

# ERRATUM

## ROSE WOOD PRIMARY SCHOOL

INSPECTION NUMBER: 194503

**Main report page 22**

**Ethnic background of pupils table should read:**

Chinese	0
White	260

# INSPECTION REPORT

## **ROSE WOOD PRIMARY SCHOOL**

Coulby Newham, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111657

Head teacher: Mrs L Sinclair

Reporting inspector: Mr M Whitaker  
1424

Dates of inspection: 26 – 29 November 2001

Inspection number: 194503

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	The Garth Coulby Newham Middlesbrough
Postcode:	TS8 OUG
Telephone number:	01642 595353
Fax number:	01642 598720
Appropriate authority:	The governing body
Name of chair of governors:	Mr Martin Booth
Date of previous inspection:	May, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1424	M W H Whitaker	Registered inspector	Science	What sort of school is it?
			Physical education	The school's results and pupils' achievements
			Equal opportunities	How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
14083	A Anderson	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
8070	J Haves	Team inspector	Information and communication technology	
			Religious education	
27545	A Scott	Team inspector	Design and technology	How good are the curricular and other opportunities offered to pupils?
			Music	
21666	A Marjerison	Team inspector	English	
			Geography	
			Special educational needs	
			The Foundation Stage	
15565	C Dutton	Team inspector	Mathematics	
			Art and design	
			History	
			English as an additional language	

The inspection contractor was:

Eclipse (Education) Limited  
14 Enterprise House  
Kingsway  
Team Valley  
Gateshead  
NE11 0SR.

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

### **INFORMATION ABOUT THE SCHOOL**

Rose Wood Primary School is for boys and girls aged between three and 11 years. There are currently 296 pupils on the roll of the school and a further 65 attend the nursery. This is bigger than most schools. There are 79 pupils on the special educational needs register of whom 4 have statements. This is fewer than average. Fifty-six children are eligible for free school meals, which is broadly average. English is an additional language for 2 per cent of pupils. This is higher than in most schools. The school serves a mixed socio-economic area. A number of pupils arrive or leave the school during their junior school years, for example 16 per cent of the present Year 6 were not pupils of the school in Year 2. The standards achieved by pupils when they enter the school are generally lower than those expected for their age.

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

Rose Wood Primary is an effective school. Pupils attain standards in line with the national average in mathematics and science by the age of 11 and although standards are below average in English good progress is made by the majority of pupils. Pupils with special educational needs make good progress. Standards have improved in recent years at the same rate as the national trend. This is because of the good teaching and the very good leadership and management. The school provides good value for money.

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

- The head teacher and senior staff provide very good leadership and management.
- All staff are fully committed to raising standards and the school is very good at identifying the right areas to improve. As a result the school is very well placed to improve further.
- The provision for the moral and social development of pupils is very good. As a result pupils behave very well and have very good attitudes to learning. Relationships throughout the school are very good.
- Staff have a very good knowledge of the personal development of pupils; they know them well and manage them effectively.
- The school is held in high regard by parents.

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

- The arrangements for teaching groups for literacy and numeracy in Years 5 and 6.

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

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

The school has made good improvements since it was last inspected in May 1997. The assessment of what pupils know and are able to do has improved and teachers now use this information more effectively to plan lessons. Planning of lessons and the overall curriculum has improved and teachers with responsibility for different subjects have developed their management role. The quality of teaching has improved and leadership and management are very good. In addition, the school has successfully introduced the national literacy and numeracy strategies.

## 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	D	D	D	E
mathematics	C	D	C	D
science	B	B	C	C

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

By the age of 11 pupils achieved standards below the national average in English in the 2001 national tests and when compared to schools with a similar percentage of pupils receiving free school meals, standards were well below average. In mathematics standards were similar to those attained nationally by 11 year olds but were below those achieved by similar schools. In science standards were broadly the same as all schools. The 2001 results were affected by a larger than usual group of children with special educational needs. Although they made very good progress, the standards they attained brought the school's overall results down. The school's results in recent years have shown better improvement than the national trend although the 2001 results brought them into line with this. Results for seven year olds in the 2001 assessments showed that pupil's performance in mathematics was well above the national average and well above similar schools, this shows a very good improvement in recent years. In writing results were better than the national average and similar schools showing improvement in recent years and in reading results were below average. Evidence from the inspection shows that standards in English are in line with the national averages in the infants. They are below average in Year 6, although the pupils of higher ability do well as do those with special educational needs. Those of low average or average ability do not do as well as they could because of the organisation of teaching groups in Years 5 and 6. This is also true in mathematics although overall standards by Year 6 are similar to the national average. Standards in mathematics in Years 1 and 2 are broadly average. In science the standards achieved by pupils throughout the school are similar to those achieved nationally. This is an improvement for seven year olds. In all other subjects, including information and communication technology, standards are similar to those expected nationally. In religious education pupils achieve the standards expected for their ages.

The school has set challenging but realistic targets to raise standards further.

Children in the nursery and reception class achieve well and make good progress, from a starting point below that normally expected. As a result by the time they enter Year 1 they are achieving standards similar to those nationally.

The pupils who have English as an additional language achieve satisfactory standards and make sound progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school. They become very involved and interested in lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and helpful.
Personal development and relationships	Relationships and personal development are very good. Pupils show good initiative when given the opportunity.
Attendance	Satisfactory. Attendance is broadly the same as the national average.

A very positive, caring climate exists in the school. As a result pupils work hard, contribute much to lessons and behave very well. They share the teachers' view that they want to achieve their best and are therefore striving to improve. The very good relationships evident in the school supports this leading to a happy but purposeful atmosphere.

## 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.*

Teaching is good overall throughout the school. Children receive a good start to their education in the nursery and reception classes where teaching is consistently good enabling children to make good progress and learn effectively. Pupils with special educational needs are well supported throughout the school, especially by the high quality work of classroom assistants. Teaching of pupils for whom English is an additional language is satisfactory.

Literacy and numeracy are generally taught well in classes grouped according to ability. This is generally across a single year group and teachers are able to plan effectively to meet different needs. However it is less successful in the third of four groups in mixed Year 5 and 6 classes where the wide age range, high numbers and broad ability levels, reduces the effect of the teaching and learning is not as good as it could be. In these groups the needs of higher ability pupils and those with special educational needs are met but not those of pupils of low or low average ability.

The teachers' knowledge of the pupils leads to effective management in the classroom and this is a strength of the teaching throughout the school. Teachers generally use their knowledge of what pupils have learned well in planning future lessons. Some teachers, for example in Year 2 and Year 6 science use very effective teaching methods including lots of practical work. This increases pupils' understanding of the concepts being taught and leads to very effective learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum although there are too few activities outside lessons. The curriculum for children in the nursery and in the reception class provides a good foundation for them.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress as a result of the support they receive.
Provision for pupils with English as an additional language	Satisfactory. The five pupils for whom English is an additional language make satisfactory progress because of the sound provision made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for the moral and social development of pupils is very good. It is satisfactory for spiritual and cultural development.
How well the school cares for its pupils	The school cares very well for its pupils. Arrangements for the welfare of pupils and for Child Protection are very good. The school provides a very good climate for learning.

The school provides a good curriculum although the arrangement for grouping pupils for literacy and numeracy across Years 5 and 6 does not enable some average or low average ability pupils to make as much progress as they could. Procedures for monitoring and assessing pupils' progress both academically and personally are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, well supported by the senior management team, provides very good leadership and management for the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. A number are very active in supporting the school.
The school's evaluation of its performance	Good. The systems for evaluating results and identifying areas for development have been established well. Roles of subject leaders have been extended but further development is planned.
The strategic use of resources	Good. The school uses the funds available effectively although support staff are not always used to maximum benefit.

Staffing and resourcing levels are good. Accommodation is satisfactory. The school applies the principles of best value well.

The relatively newly appointed head teacher has ensured that raising standards is the top priority and

she has successfully taken a good teaching force with her. As a result the capacity for more improvement is very good.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The progress made by their children.</li><li>• The leadership and management of the school.</li><li>• Expectations the staff have of pupils.</li><li>• Behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities provided outside lessons.</li><li>• The quality of information they receive.</li></ul>

The inspection team agreed with the largely positive views of the parents. However, they feel that the parents receive very good information. Parents are correct about the limited range of activities outside lessons.

## **PART B: COMMENTARY**

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

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

1 Standards attained in test results at the end of Year 6 have followed the national trend in recent years and are similar to those identified during the last inspection. The Year 6 results in May 2001 showed a slight drop in science from above the national average to in line with the average but in mathematics they improved from below the national average to in line. Standards in English have remained at below average in recent years. When compared with similar schools in relation to eligibility for free school meals standards were well below average in English, and below average in mathematics and science. However, the head teacher has a very good grasp of what is happening in the school. She carefully analyses the results and uses the information to target areas for improvement.

2 The analysis for the 2001 results clearly indicates a higher than usual proportion of pupils with special educational needs which affected the schools overall results. Detailed analysis of the performance of those pupils with special educational needs shows that although their attainment was below average they had made a very good progress from Year 2. This is consistent with comparisons with similar schools using prior attainment data which shows the schools' results to be better than average in mathematics and science and average in English.

3 Standards attained during the inspection in Year 6 in literacy showed that there has been an improvement from the 2001 national test results, although standards remain below average.

4 Higher attaining pupils achieve sound results as do those with special educational needs who often make good progress. Pupils are grouped by ability across Years 5 and 6 for literacy. This works well for groups 1 and 2 but these are single year groups consisting of more able pupils; it also works well for group 4 which caters for lower attaining pupils, most of whom have special educational needs. They make good progress but this is a relatively small group with a great deal of adult support. The arrangement is less successful for group 3 which consists of lower attaining pupils from Years 5 and 6, a significant number of whom have special educational needs. No additional support is provided for this group and the wide ability range coupled with the two year groups means that pupils do not always make as much progress as they could. A similar situation occurs in numeracy although overall standards are higher. In science in Year 6 pupils are achieving standards close to the national average within their class groups and work is appropriately matched to their needs.

5 In one class, containing a significant number of pupils with special educational needs, the teaching is a strong feature of the learning because of the practical, investigative nature of the work which enables them to more easily understand concepts being taught.

6 Standards attained during the inspection in Year 2 showed that pupils were broadly average in literacy. Standards in reading were above average whilst in writing they were average. This shows a significant improvement in reading from the May 2001 national test results where standards were below average, and a slight drop in writing where standards were above average. In numeracy standards observed during the inspection were in line with national averages although this is lower than those achieved in the 2001 national tests. In science there has been considerable improvement in the standards achieved. The present Year 2 pupils are achieving standards in line with the average for their age. Teacher assessment of last years seven year olds indicated that standards were well below average. Overall the inspection identified improvements in the standards achieved by Year 2. This is because of consistently good and sometimes very good teaching and the impact of a more coherent

approach to the curriculum in the nursery and reception classes providing a good foundation to later learning. This indicates a good capacity for further improvement in standards.

7 Children enter the nursery attaining standards below those expected for their age in most areas of learning. The good teaching of a well-planned curriculum leads to effective learning and good progress throughout the nursery and in the reception class. As a result by the time pupils enter Year 1, most are achieving the early learning goals and in personal, social, emotional and physical development many exceed these expectations.

8 The small number of pupils for whom English is an additional language make the same progress and achieve similar standards as other pupils.

9 In all other subjects of the National Curriculum, including ICT, pupils attain standards similar to those achieved by pupils of the same age nationally by the ages of seven and 11.

10 In religious education pupils attain the standards identified in the syllabus taught in the local authority's schools by the ages of seven and 11.

### **The school has set challenging but realistic targets and is being successful in raising standards.**

11 Across the school pupils with special educational needs make good progress towards the targets in their individual plans. Evidence from analysing the 2001 national tests for pupils at the age of 11 indicates that pupils in that group with special educational needs made very good gains in the skills, knowledge and understanding in English and science from the end of the infants and good progress in mathematics.

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

12 Pupils' attitudes to the school, their behaviour, and the relationships within the school are consistently very good. The teaching and non-teaching staff, parents and the pupils themselves have very high expectations of the standards of behaviour that are acceptable in the school. Most parents believe that behaviour in the school is good and that the school is helping their children become mature and responsible.

13 Pupils' are enthusiastic and clearly enjoy coming to school. All parents agree that their children like school. The vast majority of pupils arrive on time and are eager to start the school day. They consistently demonstrate very positive attitudes to their work. They are confident, motivated, enthusiastic and eager to learn. They quickly settle down diligently in class and stay on task. Pupils listen carefully to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. They maintain high levels of concentration and are proud of the work they complete. Pupils are interested and fully involved in their lessons and school activities.

14 Standards of behaviour are very good. The vast majority of pupils behave very well and act in a mature and responsible manner at all times. Behaviour in classrooms is very good and at times excellent.

15 Behaviour in lessons is extremely well controlled and managed by teachers and teaching assistants. There is no disruption to learning caused by inappropriate behaviour. This has a very positive effect on the academic standards achieved. Pupils move around the school in a quiet and orderly manner and their behaviour at break and lunchtimes is very good. There were no signs of any bullying. Children work and play in an environment that is entirely free from oppressive behaviour. There was one fixed term exclusion in the year prior to the inspection but there have been none this

academic year.

16 Relationships in the school are very good. Pupils relate very well to their teachers, to other adults with whom they come into contact and also to one another. They are very polite, courteous and welcoming to visitors. Children of all ages work very well together in the classrooms. They collaborate well, share resources, take turns and listen to each other. The vast majority of pupils show respect for their teachers, each other and the environment. Pupils with learning or physical difficulties are fully included in all activities and are treated with great dignity by their peers. This has a positive effect on their self-esteem and determination to work hard in lessons. During assemblies pupils show appropriate respect for the occasion, willingly join in hymn singing and bow their heads reverently during prayers.

17 Pupils' personal development is very good. They are learning a very good range of social skills that is helping them to develop into well-rounded individuals. The school supports charities by fund raising, and pupils are learning to be aware of others less fortunate than themselves. They take part in a wide range of visits into the community, including a residential experience for the older children, and benefit from the experience of a variety of visitors. The majority of pupils respond very well to the opportunities for taking responsibility for their own work in the classrooms, and in many lessons, when not subject to direct teaching, they were observed working independently and taking the initiative for their own learning. This starts in the Foundation Stage where pupils are already expected to take responsibility for their learning. Where opportunities for taking on formal responsibilities around the school are offered, for example, delivering registers to the office, pupils respond in an extremely mature and sensible manner.

18 Levels of attendance are broadly in line with the national average as is the rate of unauthorised absence. Absences are entirely due to circumstance beyond the school's control, for example, illness and some parents withdrawing children from school for annual holidays during term time.

19 The very high standards, consistently maintained in attitudes, behaviour and personal development, are a strength of the school and have a positive impact on learning and attainment.

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

20 The quality of teaching is good overall throughout the school. This is an improvement since the last inspection. Seventy-four lessons were observed during this inspection. Teaching was always at least satisfactory. It was excellent in 3 per cent of lessons, very good in 22 per cent, good in 42 per cent and satisfactory in 34 per cent. There are no significant differences between year groups although the grouping of pupils by ability across two year groups in Years 5 and 6 had an adverse effect on teaching with the low average ability group in both literacy and mathematics. Teaching is consistently good for the higher ability groups in these 'sets' because they are single year groups and with the lower, predominantly special needs 'set', because of the small size of the group and the amount of additional support it receives.

21 In the Foundation Stage teachers' planning, their knowledge of the curriculum and of the needs of the children and the use of information about what children have learned to plan future activities are very strong features of the overall good teaching. The quality of the teaching in the Foundation Stage leads to effective and rapid learning taking place. In some areas, such as personal, social, emotional and physical development, children make very good progress because of the learning environment, which has been established, and the quality of relationships between all adults and children. In all other aspects teaching is good in the Foundation Stage and this leads to effective learning where the vast majority of children move from attainment which is largely below that



expected for their age when they enter the nursery, to attainment which is similar to other children by the time they move into Year 1. This represents good progress and is a good platform on which to build as they move through the school.

22 The management of pupils is a strength of the teaching throughout the school. Well organised lessons with clear instructions and expectations leads to the development of positive attitudes and behaviour and good learning. For example, in geography in Year 1 lessons begin with the whole year group. This is possible because the high expectations of behaviour, clear instructions and the effective use of support staff ensures that pupils of different ability are able to take a full part in the lesson. They listen well and take a full part in discussions.

23 Teachers' planning is good throughout the school. Lessons have clear objectives which are shared with pupils and as a result they are clear what they are expected to learn in the lesson. In the best lessons pupils discuss how far the objectives have been achieved at the end of the lesson. In Year 2 science for example, a range of practical activities were undertaken to explore the differences in humans. At the end of the lesson they were able to discuss what they had discovered and could decide whether or not they had achieved the objective. Pupils were extremely keen to demonstrate what they knew at the end of the lesson that they had not known at the beginning.

24 Expectations are usually high. In English in Years 1 and 2 for example, pupils were expected to listen carefully and speak clearly. This improves their speaking and listening skills through skilful questioning from teachers and imaginative use of resources. In Years 3 and 4 this was actively promoted through when pupils have to replace words in text with more expressive words. They listen carefully to each other and suggest 'whisper' or 'mutter' instead of 'say'. Although satisfactory teaching takes place in Years 5 and 6 is not as successful with the mixed age group because the age and ability range is too wide and there are too many pupils in the group with insufficient support. As a result teaching is not as well matched to the needs of the pupils as it is in other sets and year groups, and pupils do not make as much progress as they could. This is also true in mathematics.

25 Support for pupils for whom English is an additional language is appropriate and sound learning occurs.

26 Teaching methods are often interesting and successful in ensuring pupils make good progress. In religious education pupils explored their understanding of Biblical stories when playing a 'roving reporter'. This brought learning alive and pupils joined in with enthusiasm. A Year 6 science lesson ensured pupils' understanding of sound travel and vibration through well-planned practical activities. Visual demonstrations considerably enhanced pupils' learning.

27 The teaching of pupils with special educational needs in lessons is good and mirrors how well they learn academic skills. However, the school ethos, characterised by high expectations of behaviour and very good relationships between adults and pupils, means that they learn personal skills well too. The arrangements for setting in English and mathematics at the end of the juniors has a positive effect upon how well pupils with special educational needs learn in classes when there are high levels of support available, but is less effective for those pupils with more moderate special educational needs in other sets. Many individual pupil's plans give class teachers good guidance as to how the needs of individuals can be met. The good support pupils get in the group parts of lessons is one of the main contributory factors that helps them achieve. However, in whole class parts of lessons the role of the support staff is not so well developed and only limited use is made of their skills in assessing pupils' contribution to lessons or to teach specific programmes to individual pupils to address particular areas of learning. Teachers also have a clear understanding of how support staff for pupils with statements of special educational needs are to be used so these pupils are fully involved in lessons. External specialists and support staff provide constructive support to those pupil who they

support and are usually well used by teachers.

28 The use of homework to support learning is satisfactory.

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

29 The school's curriculum is good. There are comprehensive schemes of work for each subject which provide a strong structure to pupils' learning. Teachers are, therefore, able to ensure a good coverage of topics in a systematic way. This represents a distinct improvement from the last inspection. The school allows enough time for each subject over the school year. Teachers rightly give priority to English and mathematics in order to focus on improving the basic skills of pupils. However, they teach some subjects, such as history and geography, on an alternate basis every term or half term. These gaps between blocks of learning do not weaken pupils' progress.

30 Teachers plan the curriculum effectively. The new curriculum for the nursery and reception classes is effective. The school now ensures that there is a good, progressive framework for learning throughout this stage which prepares children well for the main school. From Year 1 onwards, teachers refine their yearly plans into manageable amounts for each half term and also each week. Those who teach classes in the same year work closely together to make sure that all pupils receive the same curricular opportunities. Teachers plan for the different abilities of pupils, but this is not wholly successful. For example, in most year groups, teachers arrange pupils in sets so as to teach English and mathematics at the right level of challenge. However, the organisation of the groups is complex and not always effective. The combination of Year 5 and Year 6 pupils, for example, does not help all pupils, especially those of low average ability.

31 The curriculum provides satisfactory opportunities to develop key subjects, like literacy and numeracy, through other subjects. One Year 4 teacher spent a long time with pupils locked in earnest discussion about uses of light in a technology project. This gave all pupils the chance to refine their listening skills, as well as learning how to put forward a relevant point of view. Teachers sometimes use computers to vary pupils' artistic techniques and to word-process written work in English. However, teachers do not plan for and exploit all such opportunities. For example, in design and technology, teachers focus more on the practical aspects of the subject and less on the writing and evaluation process.

32 The school's provision for pupils with special educational needs is good. Individual education plans are in place for all pupils on the Register of special educational needs and they are reviewed regularly. In most cases the plans are written by the key stage special needs co-ordinator following a review meeting with the class teacher. Parents are often involved and have a role in the individual plan, on some occasions pupils are involved in the review process too. The targets in the individual plans are variable. The best targets are specific and clearly identify what pupils are expected to learn next, but this is not consistently the case. In these examples, the targets are general and there is some confusion between the resources or teaching methods to be used and what new skill, knowledge or understanding it is intended the pupil will learn. In addition, in many individual plans the number of targets is much larger than recommended in the latest Code of Practice which makes it difficult for class teachers to prioritise.

33 The provision for pupils with English as an additional language is sound and pupils make satisfactory progress as a result of the support they receive. They are generally included well in lessons and are able to take a full and active part. Occasionally there is insufficient support and they are left to try to make sense of what is going on. In these circumstances the class teacher eventually realises and they are brought back into the lesson. They then make adequate progress.

34 The school gives good support to pupils whose standards in literacy and numeracy are just below average. Support staff work well with groups to raise standards to a more expected level.

35 The school has sound provision for pupils' personal development. Teachers acquaint pupils with the need for healthy eating and the need to look after their body well. As a result, pupils can suggest a healthy menu and know how to warm up properly before physical activity. Teachers make sure that, by the time they leave school, pupils have received appropriate sex education and an awareness of the dangers of drugs. Pupils, especially those in younger classes, benefit from class discussions in which pupils can talk about personal issues which concern them and gain a wider understanding of other people's problems. Unfortunately, these sessions are not firmly timetabled and only occur from time to time, which reduces their effectiveness.

36 The school enriches the curriculum to some extent by inviting experts to the school and taking pupils on trips to places of interest. A theatre group is shortly to visit the school to bring to life the play of Macbeth to pupils in Years 5 and 6, for example. Year 6 pupils have visited the local cathedral to experience its religious significance. Links with the community and with other schools are satisfactory. However, the school provides very limited opportunity for pupils to gain from activities outside the normal curriculum. There is a very good gymnastics club which trains pupils to compete successfully at a regional level and there is a football club. There are no other means at present by which pupils can further develop skills in music, art and design, computers or indoor games, for example.

37 Provision for the spiritual, moral, social and cultural development of pupils is good. The school provides very good opportunities for pupils to develop moral and social values. Teachers lead by example, setting high expectations of good behaviour and positive attitudes to work. They give pupils clear guidelines about how they should behave around the school. Teachers are quick to praise good behaviour and effort. Indeed, the whole school celebrates the contribution of individual pupils in a weekly assembly. Teachers are also vigilant about eliminating unsatisfactory behaviour. They express their disapproval clearly and take action, if necessary to stop pupils disturbing the flow of lessons by, for example, moving them to the front of the class. In each class, teachers expect all pupils to carry out jobs, such as table and register monitors, and this develops their sense of responsibility. The school, however, does not provide enough opportunities for pupils to use their own initiative.

38 The provision for pupils' spiritual and cultural development is satisfactory. The school encourages pupils to be aware of religious issues. In a whole school rehearsal of Christmas carols, the teacher made sure that pupils knew what lies behind Christmas celebrations. Occasional visitors from religious organisations take part in school assemblies. However, the school provides very little opportunity for pupils to experience other faiths by involving visits or visitors. In addition, teachers do not give pupils enough chance to reflect on their own actions or on the wonder and horror of life on earth. Similarly, teachers do not broaden pupils' outlook well by introducing a rich amount of culture. Pupils learn to appreciate the work of major artists, such as Dali and Mondrian, through their art and design curriculum. They hear a variety of background music during assemblies, such as Scottish fiddle music, but little is made of these opportunities by teachers. Teachers acquaint pupils with other cultures in art and design, and geography lessons, but do not extend their awareness.

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

39 The school makes very good provision for the health, safety and welfare of its pupils. This starts in the nursery and is sustained throughout the school. The head teacher provides very good leadership in this aspect. All members of staff place a very high priority on pastoral care, are very approachable and totally supportive. The support staff are dedicated, caring, committed and provide

very good support for both teachers and pupils. All staff, teaching and support staff, have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously. Very good provision is made for medical and first aid requirements and arrangements for dealing with routine matters such as minor injuries are very good. Conscientious teachers, who are alert and vigilant, supervise pupils very well at breaks. Experienced and efficient midday supervisors undertake lunchtime supervision, and their standard of care is very high.

40 The school makes appropriate use of relevant external support agencies and good use of its learning support staff. Where teaching assistants are deployed effectively, they are used very well to support individuals and groups of pupils. They provide very good support for pupils with special educational needs, either in the classroom or by withdrawing groups, which has a positive impact on their attainment and the progress they are making. Child protection procedures are securely in place and there is a very good awareness throughout the school. There are very good procedures for health and safety. These are well known by all staff who consistently demonstrate safe practice in lessons. The governing body and the head teacher take their health and safety responsibilities very seriously and all the required safety inspections and checks, including risk assessments, are regularly carried out and properly recorded.

41 The school has very effective procedures in place for promoting and monitoring discipline and good behaviour. For example, the school's behaviour policy is reinforced by individual class rules, which have been agreed by the pupils. Good behaviour is publicly rewarded in the weekly celebration assemblies. All staff have very high expectations of behaviour and discipline is administered consistently and very well. This has a positive impact on the very high standards of behaviour that are maintained throughout the school. Good attendance is actively encouraged and attendance monitored in a satisfactory manner. However, there are some minor inconsistencies in the recording and monitoring of absence and lateness, between different members of the teaching staff.

42 The class teachers and teaching assistants know their pupils extremely well and have a very good understanding of their individual personal needs. The school has successfully addressed the issues from the last inspection report and there are now good procedures for assessing and monitoring pupils' academic performance and personal development. This starts in the Foundation Stage where the teachers maintain individuals records, including assessments of children's attainment on entry to the school and detailed early years records for every child. Throughout the school subject co-ordinators and class teachers maintain comprehensive assessment records to a consistent whole school format. Teachers keep group and individual records, for example, assessment and pupil tracking sheets. Teaching assistants maintain their own monitoring records, for example, for additional literacy support, and regularly feed back to the class teachers. Assessment information is used well to guide curriculum planning and set targets for improvement for individual pupils.

43 The school has good procedures for the assessment of pupils' learning. The formal systems to check how well pupils learn from year to year are very good. Teachers use national and standardised tests effectively on a regular basis to monitor pupils' progress in English, mathematics and science. There is a clear timetable for assessments so that all teachers follow the same pattern. For example, each pupil is given a reading test every term. Teachers record all assessment results on a master sheet which gives them a very distinct overview of progress from reception to Year 6. This enables teachers to predict what pupils should achieve by the age of 11. It also helps them to determine how to organise setting arrangement in English and mathematics, although the arrangements in Years 5 and 6 are less successful.

44 Teachers support this process efficiently by using other, less formal assessments. They give weekly tests, for example, of the spelling of key words and they record each score carefully. They use tests linked to the commercial course in mathematics to check pupils' success at the end of topics.

Co-ordinators of subjects have compiled portfolios of pupils' work in most subjects over a typical school year. These provide a useful summary of curriculum coverage and some idea of what pupils can achieve but do not represent an effective assessment tool. Nevertheless, teachers do know the strengths and weakness of their pupils and, increasingly, are setting sensible individual and group targets in English and mathematics, so that pupils know exactly what they have to concentrate on in order to improve their skills and knowledge.

45 The school works hard to analyse test results. This enables teachers to pinpoint areas of concern and set priorities for future development. Recently, for example, the school has become aware that pupils' writing is not good enough, and this has prompted whole school action through its development programme. The school compares the performance of boys against girls and measures how well pupils with special educational needs improve over time. It does not, though, fully focus on all relevant issues, so that teachers can readily adapt their teaching, if necessary. The school acknowledges the difficulties that may arise when new pupils start school in classes other than into the reception class but it does not analyse the assessment of these pupils to see just how much difficulty or success they may have.

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

46 Relationships between the school and parents are very good. The school enjoys the active support of the vast majority of parents. There are a large number of committed parents and governors who regularly help in the classrooms and accompany the children on out of school trips. Most parents are fully involved in their children's work in school and at home, for example, a large number of parents attended reading initiative meetings and numeracy workshops. Parents support homework and home reading, and consistently enter appropriate comments in the home-school reading books. There is a very active parents and friends association, The Friends of Rose Wood, that organises social and fund raising events for the school. A considerable amount of money has been raised for the school by parents, which has been used to purchase useful resources. Most parents consistently expressed a very high level of satisfaction with almost all aspects of the school. The vast majority of parents agree that the school is well led and managed and feel comfortable about approaching the school with problems or complaints. Some parents would like to see a greater range of activities outside school. Inspection evidence tended to support these parents' views and the provision for extra-curricular activities was judged to be unsatisfactory.

47 Communication between the school and home is very good. The school sends out regular newsletters and frequent letters about specific events and activities. The school publishes a comprehensive and informative prospectus. The governors hold an annual meeting with parents and publish an annual report. Between them, the prospectus and the annual report contain all the current statutory required information. Some parents disagreed that they were kept well informed about how their children are getting on. Inspection evidence did not support these parents' views. Parents are given an informative progress report and offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. Reports clearly indicate what pupils can and cannot do, the progress they are making and areas for improvement. The head teacher and her staff are very approachable and make themselves available to parents at the start and end of each school day. There are ample opportunities for parents to ask about their children's progress or seek further curriculum information on an informal basis.

48 Parents of pupils with special educational needs are involved in many individual plans and invited to all reviews. In some cases, they make a good contribution to pupils' progress by, for example hearing pupils read regularly.

49 Overall, the partnership with parents is a strength of the school and has a positive impact on

pupils' learning and personal development.

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

50 The relatively newly appointed head teacher provides very good leadership and management for the school. She is very well supported by the deputy head teacher, who over the past few years has effectively managed the school during the absence of the head and the previous head. The present head teacher has successfully developed a clear sense of direction for the school and has carried the committed staff with her. There is a clear focus on raising standards and improving the quality of teaching and learning. As a result the school is improving and has the capacity to improve further. This has developed well since the last inspection.

51 The analysis of the school's results, identifying strengths and other areas which require improvement is very good. The head teacher undertakes a detailed analysis of the results and puts in place strategies to raise attainment for example it was clear from assessment that the 2001 Year 6 classes had a larger than usual number of pupils with special educational need. Although these pupils did not attain the national standards in the subjects and the school's overall results were affected the action taken by the school enabled them to make very good progress and achieve very well in relation to their earlier attainment. Although the need to improve science in Key Stage 1 was not formally identified in the development plan, the developments of the Foundation Stage and the good teaching in Year 2 has led to significant improvement this year.

52 The role of subject co-ordinators is now good and this is a significant improvement since the last inspection. Their roles have been extended and developed so that they now fulfil an active role in managing their subject. They play a full part in identifying whole school developments. The head teacher recognises the need to continue to develop their role in relation to monitoring and evaluating standards. This is currently undertaken by the senior management who have clearly defined roles and responsibilities.

53 The co-ordinators for special educational needs give very good support to staff. They write individual plans for pupils with class teachers and give advice and assistance in their implementation. Comprehensive records are kept and good use is made of computer technology to maintain the register of special needs. The co-ordinators are aware of the need to review the school's policy to bring procedures and practice into line with the requirements of the new Code of Practice in January 2002.

54 The governing body are actively involved in the school and have been a strong force in moving it forward. They are involved in determining priorities for development and have been a driving force in supporting the head teacher in many cases, for example in developing a more "open-door" policy in relation to involving parents.

55 The governors are knowledgeable about the strengths and weaknesses of the school and make strategic decisions such as managing the budget prudently to allow as far as possible, to retain single class groups throughout the school. A number of governors spend much time in school and are able to contribute first hand knowledge to debates with the governing body. Governors are kept well informed by the head teacher.

56 The senior management and in particular the head teacher, monitor teaching in order to evaluate its impact on learning. Although the inspection team identified the need to review the grouping arrangements and the use of staff in Years 5 and 6 for literacy and numeracy, the head's analysis had already identified a potential difficulty there, and she has been in the process of consulting senior staff about it.

57 The school's development planning process is thorough and identifies appropriate areas for improvement. The management of the school's finances is good with a clear link between the school's evaluation of its performance and the use of the budget to achieve its objectives. Best value principles are applied effectively and the school provides good value for money.

58 The school has sufficient staff to enable the curriculum to be taught to all pupils. There is a good number of support staff who are generally well deployed, especially to meet the needs of pupils with special educational needs. Additional support has been provided to help pupils new to the school for whom English is an additional language. Arrangements for the Performance Management of teaching staff is well established and induction arrangements for newly qualified teachers are good and staff are well supported in these areas. Training needs are identified effectively and staff give regular 'feedback' to other staff on courses attended so that the impact of the training can be maximised.

59 The adequacy of the accommodation throughout the school is satisfactory and allows all curriculum areas to be taught. The classrooms are adequate in size and, combined with the shared practical areas, place few restrictions or limitations on teaching. However, the open plan arrangements can cause noise distraction, particularly in the infants' area. The good teaching and very good behaviour of the children minimises the disruption to learning that this could easily cause. The school has a large multi-purpose hall, a small library and has developed a well-resourced computer suite. The computer suite is badly situated as it provides constant access to the juniors' classrooms. The library, which is also used as a music room, is co-located with a Year 6 classroom without even the benefit of a partition to minimise noise. Good lesson planning and management again minimises the disruption to learning.

60 The main school building is in a very good state of repair and decoration. The mobile classrooms are beginning to show their age and are less attractive. The caretaker and cleaning staff keep the school spotlessly clean and the learning environment is enhanced by attractive display, including examples of pupils' work.

61 The school is situated in attractive grounds including a large grassed area. The key stage play areas are large enough, although not over generous, to support pupils' play activities. Resources to support learning are good overall.

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

62 In order to improve further the head, staff and governors should:

(1) Improve the standards attained in literacy and numeracy at the end of Key Stage 2 by:

- (a) reviewing the arrangements for grouping pupils in these subjects in Years 5 and 6  
;  
(Paragraphs 4, 20, 30, 76 79)
- (b) ensuring the most appropriate use of teaching and non-teaching staff in literacy and numeracy in Years 5 and 6.  
(Paragraphs 20, 76)

In addition to the above the following more minor weakness should be considered for inclusion in the Action Plan:

- extending the range of activities provided outside lesson time.  
(Paragraph 36)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

74

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

30

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	31	25	0	0	0
Percentage	3	22	42	34	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 one percentage point.*

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

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	65	296
Number of full-time pupils known to be eligible for free school meals	0	56

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	76

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

	No of pupils
Number of pupils with English as an additional language	5

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	23

### *Attendance*

#### **Authorised absence**

	%
School data	5.3
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.5
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	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	-	-	-
	Total	25	29	29
Percentage of pupils at NC level 2 or above	School	83% (81%)	97% (87%)	97% (89%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	17
	Girls	-	-	-
	Total	25	27	25
Percentage of pupils at NC level 2 or above	School	83% (79%)	90% (89%)	83% (91%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Where the number of boys or girls is 10 or less figures are omitted.

### 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	26	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	18	24
	Girls	13	13	20
	Total	34	31	44
Percentage of pupils at NC level 4 or above	School	69% (69%)	63% (70%)	90% (89%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	18	22
	Girls	16	13	21
	Total	38	31	43
Percentage of pupils at NC level 4 or above	School	78% (73%)	63% (77%)	88% (91%)
	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	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	260
White	0
Any other minority ethnic group	8

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	23.1
Average class size	24.7

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

Total number of education support staff	8
Total aggregate hours worked per week	174

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	10

*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	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### ***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	1	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2000 - 2001
	£
Total income	660,300
Total expenditure	628,695
Expenditure per pupil	1,792
Balance brought forward from previous year	25,366
Balance carried forward to next year	56,971

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	358
Number of questionnaires returned	53

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	66	30	2	2	0
Behaviour in the school is good.	51	47	0	0	2
My child gets the right amount of work to do at home.	38	48	10	2	2
The teaching is good.	53	40	6	0	2
I am kept well informed about how my child is getting on.	55	27	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	0	2
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	46	40	10	0	4
The school is well led and managed.	68	28	0	2	2
The school is helping my child become mature and responsible.	60	36	4	0	0
The school provides an interesting range of activities outside lessons.	32	32	20	4	12

## **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**

63 At the last inspection, children generally made good progress in all areas of learning and developed good attitudes to learning. This was due to good teaching by teachers and support staff and good procedures for assessment and liaison with the rest of the school. These strengths have been maintained and, in some areas such as the curriculum, developed since the last inspection so children of all abilities continue to achieve well. The curriculum for the Foundation Stage has been introduced well with an emphasis being placed upon continually developing children's skills as they move through the two classes. This is achieved effectively by the teachers planning together using the Foundation Stage guidance as the basis, supported by a system of recording so teachers know what children have achieved and what they need to learn next. Consequently, appropriate variations are made in the nursery to accommodate the different levels of skills and understanding in the morning and afternoon groups. Support staff are involved in this assessment and recording system and make a major contribution to the good progress that children make by making sure that activities and experiences are adjusted for different children. However, they are not used sufficiently to work with individual children, such as those with special educational needs, that these assessments show may need some specific teaching. Initial assessments show that many children now begin nursery with skills in language and literacy, mathematics and personal development that are slightly lower than would be seen in most schools. However, by the time they are ready to start in Year 1 the majority of children attain the early learning goals in all areas of learning except in personal, social and emotional development and physical development where they exceed the expectations.

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

64 Many children enter the Nursery with immature skills in personal and social development. From the first day they are in the nursery they achieve very well so by the time they join the reception class they are well on the way to achieving the early learning goals in this area. Children have many opportunities to work in the main school in, for example, music lessons and assembly so they are very well prepared for moving from the nursery to reception. The very good progress children make as they move through the Foundation Stage in this area of learning reflects very skilful teaching so that by the end of reception all of the children have very positive attitudes to their work. They are interested and enthusiastic in their lessons and show well developed levels of concentration and attention. Teachers and support staff in both classes provide very positive role models to the children, always treating each other and the children with respect, so they very effectively learn school routines and how to work with others. All adults are very consistent in their expectations of behaviour so children fully understand how they should behave whatever the situation. For example, children in the nursery sat and listened attentively to the visiting speaker in an infant assembly. In a physical education lesson the reception children sat on one side of the room and waited patiently with no child behaving inappropriately whilst the staff put out equipment. The standards of teaching and children's achievements in this area of learning set the foundation for the high standards of behaviour, attitudes and relationships seen during the inspection throughout the whole school.

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

65 By the time children end the reception year they are nearly all achieving the early learning goals in this area of learning. Speaking and listening skills develop particularly well. Children are given many opportunities to speak in more extended sentences. The speaking skills of many children when they enter the nursery are still quite immature, with some evidence of a restricted vocabulary, but improvements are clear from when they first enter the nursery and good progress is made. Listening



skills are developed well through a variety of activities including story time, listening tapes and many incidental discussions throughout the sessions. Children achieve well because the teachers ensure that all children listen carefully to a story or instructions. They encourage children to give extended answers to questions and make sure that all children are included and join in discussions by targeting questions to specific children. Teachers in both classes have a very good understanding of the importance of providing different learning experiences for children involving aural, visual and practical activities aimed to develop and reinforce their understanding. Role-play activities are used effectively to develop clear speech and extend vocabulary.

66 Children are taught early reading skills well. In nursery they have many opportunities to look at books and to listen to stories so they quickly learn the correct way to hold a book and turn the pages. They begin to learn some common letter sounds and higher attaining children learn to read simple books. In reception, the teacher adapts the national strategy for literacy well to take into account the age of the children. Support staff are used very well to work with groups of children and to listen to individual children read. Each child is heard read at least twice each week and due to the good support the school gets from many parents at home, most children make good progress. They enjoy looking at books and are eager to share stories with others. When listening to a classroom story, they listen and make relevant responses about both the story and the feelings of the main character. When reading independently, the older, higher attaining children in reception are fluent, competent readers. They read the title of the book, know that an author writes a book and an illustrator draws the pictures and have some understanding of the difference between fiction and non-fiction books. Early skills at using a variety of strategies to tackle unfamiliar words are already well established and are used successfully. Average and below average attaining children are developing good attitudes to their reading. They enjoy talking about their favourite stories and rhymes and are eager to take books home to share with their families.

67 Teachers provide children with many opportunities to write for a range of purposes. In the nursery, children are encouraged to learn the shape of letters and to write letters and invitations at a writing table. A variety of interesting resources are made available so that by the end of their nursery experience many children can write their own names. In reception, the older and higher attaining children are competent writers. They write simple sentences, often correctly using capital letters and full stops, in a neat, legible style. Average attaining children write their own name clearly and neatly copy a short sentence beneath the teacher's writing. All children use a pencil correctly and form clear, recognisable letters.

### **Mathematical development**

68 This area of learning is taught well although the children's work sample indicates that some higher attaining children are not always challenged enough. In the nursery, staff concentrate on developing correct concepts and in particular, developing correct mathematical vocabulary. In the reception class, children are taught following guidance from the Numeracy Strategy, thus ensuring children are well placed to begin their National Curriculum work in Year 1. By the end of the reception year, nearly all children attain the early learning goals in mathematics. The teachers ensure children have opportunities to use mathematical skills and knowledge in many activities so that progress over time is good and children achieve well from when they first enter the Foundation Stage. The priority is to teach mathematics in a practical way and in lessons. Activities are well planned, for example in the reception class. In the nursery, counting rhymes and stories develop the knowledge and understanding of number. Early concepts of shape are developed as children make boxes and look at how different boxes are used with the teacher ensuring that children understand the correct names for shape and use correct vocabulary to describe the properties of the shape. In both classes, teachers use resources well to provide children with interesting and enjoyable activities and consequently, very good attitudes to learning are well established. The support staff are used

effectively to give good support to small groups, ensuring that the children are kept busy and make good progress in their focus activity.

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

69 Children enter the Foundation Stage with a basic general knowledge, but make good progress in their knowledge and understanding of their local area and of themselves because of the good learning experiences provided by the teachers. The curriculum provided is broad and enriched by many practical and interesting activities. For example, in reception a class discussion about the facilities in the local area resulted in a long list of shops, entertainment's and services such as churches. This discussion was developed very skilfully by the teacher to create a whole class model of a town using a wide range of construction kits. By the end of the session this model extended across the floor with models of many of the places children had listed – a college, park, shops and supermarkets linked by roads. The teamwork shown by children in working together on specific models was excellent and reflected the strength of the relationships between children and adults. In the nursery, a wealth of experiences are provided for children to investigate and explore. Activities and resources are used well to promote interesting learning opportunities, for example children were fascinated when given different fruits to hold and taste based on the book 'Handa's Surprise'. They have good opportunities to play with water and sand, investigating and experimenting with different containers. The older children have regular opportunities to work on the computers in the school ICT Suite. This has a very positive effect upon the pace at which children learn computer skills and gives them confidence in working in the main school. Similarly regular lessons are planned for the reception class so by the end of the reception class children's confidence in their ability to use the computers is high. The nursery children can use the mouse to move the cursor on the screen and use a good range of programs designed to develop their knowledge and understanding in language, mathematical and drawing skills. A strength of the teaching is the consistent use of correct vocabulary to develop good language skills. Teachers and support staff encourage children to talk about their experiences and explain to others what they have found out.

### **Physical development**

70 Teaching in this area is very good and is enhanced by the very good outdoor provision. Children in the reception class have two sessions each week to use the outside equipment although during the inspection the weather prevented them being able to do this. However, the reception teacher adapted an indoor physical education lesson to provide children with similar experiences. This excellent lesson showed the very secure subject knowledge of the teacher, the excellent organisational skills and use of supporting adults that results in children making very good progress in developing their physical skills so most children exceed the early learning goals by the time they enter Year 1. Throughout the nursery and reception classes, learning opportunities are very well planned to give children plenty of experiences of using a broad range of construction equipment and jigsaws. They use scissors, crayons and paintbrushes with skill and confidence. These activities help children to improve their manual dexterity. Outdoors and in physical education lessons, children use the space with confidence. They share resources and equipment well with other children. Reception children have well developed ball skills; many are able to control a ball well with their feet, hands and indoor hockey sticks. Large climbing equipment is used effectively to develop skills in balancing, sliding and climbing.

### **Creative development**

71 The teaching of creative development is good. Activities are well planned, resources used effectively and support staff work with children in small groups so that knowledge and skills are developed thoroughly. Consequently, all children make good progress and most achieve the early learning goals in this area by the time they enter Year 1. Children are provided with an interesting curriculum and in particular have the opportunity to experience a good variety of materials, tools and equipment. Basic skills are taught well, for example nearly all pupils mix paint independently to make shades and tones of other colours. An example of this was when reception children were painting boxes. In the nursery a similar activity, skilfully managed by the nursery nurse, ensured children mixed paint to create a simple picture. One higher attaining child produces a picture of a rainbow with colours used accurately to represent grass and the sky. Language skills are constantly being developed alongside these activities, as children are encouraged to describe what the texture of clay feels like, or to explain how they intend to cut out and stick felt on a backing paper to make a picture of a sunflower. In music, the teachers use song well in many different situations such as opening and closing sessions or to reinforce number or language skills. Consequently, children sing familiar songs with enthusiasm and securely develop early skills in rhythm and beat. The teachers use their own specific subject expertise well to help children learn. For example, the reception teacher takes both nursery and reception classes for music whilst the nursery teacher works with the reception children on language skills. In music lessons children experiment with a wide variety of percussion instruments and listen carefully to the different sounds produced so their early music skills and appreciation of sound develop well.

## **ENGLISH**

72 The evidence from the inspection indicates that standards are rising and exceed those achieved in the 2001 National Tests for seven and 11 year old pupils. Throughout the school, standards in speaking and listening are satisfactory. The overall standards of attainment for Year 2 meet the national average. Reading standards are above average and standards in handwriting and writing are average. In the juniors, the overall standards of attainment for the oldest pupils, in reading, writing and handwriting, are below the national average. However, there are pupils whose work is above average and a larger group whose work is average. In Years 3 and 4, standards of attainment broadly meet age-related expectations. Throughout the school, pupils have positive attitudes towards learning, behaviour is very good and these are contributory factors to the emerging improvement in standards.

73 In Years 1 and 2, pupils benefit from the good start made in the nursery and throughout the Foundation Stage. This ensures that when they enter reception, they have already developed an appropriate range of skills in literacy. In Key Stage 1, the overall standard of teaching is good. Pupils are encouraged to listen carefully and speak clearly, when skilful questioning and imaginative resources are used. When discussing poetry, upper set pupils are encouraged to find words that rhyme and improve the text. They confidently use such words as 'vanish' and 'hurricane'. They become more skilled in alliteration. When writing a poem they devise such lines as 'trumpets tooting'. In the lower set, pupils' use rhyming words well, but their understanding of verbs is limited. Lesson planning is of good quality. It ensures the needs of all pupils are met and includes tasks that are well matched to ability. For example, in Year 1, group tasks are carefully devised and there is appropriate support for pupils with special educational needs.

74 Attainment in reading is above average in the infants. Most pupils read accurately and enjoy discussing their books. They have successful strategies for recognising and pronouncing words, using phonic clues well. Pupils reading records indicate the care taken by teaching and support staff to develop these skills. Handwriting is carefully taught and progress is monitored. There is clear progression in skills through the key stage; for example, pupils in Year 1 begin to develop accuracy in letter formation. In Year 2 these skills are carefully encouraged as pupils begin to write for a specific

purpose: perhaps a poem, or a short narrative text. Standards are improving throughout Years 1 and 2, because of the good teaching and the support given to lower attaining pupils. All pupils make good progress and some achieve standards beyond expectations for their age.

75 In the juniors, the overall standard of teaching is good, though it is more consistent in Years 3 and 4. The staff make good use of the literacy strategy when planning their lessons. Because of this, pupils are able to build steadily upon their prior learning. Attainment in speaking and listening is always satisfactory and frequently good. This is because teachers actively engage with pupils in discussion. For example, in Year 3, pupils are encouraged to improve a text by replacing the word 'say'. They do well, listening carefully to one another and suggesting such words as 'whispered' and 'muttered'. Standards in reading broadly match expectations in Year 3 and are good in Year 4. Here, pupils of differing ability all read fluently, have clear strategies for overcoming problems and clearly enjoy books. However, standards in reading are below average in Years 5 and 6. There are pupils who read confidently and fluently. They are able to comment knowledgeably upon books read and compare one with another. However, there are a considerable number of pupils who are not sufficiently fluent and struggle to offer valid comments on their reading. Standards in writing are average overall. This is because there are too many pupils whose spelling and punctuation is inconsistent, whose handwriting is weak and vocabulary limited. However, the majority of pupils achieve average standards in writing and a good proportion, achieve above average standards. There is clear evidence of many pupils writing stories, poems and book reviews with imaginative language and an awareness of audience. Good examples include a lively and imaginative tale; 'The Great Escape'; a biography of Amy Johnson and a review of Oliver Twist.

76 In Years 5 and 6 the setting arrangements result in varying rates of progress by different groups of pupils. In the top two sets, pupils make good progress. This is because they are taught in a single year group and tasks can be closely matched to their age and ability. In the mixed age Set 4, whilst attainment is below average, progress is good, because there is a high level of adult support for pupils with special educational needs. However, progress is slower for those pupils in the mixed age Set 3. There is no additional support for the class teacher, despite the fact the set contains nine pupils with special educational needs. As a result, the progress of the Year 6 pupils in this class is slower than the school hoped for. Because of these factors, the overall attainment, at the end of the juniors is below the national average.

77 The English curriculum is well documented and sets out detailed arrangements for teaching pupils of differing ability. The school invests a substantial amount of time in English and this provides varied opportunities beyond the literacy hour. Overall, the substantial range of opportunities and levels of support ensure that inclusion issues are addressed, as all pupils have access to the full curriculum. However, the variations in special needs support, identified above, do require further consideration to ensure the school maximises opportunity for all. The literacy strategy is satisfactory, though could be developed further. Assessment procedures are good and an important feature of these is pupil self-assessment. Older pupils demonstrate a sound ability to identify strategies for improvement in their work. The two literacy co-ordinators provide good leadership and are well aware of the need to drive standards up in the juniors. Whilst recorded standards are no higher than at the last inspection, there is evidence of standards rising because of improved teaching and planning.

## **MATHEMATICS**

78 Standards in mathematics are broadly the same as those expected for seven and 11 year olds. However there are gaps in the pupil's knowledge, understanding and application of mathematics throughout the school.

79 The teaching of mathematics is generally good throughout the school. Teachers plan their

lessons well, clearly identifying what the pupils will learn during the lesson and in some 'sets' adapt lessons well to meet the needs of pupils with differing abilities. The 'setting' arrangements work well for the more able pupils and for those with special educational needs who are given effective support. They are less effective for those pupils who are in the 'middle' and mixed aged sets as these pupils do not make as much progress as those in the other 'sets'. This is mainly due to teachers' expectations not being high enough and that work is not sufficiently demanding or challenging to develop the pupils' mathematical skills and understanding.

80 Teachers' subject knowledge is good and the National Numeracy Strategy has been effectively implemented and this is having a positive impact on the raising of standards within the school. Lessons are well planned and teachers work hard to gain pupils' interests and motivate them to do well. In many cases they make lessons fun and this has a positive impact on the pupils' attitudes to mathematics.

81 Teachers' relationships with the pupils are very good, they know the pupils well and create a positive learning environment. Pupils are not afraid to make mistakes and have confidence to ask if they do not understand something. Homework is used well to reinforce and develop pupils learning, tasks are set that are challenging but also have an element of investigation within them. For example in a Year 6 lesson where the pupils' were asked to investigate the number of squares they could see within a certain pattern. This was discussed at the beginning of the next lesson giving another opportunity for those who may not have understood to ask questions and to clarify any misunderstandings. This was a positive feature seen in many lessons throughout the inspection. However although homework was used well to reinforce teaching there are still 'gaps' in pupils' knowledge and understanding. For example in a Year 1 class pupils were able to estimate how many elephants would fit around the pond but did not know how to write the number concerned. In a Year 6 top set pupils were not sure of the difference between horizontal and vertical, what a negative number was and had limited mathematical vocabulary. However in the lessons seen, teachers use of mathematical vocabulary was good and therefore the 'gaps' may be due to the mathematics curriculum not being fully in place prior to the implementation of the National Numeracy Strategy. Some pupils have missed elements of the national strategy when they were younger and opportunities to revisit concepts have not always been reinforced consistently across the school. The school has now implemented effective assessment strategies and methods of recording attainment and this is used well to plan the next stages of the pupils learning.

82 The school has thoroughly analysed results from tests and identified areas for development within the teaching of mathematics such as interpretation of data and mental calculation strategies throughout the school, in the infants the use and application of number and in the juniors, problem solving. All these issues are consistent with the inspection findings and the school is beginning to tackle these areas successfully.

83 Pupils' attitudes to mathematics are very good; they enjoy their lessons and are keen to do well. When in group situations they co-operate with their peers and have opportunities to learn from each other. For example in a Year 5/6 lesson pupils were working on problem solving and discussing in pairs. One pupil was unsure of which operation to apply and asked her colleague 'Well how are you going to do that then?'. After her colleague had responded she said 'Oh I get it now'. Pupils work sensibly in all their lessons and all discussions are about their work, this shows that they are able to concentrate on the task in hand.

84 Pupils with special educational needs make good progress in mathematics as they are supported well within lessons, and task and activities are effectively matched to their needs.

## **SCIENCE**

85 Standards in science are in line with national averages at the end of both key stages. This represents a significant improvement on the Year 2 results in May 2001 and is consistent with the Year 6 results in national tests in May 2001. It is the same as the findings of the previous inspection in May 1987. The improvement in the performance of the present Year 2 group is the result of consistently good teaching and the benefit they have had from a more coherently planned curriculum in the nursery through to reception.

86 In Year 2 pupils investigate the human body. They know that although people are the same on the inside they often have very different external features such as height, weight, hair and eye colour and finger prints. Teaching is very effective in organising a range of practical talks to enable pupils to discover things for themselves. A good range of resources enables pupils to work co-operatively in lessons. They weigh and measure each other and use a computer program to record different eye colours. Because of the nature of the well-planned activities pupils are required to record their findings in different formats such as bar charts and at the end of the lesson the whole class discusses what information they can deduce from the charts. This leads to very effective learning. Pupils enjoy their lessons and are keen to take responsibility for the tasks. They work hard and talk sensibly to each other about the results.

87 In Year 6 pupils learn about sound. They know that sounds are made when objects vibrate but that vibrations are not always visible. Through experiments they learn to demonstrate that sound needs a medium through which to travel. The very practical nature of the way in which the topic is taught leads to very effective learning. A significant number of pupils in the Year group have special educational needs and they make very good progress because of the 'hands on' nature of teaching. By using rice on a drum or twanging a ruler pupils were able to describe what was happening scientifically and explain vibration. The teacher used her good subject knowledge in response to an observation by pupils to explain why the sound changed when the length of the ruler was changed. At the end of the lesson a very well managed discussion enabled pupils to demonstrate their understanding of how sound travels through solids and liquids and how the composition of these affects the sound. Pupils recorded their findings in their books. Many with learning difficulties found the written work difficult but despite their literacy difficulties they had clearly understood the concepts being taught and were able to talk about them with enthusiasm. Pupils of all levels of attainment enjoy their science lessons. They work with enthusiasm and co-operate well in group work, sharing ideas and discussing their work with great interest.

88 Science continues to be well co-ordinated and managed in the juniors but the long-term absence of the infant co-ordinator means that there is a need to reconsider the planning. In the short term effective teaching is compensating for this and a more co-ordinated planning process in the new Foundation Stage is more effectively preparing pupils.

## **ART AND DESIGN**

89 There were no art and design lessons seen in the infants during the inspection and only two in the juniors. Judgements about standards are based on evidence from teachers' planning, discussions with teachers and pupils, analysis of pupils' previous work and from work on display. By the end of both key stages most pupils are working at a level that is expected for their age and making sound progress.

90 There are some good quality displays around the school especially the work studying the work of a variety of artists such as Degas, Mondrian, Dali and Lowry and these are of a good standard.

91 The teaching of art and design is satisfactory overall and was good in one Year 4 class. Teachers' subject knowledge varies, some are very skilled and others feel less confident in the teaching of specific art and design skills. For example techniques in sketching and drawing. The way that the curriculum is planned at present leaves too long a gap between the teaching of art and design, for example in its present format pupils go a half term without having a lesson. This has a negative impact upon the standards achieved, as evidence shows that the pupils are capable of achieving good standards but that the skills and application of skills are not taught regularly enough.

92 Art and design is used well across the curriculum and is effective in enhancing other subjects such as history and ICT. For example in collage work on the eight wives of Henry the Eighth or the work on pattern in their ICT lesson when creating Christmas wrapping paper using repeated designs or when recreating designs in the style of Mondrian using the computer.

93 The school is presently trialling the national recommended scheme of work for art and design but this has not been fully implemented to ensure consistency in teaching and learning within the art and design curriculum. Plans are in place to review the scheme at the end of the academic year and to fully implement the scheme in following year. The subject is well led by the co-ordinator who has kept examples of pupils work and created a portfolio of past art work which she has levelled and this assists other teachers in assessing pupils levels of attainment.

## **DESIGN AND TECHNOLOGY**

94 Standards are similar to those seen at the last inspection. By the ages of seven and 11, pupils reach average levels of attainment. The school has made good progress recently in strengthening the curriculum and teaching is becoming more effective. However, there has not yet been enough time for these factors to improve standards appreciably.

95 The quality of teaching and learning is good. Teachers have very good relationships with their pupils which encourage pupils to behave very well and have positive attitudes to work. It also means that, in most lessons, there is a healthy buzz of activity as pupils apply themselves to their tasks. Teachers often encourage pupils to learn through trial and error. In a Year 2 class, pupils had to work out the relative strengths of walls made in different ways with construction bricks. Teachers have a sound knowledge of the subject and show pupils clearly how to acquire basic skills like gluing and cutting so that they can build models with some accuracy. Teachers set a good level of challenge, such as designing a new kind of torch. Pupils can find it difficult to be really innovative but they do understand why different kinds of light sources are necessary, for example. Occasionally, teachers are too demanding. Year 3 pupils were asked to develop different kinds of switches in an electrical circuit in their torch project, yet few of them had sufficient knowledge of the simplest form of switch.

96 Teachers plan their lessons thoroughly. This gives a strong structure to lessons and ensures that pupils learn systematically. Teachers organise support staff and resources efficiently to make sure that lessons move along smoothly. This keeps pupils interested and gives them little opportunity to lose concentration. This was seen when pupils in a Year 2 class had to score card with scissors, when working on different kinds of folds and hinges. Teachers discuss new learning sensibly with pupils, not only clarifying new concepts like how different people, miners or policemen, use torches, but also developing their speaking and listening skills. Teachers do not, however, develop pupils' writing enough through the design and evaluation processes. As a result, pupils do not always explain clearly enough what they are going to make and how they will achieve it. Teachers focus more on the practical aspect of the subject and the pupils have sound constructional skills. Teachers do not stress the importance of evaluations by pupils of their own work. This means that pupils do not learn enough from their successes and failures to improve their all-round skills.

97 The new scheme of work gives the subject more cohesion throughout the school. Teachers can ensure that pupils develop progressively, building on their skills and knowledge from year to year. They adopt their planning sensibly to allow for the right level of challenge. The quality and range of resources are good. Pupils benefit, therefore, from working with good tools, like drills on stands, for example, so that their work can be more precise.

## **GEOGRAPHY**

98 Inspection evidence indicates that standards of attainment are in line with national expectations by the age of seven and 11 and pupils achieve satisfactorily. The school has maintained the standards pupils achieve by the age of 11 since the last inspection, but standards at the end of the infants are lower. This is primarily due to the lack of variation in the activities and experiences provided for pupils in lessons which do not always sufficiently reflect the different abilities of pupils in the group.

99 By the end of the infants pupils have satisfactory understanding of place. They know about different types of buildings. They can draw simple maps of their route to school showing some of the main places they pass. Although all pupils are developing an understanding of how symbols and colours are used on maps to show different features, higher attaining pupils do not develop a secure understanding of how a key and labels can be used on a map to add to the information. Pupils know about different regions of the world, the names of different countries and some information about them such as whether the climate is hot or cold, but few pupils have a very secure understanding of the world map and the countries of the United Kingdom. By the age of 11 pupils have a secure understanding of how places, such as Kenya, and the lifestyle of the people who live there, is different from their own. They learn how settlements change over time, although their ability to use grid references to locate places on ordnance survey maps is not secure. In discussion, they show a topic in Year 5 gave them a satisfactory understanding of the different physical features of a river. They are, for example, able to explain how an ox-bow lake is formed using subject vocabulary accurately. Literacy skills are fostered through written tasks, such as writing about environmental disasters from different points of view, and the use of sources such as books, photographs and maps. Planning documents indicate that information and communication technology is beginning to be used to support learning.

100 There was insufficient evidence to make a judgement about teaching and learning in the juniors because due to the timetable arrangements, no lessons were seen in the juniors and the range of pupils' work available was limited. However, the quality of teaching and learning in the infants is satisfactory. In Year 1, the approach taken is to begin lessons as a year group. This is possible due to the pupils' good attitudes to learning and the high standards of their behaviour. Consequently, they listen attentively and join in with discussions willingly. Explicit expectations of behaviour, clear instructions and effective management of supporting staff in working with different groups ensures that pupils work well on the tasks they are given. However, this secure basis for lessons is not fully exploited because the tasks are not consistently well matched to the different abilities of pupils and some opportunities for higher attaining pupils to use their basic skills within the subject are missed, which limits the pace of learning for some pupils. In Year 2, similar strengths in management of pupils linked to high expectations of behaviour resulting in pupils being attentive, concentrating well and having good attitudes give a secure basis for learning. Pupils work together well and share resources willingly so that when teachers make sure that pupils have a secure understanding of what they have to do and how to complete the task, they achieve well and learn the objectives set for them in that lesson.

101 The subject is soundly managed. The co-ordinator has a clear understanding of what needs to be done to develop the subject and has revised the scheme of work in line with the latest national



guidance, but it is based on a two-year cycle and has not had time to be fully completed. The co-ordinator has begun to collect examples of pupils' work and plans to observe lessons and to consult colleagues to review how effective this curriculum plan is in ensuring pupils gain the full range of skills, knowledge and understanding as they move through the school. The range of resources has been developed appropriately since the last inspection to reflect the latest national curriculum guidance.

## **HISTORY**

102 There were no history lessons seen in the infants during the inspection and only one in the juniors. Judgements about standards are based on evidence from teacher's planning, discussions with teachers and pupils, analysis of pupil's previous work and from work on display. By the end of both key stages most pupils are working at a level that enhances the development of historical skills. This is similar to the findings of the inspection.

103 Teaching is sound in the infants and teachers make good use of visitors to the school to enhance the teaching of history. For example, a grandma talking about the kinds of toy she would have played with when she was young, or the toys available during the Second World War. Parents also support their children's learning by sending heirlooms or photographs of themselves when they were young. Good use is made of 'theme' days so pupils can role-play what it was like in Victorian times in school. There was limited evidence of written work within this age range as much as the work undertaken was of a practical nature or discussion, but discussion with pupils showed that they had remembered many of the events well.

104 Teaching varies in the juniors with examples of good teaching in Year 6 where pupils are given group research tasks and use a variety of media to locate information, such as books, artefacts, the internet and discussions with older relatives. Good use is made of literacy skills within history lessons and cross-curricular links are especially good. For example older pupils record their findings in the form of Power Point presentations using ICT and Literacy skills. Pupils in Years 5 and 6 know about life in Victorian schools and that Robert Owen was a pioneer in establishing schools for the working classes. In Year 4 pupils can name the six wives of Henry the Eighth and how they died. Pupils in Year 3 are able to compare the lives of the Celts and the Romans and can say how they are similar yet different. Good use of trips to historical places of interest such as Arbeia Roman Fort Museum for Year 3 and 4 pupils, and Eden Camp for Years 5 and 6 enhance the pupils' learning. In a few classes there is an over reliance on commercial worksheets, which require little historical input or research from the pupils. Where this occurs teaching is less effective and pupils do not make as much progress as they should. In the older classes good use is made of homework to develop and reinforce the learning undertaken in the classroom. For example in their independent research work relating to the Victorians.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

105 The evidence from the inspection is that the pupils in Year 6 and in Year 2 achieve standards that meet national expectations in ICT. Within each key stage standards match age related expectations. All pupils have appropriate access to ICT and this ensures that, over time, pupils' progress is good. In some lessons progress is very good, this is directly related to high standards in teaching; for example, in Year 6. Pupils with special educational needs achieve good progress because they receive appropriate support, either from classroom assistants or through specific tasks. Pupils attitudes are very positive, they behave in a responsible manner and treat equipment with care. Many pupils demonstrate a mature approach, working independently, and in pairs to complete tasks.

106 In the infants, most pupils quickly master the basic skills in using the keyboard and mouse. They begin to enter text and sometimes combine this with illustrations. They begin to learn editing

skills; for example, in re-drafting a poem and they explore the world of art. Progress is good, because of the careful teaching that takes place. For example, in Year 2, the class teacher demonstrates competently, with good verbal explanations. This enables pupils to quickly explore the artist 'Mondrian,' by using the 'Dazzle' program. Pupils quickly master the routines for inserting line and colour to replicate his paintings. This good teaching provides opportunities for pupils to consolidate their skills and then review one another's work. By the end of the key stage, pupils acquire a good range of basic skills that enable them to progress onto more complex work as they grow older.

107 In the juniors, pupils broaden their experiences in all the required areas of ICT. They explore different texts and layouts; for example, in Year 4 designing a newspaper front page. Pupils use ICT to investigate shape and colour; for example exploring symmetry. They investigate control mechanisms and sensing equipment. By the end of the key stage, pupils are able to design and develop their own programs, using multi-media skills. This is well supported by good and very good teaching in Year 6. During the inspection, pupils researched aspects of Victorian towns and produced a slide show using 'Power Point'. This required both technical skills and an awareness of an audience. It combined illustration, text and sound and provided clear evidence of the range of skills most pupils possess. In discussion, pupils were able to reflect on the most effective media combinations and make improvements in their work to overcome initial dilemmas. The good teaching in Key Stage 2 ensures that all pupils develop their skills effectively, through participation in a wide range of activities.

108 Throughout the school the staff have improved their ICT skills through training and are therefore able to teach confidently across the ICT curriculum. Pupils and tasks are managed effectively in the ICT suite. This is most successful where they are able to give all pupils good visual access to demonstrations, prior to moving onto individual work. Overall, there are good rates of learning in ICT, because of staff expertise and the interest pupils have in this area of work.

109 The planned curriculum meets all statutory requirements and the range of resources ensures the curriculum can be met. The policy document is effectively underpinned by a development plan, which sets out a logical series of steps to develop the subject. The positional statement identifies recent improvements and helps with future planning. One identified area for development is assessment, which is still at an early stage. There are appropriate security systems in place to protect pupils as the school develops the use of e-mail and the Internet. The co-ordinator possesses considerable expertise and has a clear view of future priorities. She provides substantial support to staff, but has insufficient opportunity to monitor teaching. Whilst the range of resources is adequate, at present only nine computers are networked, although there are plans to increase this number. This results in only half the pupils in most classes having access to computers at any one time. Whilst the teaching staff manage this situation well, by providing 'paper' related tasks and rotating pupils, it does lead to some loss of overall lesson pace. The co-ordinator is aware of the need to discuss and explore with colleagues the most effective ways of using the ICT suite to raise standards further. Whilst standards are similar to those recorded in the previous inspection report, there has been good improvement in the range of opportunities established, which enrich the curriculum significantly.

## **MUSIC**

110 Pupils' attainment is average by the ages of seven and 11. This is very similar to the findings of the last inspection. The school has recently placed some importance on improving teachers' skills and this is beginning to have a positive effect.

111 The quality of teaching is satisfactory and this produces sound learning. Some teachers have a good ability in music and this gives them the confidence to demonstrate skills effectively. Pupils, therefore, learn new skills readily, such as playing the recorder or understanding musical notation. This is especially so in Years 4 and 6. In general, though, most teachers do not exude the same confidence

and their uncertainty does not inspire pupils to sustain concentration and learn swiftly enough. All teachers have a warm and encouraging manner and this motivates pupils to take part. In a Year 1 class, pupils clamoured for a chance to play triangles and tambourines. Younger pupils know how to play such instruments but teachers are not always insistent that pupils respond accurately to given rhythms. Similarly, when teaching pupils to sing, teachers do not always praise good singing discerningly enough or work on pupils' shortcomings. Pupils sing satisfactorily in unison, and are aware of different rhythms but they have too little sensitivity for the type and mood of music.

112 Teachers plan their lessons well. They make sure that the main areas of learning are clear so that pupils know exactly what they should be learning. They often link this in with a good level of challenge to encourage pupils to be creative. In a Year 6 class, pupils worked effectively when working with partners to compose simple musical phrases, using a poem as the lyric. In a Year 3 class, pupils were able to develop sequences of sound to match the noises of chasing animals, although their ability to experiment was limited. In the most effective lessons, the high level of challenge includes the development of pupils' literacy skills. In a Year 4 lesson, pupils engaged in heated but amicable discussions when deciding on the composition of a simple tune on xylophones, glockenspiels and chime bars. However, learning is less successful when teachers do too much for the pupils or do not consolidate skills enough. In a Year 5 class, the teacher always led the rhythmic clapping and did not allow the pupils to develop their own sense of beat.

113 The school is developing the subject sensibly but rather slowly. The new scheme of work provides a good structure for learning and valuable support for less confident teachers. The school has provided some useful training for teachers but this is not yet enough to give them real confidence. The school tries to overcome this by organising the timetable so that some teachers teach classes other than their own. This is only partially successful because not all classes benefit from this. The co-ordinator is capable and keen to improve music throughout the school but has not yet been able to work alongside colleagues enough to improve areas of concern. The school has yet to consider music as a priority. For example, there are relatively few musical activities in the school, such as a choir or after school club to motivate pupils further and strengthen their skills.

## **PHYSICAL EDUCATION**

114 Standards in physical education are satisfactory at the end of Years 2 and 6. Some pupils achieve high standards in gymnastics. This is similar to the findings of the last inspection.

115 During the inspection only a narrow range of activities could be observed because of the time-table and the effect of poor weather on outdoor lessons. However, planning and monitoring clearly means that pupils of all ages receive a broad and relevant range of experiences. Record keeping indicates that standards are broadly similar to those expected from their age at the end of each key stage.

116 The full curriculum is enhanced through the school's gymnastic club which meets weekly before and after school. Standards in the club are above those expected for the age of the pupils.

117 Year 6 pupils achieve satisfactory standards in dance when developing routines to music. The use of the specialist teacher is proving successful with these pupils in raising standards after the school judged they were falling behind because of the lack of expertise and confidence of other teachers. Teaching is good in providing coaching points and in helping the pupils to evaluate each others work. Pupils like and incorporate suggestions into their work leading to improvements.

118 In the infants, pupils use their imagination well when responding to music and instructions. There are good links with literacy when pupils listen to instructions and respond like robots, soldiers or

floppy toys. Effective teaching encourages pupils and the good selection of pupils to illustrate possible movements serves to enhance learning.

119 Pupils in Year 3 go swimming and most achieve standards in line with other pupils of their age. Overall pupils enjoy the subject and join in with enthusiasm.

120 Physical education is managed by a very experienced co-ordinator who leads this subject well. Resources are good and accommodation is satisfactory, although the size of the hall can restrict activities for large classes of older pupils. The co-ordinator has evaluated the standards and provision for physical education and is clear about areas for development.

## **RELIGIOUS EDUCATION**

121 The evidence from the inspection indicates that pupils in Year 6 and in Year 2 achieve standards that meet the requirements of the LEA's 'Locally Agreed Syllabus' for religious education. Within each Year group, pupils' make satisfactory progress and achieve standards that match age related expectations. Pupils with special educational needs also make sufficient progress. This is because some pupils receive additional support from classroom assistants and many tasks set in lessons, by the teaching staff, are well matched to differing abilities. Most pupils have positive attitudes towards this subject, enjoy discussion and work hard. Behaviour is good; all these factors contribute effectively to the overall standards of work and progress achieved by all pupils.

122 In the infants, teaching is satisfactory overall, with some good teaching being observed during the inspection. The staff has sufficient knowledge and understanding to interpret stories from the Bible and help pupils understand them. Pupils acquire a sound understanding of events that relate to the life of Christ. For example, a lesson on the birth of Christ is skilfully presented through an examination of family gifts. This approach helps pupils understand the significance of celebrations and they are able to identify examples from their own experience. Pupils in Year 2 are able to recall well known parables, such as the 'Good Samaritan' and stories of miracles, such as the 'healing of the blind man'. Pupils make valid comment when describing Christ's character, seeing him as 'kind and helpful'. Higher attaining pupils use such terms as 'saviour' and 'Son of God' and know of the belief in the 'resurrection'. By the end of the infants, pupils have an appropriate understanding of Christianity and Judaism and are beginning to record this in short pieces of writing and illustrations.

123 In the juniors, teaching is satisfactory overall, with some very good teaching being observed during the inspection. This ensures that all pupils progress steadily with their learning, developing skills in discussion, observation and recording. For example, they can distinguish between churches from different denominations, identifying similarities and differences from pictorial evidence, discuss and record these. They are able to consider and describe the impact of building upon feelings and beliefs, describing particular church interiors as 'welcoming to all ages' or 'a place to pray and share feelings'. By the end of Year 6, pupils have a sound understanding of Christian beliefs and those from two other faiths, Islam and Hinduism. When studying Islam, pupils know the mosque is the centre of worship. They have an adequate knowledge of the principle beliefs in the Islamic faith. A particular feature of teaching and learning is the interaction between staff and pupils. For example, in Year 4 a very effective lesson is led by the teacher (as a roving reporter) encouraging pupils (in the role of a Biblical king) to describe what they would do with their power. This provides good opportunities to explore the pupils' understanding of need. It leads to such replies as 'I'd feed the poor' and 'I'd bring peace to the land'. Such teaching also promotes inclusion effectively; every pupil is invited to respond individually and where necessary the learning support assistant has an important role here.

124 The planned curriculum is well matched to the Agreed Syllabus for religious education and fully meets the statutory requirements. This does restrict opportunities for developing writing skills

through religious education. The co-ordinator has a clear view of future needs and provides good leadership and support for colleagues. Subject documentation is up to date and detailed. Appropriate plans are in place to widen opportunities for monitoring the teaching of the subject. Assessment procedures meet the syllabus guidelines, through the development of a portfolio of work. The subject is well resourced, with a good range of artefacts, video programmes and computer software. Visits to the local cathedral enrich the curriculum. Overall progress since the previous inspection is satisfactory.