

# INSPECTION REPORT

**ST THOMAS OF CANTERBURY CATHOLIC  
PRIMARY SCHOOL**

Grays

LEA area: Thurrock

Unique reference number: 115180

Headteacher: Mr C T Birtles

Reporting inspector: Mr David Speakman  
20086

Dates of inspection: 4–7 March 2002

Inspection number: 194670

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Ward Avenue  
Grays  
Essex

Postcode: RM17 5RW

Telephone number: 01375 375826

Fax number: 01375 390572

Appropriate authority: The governing body

Name of chair of governors: Father John McKeon

Date of previous inspection: 19 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector		What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14756	John Lovell	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22452	Mary Farman	Team inspector	Science Music Provision for pupils with special educational needs	
22545	Valerie Hobson	Team inspector	Art and design Design and technology The Foundation Stage	
19410	Andrew Matthews	Team inspector	Geography Physical education	
16408	Chris Rhodes	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
3732	Derek Smith	Team inspector	Information and communication technology	
31029	Peter Thrussell	Team inspector	English History	Pupils' attitudes, values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

St Thomas of Canterbury Catholic Primary School is a voluntary aided school that is much bigger than other primary schools and educates boys and girls between the ages of four and 11. The number of pupils is greater than at the time of the previous inspection with 545 on roll. Pupils come from homes within the surrounding area and from areas further afield. The overall socio economic profile of the pupils is average, although the percentage of pupils entitled to claim free school meals is below the national average. The attainment on entry to the school is average. The great majority of pupils are of a white UK origin and there is a small number from Black African, Black Caribbean, Indian and Chinese backgrounds, and a very small number of children from refugee families. Thirteen pupils have English as an additional language, but all speak English competently. One hundred and twenty two pupils (22 per cent) are on the Code of Practice register of Special Educational Needs and five pupils (one per cent) have a statement of special educational needs. The proportion of pupils on the register is about average, but the proportion with statements is below. Special needs include specific, moderate and severe learning difficulties, physical disabilities, emotional and behavioural difficulties and speech and communication disabilities.

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

The school provides a good standard of education. Teaching is good overall, and by the time pupils leave the school they have achieved good standards. Although the leadership and management of the school are satisfactory overall, the headteacher is very effective. The school provides satisfactory value for money.

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

- Results in the National Curriculum assessment tests are above average and standards achieved in English, mathematics, science and music are good by the time pupils are 11;
- the good quality of teaching, particularly for pupils between the ages of seven and 11, enables pupils to achieve well;
- very good provision for pupils' moral development, good provision for their social development and good procedures for promoting behaviour result in positive attitudes to school and very good behaviour;
- there is good leadership and management by the headteacher and support from key staff and the governing body;
- curriculum coordination in English, mathematics and information and communication technology is good;
- arrangements for performance management and staff development.

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

- achievement of higher attaining pupils;
- the use of assessment data to plan for and monitor pupils' academic performance;
- planning and assessment at the Foundation Stage;
- curriculum balance and relevance;
- completion of attendance registers.

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

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

When the school was last inspected in May 1997, it received a satisfactory report and several key issues were identified. Most of these have been dealt with satisfactorily, although the attainment of higher attaining pupils and the use of assessment in planning still require some improvement. Standards were satisfactory then: these have improved, and now the attainment of pupils is above average overall. The quality of teaching, particularly for pupils between the age of seven and 11 has

improved and is now good. The curriculum however, requires some improvement. Management and efficiency were good. The leadership of the headteacher is now very good and the school is run efficiently. The school has a good capacity for continued improvement. There has been a satisfactory level of improvement since the previous inspection.

## 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	B	A	B	C
mathematics	A	B	B	D
science	D	C	C	D

**Key**

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

At the end of Year 6, results have kept pace with the national trend of improvement. The school just missed its mathematics target in 2001 by achieving 79 per cent at Level 4 or above when 85 per cent was predicted. Results in English were better than the target figure. Targets for 2002 are more challenging. By the time pupils are 11 their attainment in English, mathematics and science is above average. Attainment in music is above expectations, whilst in history, physical education and information and communication technology standards are as expected. Attainment is below expectations in art and design, design and technology and geography. Pupils' overall achievement is good. The achievement of pupils with special educational needs is good. Those with English as an additional language also achieve well. In the 2001 National Curriculum assessment tests for seven year olds, results in reading were well above average and in writing and mathematics they were above average when compared to all schools. When compared to similar schools, attainment was well above average in reading and average in writing and mathematics. Results at the end of Years 2 have improved at a pace better than nationally in reading, and have kept pace with the national trend of improvement in writing and mathematics. The inspection findings for this year's seven year old pupils indicate that attainment in English, mathematics and science is average for pupils at this age. It is at expected levels in all other subjects, except in information and communication technology, where it is above. The overall level of achievement for pupils in Years 1 and 2 is satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and show good attitudes in all aspects of school life. Many pupils are involved in school clubs.
Behaviour, in and out of classrooms	This is very good. The majority of pupils behave well in lessons and around the school. Behaviour is very good at lunch and break times and there is no evidence of oppressive behaviour.
Personal development and relationships	Pupils' personal development is good. They become responsible and reliable. Pupils are respectful of each other. Relationships between pupils and between pupils and adults are good. They cooperate well with teachers.
Attendance	Attendance is good; it is above the national average.

Some younger pupils do not work well together, but as they get older, attitudes to learning improve and they take far greater notice of each other and work well. This contributes to the good progress they make.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

The quality of teaching is good in English, mathematics, science and music. Basic skills are generally taught well in a good range of subjects, as are literacy and numeracy skills. Provision for pupils with special educational needs is satisfactory overall, but the school does not challenge or extend the learning of all higher attaining pupils sufficiently. These pupils could achieve better. The learning of all other groups of pupils is good. Pupils are managed well and as a result, their behaviour is good and they try hard in class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The balance and relevance of the curriculum is unsatisfactory. There is too little time given to subjects other than English, mathematics, science and religious education and this has a negative impact on standards.
Provision for pupils with special educational needs	This is satisfactory and all staff provide sound levels of support for pupils with special educational needs. This makes a positive contribution to the pupils' progress, which matches that of other pupils.
Provision for pupils with English as an additional language	Pupils with English as an additional language are competent in their use of English and require no additional help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for all pupils' personal development. Pupils' social development is good and their moral development, very good. Spiritual and cultural development is satisfactory. It has a positive impact on pupils' attitudes to school and each other.
How well the school cares for its pupils	The school takes good care of its pupils and arrangements for their health, safety and wellbeing are generally good. However, the use of assessment data in planning is unsatisfactory.

Although the school looks after the pupils well, the class teachers do not always complete attendance registers properly. The school has satisfactory procedures for collecting assessment data, but this is not yet used well enough to ensure that work is appropriately targeted to all pupils' needs or that higher attaining pupils make the best progress.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. In the absence of a deputy head, infant and junior phase leaders have undertaken the deputy head teacher's responsibilities, whilst also managing their own phase. Curriculum coordinators for English and mathematics lead their subjects well.
How well the governors fulfil their responsibilities	This is satisfactory. They provide good support for the headteacher and are committed to and involved in its development. They have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	This is good. The headteacher reviews the school's performance very well and has a very good idea of what development will improve the school. He shares this with the governing body, which supports him well.
The strategic use of resources	This is good. All resources are used efficiently for the benefit of the pupils in the school. Specific grants are used appropriately.

Under the leadership of the new headteacher, the school has a clear educational direction and plans are now laid for significant change in the leadership and management of the school and future development. Although the accommodation is satisfactory, there are some limitations. Not all rooms are used to full effect and areas such as the information and communication technology suite are unsuitable for their purpose. The provision of resources is satisfactory overall. Those for information and communication technology and music are good and contribute to the standards achieved. Resources for design and technology are unsatisfactory. The level of staffing is satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and are making good progress.</li> <li>• Behaviour in school.</li> <li>• The quality of teaching.</li> <li>• Feeling comfortable about approaching school with questions or problems.</li> <li>• The school's expectation that pupils work hard.</li> <li>• School is helping children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Extra curricular activities.</li> <li>• Information on how their children are getting on.</li> <li>• How closely the school works with parents.</li> </ul>

The inspection team agree with what pleases parents most. However, they judge that the school provides a good range of extra curricular activities. During the inspection, it was found that homework was appropriate and that it was used satisfactorily to support and sometimes extend the work done in school. Inspectors found that the writing of pupils' annual written reports to parents is inconsistent and some are unsatisfactory. The quality of other information is good and on occasions very good. Some parents were unsure about the leadership and management of the school, as the headteacher is relatively new in post. The headteacher is a strong and effective leader with clear views about how the school will improve.

## **PART B: COMMENTARY**

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

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

- 1 In the National Curriculum tests in 2001, results for seven year olds in reading were well above the national average and were above average in writing and in mathematics. Results in reading have improved at a rate greater than the national trend of improvement over the last few years and generally stayed well above average. In mathematics and writing, the rate of improvement has been similar to the national trend. When compared to similar schools, results in 2001 were well above average in reading and average in writing and mathematics.
- 2 The results for 11 year olds, when compared to schools nationally were above average in English and mathematics and average in science. When compared to similar schools, results were average in English but below average in mathematics and science. This is because not enough pupils attained the higher Level 5 to sustain good comparisons with schools with a similarly low proportion of free school meals. The rate of improvement has been better than the national trend in English, but similar in mathematics and science. Results in English and mathematics have generally stayed above average. At the end of Year 6, results have kept pace with the national trend of improvement. The school just missed its mathematics target in 2001 by achieving 79 per cent at Level 4 or above when 85 per cent was predicted. Results in English were better than the target figure. Targets for 2002 are more challenging and set at 94 per cent and 90 per cent to reach the Level 4 or above in English and mathematics respectively.
- 3 Children enter the Foundation Stage with attainment that is about that expected for pupils of this age. Children make satisfactory progress in the reception classes and the majority achieves the early learning goals in all areas of learning by the time they start in Year 1 classes. They become confident in their contact with other children and with adults and many successfully learn to concentrate for long periods. Children's language and literacy skills are satisfactory by the time they reach Year 1. Their writing for example is beginning to take recognisable form. In mathematics they become proficient at counting objects and know about basic shapes. Children's knowledge and understanding of the world develops satisfactorily through learning about life and how living creatures, such as frogs, develop. They are good at using computers. They develop appropriate physical and creative skills, such as climbing and riding tricycles, and finer skills such as cutting, sticking and colouring. Children with special educational needs are given effective support and join in activities with sensitive support from all the adults. They make satisfactory progress.
- 4 The inspection findings for this year's pupils in Year 2 indicate that attainment in English, mathematics and science is average. It is in line with expectations for pupils of this age in all other subjects, except in information and communication technology, where standards are above those expected for pupils of this age. Overall, the standard of work seen in classes for six and seven year olds is in line with that expected for pupils of this age and their achievement is satisfactory. By the time pupils are 11 their attainment in English, mathematics and science is above average. Standards in music are above expectations for pupils of this age and in line in physical education, information and communication technology and history. Attainment in art and design, design and technology and geography is below that expected for pupils of this age. Overall

standards by the end of Year 6 are above average and pupils' achievement between the ages of seven and 11 is good.

- 5 There is no indication of any variation of attainment between boys and girls. However, higher attaining pupils are not sufficiently challenged in their work and do not achieve as well as they could. Pupils with English as an additional language, make good progress overall and achieve good standards when compared to their prior attainment. None are at the early stages of English acquisition. Pupils that the school identifies as having special educational needs in reading, writing and number skills make good progress in their learning. All the pupils achieve standards that meet the agreed targets on their individual education plans. Most pupils make good progress in learning even though many achieve below average standards for their age.
- 6 The majority of pupils reach average standards in speaking and listening by the time they are 11 and some pupils achieve good standards. Although pupils in Years 1 and 2 listen attentively to stories and instructions, they do not always listen as conscientiously to other pupils during lessons, such as when they are talking about their own news. In planned discussions for pupils in Years 3 to 6, speaking and listening skills are underdeveloped in other subjects where they have insufficient opportunity to speak to the class, or evaluate their own learning at the end of lessons.
- 7 By the age of seven, the average and higher attaining pupils read text fluently and accurately. They have very good word building skills when reading unfamiliar words. Most pupils read with good levels of understanding and know about the characters and plots in their reading books. Older pupils read from a good range of books. They enjoy reading for pleasure and are developing preferences for authors and types of book. Lower attaining pupils do not talk so confidently about the books they have read, and tend to lack expression and fluency in reading as they struggle with harder words. Pupils' research skills are soundly developed and they can accurately find information in non fiction books.
- 8 By the age of seven, pupils are starting to write for a satisfactory range of purposes, including stories, poems and instructions. Their spelling of simple words is generally accurate. They have a sound knowledge of punctuation and use capital letters, full stops, question and exclamation marks accurately. Handwriting is legible and most pupils of this age start to join letters accurately. Although these skills of handwriting and punctuation are taught, pupils do not use these consistently in their writing across a range of subjects. By the age of 11, pupils write for a wider range of purposes and they sequence their ideas sensibly, showing an increasing understanding and good use of punctuation. They write imaginative stories and poems well with many using good descriptive language. Most pupils have good handwriting skills but lower attaining pupils are less consistent with spelling and punctuation when producing descriptive and imaginative writing.
- 9 In mathematics, all pupils have a secure understanding of number to 100 by the time they reach seven. They use this to add and subtract numbers accurately and use halves and quarters competently in different situations. Pupils' understanding of shape and space is satisfactory. They identify reflective symmetry in simple shapes accurately. They know the names of a satisfactory range of two and three dimensional shapes and how to sort out shapes into different groups using different properties. Year 6 pupils work confidently in all aspects of mathematics. They have a secure knowledge of decimals to at least two places, fractions and percentages and use this well to solve problems. They have a good understanding of shape space and measure. They measure the areas and perimeters of regular and irregular shapes accurately and

measure angles to the nearest degree competently. They are familiar with weights and measures and accurately convert from imperial to metric scales. When researching, pupils collect and record data in appropriate block or line graphs. They use their mathematical knowledge in problem solving well.

- 10 In science most Year 2 pupils have a good understanding about life and living processes. This is shown in their understanding that people change as they grow from babies to adults. Pupils move on to research animal growth and develop a sound understanding of the characteristics of a suitable range of animals, insects and mini beasts. Younger pupils have satisfactory levels of understanding of what plants need to survive. Pupils' meet the expected standards in their understanding of forces and materials and their properties. Some pupils fail to use classifications accurately, for sorting animals into groups for example. By 11, most pupils carry out independent investigations well. They collaborate together in their work and discuss their findings carefully. Pupils have a clear understanding of how to raise ideas about the outcomes of investigations. During their experimental work pupils demonstrate good knowledge and understanding of each of the areas of science studied.
- 11 By the age of seven, pupils have good skills in information and communication technology. Pupils are confident at routine skills, such as using a keyboard and mouse. They have good word processing skills and change fonts to enhance the style of their work. Information and communication technology has become a routine part of other subjects. Pupils in Year 4 write a series of instructions to control the direction and movement of objects on screen. Older pupils use information and communication technology well to enhance their work in science and history. Pupils develop satisfactory research skills by accessing the internet to find information and to help with their research in other subjects.

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

- 12 Pupils have good attitudes to learning. In earlier years pupils are not always willing to listen to the contributions of others, sometimes preferring to do 'their own thing'. These improve as pupils get older, and contribute to the good progress that they make. As they become older they take far greater notice of each other, often working cooperatively and collaboratively in lessons. Most pupils are enthusiastic in whatever they do. This is shown both in lessons and in the high numbers of pupils involved in school clubs.
- 13 Pupils' behaviour is very good. In lessons behaviour is consistently good, and is very good on the occasions when a teacher stimulates pupils' interest and holds their attention. When pupils are not actively involved in their own learning, they sometimes lose interest but nevertheless maintain their good behaviour. At break and lunchtimes, and in and around the school, behaviour is always good. This is in spite of the fact that often little is provided for pupils to do in the playgrounds. There was no evidence of oppressive behaviour during the inspection. Pupils have a very good understanding of how their action on others can escalate into retaliation. They are also very well aware and respectful that not everyone has the same values and beliefs as themselves. Pupils are very friendly and polite. They open doors ahead of you because they want to, not because they have to. They enjoy chatting to each other, to staff and visitors. A group of Year 6 pupils were keen to know what visitors think of their school, and to tell you what they think. There is no evidence of vandalism or graffiti. Over the last year there have been three exclusions.
- 14 Pupils' personal development is good. They carry out a range of everyday classroom tasks, and assume greater responsibilities, as they get older, for example, by being team

captains. There is an active school council that is looking into providing playground equipment. Pupils raise considerable funds for Cafod and other more local charities.

- 15 The relationships between pupils, and pupils and staff are generally good, and contribute to the way in which classes are managed with resulting very good behaviour. Circle time provides opportunities for pupils in each class to share ideas and concerns with each other. In one lesson observed, pupils were sensitive to each other's feelings, and chose polite terms to describe other pupils. Often in lessons, when individual achievement is recognised, pupils break out into spontaneous applause. Their ability to be fair when playing games is not so evident, as was seen in Year 6 games' lessons.
- 16 Most pupils with special educational needs enjoy their work and take considerable pride in their achievements. All the pupils with special educational needs work very well in the classroom alongside their classmates. They develop good relationships with adults and other pupils. This leads to the development of mutual respect and self esteem.
- 17 Children in the reception classes have positive attitudes to school. They leave their parents and carers to join in activities confidently. Children have positive relationships with staff and with each other and work and play well together. Their behaviour is good. Staff talk quietly with children who are upset and give them positive support to join in and share with others.
- 18 Attendance is good and parents very clearly state that pupils enjoy school. Attendance levels are above those found at the time of the last inspection in 1997. During 2000/1, the most recent year for which there are national comparative figures, attendance levels of 94.7 per cent were above the national average (93.9 per cent) and unauthorised absence (0.1 per cent) was below the national average (0.5 per cent). Pupils are punctual at the start of sessions and lessons begin on time.

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

- 19 Teaching is good and promotes good quality learning. Of the 94 lessons seen, the quality of teaching in 42 was good or better, in 11 it was very good or better, and the teaching in one lesson was excellent. The majority of teaching observed during the inspection was at least satisfactory with five unsatisfactory lessons seen. This is similar to the situation at the time of the previous inspection, when seven per cent of teaching was unsatisfactory. Teaching is satisfactory for children in the Foundation Stage and in Years 1 and 2. It is good in Years 3 to 6. Overall, teaching is good in English, mathematics, science and music. It is satisfactory in all other subjects, except in geography, where it is unsatisfactory.
- 20 Two teaching issues were raised by the previous inspection. These were to provide a consistent level of challenge for the higher attaining pupils and to further develop assessment practice in order to identify and make provision for the learning needs of all pupils and involve them more closely in their own progress. The issue regarding the provision for higher attaining pupils still remains and the use of assessment in planning for these pupils has not been met sufficiently and is only satisfactory at best. Teachers do not fully meet the needs of all pupils in their classes. This was also a concern raised by the parents. They felt that higher attaining pupils were not sufficiently supported or pushed on to achieve their potential. This was found to be the case, and more able pupils do not always achieve to their full capability. Pupils capable of the highest attainment in information and communication technology are not fully challenged because targets are not set. In geography the over reliance on work sheets that are not correctly targeted to meet the needs of all pupils, means that higher attaining pupils are

not being sufficiently challenged and are not making enough progress. In science, planning does not sufficiently meet the needs of higher attaining pupils and therefore their standards are lower than they could be.

- 21 The quality of teaching for children in the reception classes is satisfactory overall, but some unsatisfactory teaching was seen. Teaching and non teaching staff manage the children well and create a positive environment in which children feel confident to choose activities. They provide a wide range of activities but sometimes opportunities are missed to use them to develop more than one area of learning. For example, children using play dough develop hand control but could have been challenged further in mathematics by making, for example, ten flower shapes. Teachers' planning is developing with the introduction of the Foundation Stage approach and learning objectives are becoming clearer for every activity provided, but there are still weaknesses. Learning objectives sometimes focus on activities, rather than what children will learn. Procedures for checking on the activities, and the progress children make during each session, are limited. These do not provide clear and easily used information to build on individual or group learning needs in all areas of learning. The end of sessions is sometimes too rushed for children to talk through what they have learned from their activities.
- 22 Teachers' knowledge and understanding of the subjects that they teach, particularly English, mathematics, science, music and information and communication technology is good. In English, their knowledge and expertise are shared during planning and this leads to well planned lessons with activities appropriate to the intended learning in that lesson. In mathematics this enables older pupils to make good progress and develop their technical mathematical vocabulary by following the teachers' lead. In science, teachers use their subject knowledge effectively to develop pupils' thinking. For example, in a lesson in Year 3, the teacher's good use of his own knowledge ensured all pupils were fully involved in discussing what was involved in fair testing. In music, the curriculum coordinator is a music specialist and teaches music throughout the school. This means that pupils receive good quality teaching, but as a consequence, the expertise and confidence of other teachers is not well developed. The learning support assistant for information and communication technology has very good subject knowledge and some teachers who are less confident in teaching information and communication technology, although their knowledge and understanding is satisfactory, assume a supporting role, rather than working in partnership.
- 23 Basic skills, including those in literacy and numeracy are taught well. In mathematics, teachers and support staff teach basic skills very effectively. In Year 5, for example, a quick exercise with a piece of string consolidated pupil's understanding of perimeter, and in Year 4, the use of a counting stick made sure that all pupils saw the pattern of numbers in multiplication tables. In science basic skills of investigation and testing are generally developed well, but in some lessons, even though teaching is satisfactory, teachers tend to over direct the activity and give pupils insufficient opportunity to investigate for themselves. In information and communication technology most pupils are competent at logging on, finding and retrieving saved work, and using the mouse and are sufficiently familiar with the keyboard to enable them to work quickly and efficiently.
- 24 Expectations of behaviour are generally made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately. In the vast majority of lessons seen, teachers support positive behaviour and attitudes to good effect and achieve good standards of behaviour in their classes. Interesting and stimulating teaching effectively promotes very good levels of behaviour in these classes.

- 25 The specialist teacher and members of the support staff provide an effective level of support for pupils with special educational needs. This makes a positive contribution to the pupils' progress and achievements and reflects the findings of the previous inspection. Pupils' targets are clear and easy to understand. This enables staff, pupils and parents to work towards them confidently. The teaching of pupils with special educational needs usually takes place within the classroom. This ensures that the pupils have full access to the school's curriculum. The special educational needs coordinator plans work that closely matches the pupils' needs and targets. This ensures that most pupils achieve their targets and increase their self-esteem. Teachers make sure that pupils with English as an additional language are fully involved in all activities and that they receive satisfactory levels of support.

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

- 26 The curriculum in the Foundation Stage is satisfactory. The curriculum for the children in the reception classes has recently changed from a more formal approach to one that is more in keeping with the needs of children in the Foundation Stage. It covers all the areas of learning, but there is insufficient checking of the choices children make during the day to ensure they experience all the areas of the curriculum. Additionally, literacy and numeracy skills are not sufficiently well developed through areas of learning such as creative development, and knowledge and understanding of the world. The provision for personal and social education is satisfactory but there are missed opportunities to develop children's social skills through daily activities such as snack time where they could share their food and talk together socially as a large group.
- 27 The curriculum for Years 1 to 6 is broadly based and meets the National Curriculum requirements. This is an improvement since the previous inspection because concerns about information and communication technology have now been addressed. The curriculum for design and technology also meets statutory requirements, but the school does not have the full range of electrical equipment needed to develop pupils' understanding of how to control the movement and action of programmable equipment. Subject policies have recently been revised and are closely linked to schemes of work and national guidance. This is also an improvement. Policies follow a similar format and are good because they are very clearly written and set out exactly what is expected in each subject. Teachers make appropriate links between subjects, especially through aspects of literacy.
- 28 The range of learning opportunities that is provided for pupils in Years 1 to 6, however, is unsatisfactory overall. The National Strategies for Literacy and Numeracy have been introduced systematically and have made an important and positive impact on standards, but the proportion of each day the school allocates to teaching English and mathematics has reduced the time available for other subjects. This is particularly noticeable in art, design and technology, also a concern at the time of the previous inspection, and in geography. The time allocated for geography over the year is a matter of particular concern. Some teachers are not following the programme laid down in the subject planning for the year and pupils are not taught the skills they need regularly enough for their current work to build successfully on earlier lessons. Considerable numbers of pupils in Years 3 to 6 leave their classes every Thursday for one hour for orchestra practice. This means that they miss the same literacy, numeracy or science lessons each week. Pupils in Year 6 are not allowed to attend the orchestra session in the spring term, which denies older pupils the chance to play a full part in the school's musical life. Pupils in Years 1 and 2 have no class teaching in music. With these

exceptions, the content and organisation of the curriculum ensure that all the pupils have an equal opportunity to experience all that the school has to offer.

- 29 The relevance of the curriculum to a significant minority of pupils is also unsatisfactory because there are too many lessons where higher attaining pupils are not given work that challenges them. This concern was also noted at the time of the previous inspection. This is noticeable in mathematics, for example, when able pupils are required to work through too many examples at a similar level of difficulty, often the same as others in the class before moving on to more difficult work. This is reducing the proportion of pupils reaching higher levels of attainment, especially in many classes in Years 1 to 4. In contrast, the work for Years 5 and 6 is carefully matched to pupils' ability. This is particularly noticeable in the many well taught literacy and numeracy lessons, and often in other subjects. In one Year 5 geography lesson, for example, work was set at four different levels so that it consolidated the pupils' understanding and ensured that they all had an opportunity to make good progress.
- 30 Provision for pupils with special educational needs is satisfactory. The school meets the requirements of the National Code of Practice for the pupils it identifies as having special educational needs. It keeps an up to date register of these pupils, lists them in order of priority and reviews the list regularly. This ensures the register reflects the current needs and provision for all pupils. The coordinator and support assistants ensure that the pupils with special educational needs have a suitably wide range of learning opportunities within the curriculum. This provision ensures that all pupils, including those with the greatest need, have full access to the National Curriculum and extra curricular activities. Pupils with English as an additional language receive full access to the whole range of the curriculum.
- 31 The school makes appropriate provision for pupils' personal, social and health education. Sex education is taught in Year 6, and the school is supported by local police officers in drawing pupils' attention to the dangers of drug misuse. The provision for extra curricular activities at lunchtime and after school is good, and is shortly to be extended. A new grant will enable the school to offer study support in reading and writing, art and craft, and dance and drama. Current provision includes team games, gardening, music, computer clubs and country dancing. About half the pupils in Years 3 to 6 take part in one or more activities. Thirty three pupils, for example, are keen and enthusiastic members of the school choir and are enjoying preparation for the Thurrock Festival. Pupils of all abilities are encouraged to take part in all curriculum activities and no one is prevented from taking part in any activity. The school is developing its links with the local community, takes an active part in the work of the consortium of local schools and liaises closely with the secondary schools to which most pupils transfer. Good citizenship is encouraged through pupils' involvement in the school council and its very successful range of charitable activities. The school welcomes students in training.
- 32 The provision for pupils' personal development is good and has been satisfactorily maintained since the last inspection. Possible opportunities within lessons to develop aspects of personal development are not yet being identified in planning.
- 33 The provision for pupils' spiritual development is satisfactory. Class and school assemblies are planned around a theme, and often convey clear moral messages, with a time for pupils to reflect. Within lessons, there are times when pupils' spirits and self esteem are raised, for example in those lessons where individual achievement is recognised by teachers and where there is spontaneous applause from the class.

Circle time provides opportunities for pupils to feel that they are special when they are able to make their own contributions, knowing that others are valuing what they say.

- 34 The provision for pupils' moral development is very good. All staff are good role models and take every opportunity to teach effectively the principles that distinguish right from wrong. Pupils discuss school rules and consider how they should be applied within the classroom. A weekly assembly celebrates not only good work but also positive attitudes and behaviour. The use of whole class discussion in personal social and health education lessons reinforces the message that teachers and pupils, particularly the older ones, are willing to listen to each other. This gives pupils the confidence to say what they feel and results in a mature and reasoned approach to dealing with difficulties.
- 35 The provision for pupils' social development is good. The school encourages pupils to take responsibilities for routine tasks in the classroom and around the school. In lessons they sometimes work within groups, but there are insufficient opportunities for pupils to work cooperatively and collaboratively, taking a greater responsibility for their own learning. Pupils have opportunities to help others through fund raising activities for charities, but do not yet initiate concerns or fundraising events. There is an active school council that is encouraged to raise and discuss issues, such as providing playground equipment. Further opportunities are provided for social development through the good range of extra curricular activities, the visits made and visitors to the school. Year 6 pupils have good opportunities for social development away from school on residential trips and the retreat that helps them to prepare for secondary transfer. Opportunities for older pupils to work with younger pupils and to act as role models are missed. The screens dividing the dining hall at lunchtime do little to help different ages mix socially.
- 36 The provision for cultural development is satisfactory. Pupils are given some opportunities to develop a knowledge and understanding of their own culture through the visits they make to museums and places of historical interest and the theatre groups that visit the school. The history and geography schemes are not yet sufficiently established to provide strong links with different cultures past and present. Good opportunities are provided in music through the choice of music from different cultures and activities such as the steel band workshop for Year 5.

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

- 37 Procedures for monitoring and promoting pupils' personal development and good standards of behaviour are good. The school's Christian ethos, the very good provision for moral development and the high expectations of teachers and adults working within the school are successful in promoting pupils' good standards of behaviour in and around the school and during lessons. The school has an effective behaviour policy, which is consistently applied by staff and well understood by pupils, who value the praise and recognition of staff. Neither pupils nor parents say there is a bullying problem and the ethos of the school promotes a sense of community with which pupils identify. The good role models provided by teachers promote good relationships in a school that is free from oppressive behaviour. Pupils are confident that if they take concerns, including those about friendship breakdowns, to any member of staff, they will be listened to and the issues will be addressed sympathetically and effectively, involving parents fully when necessary. The effectiveness of the strategies employed and the close monitoring of personal development ensures the good standards of behaviour, absence of oppressive behaviour and good personal relationships, which have a positive effect on both attainment and progress.

- 38 Procedures and arrangements for child protection are satisfactory and meet requirements. The school has its own policy, which is in the process of being updated as part of a review of policies, and which is underpinned by the local area protection committee policy. The acting deputy headteacher, who is the designated child protection officer, and the headteacher, who acts as her deputy in this role, have both undertaken appropriate training to enable them to fulfil their roles. Staff are given appropriate guidance and child protection is included within staff induction procedures. They are aware of the procedures to be followed in the event of any concerns and are vigilant in fulfilling their role. However, a weakness in the school's procedures is that parent helpers have not received any formal guidance on child protection matters or what to do and say in the event that a child makes a disclosure. The school does not have a policy for the use of restraint to prevent a child from hurting themselves or others.
- 39 Procedures for monitoring and promoting good attendance are unsatisfactory. Although the issues of inconsistency in the use of symbols to mark registers identified in the last inspection have been addressed, there are still inconsistencies in the overall marking of registers and a number of errors and omissions were identified on the first day of the inspection. In addition some unauthorised absence, such as for annual holidays in excess of 10 days, had been authorised. Whilst most parents report absences to the school on the first day, there is a minority who fail to do so. In such cases, the school does not have a procedure to ascertain the reason on the first day and contact with parents in such cases may not take place for several days. Good attendance is not recognised other than by the inclusion of attendance information in the annual progress reports provided to parents. There is no monitoring of attendance to identify whether the attendance of any particular group of pupils is significantly different from that of any other group or to establish any link between progress and levels of attendance. The education welfare officer provides satisfactory support.
- 40 The school has a satisfactory policy for health and safety, which is based on the local education authority policy. However, monitoring of procedures is not always sufficiently rigorous. The acting deputy headteacher who has responsibility for health and safety has undertaken some training in this aspect of her work and a portfolio of risk assessments is being developed. There is generally a good awareness of safety throughout the school and teachers promote safe practice in lessons. However, on occasions during physical education lessons, some teachers do not position themselves in the room with enough thought, and, as a consequence, are not able to monitor the activities of all pupils. Teachers are successful in ensuring that pupils understand the need to behave and act sensibly for the safety of themselves and others. The school carries out regular safety checks and when defective equipment is identified it is taken out of use. Physical education apparatus and electrical equipment is regularly tested and fire drills are conducted each term. There has been some slippage in the testing of fire extinguishers, which are covered by an annual maintenance contract. These were last tested in November 2000 and, since that date, the security seals on a small number of units have been broken, although the extinguishers still appear to be charged.
- 41 When the school extended its buildings, to accommodate more pupils, a condition of the planning consent was that there should not be an increase in parking on the road, to the detriment of neighbours. Whilst considerable thought has been applied to resolving this problem, the solution was to control access to the site and allow parents to park on the playground. Pedestrian and traffic movements have been separated by the erection of a low fence but some parents drive in and out of the school too fast and parking outside the school is often inconsiderate of both the school and its neighbours. It often precludes clear vision for pupils and parents crossing the road and for cars entering the

road from the school grounds. Parents were observed parking across the school gates, thereby creating a hazard in the event of the need for emergency vehicles to gain access to the site. Parking on the playground has created a further risk and potential financial implications in the long term. Some vehicles drip oil onto the playground surface and this has an impact on its safe use as a play area and for physical education as well as damaging the surface and thereby reducing its life.

- 42 The arrangements for providing first aid are good. Two staff are designated as first aiders and hold current first aid certificates. Additional staff were trained and qualified recently. This level of training ensures that throughout the school a qualified first aider is available to deal with any emergencies. Pupils are looked after well. Overall, first aid supplies meet requirements. However, first aid boxes around the school are inadequately stocked. Accident records are satisfactory and also records when notification is sent home to parents in the case of any concerns. Outside agencies and education specialists provide good support and advice for pupils.
- 43 The monitoring of pupils' academic performance, although having some strength, is currently unsatisfactory overall. Baseline assessment is carried out methodically in reception classes at the beginning of the school year. However, the results are not used sufficiently to plan activities to target individual and group learning needs at different levels of ability. This means that sometimes activities are insufficiently challenging for some pupils.
- 44 Teachers throughout the school know their pupils well. This is based upon the effective use of a wide range of assessment procedures such as baseline assessment, standardised testing at seven and 11, and the use of optional National Curriculum assessment tests at in Years 3 to 5. Teachers keep an on going record of pupils' achievement and the school has developed an effective procedure for making consistent and accurate 'best fit' judgements of pupils' levels of attainment. The school has developed an appropriate marking policy and some pupils' books contain individual learning objectives, which help pupils to improve.
- 45 The assessment coordinators and headteacher have a secure understanding of the rate at which pupils could make progress, based upon a thorough analysis of assessment data. However, the school recognises that systems are not yet in place to ensure that teachers set targets for pupils to reach. Most teachers know what their pupils have achieved, but teachers do not clearly identify what is expected of pupils in the future. This is most clearly shown in teachers' planning, which identifies the higher attaining pupils but frequently fails to set work for them, which is substantially more challenging than for the other pupils. The progress of pupils with English as an additional language is also monitored satisfactorily, but assessment data is still not used well enough to plan work, although they are well targeted to play an active role in class discussion times.
- 46 There is an improvement in the use of information to plan work for pupils with special educational needs since the previous inspection. The school ensures that all the members of staff have information about the pupils' medical problems. This enables pupils to receive any care and attention they may need. All members of staff encourage pupils with special educational needs to become independent in their learning and social skills and promote self esteem and self confidence. The school uses a suitably wide range of school based and national tests to determine individual pupils' needs. Individual education plans are clear, specific to each individual pupil and easily understood with achievable targets. The school identifies needs as early as possible when children enter the reception class. It places pupils on a register of special educational needs and defines targets for improvement. The school holds regular and frequent reviews of

targets to ensure accuracy and that targets meet the pupils' individual needs. The special educational needs coordinator uses assessment very effectively to identify needs at an early stage. The school charts and tracks pupils' achievements and progress systematically. Pupils move up and down the register as their needs change. The school does not yet identify and support gifted and talented pupils.

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

- 47 The effectiveness of the school's partnership with parents is satisfactory and since the last inspection, parents have continued to make a very good contribution to the life and work of the school and their children's learning.
- 48 The school works hard to involve parents in supporting their children's learning. This partnership is reinforced by a home/school agreement, which has been signed by the very significant majority of parents and children. They provide very good support for their children's learning, encouraging them to develop good study habits by, for example, reading regularly at home. A number of parents work in the reception classes and provide very good support in a range of activities. Parents are invited into school before their child joins the class and contribute to their child's records of achievement. Parents have expressed concerns about the Foundation Stage curriculum but the clearer learning objectives are ensuring children make at least satisfactory progress.
- 49 The school invites all parents of pupils with special educational needs to attend meetings to discuss the progress and achievements of their children. There is an effective level of parental involvement. Parents discuss the targets for achievement. They are discussed with pupils, but the pupils do not contribute towards their targets. The school is developing close links with these parents.
- 50 Parents have positive views of the school and the education it provides. They are positive about pupils' attitudes towards school, the quality of teaching, and the high expectations of the school and the progress which pupils make. They are also positive about the help that the school provides children to become mature and responsible; the good standards of behaviour and the ease with which they feel they can approach the school with any questions or problems. A minority of parents would like improvements in the information provided about pupils' progress, a closer working relationship with parents and a more interesting range of activities outside lessons. Inspectors support the positive views of parents and found that the school has a satisfactory partnership with parents although the contribution of parents to children's learning is very good. The provision of extra curricular activities is judged to be good. However, inspectors found that written reports provided to parents are unsatisfactory, although the quality of other information is good and on occasions very good.
- 51 The unsatisfactory elements of the information provided to parents referred to in the last report have generally been dealt with, but the written annual reports, provided to parents, about pupils' progress are unsatisfactory. They provide detail about what pupils can do and what they enjoy but generally fail to provide targets, which could help parents understand what pupils need to do to move them to the next stage of their learning. The reports are supported by two consultation evenings each year, which are attended by the significant majority of parents and those who are unable to attend are contacted and offered alternative arrangements. In addition, a strength of the partnership between school and home is the accessibility of staff to parents. Each term, parents receive good information about the curriculum which their children will be studying but this could be further improved by including ideas as to how parents could support their children's learning through everyday activities in the home and on family outings. Weekly

newsletters provide very good information about the life and work of the school, encourage parental involvement, by detailing key dates, and celebrate the successes of pupils in school and in activities outside school. In addition they record all merit certificates that are awarded and celebrate each child's birthday.

- 52 The role, which parents play in the life and work of the school, and the support they provide, is very good. It is valued by staff and pupils and makes a very positive contribution to pupils' learning and to their personal and social development. Over 30 parents provide effective assistance in classrooms and this very good number reflects the continuing support of parents since the last inspection. The parent teacher association continues to provide very good support. It is run by a very hardworking group of parents and raises money through events such as race nights, a Christmas Craft Fayre and a '250 Club.' The substantial funds raised are used to provide facilities, such as staging, which benefit all pupils.

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

- 53 The headteacher took up his post just over a year ago and since then there has been significant change in the management staff. The previous deputy headteacher left to take up a post in another school and the school has not yet been able to appoint all the senior staff they plan to lead and manage a school of this size. A new deputy headteacher has been appointed and it is planned that this post will be taken up after Easter. The school anticipates appointing a second deputy headteacher to take up post from September.
- 54 The headteacher is very effective, and with the support of the governing body, plays a key role in determining the educational direction of the work of the school and in seeking to raise standards of teaching and attainment. This is now clear. He has reviewed the management structure, in conjunction with the governors, and it is anticipated that all management staff will be in post by the beginning of the next academic year. At present the two 'Key Stage' leaders are filling the roles of the two acting deputy headteachers, as well as managing their own phases. Although supporting the management of the school, this arrangement is currently not significantly contributing to school development. There is a school development plan, but this was prepared by the previous headteacher and is reaching the end of its cycle. The headteacher has completed a full audit of the school, focusing on standards and provision. He has now prepared a new development plan and the priorities identified for the development of the school are very good and highly appropriate to the school's improvement needs and its current situation. Under the direction of this very competent and strong headteacher, well supported by the governing body and many staff, the school has a good capacity to succeed. Most staff share the headteacher's and governing body's vision, but not all staff are equally committed.
- 55 The leadership provided by coordinators, in their curriculum areas, is satisfactory and that of the English, mathematics and information and communication technology coordinators is good. Many of the school's efforts have been directed towards literacy and numeracy and the work of the school in these two areas has been more prominent than the work in other subject areas. The coordinator's management for pupils with special educational needs is good. The school makes effective and prudent use and analysis of the specific allocation for special educational needs. The coordinator works on a part time basis, is aware of the importance of her role within the school and fulfils it effectively. The special needs support assistants give a good level of support to the coordinator and class teachers. This enables the school to continue with a similar level of provision to that of the previous inspection.

- 56 The governing body fulfils its role in the governance of the school satisfactorily and has recently established links with curriculum areas, which should benefit governors' understanding of the strengths and weaknesses of the school. They intend that this initiative will support them in establishing educational priorities to assist them in fulfilling their role in the strategic management of the school. Governors are very supportive of the headteacher and fulfil the role of 'critical friend' effectively, challenging but supporting the headteacher well. Governors have a good understanding of the strengths and weaknesses in the school and used this knowledge to very clearly identify the qualities that they were seeking when appointing the new headteacher and to draw up a person specification for the positions of deputy headteacher. Governors are effective in holding the school to account for the quality of education it provides. Governors fulfil their statutory responsibilities.
- 57 The school has prudent budgeting based on good development planning which is currently being extended to cover the next three years. The governors contribute to the planning process by maintaining an overview and bringing to discussions a range of experience and expertise. Development planning is effective and the school development plan informs medium term planning in addition to budget setting. Priorities are clearly identified and correspond with the school's current needs. There is a close association between educational and financial planning, and specific proposals are costed appropriately. Priorities are related to raising standards of attainment.
- 58 The management of the school's finances is good and there is close financial control and monitoring, particularly by the headteacher and bursar. All staff and governors contribute to the school improvement plan, and the school has an ongoing programme of consultation with parents. Pupils are beginning to become involved in the process through the school council. Priorities are determined, which inform the financial planning in the school. The school uses its resources to good effect to support pupils' learning. Specific grants and funds allocated to support pupils with special educational needs are used appropriately and their expenditure is carefully monitored. The school has good procedures to ensure that it applies the principles of best value. They use data to compare this school with others locally and nationally, and fair competitive tendering, taking account of all factors.
- 59 Administrative support is sufficient to meet the school's needs, and all staff make a good contribution to the smooth running of the school. Issues identified in the last audit completed by the local education authority have been fully addressed. The school's finances are regularly reconciled and appropriate financial regulations and records are in place. The school's use of new technology to support management is satisfactory. Computers are used to maintain the school's financial records, to record pupils' personal details and for word processing. The school is developing the use of new technology to include the recording of assessment data and, throughout the school, there is clear evidence of the use of digital imaging in the production of photographs of pupils, for instance in 'birthday groups.'
- 60 The school is satisfactorily staffed with an adequate number of appropriately qualified teachers and learning support assistants. The school has developed a good strategy for performance management, which is supported by effective monitoring of teaching. The performance management programme is supplemented well by performance interviews that are distinctly separate to the formal reviews.
- 61 The overall adequacy of accommodation is satisfactory for delivery of the curriculum, although it has a number of limitations. Classrooms are generally of a good size to allow

flexibility in teaching and learning styles. However, the open plan design of accommodation for children up to the age of seven and, on occasions, the unsatisfactory management of those pupils moving between activities, means that noise from other classes can be distracting and impact upon pupils' learning. There is no library facility in the accommodation for pupils up to the age of seven, to act as a focus for independent learning and research. The library facility available to pupils aged between seven and 11 is appropriate to meet their needs. The school recognises that the location of the current information and communication technology suite is unsuitable and has made provision to relocate it into a room formerly set aside as a chapel. This move should have a positive impact on the learning environment for the teaching and learning of information technology skills. The grounds provide a good resource for pupils' physical development. Outside hard surfaced play areas are adequate but not sufficiently stimulating to benefit creative play. Displays around the school only cover a limited range of subjects and do not reflect the full curriculum, supporting and celebrating a range of work and attainment.

- 62 There is a satisfactory provision of learning resources. New resources for the Foundation Stage have been effective in developing outdoor activities and children's learning and children now use large construction toys and tricycles in the play area. However, this area is bare and does not set any challenges for children, for example, to follow routes or avoid obstacles. There is no shelter from sun or rain making it difficult to use all year round. Resources for music and information technology are good and contribute to the standards achieved. Resources are satisfactory in art, English, geography, mathematics, and physical education. The library has been moved and the quality and range of books is not satisfactory for the size of school. This is being reviewed. In history, although resources are satisfactory, more artefacts are needed to develop pupils understanding through first hand experiences. Resources for design technology are unsatisfactory and limit pupils' attainment in their knowledge of mechanisms and how they work.

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

- 63 To further improve the quality of education, and promote further development, the governing body, headteacher and the staff should address the following issues:

1. Improve the attainment of higher attaining pupils through:
  - improved use of assessment data;
  - increasing the level of challenge in their work.

(Paragraph numbers 5, 20, 29, 43, 45)

2. Improve the provision for pupils in the Foundation Stage by:
  - using assessment data to plan appropriate activities targeted to the children's needs;
  - ensuring that planning identifies clear learning objectives for all activities;
  - improving the quality of children's experiences through improved facilities for outdoor provision and their effective use in supporting children's physical and social development.

(Paragraph numbers 21, 26, 62, 64, 65, 69)

3. Raise standards in geography, design and technology and art and design by improving the balance and relevance of the curriculum.

(Paragraph numbers 4, 28, 96–98, 100–103, 105-110)

4. Address the outstanding key issue raised in the previous report related to the completion of attendance registers.

(Paragraph number 39)

The headteacher and the governing body should also consider the following minor issues when writing their action plan.

Improve the quality of information to parents about their children's progress.

(Paragraph number 51)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	31	47	5	0	0
Percentage	1	11	33	50	5	0	0

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

### 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)	0	545
Number of full-time pupils known to be eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	122

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	38	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	36	38
	Girls	35	36	36
	Total	71	72	74
Percentage of pupils at NC level 2 or above	School	96 (95)	97 (90)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	38	38
	Girls	36	36	36
	Total	72	74	74
Percentage of pupils at NC level 2 or above	School	97 (94)	100 (100)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	33	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	25	33
	Girls	39	37	43
	Total	68	62	76
Percentage of pupils at NC level 4 or above	School	87 (92)	79 (91)	97 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27	32
	Girls	41	38	44
	Total	70	65	76
Percentage of pupils at NC level 4 or above	School	90 (94)	83 (91)	97 (94)
	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	8
Black – other	1
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	2
White	408
Any other minority ethnic group	15

*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)	21.1
Number of pupils per qualified teacher	26.2
Average class size	28.8

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

Total number of education support staff	17
Total aggregate hours worked per week	345

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

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.6
Number of teachers appointed to the school during the last two years	7.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	3	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/01
	£
Total income	955937
Total expenditure	942343
Expenditure per pupil	1935
Balance brought forward from previous year	42522
Balance carried forward to next year	56116

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	545
Number of questionnaires returned	219

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	1	0
My child is making good progress in school.	49	46	3	1	1
Behaviour in the school is good.	43	48	7	0	2
My child gets the right amount of work to do at home.	37	48	13	1	1
The teaching is good.	50	45	3	1	1
I am kept well informed about how my child is getting on.	27	51	18	2	2
I would feel comfortable about approaching the school with questions or a problem.	48	43	5	1	2
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	26	52	15	4	3
The school is well led and managed.	39	50	5	0	5
The school is helping my child become mature and responsible.	48	46	3	1	2
The school provides an interesting range of activities outside lessons.	19	34	26	10	11

## **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**

64 Children enter the reception classes in September in the year in which they become five years old. Their attainment on entry is broadly average. During the year they make satisfactory progress and the majority will meet the Early Learning Goals for children leaving the reception classes in all the areas of learning: communication, language and literacy, mathematics, personal and social development, creative development, knowledge and understanding of the world and physical development. This is because of the satisfactory teaching they receive in the reception classes. There have been recent changes to the induction of children to the school and all children now begin in the first term in mixed classes of older and younger children. All children have settled well and are happily involved in the wide range of activities provided. The curriculum for the Foundation Stage is developing from a more formal approach to the appropriate early years' approach and staff have begun to plan activities with clearer learning objectives, although some of these still focus on activities rather than on what the children will learn. Teachers carry out assessments early in the year to assess children's attainment on entry. However, assessment is not used sufficiently to guide children towards activities that meet their individual learning needs. Children with special educational needs are given satisfactory support and join in all the classroom activities with enthusiasm.

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

65 Children are confident in the classes and move from one activity to the next independently. Many children work for long periods at writing and on the computer and they concentrate well. Their behaviour is good. Children talk confidently to the staff and to new adults and talk about holidays and school with humour and interest. They are beginning to show care for their environment but do not always put their games and activities away carefully often leaving pieces on the floor or tables at the end of a session. The quality of teaching is satisfactory and staff encourage them to water new plants in the garden with care and to be observant about the needs of other children in the outside play area on tricycles. Staff praise children well to raise their self esteem when trying new activities and when completing talks. However, insufficient use is made of time such as snack time to develop children's social skills through sharing and listening to each other talking about their activities. Children with special educational needs are encouraged to join in and play with other children.

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

66 Children make satisfactory progress throughout the year and achieve the Early Learning Goals set for them by the time they enter Year 1. This is because of the range of activities teachers provide for them through the satisfactory quality of teaching. Children choose to draw and write at the writing table and teachers display words for them to copy and learn. Children enjoy this activity and many are beginning to write recognisable letters and write their names. Teachers value children's attempts at writing and display them attractively. Teachers use stories and poems to develop themes such as spring. In one reception class children act out bears waking up in their cave after hibernation and the effects it has on them. Teachers are beginning to develop literacy learning objectives across a wide range of activities but sometimes opportunities are missed to develop vocabulary such as 'trumpet', 'petals' and 'stamens' when children are studying spring daffodils. Staff make notes on children's attainment but assessments are not used effectively to develop children's individual or group learning needs.

## **Mathematical development**

- 67 Children make satisfactory progress throughout the year and achieve the early learning goals by the time they enter Year 1. The quality of teaching is satisfactory and teachers provide a wide range of activities for them including jigsaws, and counting activities and collage work so they can count and name shapes. The school's garden centre provides opportunities to count bulbs and flowers for sale although the children are not given the chance to use money and this is a missed opportunity. Although teachers know their children well insufficient use is made of individual attainment and some children counting on confidently to 30 have limited opportunities to use and demonstrate their knowledge. They learn about basic shapes and use them to make snowman pictures and to decorate large numerals. However, opportunities are missed to reinforce children's learning by asking them to use 12 shapes to decorate the number 12, for example. Children use large construction toys in the playground and enjoy building towers but again opportunities are missed to introduce the language of 'taller than' and 'shorter than'. Teachers have not identified how mathematics can be taught effectively within all the activities that they provide and areas of teaching in mathematics have weaknesses.

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

- 68 Children make satisfactory progress in their knowledge and understanding of the world although their progress in using the computer is good. They explain how the frogspawn turns into frogs and draw spring flowers and frogs from their observations. The conservation area is used effectively to develop children's understanding of the natural world and its close proximity to the classrooms makes it a valuable learning resource. Children use glue and join materials with care and accuracy and make symmetrical patterns on bear shaped cards using fabrics. With the support of a very competent classroom assistant they make patterned insets for their cards using a graphics programme on their classroom computer. They have good mouse control skills and show an awareness of pattern and colour. Teaching is satisfactory in this area of learning and teachers provide pupils with a wide range of experiences to develop this knowledge and understanding.

## **Physical development**

- 69 Children make satisfactory progress in the development of their physical skills. Many climb confidently on the outdoor play equipment and ride tricycles in the outdoor play area at speed. However the playground area has been insufficiently developed to provide challenges and extend children's learning experiences with simple painted routes and road layouts. Although satisfactory overall, the quality of teaching in this area of learning has some weaknesses. Each class has a designated hall time but this is a very long period, some lessons are too long. Children's concentration is reduced and they become less well motivated, sitting out or not working hard to refine their movements. Shorter periods with more varied activities using small balls and hoops, or an increased emphasis on gymnastic movements would develop children's physical skills more effectively.

## **Creative development**

- 70 Children make satisfactory progress developing their creative skills. The quality of teaching is satisfactory and a wide range of activities is provided for them to draw, paint and assemble cards such as those for Mother's Day. Many children colour well and work hard to keep within the outlines. They enjoy using colours and paint bold pictures often incorporating letters and numbers. They have a limited understanding of mixing colours. They sing rhymes and songs which help them to remember their alphabet and dance to music making heavy and light steps of big adult bears and small baby bears. They play imaginatively in the role corners linked to their classroom themes and spring clean their house with enthusiasm. They enjoy talking to adults about their activities and tell long stories about their play with zoo animals and garages.

## **ENGLISH**

- 71 At the age of seven, pupils achieve standards that are in line with the national expectations. At the age of 11, standards achieved are above those expected nationally, showing an improvement since the last inspection. Overall improvement since the last inspection is satisfactory.
- 72 In the 2001 tests for seven year olds, overall standards in reading were well above the national average. The standards in reading seen during the inspection, along with the school's predictions, show continuing above average standards. This results from the systematic teaching of reading skills, along with regular guided group reading sessions. However, these standards are not reflected fully in pupils' writing scores, which although above the national average, showed no pupils achieving the higher level. This indicates some lack of challenge for higher attaining pupils, which was also evident during the inspection. The increased proportion of pupils with special educational needs is likely to lower the overall standards in the current Year 2. National tests for 11 year olds showed standards that overall were above the national average. These standards are the result of good teaching. Inspection evidence and the targets set for the school indicate that these standards are being maintained. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. There is no significant difference in the attainment of boys and girls.
- 73 Speaking and listening skills are developed consistently throughout the school, and the majority of pupils reach the required standards. By the time they are 11, higher achieving pupils demonstrate above average standards, for example, when talking articulately about their reading books. Although pupils in Years 1 and 2 listen attentively to stories and instructions, they do not always listen to the contributions of others, for example when sharing news or talking about what they are going to do. In Years 3 to 6 speaking and listening skills are underdeveloped for example, in planned discussions and investigations across the curriculum, where there is sometimes a tendency for teachers to over direct pupils. This is also apparent in the conclusions to lessons, where insufficient time is often given for pupils to discuss and evaluate their own learning. Teachers use appropriate technical vocabulary well to extend pupils' knowledge and vocabulary. Teaching assistants make effective contributions to pupils' progress. They clarify questions, explain new vocabulary and encourage pupils to offer answers.
- 74 Pupils across the school have regular opportunities to develop their reading skills both in lessons and at home. By the age of seven, the average and higher attainers read text fluently and accurately. Pupils develop very good word building skills, and higher attainers are familiar with many basic irregular words. They know the meaning of basic technical words, such as author, illustrator and title. They know that non fiction books

have a contents page, a glossary and an index that is set out in alphabetical order. By the age of 11, above average and average pupils read from a good range of books. They enjoy reading for pleasure and are developing preferences for authors and types of book. Although they can justify their choices, only the higher attainers make comparisons between the authors and books they have read. Pupils' research skills are soundly developed. They skim text for relevant information, for example, when finding out about the effects of waste on the environment or researching World War II leaders. They make satisfactory use of dictionaries and thesauruses to support their reading.

- 75 By the age of seven, pupils are starting to write for a satisfactory range of purposes, including stories, poems and instructions. The continual Monday news writing restricts this range, with work that is often repetitive. One pupil regularly writes, 'On Saturday I went to football.' The spelling of simple words is generally accurate. Pupils know when to use capital letters, full stops, question and exclamation marks. Most start to join letters accurately. Although these skills of handwriting and punctuation are taught, their use is inconsistent in the work produced and in other subjects. By the age of 11, pupils write for a wider range of purposes, including play scripts, biographies, letters and detailed accounts, based in their own research, including tourist information on Ross on Wye. They sequence their ideas sensibly, showing an increasing understanding and good use of punctuation, and write imaginative stories and poems well. They are taught to follow planning structures, and learn to organise their writing into paragraphs, taking account of their planning. Many use good descriptive language, and figures of speech, such as metaphors and similes, to good effect. A Year 5 pupil wrote, 'The moon is a wheel rolling across the sky. It is a button on a shirt'. Most pupils have developed good handwriting skills. Lower attaining pupils are less consistent with spelling, punctuation and the use of descriptive and imaginative writing.
- 76 The quality of teaching and learning is good overall. Lessons observed in Key Stage 1 were all satisfactory; in Key Stage 2 some good and very good lessons were seen. No lessons were unsatisfactory. Teachers plan and prepare lessons well, sharing experience and expertise. Weekly planning is often amended, showing that lessons are being evaluated and learning assessed. Lessons are generally planned for the range of ability within classes, and have clear learning objectives, which are shared with pupils so that they know the purpose of lessons. However, the wording of these objectives is at times complicated and therefore confusing to pupils. Although the timing of the parts of lessons is shown, this is not always followed, resulting in over long introductions and insufficient time for activities to be completed or for pupils to discuss and evaluate their own learning at the end of lessons. Even when pupils are informed of the time they have for activities, there is often little indication given of what needs to be completed, resulting in slower lessons that lack a sense of urgency and pace.
- 77 In better lessons pupils are well challenged, and therefore learning is more effective. This was demonstrated in a very good Year 5 lesson where pupils made very good progress in their understanding of myths. Interesting activities, for example writing to an agony aunt about the plight of Aphrodite, also added to the effectiveness of learning. In other lessons where there was insufficient challenge, particularly for higher attaining pupils, less progress was made. In a Year 2 lesson on dictionary definitions, the written work for higher attaining pupils merely repeated the oral activity easily completed in the introduction. Better lessons also contain methods that stimulate pupils, both through introductory discussion, which provides opportunities to assess pupils' knowledge and understanding, and the activities provided. This was evident in a very good Year 4 lesson where pupils worked successfully within groups and made good progress in skimming texts on environmental issues. There is still scope to improve questioning in

order to get pupils to talk in greater depth and others to listen and respond to what is said.

- 78 Pupils are managed well in lessons. There are good relationships between staff and pupils that encourage good behaviour in lessons, even at those times when pupils are not sufficiently engaged and just sit quietly. Opportunities are provided in lessons for pupils to discuss work with each other and to work cooperatively and collaboratively in pairs and within groups, so helping their social development. Teaching assistants are used effectively in lessons, giving competent and confident support to pupils with special educational needs. Work is marked consistently but the quality of marking is variable. Where it is good there are comments that refer to learning objectives and inform pupils how well they have done and what they need to do to improve.
- 79 Opportunities to use literacy skills across the curriculum are being developed well. Year 6 pupils scanned texts when researching World War II leaders; pupils write up science investigations in careful detail; Year 2 pupils, in a history lesson, were provided with writing activities that matched their literacy skills. However, more opportunities could still be provided in different subject areas, particularly for pupils to practise and develop their particular writing skills. The use of information and communication technology is becoming more apparent, and pupils are starting to use their skills in lessons to word process, practise basic skills and research information.
- 80 The role of the coordinator for English is well developed; she provides good leadership and management in monitoring and supporting the subject. The results from national and other testing are carefully analysed for strengths and weaknesses. They are used to decide how to group pupils in class, to identify areas that need particular attention, and to plan and provide further support where it is needed. Although some teachers are setting pupils general targets, it is planned to use results to track pupils' progress carefully and to provide targets that will challenge them in their learning. There has been some observation of lessons with a view to improving the quality of teaching and learning and to raising standards. The overall resources for the subject are satisfactory. The library has been relocated and is a current priority for development. The current provision is not satisfactory for the size of school.

## **MATHEMATICS**

- 81 Current standards are in line with national averages in Year 2 and above average in Year 6. This is an improvement since the previous inspection for Year 6 and matches the above average standards attained in national tests since 1998. Progress is satisfactory between Year 1 and Year 4, and good in Year 5 and Year 6. This is also an improvement. Overall achievement is good because pupils start in Year 1 with average standards, and achieve above average levels when they leave Year 6. Pupils with special educational needs make good progress overall because the teaching assistants support them very effectively. Pupils with English as an additional language also make good progress through being fully included in every aspect of the lessons, including the quick fire mental work that starts the session. Higher attaining pupils do not make enough progress in some classes because they have to work through too many workbook examples that have been set at an average level before they move on to more challenging work. This concern was also noted at the time of the previous report. Pupils use their knowledge of mathematics effectively in other subjects. Younger pupils answering the attendance register know that March is the third month of the year, and can work out the number present if five children are away. Older pupils use their mathematical knowledge to measure accurately in design and technology and to record their results in graphs in science.

- 82 Pupils' results in the 2001 national tests for seven year olds were above average in comparison with all schools and in line with those reached in similar schools. Attainment has been consistently above average since 1997 and has improved in line with the national trend. Teachers identified shape and measurement as an area for development, and the inspection evidence is that standards have risen in this aspect. The results in tests for 11 year olds were also above average and maintained the good attainment seen in previous years. The 2001 results were below average in comparison with similar schools, largely because a few pupils missed the higher Level 5 by a very narrow margin. There were very few differences between the standards reached by boys and girls in either year group. The school has used the analysis of the results and pupils' past achievement to set challenging targets for the 2002 and 2003 tests for 11 year olds. The current Year 6 and Year 5 are well on track to achieve them.
- 83 Current standards in Year 2 are in line with national averages. The majority of pupils are well in line to reach Level 2 but not enough are demonstrating their potential to reach Level 3. The main reason for this is a lack of challenge in their work, especially when completing pages in their workbooks. Many of the tasks are repetitive for pupils with the potential for higher achievement and they do not move forward fast enough to more difficult work. Teachers plan extension exercises but most pupils either have too many examples to complete at a lower level or, sometimes, choose to go back in their workbooks to complete earlier pages in order to avoid the harder work. All pupils have a secure understanding of number to 100, add and subtract accurately, understand halves and quarters, and how to identify reflective symmetry in simple shapes. They know the names of common two and three dimensional mathematical shapes, and how to sort out objects into different categories.
- 84 Standards in Year 6 are above average in relation to the proportion of pupils with the clear potential to reach Level 4 and the higher Level 5. Class work is set at a demanding level, and the skilful use of teaching assistants ensures that all pupils, including those with special educational needs, are able to understand the work and make good progress. Lower attaining pupils in Year 6 also benefit from work in the booster classes where they have a weekly opportunity to revisit class work in greater detail, and to identify to the teacher any aspect of mathematics they would like to revise. This is particularly effective because it involves the pupils in assessing their own areas of weakness. In one lesson the pupils had previously requested that the mental work should concentrate on the names of mathematical shapes. They worked hard in the session, and were reassured when they realised that they did in fact have a good understanding. Year 6 pupils work confidently in all aspects of the curriculum. They have a secure knowledge of decimals to at least two places, fractions and percentages and use this to solve, competently, real life problems. Pupils have a good understanding of area and perimeter and use it well to measure the perimeters of regular and irregular shapes. They collect data competently and record it in the form of block or line graphs, deciding which is the most appropriate form. Most convert weight and measure from imperial to metric scales accurately and generally use their mathematical knowledge in problem solving well.
- 85 The overall quality of teaching is good. Thirteen of the nineteen lessons observed were good or better, and there was no unsatisfactory teaching. This is an improvement since the previous inspection. The quality of teaching in Year 1 and Year 2 is satisfactory with strengths, and in Years 3 to 6 is good. This is a similar pattern to the previous inspection. Teachers have a secure understanding of mathematics, especially in Years 5 and 6. They use mathematical terms accurately and encourage pupils to use them in their replies to questions. Teachers and support staff teach basic mathematical skills

very effectively. In Year 5, for example, a quick exercise with a piece of string consolidated every pupil's intellectual understanding that perimeter was the distance round the shape, and in Year 4 the use of a counting stick made sure that all pupils saw the pattern of numbers in the seven times table. Teaching is rigorous but often retains an element of fun, as when a Year 1 class learned the ordinal numbers like 'first' and 'fifth' while passing a hat down the line. Planning is appropriately based on the National Numeracy Strategy. In the best lessons, especially those seen in Years 5 and 6, the group work that follows the main teaching session is carefully planned so that it extends pupils of all abilities. Teaching assistants play an important and effective role in group activities, as was seen in Year 2, for example, when one worked with a small group counting backwards and forwards. 'We're getting better at this!' announced one pupil pleurably. Most teachers have high expectations of their pupils, and set a good example in their own practice, using rulers to draw lines on white boards, and insisting on accurate answers. This was particularly noticeable in Years 5 and 6. All teachers manage their classes effectively and relationships are consistently good. Materials are carefully prepared and ready for use so that each part of the lesson can move forward briskly with little or no time lost

- 86 Although teaching is good it is not giving pupils enough opportunities to learn as effectively as they might when too much reliance is placed on commercial scheme workbooks or when the learning objective is written in an adult language that means little to the pupils, especially those of lower ability. Very little use is made of computers or information and communication technology in numeracy lessons because the number of class based workstations is very limited. Younger pupils have opportunities to practise basic number facts, but older pupils do not use computer programs, for example, for sorting and collating data. Good use is made of calculators to check answers or carry out repetitive calculations. Homework is appropriate and allows pupils to consolidate what they have learned during the week.
- 87 The overall quality of learning is satisfactory in Year 1 and Year 2 and good in other classes, especially in the lessons when the group work challenges pupils at different levels of difficulty. Good learning is seen when pupils are intellectually and creatively tested. 'How are we going to start this?' challenged a Year 6 teacher. Pupils enjoy explaining their answers in mental work and benefit from the high level of skills teaching they receive. Pupils with special educational needs or of lower ability make good progress in all lessons because teachers take care to include them in all the activities, alter the level of difficulty in questions and ensure that they receive good quality support from an adult in their group work. Pupils respect each other, and everyone enjoyed the success of a Year 5 pupil when she led the plenary session at the end of the lesson in explaining her understanding of perimeters. Learning was good or better in well over half the lessons observed because the pupils concentrated hard, they learned new skills and had a clear idea of how well they were doing and what they needed to do to improve.
- 88 The subject is well managed by a knowledgeable and keen coordinator. She has a very clear understanding of the strengths and areas for development within mathematics and is determined to raise standards. She has carried out a thorough evaluation of current practice and standards through direct observation of lessons and by looking at teachers' planning and pupils' books. She is using this information, and the school's records and analyses of pupils' attainment in national and other tests, as the basis for future improvement.

## SCIENCE

- 89 By Year 6 pupils achieve above average standards in science. This is an improvement since the previous inspection and is a direct result of the improvement in the quality of teaching. Standards in science are average and are similar to those at the time of the previous inspection for most seven year old pupils. This is because pupils have limited opportunities to develop their skills of investigation. There is very little improvement to the quality of marking since the previous inspection. It still does not give pupils enough information to help them improve their work. There is insufficient challenge for higher attaining pupils. This is reflected in the comparatively lower numbers who achieve the higher levels in the national tests at seven and 11. It leads to the school performing less well than similar schools. The subject leader is aware of this and has plans in place to provide work that meets the needs of more able pupils.
- 90 The subject leader monitors teachers' planning to ensure that all strands of the science National Curriculum are included. This provides an effective level of progress for pupils and ensures that pupils who have special educational needs follow a suitable programme of work. The assessment procedures give a clear picture of achievement by boys and girls in the different areas of science. Not all teachers use these findings effectively to plan work on the basis of what pupils already know. This, and some over prescriptive teaching, is restricting achievement.
- 91 By Year 2 most pupils have a good understanding about how humans change as they grow from babies to adults. The teachers use interesting and stimulating resources, such as a real baby, to develop pupils' understanding. Careful teaching ensures that the pupils move on to research animal growth and characteristics. For example, all know that an insect has six legs, 'if it's got more it's a mini beast'. The teacher encourages pupils to carry out their own research and record and discuss their findings. This provides useful links with reading and extends pupils' knowledge effectively. The younger pupils work at satisfactory levels in their understanding of what plants need to survive. The analysis of pupils' work indicates that they meet the expected standards in their understanding of force and materials. Not all pupils use classifications accurately for sorting animals into groups. They have limited opportunities for working independently to develop their skills. This is particularly noticeable for the higher attaining pupils. All teachers make effective links with mathematics as the pupils record their information on charts. Lower attaining pupils and those who have special educational needs achieve success because of the quality of support from the classroom assistants.
- 92 By 11, most pupils have a good understanding of how to use scientific vocabulary accurately. They enjoy their work in science and, as a result, work hard and productively. This applies across the year groups and reflects the quality of teaching. Pupils in Year 3 achieve well in their ability to carry out independent investigations. They collaborate together in their work and discuss their findings carefully. This continues through into Year 4 where pupils explain and answer questions about their findings and develop their learning effectively. They have a clear understanding of how to predict the outcomes of their investigations and they are generally accurate in what they say might happen. Skilful teaching promotes quality discussion that enables pupils to talk through their misunderstandings and disperse confusion such as confusion between dissolving and melting. Most pupils in Year 5 know what conditions are necessary for germination and think of ways in which seeds could be dispersed. 'When birds produce waste there'll be seeds in it and they'll grow'. They give good support to classmates with special educational needs. For example, they help a pupil to read his findings out to the whole class. These pupils have a good understanding of how to plan and set up a fair

test, 'you only change one thing at a time in a fair test'. By Year 6, pupils know why it is essential to make more than one observation to present secure findings. They confidently predict likely reversible and irreversible changes and by now they show a clear understanding of the principles of dissolving. They are very keen to answer questions and put forward sensible predictions; 'the heat is going to make the corn expand into popcorn'. The analysis of work shows above average knowledge of the function of micro organisms and understanding of energy as a force.

- 93 Pupils with special educational needs achieve well in developing their scientific skills and understanding. They have good support from classroom assistants and the work meets their identified needs. There is insufficient planning of work to meet the needs of higher attaining pupils. This depresses standards. Pupils with English as an additional language make good progress.
- 94 Pupils use their literacy and numeracy skills effectively to support their work in science. They understand the specific scientific meaning of words, write in an appropriate format and their measurements are generally accurate. They understand how to use graphs, tables and charts to present their findings clearly. Information and communication technology is used effectively.
- 95 There is an improvement to the quality of teaching since the previous inspection. The quality of teaching is good overall and makes a positive contribution to the standards pupils achieve. No teaching is less than satisfactory. Teaching is at least good in eight out of 12 lessons. It is very good in two out of 12 lessons. The teaching of science is better for the older pupils, particularly in Years 3, 4 and 5. Teachers use their subject knowledge effectively to develop pupils' thinking. For example, in a lesson in Year 3, the quality of teaching ensured all pupils were fully involved in discussing what constitutes a fair test. The teacher gives very effective support to pupils who have special educational needs. This enables them to take a full part in class discussions and achieve well. Where teaching is satisfactory there is some over direction of work and this does not give pupils enough opportunities to investigate for themselves or explain what they have learnt. Teachers do not always ensure that planning builds systematically on what the pupils know. This is because not all teachers are clear about the purpose of assessment and do not use it to give pupils clear pointers for improvement.

## **ART AND DESIGN**

- 96 Standards in art are in line with expectations for pupils at the age of seven years who make satisfactory progress. Standards are below expectations for pupils who are 11 years old and all pupils including those with special educational needs or English as an additional language make unsatisfactory progress. This is because the time available for the subject does not allow older pupils to develop their skills and knowledge to an appropriate level. Pupils aged seven years experience an appropriate range of media. They draw portraits and paint in the style of other artists showing a satisfactory use of colour and an understanding of the portrait filling the space. They print on fabric and make collages that demonstrate a good knowledge of reflective symmetry. Using clay pupils make detailed sculptures of plates of food. Older pupils use poster and powder paints to mix colours for imaginative paintings based on the works of Miro. Their drawings are immature and they have a limited understanding of perspective and shading.
- 97 The quality of teaching seen in lessons during the inspection was satisfactory although over time this is unsatisfactory because of the lack of opportunities for teachers and pupils to develop their skills and knowledge in the subject. In lessons teachers ask older

pupils questions about their learning and reinforce aspects of the lesson. In Year 6, a pupil explained how using a grid over a painting helped her draw objects to the correct scale. In Year 4, pupils begin to understand how to use a frame to focus an object and sketch it. Pupils generally enjoy art but some older pupils find the subject difficult and are reluctant to start work.

- 98 There has been an unsatisfactory level of improvement since the previous inspection. The curriculum is based on published guidelines, but these have not been adapted to meet the needs of the school. Making of Christmas decorations and greetings cards becomes an additional activity, which uses the time available for the subject rather than as an activity through which specific art skills and knowledge are taught. Displays of pupils' work make a limited contribution to the learning environment, although pupils have positive attitudes to the subject and wish to improve. Assessment procedures are inconsistent throughout the school and not used effectively to develop individual pupils' skills. A portfolio of pupils' work is developing but does not include teachers' comments to show the skills learned and the level pupils have achieved in art projects. Teachers have insufficient knowledge of the skills and knowledge required to achieve appropriate levels.
- 99 There is a completed policy and guidelines for teachers in place. Resources are satisfactory to meet the current curriculum although pupils study artists from mainly western cultures. The subject makes a limited contribution to the development of pupils' knowledge of art from Asia and Africa. Computer programs are used regularly and from the youngest classes pupils are taught to draw and paint pictures and patterns using graphics programs.

## **DESIGN AND TECHNOLOGY**

- 100 Standards for pupils in Year 2 are broadly in line for pupils aged seven years and they make satisfactory progress. This is an improvement since the last inspection, when standards were below expectations at the end of Year 2. Standards for pupils aged 11 years are below expectations, and all pupils, including those with special educational needs and pupils with English as an additional language, make unsatisfactory progress.
- 101 The statutory curriculum is now in place but some teachers still lack confidence to teach the more technical aspects of the subject. Teachers are more confident teaching food technology or sewing than building moving models. Pupils aged seven years make wheeled vehicles with axles that turn and design a simple house using recycled materials. They use fabrics and felt satisfactorily to design and stitch character puppets. In food technology they design and make interesting fruit salads. Older pupils develop their skills and understanding of joining materials satisfactorily through exercises involving the making of musical instruments and money containers using recycled materials. Using their knowledge of circuits learned in science they make a model of 'Rudolph' with a flashing nose. Although the pupils enjoy the subject, sometimes the end product does not have a high enough quality finish and their skills and knowledge of structures are limited. Designs are simple.
- 102 The quality of teaching during the inspection was satisfactory. However, there are weaknesses in teaching for pupils in Years 3 to 6 and overall the quality of teaching is unsatisfactory. Teachers are secure with some aspects of the subject and food technology is popular with teachers and pupils. However, some lack confidence in more technical projects such as making and using structures. Lessons are planned satisfactorily and incorporate the skills of planning, testing and evaluating products. Food and hygiene rules are closely followed and the school is rigorous about risk

assessments. Teachers' management of pupils is satisfactory and good relationships mean pupils have positive attitudes and persevere with tasks. In a Year 4 class, where pupils had difficulty with unsuitable needles for a sewing task, they were helpful to each other and worked with concentration. Resources are generally satisfactory for the curriculum that is being taught and good visual aids were made by a teacher in Year 4 to demonstrate different ways of joining fabrics.

- 103 The curriculum has improved since the previous inspection and national guidelines provide teachers with adequate support. Limited monitoring of the curriculum has identified areas that are not taught effectively because of staff lack of confidence and these have yet to be improved. Time is also limited for the subject but good use was made of the project for Rudolph's nose to be included in the preparations for Christmas. Resources are unsatisfactory as there are insufficient materials to develop control mechanisms. There is limited monitoring of pupils' achievement in the subject and procedures for assessing pupils' attainment are inconsistent.
- 104 Leadership of the subject ensures satisfactory improvement has been made since the previous inspection. There have been limited opportunities to observe the subject being taught but the coordinator has looked at displays and given advice. She has a good knowledge and understanding of the needs of the subject and is well qualified to develop weaker aspects. Computers have been used effectively to design patterns but have yet to be used in control situations.

## **GEOGRAPHY**

- 105 Standards of attainment are in line with national expectations for seven year old pupils but below national expectations for pupils aged 11. These findings mean that standards have been maintained in the infants since the last inspection, but have fallen in the juniors, where too little curriculum time is given to the development of pupils' subject skills and knowledge.
- 106 By the end of Year 6, pupils recognise a map of the British Isles and Europe, and can name the capital cities and principal rivers. They are, however, confused about the seas around the British Isles with a significant minority of the pupils interviewed believing that the English Channel separates England from Scotland. They have a satisfactory understanding of how to read maps and understand the symbols to interpret a local map. However, their geography skills and knowledge are under developed in several areas. They have little understanding of the importance of rivers to early settlements, how changes to the local environment impact on people, and people's impact on the local environment. They have an unsatisfactory ability to apply their geographical skills to answer questions: such as 'Why do you think most old towns and cities in the British Isles are found beside rivers?' Pupils' understanding of how their own town of Grays compares to another locality is being addressed at the moment in readiness for their visit to Ross on Wye, as part of their residential trip. Good links with literacy were observed when Year 6 pupils used their skimming and scanning skills to find further information about the area as part of their English work.
- 107 Pupils make satisfactory progress in Years 1 and 2. Teachers make satisfactory use of work sheets to develop pupils' understanding of the types of transport needed for different journeys. Pupils in Year 1 know there are four seasons and accurately identify events associated with them. They know that the sea comes in and out with the tides and the teachers use the knowledge of two well travelled pupils who explain that in the Mediterranean there is very little difference between high and low tides. Pupils have a sound understanding of how cliffs are eroded by the sea and develop their technical

vocabulary accordingly, such as when they use 'mud slide' accurately. They understand the basic physical features of an island and enhance their knowledge of different countries by plotting pupils' holiday destinations on a large world map. Progress becomes unsatisfactory in the juniors because the curriculum planning leaves too large a gap between the topics. For example, pupils in Year 3 have just begun a topic on weather around the world. This is their first geography work since the pupils were in Year 2. Year 5 pupils have had a break of two terms since they last covered a class geography topic in Year 4. This means that pupils do not have regular opportunities to use and develop their geographical skills and knowledge.

- 108 Progress that pupils make is inconsistent. In better lessons teachers have very good subject knowledge and use this well in questioning to inspire pupils in their follow up work. As a result, pupils develop a good understanding of the different climatic zones to be found in the world, and use this knowledge well to help fictitious travellers to find their ideal holiday destination. Other Year 3 pupils make unsatisfactory progress because of their poorly developed map skills and lack of geographical vocabulary to enable them to complete tasks. Year 4 pupils have just started on their first geography topic of the year and have done too little work to judge their progress. Year 5 pupils have made satisfactory progress in their topic on rivers and some effective displays have made good use of pupils' art skills. An interactive display in one classroom successfully reinforces pupils' vocabulary with words such as "gorge", "estuary" and "tributary". Pupils' understanding of the planned water element of this topic is under developed. However, these pupils make satisfactory progress in researching their own project on different countries, as part of their personal research, much of which is done for homework. Pupils' learning from this project becomes less effective when they copy pieces of work straight from the internet or from resource books.
- 109 The teaching of geography is satisfactory in the infants but the teaching in the juniors is unsatisfactory overall because pupils' skills and knowledge are not being developed systematically. Some of this is due to the way the curriculum is organised over the different years, but also to the rate at which pupils learn in lessons. In many of the pupils' books, pupils' progress is often restricted by over use of worksheets, which are not carefully targeted to meet the needs of individual pupils. As a result of this, the higher achieving pupils are not consistently being challenged and are not making the progress they are capable of.
- 110 The planning of pupils' work by teachers in the same year group makes good use of teachers' expertise, but expectations in the planning are not high enough for the higher achieving pupils. Apart from elements of the personal research in Year 5, much of the work that is set by the teachers does not challenge pupils' thinking enough. Teachers give good support to pupils with special educational needs and those with English as an additional language, and these pupils make satisfactory progress in lessons. The recently appointed coordinator has worked hard to address the shortages in resources, particularly in maps and is aware that further links need to be made with information and communication technology to increase pupils' learning opportunities. However, there is too little emphasis in her subject leader role on the monitoring of pupils' work to ensure that the standards are appropriate, and that the work pupils do in the different years covers all aspects of the subject. For example at the time of the last inspection, the school enhanced pupils' learning through well chosen visits, culminating in the Year 6 residential trip to Shropshire.

## HISTORY

- 111 Standards achieved by pupils at the ages of seven and 11 are in line with national expectations and have been satisfactorily maintained since the previous inspection. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school.
- 112 At seven pupils competently compare present day objects with those of the past, and have a sound understanding of change over time. Their knowledge of important events, such as the Great Fire of London, and important people from the past, is also satisfactory.
- 113 At 11 pupils understand that the past can be divided into different periods of time, such as the Tudors. They know that archaeological evidence provides clues to past civilisations, but are unsure of the lasting impact of, for example, ancient Greece and Rome. By Year 6, most pupils have developed satisfactory research skills. Higher attaining pupils are aware of the need to compare different sources of information in order to build up a picture of the past. Pupils have a sound knowledge of the events in history that have been studied, but are unsure how these events have altered the course of history, for example the changing role of women in society following World War II.
- 114 The quality of teaching and learning is satisfactory. Two lessons were judged to be good and one unsatisfactory. In one of the good lessons seen pupils were expected to work collaboratively in groups, researching World War II leaders and creating time lines of their lives. This method, although unfamiliar to the pupils, worked well. Pupils were able to evaluate not only the knowledge gained, but also the problems encountered during group work, such as sharing out tasks and electing a leader. It made a good contribution to their social development. In the other good lesson pupils were looking at the diary of Samuel Pepys as evidence of the Great Fire of London. The writing activities were challenging, and expected all pupils, including those with special educational needs, to draw on particular literacy skills. As a result, pupils were interested, concentrated and behaved well. Where lessons are not adequately planned, where the lessons lose their focus and have low expectations of pupils, little progress is made. The presentation of work is satisfactory. There is little positive marking that refers to learning objectives and informs pupils how well they have done and what they need to do to improve.
- 115 Literacy skills are used satisfactorily in history, for example when pupils research topics and record what they have found out. However, in some classes too much work is copied rather than providing pupils with opportunities to use and develop their particular writing skills and so show their understanding. Satisfactory use is made of information and communication technology where pupils use CD-ROMs and the internet for research. Often far too much information is printed out rather than first identifying and then saving the relevant parts.
- 116 National guidelines have recently been introduced to help ensure continuous and progressive learning takes place. However, there is a need for this to be monitored for coverage of the National Curriculum. Assessment sheets are filled in following units of study, but these are not yet being used to inform future planning for the subject. There has not yet been any observation of lessons with a view to improving the quality of teaching and learning and raising standards. Resources for the subject are adequate although more artefacts would benefit pupils' historical enquiry. There is little displayed in history that raises the profile of the subject and celebrates pupils' achievements. Museum trips, a visit to Kentwall Hall for a Tudor experience, and a Greek feast in school, provide memorable experiences for pupils.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- 117 Pupils' standards in information and communications technology have improved markedly since the last inspection when they were judged to be below national expectations. By the end of Year 2, most pupils now exceed the national expectations for seven year olds, and by 11 most pupils reach national expectations. All pupils, including those with special educational needs and pupils with English as an additional language, achieve well up to the age of seven and satisfactorily thereafter. The most significant reasons for this improvement have been the school's investment in up to date computer resources and a clear sense of direction, which embraces the whole school's use of information and communication technology.
- 118 In Years 1 and 2 pupils use text, and tables and images to record and enhance their work. They manipulate a keyboard with confidence and demonstrate their skills of word processing by changing the size and style to enhance the quality of their work. Pupils use their imagination to make things happen by creating maps and constructing annotated images on screen, which show the structure of a flower. The pace of learning is good and information and communication technology has become a routine part of other subjects of the curriculum. For example, pupils combine words and pictures in English to tell the story of 'Goldilocks' and generate symmetrical patterns, which demonstrate how two dimensional shapes fit together.
- 119 The pace of learning throughout Years 3 to 6 is satisfactory. As a result pupils have made up lost ground since the time of the last inspection and now meet national expectations for information and communication technology by the end of Year 6. Pupils in Year 4 learn to control the direction and movement of objects on screen. They recognise the need to programme the computer with an unambiguous set of instructions in order for it to complete the desired operations. In Years 5 and 6 pupils learn to use information and communication technology to enhance their work in other subjects. For example, they frame questions and tabulate their answers to science activities, and create a newspaper to present their history work about World War II. Pupils develop satisfactory research skills by accessing the internet to find information and to help with their revision.
- 120 Pupils enjoy their work in information and communication technology and respond positively to the challenges set for them. They have good and sometimes very good attitudes. They persist at tasks, and quickly learn from their mistakes. In the best lessons, teachers and the information and communication technology assistant help pupils to tackle problems for themselves by providing them with new skills and tools rather than giving them solutions to unfamiliar problems. Teachers encourage good behaviour and respect for the hardware and software. In response pupils show care and consideration for the equipment they are using and one another's work.
- 121 Teaching is satisfactory overall, but where teachers plan and teach together with the information and communication technology assistant the quality of teaching is good. However, some teachers who lack confidence in teaching information and communication technology assume a supporting role with the support assistant rather than a partnership. This means that some opportunities are lost to capitalise on a favourable ratio of adults to pupils. Most teachers have good knowledge and understanding, and in the main planning ensures good opportunities for the inclusion of pupils with special educational needs. Teachers are well informed about the information and communication technology curriculum and have appropriately assessed the standards which pupils reach. However, this understanding is not sufficiently used to

set future targets for pupils, which could be used to monitor their ongoing progress. As a consequence pupils capable of the very highest levels of attainment are insufficiently challenged to reach their full potential.

122 Each class benefits from the use of a good information and communication technology suite of 17 networked computers, and the support provided by a first rate support assistant. Both resources provide the pupils with good opportunities to develop their information technology skills. However, the suite remains a thoroughfare for pupils accessing other classrooms and this can be irritating and disruptive to both teachers and pupils. The subject is well led by the coordinator, and the headteacher has a clear vision of how the subject can support pupils' learning. The school has an appropriate policy that guides the approach to teaching information and communication technology and the scheme of work is currently being updated.

## **MUSIC**

123 Standards in music, by the age of 11, exceed what is expected for most pupils of this age. This is an improvement from the satisfactory standards of the previous inspection. The subject leader, who is the specialist music teacher, ensures that the pupils have opportunities to develop their skills in all areas of the subject. Standards by the age of seven meet those expected for most seven year old pupils. This is similar to the findings of the previous inspection. All pupils, including those with special educational needs and pupils with English as an additional language, make satisfactory progress up to the age of seven and good progress between seven and eleven. There is no improvement because the pupils do not have enough opportunities to practise their skills in class and smaller groups.

124 There are issues about equality of opportunity concerning the school orchestra. The school holds orchestra practice for one hour each Thursday morning. This means that a large number of pupils from Years 3, 4, 5 and 6 miss literacy, numeracy and information and technology lessons on a regular basis. The Year 6 pupils are excluded from the orchestra practices at the moment because of the extra classes in literacy and numeracy. This means that they cannot practice alongside the other members of the orchestra. The subject leader has informal systems for assessing pupils' achievement and discusses progress with class teachers. This gives an overview of achievement but is not clear for other members of staff to follow. There is a good range of extra curricular activities for pupils. These, the school performances, and the well attended instrumental lessons enrich pupils' musical experiences well.

125 By the age of seven pupils sing enthusiastically but the teacher does not develop their singing skills and techniques. They demonstrate above average skills in maintaining and copying rhythmic patterns and they listen critically to music such as 'The Carnival of Animals.' Pupils have limited opportunities to compose and perform compositions.

126 The older pupils make good progress in learning to compose, record, evaluate and improve melodies. By Year 5 they are skilled in adding layers of sounds to create mood for example, warlike effects based on music from 'The Planets' by Holst. This continues into Year 6, where pupils say 'a flat makes a note a semitone lower', 'a sharp makes it a semitone higher.' They apply this knowledge as they compose, read music correctly and play accurately. This is a result of the careful teaching that builds on previous learning.

127 The quality of teaching is satisfactory for the younger pupils. The whole of each year group is taught together for one session a week. However, this does not give pupils time

to explore their skills and use their learning to practice and improve. The quality of teaching is consistently good for the older pupils. Each class has one session a week and all pupils have good opportunities to develop and improve their musical skills and knowledge. The subject leader, who is a music specialist, teaches music throughout the school. While this provides consistency in planning and teaching and ensures the pupils know what they are expected to learn, it does not give class teachers confidence to teach music. The teacher ensures that pupils who have special educational needs work alongside more competent classmates. This improves their confidence and they achieve similar standards to the other pupils.

128 Pupils enjoy using the good quality range of instruments. They have a wide experience of music from different cultures for example, steel band and African drumming. This makes a positive contribution to their social, cultural and personal development.

## **PHYSICAL EDUCATION**

129 The quality of pupils' work in the infants has been maintained since the last inspection and remains in line with national expectations at the end of Year 2. However, standards in the juniors have risen and are now in line with national expectations. This represents a good level of improvement since the last inspection. All pupils make satisfactory progress throughout the school, but those with specific talents, make good progress in developing their skills. The school places a big emphasis on the development of pupils' swimming skills and, as a result of this, pupils' attainment in swimming by the end of Year 6 is above the national average.

130 At the end of Year 2, pupils understand the importance of warm up and use space in the hall appropriately. Most have satisfactory balancing skills using large body shapes, with higher achievers showing good skills in moving from one balance to another. Teachers make effective use of pupils' demonstrations to make others aware of good quality work. However, the effectiveness of these demonstrations is diminished when teachers do not insist that all pupils watch them carefully and time is not given for pupils to use what they have seen to improve their own work. Satisfactory progress is maintained in Year 4, where careful planning by the teacher ensures a good range of practices for pupils to develop their passing and receiving skills. Pupils observed in the Year 4 lesson were highly motivated because there was a very good pace to the lesson and much vigorous activity. By the end of Year 6 pupils work hard in lessons and have satisfactory basketball skills in passing and dribbling. They use these skills appropriately in their defending and invading work. However, the benefits of some of the small team games are lessened through occasional arguments, which stop the flow of the practices.

131 The quality of teaching in the subject is satisfactory overall, although during the inspection one unsatisfactory lesson was observed in Year 2, due mainly to the slow pace of the lesson and the teacher's lack of subject knowledge to develop pupils' skills appropriately. However, teachers' subject knowledge has been improved recently by the 'TOPS' course national initiative, whereby teachers and teaching assistants have received training to improve their teaching skills. Teachers have also benefited from the improved range of resources to develop pupils' skills.

132 The school curriculum is satisfactory, and teachers' half termly planning ensures the appropriate development of pupils' skills. The coordinator has successfully addressed weaknesses in apparatus for the Foundation Stage and in the infants. She is keenly aware that the gymnastics equipment, including mats, benches and extensions for the climbing frame, need further investment for the junior hall. Whilst the coordinator carefully checks teachers' half termly planning and shares her expertise with staff when

requested, she has not had release time to monitor teaching and learning during lessons. As such, she is not aware of some of the weaknesses in teaching that were observed during the inspection.

133 Extra curricular clubs in netball, football and athletics enhance the skills of the oldest pupils. The school regularly takes part in area football and netball competitions and are the present local schools swimming champions. The school benefits from two good sized halls and a large playground and playing field which teachers make good use of in lessons.