Leadership and management are effective. The recently appointed co-ordinator is well qualified for the role, is enthusiastic and determined to work alongside her colleagues to raise standards even further. She fully understands the need to enthuse pupils and is keen to continue to bring into school theatre groups, poets, storytellers and other adults to interact with the children. She has quickly accepted opportunities to monitor standards within pupils' books, and the headteacher has arrangements in hand for her to receive training to allow the monitoring of standards of teaching and learning in classrooms.
107. The literacy strategy has developed pupils' reference skills well but pupils are not always able to gain sufficient practice in applying them owing to the cramped area that houses the library and its use as a teaching space for small groups because no other areas are available. Resources for English are good overall; sufficient in number and of attractive quality. The school takes full advantage of the library loan facility in order to supplement the book stock held within the school.

## **MATHEMATICS**

108. Inspection evidence indicates that standards, in both Year 2 and Year 6, are above average. The overall, well-developed implementation of the numeracy strategy, supported by some very good teaching, is having a very positive impact on pupils' learning. Infant and junior pupils make good progress in their learning. Higher achieving pupils and also pupils with special educational needs, make good progress. At the time of the last inspection, standards in Year 2 and in Year 6 were judged to be average. This year's results indicate very good improvement.
109. Analysis of pupils' previous work shows that, by the age of seven, almost all pupils understand pattern in number to one hundred and place value of tens and units. Most understand the concept of inverse operations. All pupils understand division as a process of equal sharing and the process of multiplication as counting 'lots of'. These concepts are then formalised. All pupils make sensible estimates of length, weight and capacity, before using both non-standard and standard units to measure. Understanding of the properties of two-dimensional and three-dimensional shapes is secure and many can recognise these shapes, by an examination of faces, edges and corners. Problem solving related to number is well developed, as is the understanding of reflective symmetry. Most pupils can interpret pictographs and block graphs well.

110. By the age of eleven, pupils use their knowledge and understanding of number including money, measures and shape well, to solve problems in a good range of real life situations. These include missing number problems and the interpretation of 'Venn diagrams'. Both high and average achieving pupils can subtract thousands, hundreds, tens and units using decomposition. They can multiply hundreds tens and units by tens and units. All have a good understanding of fractional parts of shapes and countable objects. Both higher and average achieving pupils understand the relationship between fractions, decimals and percentages. They develop their vocabulary and understanding of three-dimensional objects, and can measure accurately the area and perimeter of regular and irregular shapes. A gap in pupils' knowledge was revealed when, during a school assembly, no one could give the correct meaning of 'tessellate'. Pupils recognise and name correctly acute, obtuse and right angles in shape. The higher achieving pupils can measure radius and diameter and understand their relationship with circumference. All pupils have a good understanding of reflective and rotational symmetry. There is little evidence of pupils being given opportunities to develop their knowledge and understanding in handling data. By way of example, pupils are encouraged to respond to questions based upon graphs published for their use. However, they are not given opportunities to choose the most suitable type of graph to use, following a period of data collection and assessment. As a consequence, the concept of probability is under-developed for higher achieving pupils.
111. The overall quality of teaching and learning in mathematics is good. During the inspection, a very high proportion of good and very good lessons in infant and junior classes was seen. Lesson objectives are consistently shared with the pupils at the beginning of lessons and boys and girls are reminded of them during the plenary, to identify the learning that has taken place. The start of lessons is well used to develop the pupils' mental, mathematical skills but in some lessons, insufficient attention is paid to varying questions to extend pupils of all abilities. Where lessons are good or better, group tasks of differing levels of difficulty are set to challenge all levels of ability supported by well-developed class management skills. In such lessons, pupils' attitudes and behaviour are always good and more often, very good. Most pupils really enjoy mathematics and when talking to Year 6 pupils, they included the subject amongst their favourite curriculum areas. Most pupils are keen learners and demonstrate great respect for their teachers. Most teachers evaluate their lesson effectively as it progresses, by identifying those pupils who are experiencing difficulty with a concept and giving immediate support. This is very good practice.
112. In a very good lesson in Year 2, pupils' understanding of place value is well supported when they learn to identify which digit changes, as they count forward and backward in 100's. The teacher's good subject knowledge and high quality questioning skills are used to tease out pupils' previous learning. A variety of motivating, well-differentiated, practical tasks ensure that during a very positive plenary session, pupils of all abilities demonstrate the achievement of the main lesson objective. In two very good lessons in Years 3 and 4, the use of the overhead projector provided pupils with a clear and focused representation of what they are to learn. In both lessons, tasks are planned well to match the different abilities of the pupils. This ensures that they are challenged and also well motivated to stay on task throughout the activity part of the lesson. In all three lessons, pupils' progress was well supported by classroom assistants. In the Year 6 lesson, pupils with special educational needs were well taught by their class teacher which increased their understanding of solving problems such as 'find two thirds of twelve or three tenths of sixty'.
113. The quality of marking is variable. It is always undertaken and often includes a good range of positive, encouraging remarks and reward stickers. In some classes, marking does not identify how pupils may improve.
114. The quality of leadership and management is very good. The subject co-ordinator delivers training within the local authority and is recognised as a Leading Mathematics Teacher. The monitoring of teaching and learning has been undertaken, but at the time of the inspection, the co-ordinator has only monitored the plenary before reporting to governors. Monitoring is an area for further development. Performance data, gained from both statutory and non-statutory testing, is used well to identify the overall attainment of pupils. The numeracy governor observes lessons, analyses attainment and then feeds back to the full governing body. This is very good support.

115. The co-ordinator has delivered a computer and mathematics training day to increase staff awareness of opportunities for cross-curricular work. Regular cross-curricular use of mathematics remains an area for further development. Resources for the subject are very good and they are available to teachers in their classrooms. Provision of mathematical resources is well supported by the Parents' Association.

## SCIENCE

116. Standards at the end of both key stages are above national average. The progress that the pupils make throughout the school is good overall, including pupils with special educational needs. Standards since the previous inspection have been variable. In the previous inspection, standards in science were judged to be in line with national standards and progress generally sound.
117. Pupils now have a good knowledge and understanding across the science curriculum. In Year 1, pupils begin to develop their skills of enquiry by carrying out a simple survey of the colour of pupils' eyes. They begin to understand the importance of gathering data and collaborate to establish a class graph to record their findings. By the end of the infants, pupils develop a good awareness that there are many types of food of which some are healthy and some are not. They are able to sort different foods into categories and use appropriate vocabulary well. Higher achieving pupils prepare a healthy lunch; they explain their ideas clearly.
118. In Year 3, pupils bring together all the elements of teeth and eating. They understand that different teeth have different functions and that they should be brushed regularly. In order to extend their writing skills, they write a letter to a giant advising him what he should eat. In Year 4, pupils know securely that animals with skeletons have muscles attached to the bone and muscles operate in pairs and contract to make the bone move. In Year 5, pupils reflect the gaseous properties of air and respond confidently and accurately. By Year 6, pupils investigate the amount of different solids, which will dissolve in a given volume of water. Pupils collaborate well and use scientific vocabulary competently in their group discussions.
119. Pupils at both key stages show a good level of interest in science activities and make good progress in their investigative work. For example, when carrying out a fair test, pupils at both key stages identify what is required, what they need to do, what they think will happen, list, measure, compare and record. They sometimes use a computer to record their findings. Similarly, pupils' mathematical skills were well used when they needed to interpret 'pie charts' used in Year 5 science lesson.
120. The quality of teaching and learning is good overall. Teachers have a secure knowledge and understanding of how to teach scientific enquiry, which most use to good effect in providing appropriately challenging, and often open-ended investigations, for example, when establishing what muscles are required to move various bones. Pupils show a good level of interest and concentration in activities, and most try hard to carry out their investigations carefully and accurately. Most teachers plan well, and manage time effectively and this ensures brisk pace and sustains pupil interest. When teaching is good, effective use is made of questioning to encourage pupils to describe and explain what they observe. Teachers use scientific vocabulary appropriately and direct questions to involve all boys and girls. Tasks are suitably chosen to build on pupils' previous learning and according to their ability, including those with special educational needs. Effective use is made of learning support staff to support all pupils ensuring that they make appropriate progress.
121. Leadership and management are effective. The co-ordinator works closely with colleagues to improve all aspects of science, particularly developing investigation skills. Planning is secure, understood by all members of staff, consistent in approach and carefully monitored by the co-ordinator. The school puts its improvement down to national initiatives. Assessment in this area is good. The school carefully analysed its weaknesses and inconsistency in this area and has worked hard over the previous years to improve the performance of pupils in science. Opportunities to monitor teaching, learning and standards are under-developed. Information and communication technology is under-used. Resources have improved for different aspects in science, for example, sound and electricity are carefully stored in boxes, labelled and stored centrally ensuring easy access and availability of good quality equipment.

## **ART AND DESIGN**

122. At the time of the last inspection standards were stated to be at the nationally expected level by the end of the infants and above this at the end of the juniors. Pupils attain at average levels. Pupils make satisfactory progress across the school. Since the last inspection the school has improved the breadth of the art curriculum by making art and design a freestanding subject, rather than 'being largely topic based', and this has enabled the study of artists other than painters to take place.
123. In Year 1 pupils have acquired sound knowledge of a repeating pattern and understood that a range of media can be used to make patterns. They apply paint satisfactorily and have produced printed patterns of sound quality. Chalk drawings of sunsets show a developing use of colour-blending techniques. Year 2 pupils have studied the geometrical works of Kandinsky and made their own images in his style using paints and various coloured papers. Following studies of Klee's Golden Fish, pupils used a computer program to 'paint' their own versions of fish, many of which display good colour sense.
124. In the juniors the pupils continue to study the works of a range of painters. Year 3 pupils have produced landscapes in the style of Monet that enabled them to produce a variety of shades and tones of greens and earth colours. Pupils' skills in colour mixing were apparent in Year 4 where they explained how the colours of ancient Egyptian tomb paintings might be reproduced. In Year 5 pupils have used shading and hatching exercises to sound effect when drawing and painting in the styles of various painters. Their drawing skills were shown to have acquired sound facility with quality of applied line. Pupils using pastels demonstrated good use of colour mixing, blending and producing textures.
125. The quality of teaching and learning is sound and teachers work hard to offer pupils interesting experiences. Beginnings and endings of lessons are used effectively to tell pupils what they are to do and to check what they have achieved. Pupils' attitudes to art, and design and their behaviour during lessons, was never less than good; occasionally it was very good. This aids the smooth management of lessons. Pupils listen to instructions carefully and do their best to carry them out. They co-operate in pairs as necessary, share equipment and materials amiably and willingly offer advice to others on how to obtain a colour or a shade of colour.
126. Leadership and management are satisfactory. Since the last inspection a number of staff members have left the school, including the co-ordinator, and new members of staff have not yet had time to re-establish former standards in the juniors. The present, temporary, co-ordinator is determined to expand the variety of experiences for pupils and has already laid plans for the use of more three-dimensional work. Interest in this aspect of art has been raised by studies of the work of Henry Moore and visits to the Bretton Sculpture Park. Pupils in the juniors have sketchbooks and these are used for practising drawing techniques, but pupils are not yet making sufficient use of them to record their personal interests or media investigations.
127. The school has sensibly maintained its own scheme of work to which has been added areas of study from national guidelines. Plans are in hand to enable the co-ordinator to visit classrooms in the future to monitor standards. The compilation of a portfolio of assessed pupils' work is also planned as a future initiative alongside the setting up of a recording system to track pupils' skills as they move through the school.

## **DESIGN AND TECHNOLOGY**

128. Standards are better than average at the end of Key Stage 1 and in line with what might be expected at the end of the juniors. Progress since the last inspection is good.
129. By the end of the infants, pupils have developed good skills in designing, making and finishing their models. Inspection of previous work shows that in Year 1, they made good quality glove puppets involving selection of materials, consideration of different methods of joining materials and

developing their cutting skills. Pupils in Year 2 investigated successfully the different fruits that can be used in making a fruit salad. After discussion, they determined which fruits they liked, made their fruit salad and evaluated the results.

130. Displays of pupils' previous work and discussion showed that Year 3 pupils designed and made their own bread. They investigated the texture and flavour of ten different kinds of bread. They discussed the ingredients and determined which extra individual ingredient was to be added to make the bread unique to each individual child. They recorded their design, identified clearly such aspects as main and special ingredients, the recipe, health and safety issues and the equipment used. They finally evaluated the finished product by eating it and recording what improvements could be made.
131. In Year 4 lesson, careful preparation has been undertaken to promote and develop the use of tools, such as saws and bench tools, cutting and joining accurately ensuring that joining angles are exactly ninety degrees. This preparation is proving to be invaluable, as these basic skills developed are essential to building their house for 'Pharaoh's Cat'. These skills have not yet been acquired by upper junior pupils but are programmed for later on in the year. This explains the difference in standards observed.
132. The quality of teaching and learning from observation of models, discussion with the co-ordinator, teachers and pupils, scrutiny of pupils' planning and evaluation skills is at least satisfactory and good in Year 2 and the lower juniors. Pupils in Year 3 were clear about their designing of the bread and gave detailed explanations of the whole project. Pupils enjoy design and technology and clearly work well together, sharing ideas and listening to each other's point of view. Both numeracy and literacy feed well into the subject area in terms of measuring accurately and using data handling to record findings. Pupils take care to write clearly and concisely on their planning sheets, which are well presented. This reflects their teachers' expectations.
133. The co-ordinator has worked hard to raise the profile of design and technology. He has raised confidence levels and expertise in order to raise standards in this area. Resources are now at least satisfactory and pupils' planning sheets indicate their understanding of the subject. Planning is now being developed well and is 'bedded in' in the infants and lower juniors, but time is now required for the impact of this work to reach the upper juniors. The co-ordinator acknowledges this and is supporting his colleagues effectively by discussing their projects on an individual basis and planning their projects together. Assessment is progressing satisfactorily and pupils evaluate their own efforts well. The commitment of the co-ordinator, adoption and effective use of national guidelines, support given to staff and good quality of resources have been instrumental in raising standards and time is now required for this to impact in the upper juniors.

## **GEOGRAPHY**

134. The previous report identified overall attainment as average and that all pupils made satisfactory progress. Inspection evidence shows that those standards have been maintained and that all boys and girls, including those with special educational need, achieve as well as they should do.
135. Geography and history are taught in rotation and at the time of the inspection a number of classes were having history lessons. It was possible to inspect only Year 1 geography lessons. Judgement of overall standards is made following a discussion with Year 6 pupils a scrutiny of teachers' planning, pupils' books and a portfolio of work.
136. In a satisfactory Year 1 lesson seen, pupils follow up previous work related to a walk around the school and mapping of important buildings and features. They follow a, large-scale street map of the school's immediate area. Coloured photographs of important buildings such as the library and swimming baths are a good resource for young pupils to use. Individual pupils are encouraged to attach these photographs to the map in the correct location. They then complete their individual maps appropriately with adult support. The teacher's class management strategies are successful

and consequently the pupils are well behaved and try hard. The classroom assistant gives very good support. Some pupils find the concept of spatial awareness too difficult because they have not had the guided experience of walking the route under discussion.

137. Analysis of pupils' previous work shows that Year 2 pupils designed improvements for the school's grounds and were given suitable 'hands-on' experience in implementing improvement of a large flowerbed. They examined the town of Whitby, using video and location maps to study its importance as a fishing and tourist centre and recorded their results. Junior classes are involved in a 'settlements' topic and examine environmental issues such as litter. They compare appropriately the lives of children in the Nilgiri Hills district of India with their own experiences, before using a variety of sources to discover more information. Year 6 pupils study the water cycle in relation to river development. They have good knowledge understanding of associated terms such as source, meander, 'V' shaped valley, erosion, deposition, flood plain, tributary, deposition and mouth.
138. Teaching and learning are satisfactory. Lessons are managed effectively which allows learning to proceed smoothly. Tasks are well matched to pupils' abilities. Pupils behave well and concentrate on task set. Outside visits suitably enrich the teaching of geography. Pupils make visits to places such as Eureka, Dane Law Viking Village and Bretton Park. Older pupils have the experience of residential fieldwork at either Robin Wood or Kingswood.
139. Leadership and management are satisfactory. The co-ordinator is a subject specialist who is keen to widen and develop work currently undertaken. She is relatively new to this area of responsibility and, as a core curriculum leader, has prioritised her efforts. She understands the need to improve the profile of her subject by promoting display of pupils' work and resources such as aerial photography.

## **HISTORY**

140. Standards in history are above expectations at the end of the infants and in line at the end of the juniors, but with some good features. This indicates an improvement since the previous inspection when no specific judgements were made. The quality of pupils' learning and the progress that they make is good in the infants and at least satisfactory in the juniors. Pupils with special educational needs make similar progress to that of their peers.
141. By the age of seven, pupils develop good knowledge and understanding of the lives of people of the past. They understand about the life and the background of Florence Nightingale and the impact she made on the nursing profession as a whole. They could recall accurately and confidently the principal events of her life and place them and the relevant dates in chronological order. Their study of Florence Nightingale was supported and reinforced by a drama group visiting the school.
142. By the end of the juniors, pupils focus on World War 2. They recall the events that led to the declaration of war and the events that followed, such as food rationing, air raid shelters, gas masks and the evacuation of children to the safety of the country or non-industrial towns. Artefacts, such as ration books, identity cards and newspapers of the day appropriately support these events. The subject became more alive by two visitors to the school, one who was able to relate his life in Germany as a prisoner under German occupation. The other as a young girl who described her uncle being killed as an aircrew member of the Royal Air Force. Pupils write reports on these issues and deal with them sensitively and with mature understanding. In the lower Key Stage 2, pupils study the Vikings and the Egyptians. Good efforts are made to reinforce their learning by educational visits to support their understanding of history and knowledge of their own culture, for example, the Clarke Hall where pupils dress in Tudor Costume or the Jorvich Museum in York when studying the Vikings.
143. The quality of teaching and learning is at least satisfactory, overall. The teaching observed in the infants was excellent where teacher's expectations were high, planning thorough, resources used very effectively, secure knowledge of the subject area and sequential and effective building upon of



previous learning. In this lesson all pupils were totally engrossed in the lesson and enthusiastic about their learning. Although, no history lessons were observed in the juniors, progress is at least satisfactory.

144. The experiences provided by the school enhance pupils' understanding of history. Visits and visitors are used well to bring the history curriculum alive. Pupils understand with some reality the feelings and emotions of, for example, living under German occupation and how dreadful it was to spend endless nights in shelters because of the dropping of bombs. Their historical vocabulary develops well with such expressions as the 'phoney war' and the 'blitz'. The visits and visitors and effective class teaching promotes good discussion, the opportunity of gaining first hand experiences and the challenge of considering and comparing past and present.
145. Leadership and management are satisfactory. There is a clear vision for future improvement. The co-ordinator has only recently assumed responsibility for this role and has planned what needs to be done to improve the quality of learning and raising standards even further. The school is using national guidelines, which need to be adapted to suit the school. Resources, such as artefacts are borrowed from a local centre but more school-based artefacts would have greater impact in raising standards. As yet the use of information and communication technology for research is under-developed and opportunities to monitor and evaluate the quality of teaching and learning in order to assess standards is limited. However, she is enthusiastic and committed and has already made a good start in raising standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

146. Standards are above the expected level and pupils achieve well throughout the school. This is despite the fact that progress was slowed by the extension to the computer room and the theft of key pieces of computer equipment. This is very good improvement since the last inspection when standards in information and communication technology were below the national average. The school attributes this to putting the government scheme of work into use effectively.
147. Year 2 pupils select and use different techniques to communicate their ideas using a graphics package. They do so with great confidence. Evidence over the half term shows clearly how their skills have built up from using a small number of tools to produce blocks of colour in the style of Mondrian and attractive goldfish and seaweed in the style of Klee. By this, the final lesson, about half the class could log on independently, and create squares and circles of varying sizes and depth in the style of Kandinsky. They use the full range of tools available to them and talk enthusiastically about their work, using the correct vocabulary as they plan what to do next to achieve the best effect. In the literacy hour, they use a well-chosen package to write a non-fiction text. A good number of higher achieving pupils can write about ten sentences and import pictures to illustrate key words. They work well in pairs to accomplish this work.
148. Year 6 pupils produce a multi-media presentation that reinforces their learning about World War 2. The previous Year 6 class scanned their own drawings, pictures from textbooks and imported pictures from the Internet to obtain the best effect. They added a wide range of sound effects, such as a drum roll that accompanied the credits or contents appearing on the screen. The best presentation added well-chosen animations to their work showing that they had a sense of humour, for instance an aeroplane flying across the sky and a bomb dropping. All had a 'surprise' somewhere in their work, which could be accessed by clicking the screen. Buttons had been added to aid navigation around the presentation. The highest achieving pupils demonstrated a clear sense of audience when presenting their work to an unseen group of people. Pupils used a data-handling program to calculate the area and perimeter and produce a table of their results but this work failed to reach Level 5 because it lacked a sense of audience, for instance it lacked a title and key.
149. The current Year 6 are at the earlier stage of producing a sequence of imported pictures and text. Already a minority are using skills that they already possess to enhance their work, for instance providing an appropriate font size and style to accompany their picture of a Chinese dragon.

150. The quality of teaching and learning is good overall with some very good and excellent lessons seen during the inspection. This quality of teaching has brought about the increase in standards. The provision of the well-resourced information and communication technology room has enabled both teachers and pupils to demonstrate what they can do. There is now sufficient equipment for pupils to work in pairs. However, because of earlier thefts there is little ventilation and pupils show remarkable tolerance of this fact during lessons. Teachers make very effective use of the new interactive whiteboard and the projector to demonstrate programs and revise skills and techniques. This allows everyone to see what they should be doing and enables teachers to assess pupils' skills when they ask them to demonstrate, for instance, 'start up' program procedures. Extra adults are used well to provide support, guidance and praise for what pupils have achieved. This allows boys and girls of all abilities to work at their own level. Teachers have very high expectations of what pupils are to achieve and in such lessons pupils work hard, concentrate well, are proud of their work and very willing to talk about their work using the correct technical vocabulary.
151. Information and communication technology makes an increasing contribution to pupils' learning in lessons seen within the room. The good links to literacy and art and design are illustrated above. Teachers are beginning to use the room to deliver parts of lessons in other subjects and this is good practice and effective use of an expensive resource. However, because classrooms are small, especially at the end of Key Stage 2, it is not possible to fit a computer into the classroom. There are banks of computers in adjacent workspaces, but pupils are given insufficient opportunities to use them effectively, for example to draft and redraft work in all subjects.
152. Information and communication technology is used effectively to support lower attaining pupils in the 'Accelerated and write' programs. Where special educational needs pupils have access to computer technology this is used effectively to support their needs.
153. Leadership and management are very good, because the co-ordinator has been in place for several years, has very good subject knowledge and sufficient skills to move the subject forward. This has allowed him to oversee teachers' planning and to address areas where teachers have previously lacked confidence, such as data handling. There are suitable plans to compile a portfolio of assessed work which will then be moderated in order to identify any gaps in pupils' learning. During the inspection, a donation from local industry (£300) in recognition of the rise in standards has allowed the school to address previously identified shortages. An Internet club suitably enriches the curriculum. There is an ethics policy in place and pupils are only allowed access within a 'walled garden'.

## MUSIC

154. Standards at the end of the infants are better than average. Standards at the end of the juniors are in line with what might be expected. Overall, boys and girls of all ages and abilities achieve as well as they should do. Where teacher expertise is high in a specific class, learning is better than average. At the time of the last inspection, standards at the end of the infants were below average especially in composing and appraising. This has now been successfully addressed. While standards are not as good in Year 6, they remain so in Year 5, because of teacher expertise.
155. Year 2 pupils sing tunefully and enthusiastically. They read simple music notation and say a sequence of notes, for instance 'short' and 'long' and play this on musical instruments. They successfully appraise each other's performance and say whether the notes played were short or long.
156. Year 5 pupils produce effective four part harmonies using simple phrases such as 'Boom, ba' and 'Da, da, da, da'. They maintain a steady beat using their voices, clapping and other actions. The pupils' excellent self-discipline allows the lesson to proceed smoothly and their performance is gradually improved. They are very pleased with what they achieve and give suitable ideas of how they could perform this for other pupils. Discussion with a group of pupils in Year 6 revealed that

they know the difference between rhythm and pitch. They distinguish correctly between music played in 3/4 and 4/4 time. They have had suitable experience of composition using both rhythm and pitch. This group of pupils sang tunefully, but older pupils' abilities were not so evident in assemblies seen during the inspection. The current state of the piano, which needs tuning, did not aid their performance. Whilst they can name a suitable number of woodwind instruments, they were unable to name a range of composers other than Beethoven.

157. The quality of teaching and learning is satisfactory, overall but with very good and excellent lessons seen during the lessons. Where teaching is of a very high standard pupils are eager and engrossed and this allows the lesson to proceed apace. Where teachers are assured, for example in conducting skills, this gives the pupils the confidence to take risks and learning proceeds briskly. Homework supported pupils' learning well, when the Year 5 teacher asked pupils to consider, with their group, exactly how they would perform their composition for others. Support staff and other teachers are used well to allow pupils to demonstrate what they can do. Resources are used too variably. For example, the Year 2 teacher increased pupils' knowledge of instruments from other cultures when they were allowed to play them as a part of the activity. Such opportunities were not, however, offered to Year 1 pupils when the instruments given to them did not mirror the task they were asked to perform.
158. Leadership and management of the subject are satisfactory. The Key Stage 1 music co-ordinator is holding the role until a newly qualified teacher joins her. At present music planning is checked and advice given, but lessons are not monitored. The school sensibly gained advice and support from an advisory teacher last year, but this has been negated to some extent by the fact that a key teacher has left. Extra-curricular activities to enrich pupils' learning have varied over time but it is intended to form a choir shortly. Resources are satisfactory overall but with a few shortages that the school has largely identified already.

## PHYSICAL EDUCATION

159. Overall, standards in physical education, at the ages of seven and eleven, are similar to those expected nationally. All boys and girls, including those with special educational needs, make satisfactory progress. Swimming is a particular strength of the physical education programme. The previous report judged progress to be satisfactory. Standards in swimming were not identified.
160. During the period of inspection, it was possible to observe only one physical education lesson. Standards towards the age of seven, are judged by looking at teachers' overall planning and pupils' performance in the lesson inspected. Judgement of standards for the oldest pupils is based upon scrutiny of planning, observation of an after-school netball club for Year 5 and Year 6 pupils and watching boys play touch rugby, during playtime. In addition, a group of twelve Year 6 pupils are led through a series of gymnastic and movement activities. Evidence of success in inter-school activities contributes to the overall judgement.
161. In the good Year 3 games lesson seen, pupils gained suitable awareness of the use of space and correct marking of their opponent, in preparation for playing team games. Passing and catching skills were successfully developed, when they began to perform these activities while travelling. By the end of the lesson, a large percentage of the class did this well. The lesson proceeded at a brisk pace and the activities were varied and progressively more complex. They were well planned to build on skills gained during previous lessons. Pupils were keen to do well. In small team games, they demonstrated enthusiasm and competitive spirit.
162. During a warm up at the start of a Netball Club open both to boys and girls, older pupils demonstrated good two-handed, 'catch and stop' skills, In a game situation, most looked to move into space and showed well-developed skills of underarm, chest and over-arm passing. Their catching skills were well developed and they played at good pace. When boys played touch rugby at play and lunchtime, their ball handling skills were well developed. Without supervision, they

followed the rules and could 'jink', 'dummy' and side-step to avoid their opponent's touch. In gymnastic and movement activities, Year 6 pupils performed skills in isolation and in sequence, but these activities lacked refinement. When jumping from benches, landing to avoid injury was underdeveloped. Pupils said that they have had limited experience in using large apparatus and they find it difficult to bring out climbing ropes to demonstrate climbing skills. Half of the group climbed to a height of two metres. They carried mats and benches in a safe manner. Gymnastic movement is an area for development.

163. The school has been very successful in inter-school competition. Trophies and photographic evidence identify that the school teams perform well in swimming, kwik-cricket, netball and football.
164. Pupils experience swimming lessons in Year 5 and Year 6 on weekly rotation. This is good use of pool and teachers' time. Almost all pupils can swim 10 metres at the end of Year 5. Two thirds of them can swim well in excess of the expected 25 metres. When pupils can swim confidently, they undergo stamina training.
165. A teacher recently arrived in the school, is to take on the responsibility of co-ordinator. Her core curriculum responsibility has been prioritised and her physical education role is identified for short-term development. This is very good leadership and management by the school. Teachers are supported by up-to-date policy documents related to swimming and physical education. Resources to deliver the curriculum are good. The provision for physical education is well supported with coaching by parents and also a local rugby league club's younger players. Physical education supports the social development of all pupils effectively.