

# INSPECTION REPORT

## **ALL SAINTS' CE JUNIOR SCHOOL**

Maidenhead

LEA area: Royal Borough of Windsor &  
Maidenhead

Unique reference number: 109991

Headteacher: Mrs A Steele Arnett

Reporting inspector: Mr J R Francis  
17976

Dates of inspection: 15<sup>th</sup> to 18<sup>th</sup> April 2002

Inspection number: 194790

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Westborough Road Maidenhead Berkshire
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Appropriate authority:	The governing body, All Saints' Junior School
Name of chair of governors:	Rev. N Brown
Date of previous inspection:	June 1997

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17976	J Francis	Registered inspector	Design & Technology Geography Physical Education	The school's results and pupils' achievements How well pupils are taught? How well is the school led & managed? What should the school do to improve further?
9092	R Elam	Lay inspector		Pupils' attitudes, values & personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16492	R Lever	Team inspector	Science Information and Communication Technology Educational Inclusion, including race equality.	How good are the curricular & other opportunities offered to pupils?
19142	A Quinnell	Team inspector	English History Music English as an Additional Language	
14596	A Fiddian Green	Team inspector	Mathematics Art Religious Education Special Educational Needs	

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

### **INFORMATION ABOUT THE SCHOOL**

This average sized junior school has 265 pupils on roll aged from 7 - 11, (137 boys and 128 girls). It is slightly larger than at the time of the previous inspection. The area served by the school is a mixture of privately owned and housing association properties. Pupils' attainment on entry is broadly average. Sixty-eight pupils come from minority ethnic backgrounds (mainly Indian, Pakistani and Bangladeshi) and have English as an additional language, but only seven are at an early stage of learning to speak English. The number of pupils eligible for free school meals is average. Ninety-six of the pupils have special educational needs - mainly moderate learning difficulties - which is above the national average, and an increase from the time of the previous inspection. Five pupils have statements of special educational need, which is broadly average. Forty-four pupils either joined or left the school in the last school year, which is more than would normally be expected. Eleven of the teachers, including the headteacher, have been appointed since the previous inspection.

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

This is an effective school where standards continue to rise. The quality of teaching overall is satisfactory, and there are many good and very good lessons taught. The headteacher, with the support of governors and senior staff, provides very good leadership and has improved and developed the school well. The school offers good value for money.

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

- The very good leadership and the management of the school by the headteacher and senior staff bring clear direction to the work of the school, and are responsible for the improvements seen.
- The governing body is effective and is led by a very knowledgeable chair of governors.
- The quality of teaching in Year 6 and Year 4 is very good and is leading to improved standards.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good and creates the conditions in which pupils develop into valuable members of society.
- Pupils' attitudes to school and their behaviour are good. Relationships within the school and pupils' personal development are very good and create a supportive atmosphere where all pupils thrive.
- There is a high level of commitment by the teaching and support staff to the school and to its continuing improvement.
- The provision of extracurricular activities is very good, broadens pupils' experiences and adds to their personal development.

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

- Standards in mathematics and science, particularly for those pupils who are high attainers.
- The use of information and communication technology across the curriculum to support teaching and learning in all subjects.
- The more obvious celebration of pupils' multi-cultural heritage to reflect fully the diversity of the school's community, and greater opportunities for translation and interpretation of letters and documents for those families for whom English is not the first language of the home.
- The opportunities for parents to meet more informally with teachers at the end of the school day.
- The overall amount of teaching time, to bring it more in line with that recommended for pupils of this age.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in June 1997, there has been an almost complete change of teaching staff, including the headteacher. This has presented some problems of recruitment and continuity, however, these problems have been handled well and the school has made good improvement. The headteacher has addressed the outstanding issues of leadership and management very well. Co-ordinators are effectively involved in developing their subjects, and governors now play a much more active role in strategic planning for improvement. Other action points from the previous inspection have generally been addressed well, particularly relating to music and information and communication technology, which now meet statutory requirements, although there has been only limited development in design and technology. The curriculum is well organised and managed, and assessment is now used more effectively to help teachers' planning, although aspects of assessment in some subjects are still being addressed. The most significant improvement has been made to the quality of teaching, particularly the proportion of good teaching. This is raising standards, particularly in English and mathematics. The school has a very good capacity for further improvement.

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

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

Results from national tests in 2001 show standards of attainment for pupils in Year 6 to be above average in English, average in mathematics, but below average in science. Although the proportion of 11 year-old pupils attaining the expected level in science was around the national average, too few pupils attained the higher level 5, which depressed the overall result. The trend in attainment over time is broadly similar to that of other schools nationally, and the school is on course to achieve its targets for 2002. Current standards in English are good, and are satisfactory in mathematics, science and information and communication technology. Religious education meets the requirements of the agreed syllabus. Current work in pupils' books shows satisfactory, and often good, progress and continuing improvement to standards in Year 6, not only in the core subjects of English, mathematics and science, but also in many other subjects, particularly information and communication technology and music. However, the standards of, and provision for the higher attaining pupils are not always good enough, and this is reflected in the lower number of pupils attaining the higher levels, for example, in science. Pupils with special educational needs, and those with English as an additional language make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and learning, and the values they develop are good. They enjoy school, are very enthusiastic and keen to work.
Behaviour, in and out of classrooms	The standard of behaviour is good, although there are occasional variations where teachers are not consistent in applying the school's agreed policy in all lessons. The pupils behave well at play times and during lunchtimes. They are generally well mannered, polite to each other and adults, courteous and welcoming to visitors.
Personal development and relationships	The personal development of pupils is very good. Older pupils show care and consideration when supporting younger ones at break-times. Pupils of all ethnic groups get on well together in class and at play.
Attendance	Attendance is satisfactory, pupils are punctual and lessons start on time.

There are very good relationships between adults and pupils in the school. All staff show respect for the pupils and this respect is returned.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory

*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.*

Although the overall quality of teaching is satisfactory, there has been a marked improvement in the proportion of good or better teaching observed since the previous inspection. Whilst good teaching was seen in many classes, the teaching observed in Year 6 and Year 4 accounted for almost ninety per cent of the good, very good and excellent teaching. This is across the range of subjects, including science, information and communication technology and history, and is supported by the quality of work seen in pupils' books. This consistently good teaching is beginning to raise standards for the oldest pupils in school. It is the enthusiasm of these teachers, the brisk pace to the lessons and the quality of the questions they ask, for example, in the excellent mathematics lesson, both to draw out pupils' understanding and to develop their thinking skills that make this so successful. A consistent strength is the way that learning support assistants are involved with all aspects of work in the classrooms. Particular strengths in pupils' learning are their keenness to be involved and to use their own mistakes to help them think through the problem. In the few lessons that were less than satisfactory, not enough thought was always given to the best way to organise the lesson, and the management of the pupils' behaviour was not consistent. This resulted in weaknesses in pupils' learning, for example, too much chatter and low-level disturbance distracted pupils from their work, and prevented them from making the progress they should.

The teachers use the National Literacy and Numeracy Strategies successfully to plan the detail of what pupils will learn. These were among the most successful lessons, and the good teaching, for example, in English, is reflected in the improvement in standards in Year 6. The quality of teaching for pupils with special educational needs, and for those with English as an additional language, is good and results in these pupils making good progress.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provides a broad, balanced range of worthwhile activities. The school makes effective use of the national guidance for teaching literacy and numeracy. Learning is enhanced by a wide range of additional activities for pupils to join in with. However, the total teaching time is below the recommended amount for pupils of this age.
Provision for pupils with special educational needs	Good, and there are good arrangements to support pupils' learning in literacy and numeracy. Individual education plans are well organised and targets are clear and achievable. The needs of the pupils with a statement of special educational need are met well, and annual reviews provide a good focus for further improvement.
Provision for pupils with English as an additional language	Good. Most pupils speak English fluently. However, those who need help receive effective and well-planned support in class and when they are withdrawn for group work. Appropriate targets for learning are set and regularly reviewed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This provision contributes very well to the good attitudes and very good personal development of pupils, and the inclusive ethos of the school. The provision for pupils' spiritual, moral and social development has improved and is now very good overall. Pupils' cultural development is good, and recognises the cultural diversity of British society. However, there are few signs around the school to reflect the range of languages spoken.
How well the school cares for its pupils	There are sound procedures for child protection and good procedures for monitoring and promoting good behaviour and encouraging co-operation between pupils. Assessment procedures are sound. Pupils who join the school during the year are carefully assessed and their needs well catered for.

Parents have positive views about the school and there are sound relationships between parents and the school. There are good systems for ensuring that pupils behave well, although, on occasions these are not always applied consistently. Good provision is made for teaching information and communication technology skills, but its use across the curriculum is not sufficiently well developed.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher provides strong, clear leadership and direction to the school and has worked hard and successfully over the last three years to develop and improve the school. The senior staff team, although relatively new to their roles, provides good support, are effective and show a clear commitment to school development and continued improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory requirements, is well informed and is led effectively by a knowledgeable chair of governors, who is well supported by the chairs of the committees. Progress towards targets in the school development plan is regularly monitored.
The school's evaluation of its performance	The analysis of results and the monitoring of teaching and learning are done well, have identified strengths and weaknesses. Action has been taken to remedy these weaknesses.
The strategic use of resources	Good. The budget is managed efficiently. Financial decisions are closely linked to the priorities in the school's development plan, which drives the budget, and to continuing school improvement. Specific grants are used well and are often supplemented by the school to improve provision, for example, for special educational needs. The school ensures that it gets best value from its spending.

There is a good mixture of experienced and more recently qualified teachers which provides a good balance of curricular strengths. The accommodation is good and maintained to a good standard. Teaching resources are satisfactory for most subjects and good in English, mathematics, information and communication technology and music.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• Behaviour is good and pupils are helped to become mature and responsible.</li> <li>• Teaching is good and teachers have high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency with which homework is given.</li> <li>• The way the school works with parents.</li> <li>• The information about pupils' progress.</li> <li>• The range of activities outside of lessons.</li> </ul>

The inspection's findings support the parents' positive views, although they show the good teaching to be predominantly in Years 4 and 6. They also support parents' views on some aspects of the provision of homework. Several teachers do not follow the school's policy of ensuring that reading books go home every day, and many homework diaries do not include comments by parents. The inspection team agrees with parents about the information received on their child's progress, although the main weakness is considered to be in reporting on subjects other than English, mathematics and science. However, the school does try to work with parents and is achieving some success in this, although not enough is done to improve informal contact and provide some letters and documents in other languages. The range of extracurricular activities offered to pupils is very good.

## **PART B: COMMENTARY**

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

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

1. In the 2001 National Curriculum tests for 11-year-olds, standards of attainment were above the national average in English, average in mathematics, but below average in science. This is the same when the results in English and mathematics are compared with similar schools. However, science is well below the average of similar schools. The reason for the lower level of attainment in science is due to the relatively low number of pupils attaining the higher level 5 in the tests. However, standards are beginning to rise in English and mathematics, as a result of the improvements to the role of the co-ordinator in monitoring teaching and learning, and in assessment procedures. With the greater focus on investigative science, standards in science show a significant improvement over the previous year, although still not as high enough for the more able pupils. Overall, standards are rising at a similar rate to other schools nationally, and the latest targets set by the school are realistic but suitably challenging. The work seen during the inspection confirms the standards, but reflects an improvement in pupils' attainment in English, particularly in speaking and writing.
2. Standards in information and communication technology are around the level expected for pupils of 11 years of age, which is an improvement since the previous inspection. Pupils now experience the full range of the curriculum. They know about word processing, the use of spreadsheets for entering data and how to produce graphs from this information. This is mainly due to the improvements in resources and in teachers' confidence, and their knowledge of the subject. Their knowledge of information and communication technology is used across a range of subjects, but this is not securely established in all years, and is not a regular feature of teachers' planning or pupils' learning. In religious education, pupils' attainment is at the level of the expectations of the locally agreed syllabus for this subject. Standards in music have also improved over the last three years due to the greater emphasis given to the performing arts in the school. In all other subjects, standards remain as expected of pupils by 11. While standards in design technology are broadly as expected for pupils at Year 6, attainment in much of the school only just meets the level expected for pupils of this age group, particularly in the design element of the subject. Much of this is due to the relatively low priority given to the subject over the last few years.
3. Throughout the school most pupils make at least satisfactory progress from their level of attainment on entry. However, with the improvements to monitoring, assessment, teaching and aspects of the curriculum, they make good progress in English, history, music and religious education. The progress of those who are more able is still not at a high enough rate, particularly in mathematics and science. There are no significant differences in the performance of boys and girls, although pupils with English as an additional language make good progress, mainly due to the recognition of their needs and the good support provided.
4. By the time they leave school at 11, pupils express themselves clearly using complex sentences. They listen well to each other, and their responses to teachers' questions or other pupils' comments show that they pay close attention to what others say. Their reading is above average, and pupils confidently read the range of vocabulary needed to help them to understand fully what they are reading. Writing in particular is above average. Pupils use accurate grammar, and spelling and punctuation are secure. The best work is seen where teachers develop the skills learned in literacy lessons in other subjects, such as science and history, using a range of writing styles and genre.

5. In mathematics, work following the framework of the National Numeracy Strategy is improving attainment. Pupils learn to apply their mathematics well to everyday situations, such as shopping and giving change. In science, better information from evaluating data and a broadening of the approaches used by teachers have raised standards to close to those expected for pupils by the age of 11. Much of this improvement is due to the greater emphasis being given to investigative and experimental science, particularly in Year 6. In all lessons, teachers extend pupils' technical vocabulary by clearly defining words and for some, offering translations where appropriate.
6. Standards in religious education continue to meet the requirements of the locally agreed syllabus and pupils have a good knowledge and understanding of the world's major religions. They study the festivals and celebrations of world religions, as well as observing the major Christian festivals at the appropriate times.
7. Pupils with special educational needs make good progress and reach good standards for their previous attainment. These pupils do well and many attain, or come close to, national standards by the time they take the national assessment tests in Year 6. The good relationships in the school help pupils to feel confident and secure. Pupils' progress is good because they receive support that is well matched to their needs and the school has developed good and effective systems for tracking pupils' progress in their work. A higher than average number of pupils join or leave the school during the year. Their needs are carefully assessed and good provision is made for them. However, data evidence shows that they generally achieve at a lower level than those pupils who are in the school for the whole of the school. This also has the effect of depressing the school's overall levels of attainment in national tests.

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

8. Pupils' attitudes, behaviour, personal development and relationships with each other and with adults are strengths of the school and make a positive contribution towards promoting their attainment and progress. This reflects the findings at the time of the previous inspection and supports the widespread views of parents who say that their children enjoy school.
9. Throughout the school, the attitudes of all pupils towards learning are good. For example, pupils with special educational needs concentrate well and show interest in what they are doing as was seen particularly in a Year 6 literacy lesson investigating spelling. In Year 4, pupils showed their eagerness to contribute to a discussion about waste disposal during a personal, social and health education lesson. They have the confidence to try and work out answers in front of their classmates as seen during mental mathematics in numeracy lessons. In most classes, pupils settle quickly to different activities in lessons and maintain their interest even when not being directly supported by adults in the classroom. Nevertheless, in some lessons, especially in Year 3, when the teacher's expectations are too low, pupils lose interest and do not pay full attention. Pupils generally are keen to become involved in different activities both within the school with different clubs and outside with community events.
10. Pupils' social and moral development is very good. Pupils behave well in the classroom, at play and lunch times. They are open, well mannered, polite to adults, courteous and welcoming to visitors. They move around the school in an orderly way when supervised and wait patiently for other classes when going to and from their rooms at the beginning and end of the day and for assemblies. They show respect for property, for example, when using the computers and take care collecting and putting

away instruments during music lessons. A few pupils need extra support to ensure their behaviour remains acceptable. In two or three lessons seen the inadequate management skills of the teacher resulted in the learning of other pupils being disrupted. Although parents generally commented that behaviour has improved, a few highlighted that bullying does occasionally happen, but is generally dealt with well. Boys and girls and pupils from different ethnic and cultural backgrounds, and those with English as an additional language, work together very well when doing group work in the classroom and when playing at break and lunch times. There were three exclusions in the last school year of pupils showing extremely poor behaviour.

11. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, pupils respect each other's space for example, when sitting close together on the carpet and few call out answers but follow the rule of putting up their hands. They co-operated well and shared ideas when working in groups on singing games in a Year 4 music lesson. In a Year 6 geography project deciding whether the public could use the school grounds, the respect that the pupils had for the teacher meant that they wanted to do well, and resulted in their working productively. They show respect for the beliefs of others and scrutiny of previous work showed that pupils in Year 5 were very interested in how Moslems used the mosque.
12. The pupils' personal development is very good. Their good spiritual development was demonstrated when pupils in Year 6 showed their ability to understand the feelings of others taking on the role of an evacuee during the Second World War in a history lesson. They are starting to use their initiative and, for example, move around the classroom to find materials they may need. Nevertheless, such opportunities are limited in most subjects, and even older pupils are still dependent on the teachers' guidance. For example, in a Year 5 history lesson on the Tudors, only two pupils moved around the classroom to obtain extra information and the teacher did not suggest that others should do so. Since the last inspection, the school has increased the occasions to take on responsibility. Pupils act with maturity when taking on many tasks both within the classroom and outside, for example, the meetings of the school council and Year 5 pupils looking after Year 3 pupils when they arrive at school. The pupils also benefit from deciding for themselves which charities to collect for.
13. As at the time of the previous inspection, the level of attendance is satisfactory. In the last school year, it was below the national average but it has improved in the current year to around 94 per cent. Absences are usually due to the inevitable childhood illnesses, although a number of parents insist on taking their children on holiday in term time. Unauthorised absence is below the national average reflecting the efforts made by the school to ensure that parents provide valid reasons for absence. The majority of pupils are keen to come to school and many are waiting in the playground at the start of the day. Nevertheless, several pupils arrive late each morning though normally only by a few minutes. Registration takes place commendably promptly at the start of the day.

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

14. The overall quality of teaching is satisfactory.<sup>1</sup> Almost all lessons seen were satisfactory or better, and half of those observed were good or very good, with one

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<sup>1</sup> *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.*

excellent mathematics lesson. This is a marked improvement since the previous inspection, when almost one lesson in five was judged to be unsatisfactory. Much of this is due to the headteacher and governing body making good teaching appointments as almost all of the staff have been appointed since the previous inspection. However, long-standing teachers have worked hard and have improved their own skills very effectively to the benefit of their pupils.

15. Although good teaching was seen in many classes, the teaching observed in Year 6 and Year 4 accounted for almost 90 percent of the good, very good and excellent teaching. This is across the range of subjects, including mathematics, science, information and communication technology and history, and is supported by the quality of work seen in pupils' books. This consistently good teaching is beginning to raise standards for the oldest pupils in school. It is the enthusiasm of the teachers, the brisk pace to the lessons and the quality of the questions they ask, both to draw out pupils' understanding and to develop their thinking skills that make this so successful. In an excellent mathematics lesson with a group of average attaining pupils, the teacher's very good questioning drew out pupils' understanding, and where pupils were not accurate in their answer, the supplementary questions used enabled these pupils to examine their own misconceptions and arrive at a correct solution. This made for effective learning. This was also illustrated well in a science lesson where a Year 6 teacher used pupils to act out a simulation to demonstrate the structure of solids, liquids and gases. This was very effective in fixing pupils' understanding of the principle of density. The work done in the classroom is often built on and extended through the work pupils do at home, for example, the mathematics challenges for pupils in Year 6.
16. Throughout the school, good teaching was seen in English, mathematics, music and religious education. This is mainly due to the teachers' good subject knowledge, detailed planning, and the careful use of resources. In a lesson on data handling in Year 4, the teacher linked their work on tally charts to previous work in information and communication technology. Using their previous learning, the pupils showed a good understanding of the vocabulary and presented their findings clearly and accurately. Teachers also use more topical events to make a point. In a spelling lesson, the teacher replicated a well-known television panel game using letter cards, and set pupils the challenge of creating their own words from those letters. The learning was fun and pupils made good progress in their understanding of letter combinations. In all other subjects, teaching is satisfactory and pupils make sound progress. The teaching of physical education is an area identified by the co-ordinator for further development. The co-ordinator teaches a number of classes throughout the school and supports other teachers during their lessons. Whilst teachers have a generally sound understanding of the subject, they do not all have the specific skills needed to improve pupils' performance in aspects of athletics, such as throwing or jumping.
17. The pupils' very good attitudes and behaviour, particularly in these good lessons, is the result of the way in which the teachers organise their classes and plan their teaching and pupils' learning. The relationships within these classes and the consistent way in which pupils are managed and supported are very effective. These good relationships enabled pupils in a Year 4 English lesson on poetry, to feel confident about expressing their own ideas. The way that teachers encourage pupils to work together and co-operate, for example, in mathematics and science, is a strong feature of the best teaching. This is not always fully exploited, particularly for the more able pupils who have limited opportunities in subjects such as science to plan and carry out their own investigations. Nevertheless, it is very effective not only in helping

pupils make better progress, but also in developing their social skills. This is contributing to the very good personal development seen across the school.

18. The teachers use the National Literacy and Numeracy Strategies successfully to plan the detail of what pupils will learn. These were among the most successful lessons, and the good teaching, for example, in English, is reflected in the improvement in standards in Year 6. The pupils' speaking and listening skills are developing well. The combination of good open-ended questioning by teachers, along with other confidence-building activities, such as the work being done through the performing arts programme, provides opportunities to extend these.
19. In the very few lessons that were less than satisfactory, not enough thought was given to the best way to organise the lesson, and the management of the pupils' behaviour was not consistent. In these instances, too much chatter and low-level disturbance distracted pupils from their work, and prevented them from making the progress they should. In addition, in some subjects, for example, history and geography for the younger pupils, there is an over-reliance on photocopied worksheets. These are often the same for all pupils, are often of limited value, and reduce the effectiveness of pupils' learning. This is particularly the case for the higher attaining pupils. However, this limited provision for the higher attaining pupils is not confined to these subjects, or year groups, and does show itself in other aspects of pupils' work and teachers' planning throughout the school. For example, teachers do not consistently plan for pupils to use information and communication technology as a tool to extend pupils' learning.
20. Teachers mark pupils' books regularly and the best examples in Year 6 and Year 4 not only celebrate what pupils can do, but also show them what they need to do to improve their work. However, this quality is not seen consistently. Weaker examples, whilst being supportive of pupils' efforts, do not identify mistakes sufficiently clearly or tell pupils what they need to do to improve. It does not set the short-term targets the pupils need to address to improve their work and, on occasions, over-praises work that shows little improvement over time.
21. The quality of teaching for pupils with special educational needs is good and results in these pupils making good progress. Teachers plan effectively to ensure that lesson activities match the targets on pupils' individual education plans. Targets are clearly expressed and provide manageable steps for pupils. As a result, these pupils make good progress in their grasp of basic skills. In most numeracy and literacy lessons, learning support assistants provide good support when the whole class works together as well as in group work. Pupils who have English as an additional language make good progress, as they receive well planned and effective support, some of which is in class and some in withdrawal sessions. Appropriate targets are set and are regularly reviewed.

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

22. Overall, the quality and range of the curriculum provided by the school are good and promote the aims of the school well. It includes all subjects of the National Curriculum, together with religious education. The curriculum meets all statutory requirements, including that for a daily act of worship, and offers pupils a good range of opportunities. This shows a significant improvement since the previous inspection when it failed to meet requirements in information and communication technology and design and technology. The school is socially inclusive and all pupils have good access to all

aspects of learning and the extra provision the school makes, for example, additional targeted support in English and mathematics, and the wide range of extracurricular activities. Provision is good for pupils' personal development. Health, sex education and the use and misuse of medicines and drugs are taught as part of personal, social and health education and the science curriculum, and within the context of caring relationships. The school takes a leading part in local and national initiatives. Pupils are provided with accurate information, which promotes positive attitudes to a healthy lifestyle.

23. The curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in classes, where teaching assistants work well with individual pupils or with small groups. Individual education plans are well organised and targets are clear and achievable. These targets focus on both literacy and numeracy, and many education plans also include targets for behavioural improvement. There is a similar provision for those pupils who have English as an additional language. The needs of the pupils with a statement of special educational need are met well, and annual reviews provide a good focus for further improvement. There are good links with outside agencies to support the provision for pupils with special educational needs.
24. Appropriate policies and schemes of work are in now in place, which is an improvement since the previous inspection, and there is an acceptable proportion of time given to all subjects. However, the total teaching time each week is below the average recommended. The provision for homework is satisfactory across the school and is appropriate to pupils' ages. Long-term and medium-term plans are good and provide for the coverage of all programmes of study. Weekly plans are detailed; focusing on the key objectives groups of pupils are to learn, although even where pupils are in sets based on attainment, for example, in English and mathematics, these do not always reflect the different needs of the highest attainers. The headteacher and subject co-ordinators monitor planning of the curriculum. The National Literacy and Numeracy Strategies have been successfully implemented. They have been appropriately resourced and are having a good impact on helping to raise standards throughout the school.
25. Extracurricular provision is very good and many pupils across the school take part in a very wide range of activities throughout the year. They are able to participate in clubs during the lunch hour and after school, where boys and girls can learn to play musical instruments, sing in the choir, play football and netball, use computers, play chess and learn French. Pupils are able to take part in various sporting activities with other schools where they are often successful. The curriculum is enhanced through a very good range of visits made by pupils, and by visitors to the school. Visiting theatre companies and musicians enlighten pupils' understanding of historical events and different cultures. Pupils visit different local places of interest, which enhance pupils' learning in many areas of the curriculum. Older pupils take part in a popular and very successful residential visit in Wales.
26. There are good links with partner institutions, such as the infant school and secondary schools. These links are effective in helping to prepare pupils well for their transfer to their next stage of education.
27. The provision for pupils' spiritual, moral, social and cultural development has improved since the previous inspection and is now very good. There is a clear policy for spirituality and the provision is very good. It is enhanced through religious education, where pupils learn about the many world religions and in good assemblies. Here pupils enter reverently to an atmosphere of calm created by well-chosen music. The

focus is mainly Christian. Pupils sing hymns well, take part in prayers and have time for real reflection. The school gives good opportunities to develop thought, imagination and a sense of awe, wonder and mystery. It creates a sense of community and a joy of life, achievement and play. Pupils are encouraged to develop an appreciation of and, to wonder at, the natural world during science and art lessons. In music lessons, for example, the quality of singing is good.

28. The very good provision for pupils' moral development is founded on the high expectations that staff have for them. Staff are good role models for their pupils, and are generally consistent in the way they show respect for both pupils and other adults. The school has a very positive approach to the management of behaviour through its assertive behaviour policy. It provides an explicit structure with an emphasis on rewards, but with a clear policy for the consequences of breaking the code of conduct. The staff are making pupils aware of what is acceptable and helping them to develop an appropriate idea of what is right and wrong. Moral issues are taught well and pupils are well behaved in and around the school. Sporting activities provide opportunities for pupils to develop a healthy sense of competition, an awareness of rules and pride in their team's achievements.
29. The provision for pupils' social development is very good. The school creates a strong sense of identity as a very caring community which is fully inclusive, and where everyone is well cared for and supported very well. Pupils are democratically elected and are proud to represent their class as members of the school council, where they propose and discuss a wide variety of issues. They are given opportunities to care for the environment and consider world problems. Responsibilities are also given to pupils as monitors, librarians, house captains, environmental prefects, chair stackers and lunch helpers.
30. There is good provision for cultural development. It draws on examples from many cultural traditions and recognises Britain as having a diverse cultural background. Pupils are given opportunities to visit theatres, museums and galleries and to take part in performances both in school and as part of the local community. There are opportunities through the curriculum to learn about the cultural and faith traditions of Britain's multicultural population. Although the cultures of pupils, who have English as an additional language, are celebrated in school, it does not sufficiently reflect its multicultural nature on a day-to-day basis, for example, through displays and signs reflecting the range of languages found in the school.
31. There are good links with the wider community which contribute to pupils' learning. The pupils have opportunities to appreciate different religions with ministers from several Christian denominations taking assemblies and visits to see the buildings of other faiths. The good support from the Education Business Partnership has led to projects, workshops and visits to enhance design and technology, science and reading skills and to extend pupils' personal development. The teaching of art, English and other subjects is improved by the links with the local Arts Centre and visits such as those from a puppeteer, dancer and local artist. The pupils have opportunities to meet other young people with the inter-school sports contests in football, netball and gymnastics.

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

32. As at the time of the last inspection, staff show appropriate concern for the needs of the pupils and provide good role models to encourage their personal development. Parents are pleased with the level of support in the school, and see it as a caring



community where staff are approachable if there are any problems. The monitoring of pupils' academic performance and personal development and the provision of educational and personal support and guidance are satisfactory. Where pupils join during the school year, their needs are assessed and catered for well.

33. The school has sound procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The teaching staff have regular training on how to deal with any situations that may arise, and the non-teaching staff know who to report any incidents to. The provision for first aid is suitable with trained staff, records kept of any treatment and letters home to parents as appropriate. There is a sound health and safety policy in place, and the headteacher and deputy have had relevant training. The teachers also ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. Each year, the local education authority undertakes a risk assessment. Outside contractors are used to check regularly items such as fire extinguishers, electrical appliances and physical education equipment. Nevertheless, the newly appointed school keeper has not yet received training in health and safety and risk assessment.
34. Assessment procedures are satisfactory overall. They are good in English and very good in mathematics. Record keeping systems and assessments in other subjects is being developed to follow the examples contained in national guidelines. However, the previous key issue to "*develop assessment procedures in the foundation subjects so that progress made by pupils through the school can be accurately measured and recorded, and the information gained may be used to inform curriculum planning*" has not been fully met; for example, in geography, history and music. The school has provided opportunities for all teachers to discuss and come to agreement over levels of attainment and this is building their confidence. In addition to statutory assessments, the school is currently using national test materials to make annual assessments. The school analyses assessment data from national tests to identify strengths and weaknesses in learning and determine the action needed. The information is used appropriately to identify pupils who are experiencing difficulties and to set targets. This issue from the previous report has been addressed.
35. The care and support of pupils with special educational needs are good. Teachers and learning support assistants know the pupils they work with well, and there are good procedures for identifying pupils with special educational needs. If teachers subsequently have cause for concern, very good arrangements are triggered so that full reports are gathered and pupils' needs are quickly identified and provided for. Through the school's good procedures for tracking pupils' progress, and the very good provision for assessment, teachers, parents and pupils are all well informed. Well-organised individual education plans, with effective arrangements for the regular review of their progress are in place. Pupils' records are well maintained and filed and they help to provide a clear picture of pupils' progress.
36. The monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' knowledge of the individual pupils. The termly interim reports to parents indicate the pupils' attitudes to work as well as their academic progress. Their personal qualities are enhanced by the various tasks they have both in the classroom and around the school. The school encourages pupils to be helpful, polite by offering praise to individuals during assemblies. 'Circle' time and work during personal, social and health education lessons help pupils to learn to listen to others and to be tolerant of other points of view. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. They are placed on the appropriate level on the special educational needs register and the

necessary support is clearly explained in the individual education plans. Pupils with full statements are making good progress. The school provides good support for pupils who are at an early stage of learning English as an additional language.

37. The procedures for promoting discipline and good behaviour are good. At the beginning of each year, the teachers discuss with the pupils, their expectations and school rules and refer to them as necessary at other times. The behaviour policy is well understood by the majority of teachers who generally adopt a consistent approach throughout the school. The school's approach is discussed with parents at an evening meeting. Good behaviour and attitudes are recognised in assemblies with citizenship awards (awards that are also given to teachers and support staff for good work). The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. Nevertheless, in some lessons, the teacher did not stop pupils being excessively noisy which resulted in learning being affected. The school takes appropriate action on the occasional instance of bullying. The pupils who show any regular problems with behaviour are monitored well through the school's special educational needs system.
38. Overall the procedures for monitoring and promoting good attendance and punctuality are satisfactory. The headteacher monitors the registers regularly and, each week, rewards the class with the best attendance. Pupils with very good attendance receive certificates. Any absence that is unexplained after a period of time results in letters home to seek a reason, and this has resulted in a significant reduction in the level of unauthorised absence. The governors have set targets for reduction in the level of unauthorised absence, but have not set any targets for improvement in the overall level of attendance. The school properly records pupils who are late but, during the inspection, several pupils were seen to come into the building through side doors without coming past the office to be recorded in the late book.

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

39. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. This shows a more favourable response than at the time of the last inspection. The inspection team noted many instances that supported all of their positive comments. Parents feel that the school expects their children to work hard and helps them to become mature and responsible. They generally feel comfortable approaching the school with any questions. Some doubts were expressed about the amount of homework but the inspectors concluded that, in general, the work set is appropriate. Nevertheless, several teachers do not follow the school's policy of ensuring that reading books go home every day, and many homework diaries do not include comments by parents. A few parents also feel they are not well informed about the progress of their children. However, the inspectors support the view of the great majority who are satisfied with the amount of information provided.
40. The school has established satisfactory links with the parents. The headteacher sends newsletters home every two weeks outlining the various activities that the pupils are involved in as well providing general administrative information. These are well received by the parents. Additionally, each term, the year group teachers send details of what they will be teaching their pupils. However, there is little written communication for parents other than in English, and a few parents expressed a wish for some letters and documents to be translated into other languages. The school operates an 'open door' policy and there are many occasions during the year when parents are invited into the school in the evening to discuss such matters as sex

education, behaviour policy and homework. There are also 'Meet and Greet' sessions for groups of parents to discuss how newly arrived pupils are settling in. Nevertheless, a few parents commented that they did not consider that the school worked closely with them. The inspection team do not support this view, however, they do consider that the opportunities for informal contact between parents and teachers are too limited. For example, parents are told not to wait in the playground at the beginning and end of the day and, as the teachers normally do not come outside the building in the afternoon, there are limited opportunities for them to be seen by the parents or to exchange a few words.

41. Most parents come to the formal meetings with teachers in the autumn and spring terms to discuss their progress. The school provides a very good interim report in these terms, identifying the progress made by the pupils in a variety of targets in English, mathematics, science and personal development. Similar details are shown in the annual report sent home in the summer term. However, as at the last inspection, in some classes, this final report provides only very limited generalised statements for the other subjects with little, if any, information on what the pupil knows and can do. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.
42. Parents' involvement with the school makes a satisfactory contribution to its work and to the attainment of the pupils and the school seeks the views of parents through sending home questionnaires. The parent teacher association is very supportive and arranges both fund-raising and social events including ones for the benefit of the pupils. Several parents come to help in the classroom on a regular basis and many more are willing to help on trips out. In addition parents help with the school grounds at such events as the environmental barbecue. Discussion with pupils showed that many parents actively encourage them and help them at home. Pupils are happy in school, work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process.

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

43. The school is very well led. The headteacher gives strong, clear leadership and direction to the school and has worked hard and successfully over the last three years to address the key issues identified by the previous inspection, particularly in relation to aspects of the management of the school, for example, enhancing the role of co-ordinators and the involvement of the governing body. The senior staff team, although relatively new to their roles, are effective and, as with all staff, show a clear commitment to school development and continued improvement. This is providing the drive for improved standards. The school has a well-developed performance management system for appraising the work of teachers, which is supplemented by other monitoring procedures. There are now good systems in place for monitoring the performance of the school through analysing test results and using the information gained from this to improve the curriculum. This information is shared regularly with the governing body, which has a clear understanding of the standards throughout the school and the progress being made.
44. The role of the co-ordinators has been strengthened significantly since the time of the previous inspection. They are knowledgeable about their subjects' strengths and weaknesses and have appropriate action plans aimed at addressing the issues identified through school review. However, there are weaknesses in aspects of design technology, and information and communication technology and its use across the curriculum, which have not had enough attention. The analysis of results and the

more frequent and rigorous monitoring of teaching and learning by the headteacher and co-ordinators have identified strengths and weaknesses in teaching and learning, and action has been taken to remedy these shortcomings.

45. The governing body fulfils its statutory requirements, is well informed and is led effectively by a knowledgeable chair of governors, who is well supported by the chairs of the committees. Governors ask pertinent questions of the headteacher and senior staff about the work of the school and, along with the information gained through their own monitoring, have a clear understanding of the standards achieved and what the school must do to improve. They are now much more actively involved in both financial and strategic planning than they were at the time of the last inspection. There is a good school improvement plan, which is regularly reviewed, and governors are fully involved in debating issues around this. However, they are not always as closely involved in the earliest stages of this development planning.
46. The headteacher and the school's bursar manage the budget efficiently, and there are secure procedures and systems in place. The two minor issues identified in the last audit have been addressed. Financial decisions are closely linked to the priorities in the school's development plan, which drives the budget, and to continuing school improvement, and before finance is allocated to any area, priorities have to be clearly justified. The school always seeks the best value possible from its spending. Careful budgeting has enabled the school to make significant improvements to the building, for example, the creation of valuable areas for the withdrawal of pupils for additional support, for pupils with special educational needs or those with English as an additional language. This has created a good environment for teaching and learning, which is maintained to a high standard. Further developments are planned and finance has been allocated to these. Teaching resources are satisfactory for most subjects and good in English, mathematics, information and communication technology and music.
47. There is a good mixture of experienced and more recently qualified teachers, which provides a good balance of curricular strengths. Many of the teachers are relatively new to the school and for those starting, good support is provided through a detailed staff handbook and the provision of mentors. The school's involvement in the Investors in People programme, and the Healthy Schools Initiative, has been effective as a vehicle for developing all of the school's staff, and reinforcing their commitment to continued improvement. The management of the provision for special educational needs is very well organised and the school is managing the change to the new National Code of Practice well. Good provision is made for those pupils who have English as an additional language, and the staff involved provide good, additional support. The work of all support staff is carried out very effectively and classroom support is carefully targeted.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to raise achievement in the school, governors, the headteacher and staff should:-
- (1) **Further improve standards in mathematics and science, particularly for those pupils who are higher attainers, by providing greater opportunities for personal research and investigation. \***  
(Paragraphs 1, 3, 17, 19, 24, 62, 68, 69)
  - (2) **Make more effective use of information and communication technology across all subjects both to support teaching and learning in those subjects, and further improve pupils' own information and communication technology skills.\***  
(Paragraphs 2, 19, 44, 54, 66, 68, 71, 83, 90)
  - (3) **Improve the effectiveness of the school's links with parents by:**
    - providing more informal opportunities for parents and teachers to meet at the end of the school day;
    - ensuring that annual reports on progress provide details of what pupils know and can do in all subjects;
    - ensuring that more written communications are translated into the main community languages and that all families have greater access to interpreters.(Paragraphs 30, 40, 41)
  - (4) **Review the overall teaching time to bring it more in line with the recommended teaching time for pupils of this age. \*** (Paragraph 24)

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide further opportunities across the curriculum for pupils to appreciate the traditions of their own culture and to recognise the ethnic and cultural diversity of British society. (Paragraph 30)
- improve the range and quality of design and technology throughout the school by regular monitoring of teaching and learning, and giving the subject a higher status in the school. \* (Paragraphs 2, 44, 80)
- Improve the assessment procedures in the foundation subjects of geography, history and music. \* (Paragraphs 34, 39, 85, 89, 99)

*\* These issues have already been identified by the school and appear on the school's improvement plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	22	26	0	2	0
Percentage	1.7	13.5	37.3	44.1	0	3.4	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	265
Number of full-time pupils known to be eligible for free school meals	N/a	34

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	96

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	68

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	27

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.6
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 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	32	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	31
	Girls	28	25	29
	Total	54	49	60
Percentage of pupils at NC level 4 or above	School	81 (65)	73 (69)	90 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	28	28
	Girls	30	24	27
	Total	53	52	55
Percentage of pupils at NC level 4 or above	School	79 (61)	78 (66)	82 (68)
	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	2
Black – other	4
Indian	25
Pakistani	29
Bangladeshi	7
Chinese	1
White	176
Any other minority ethnic group	0

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

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

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

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

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	23
Average class size	29.4

#### **Education support staff: Y3 – Y6**

Total number of education support staff	17
Total aggregate hours worked per week	288.5

#### **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	

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	558,360
Total expenditure	537,847
Expenditure per pupil	1,935
Balance brought forward from previous year	45,879
Balance carried forward to next year	66,392

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out	265
Number of questionnaires returned	96

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	48	7	0	3
My child is making good progress in school.	36	53	6	0	4
Behaviour in the school is good.	30	58	6	1	4
My child gets the right amount of work to do at home.	21	51	22	5	1
The teaching is good.	38	53	5	0	4
I am kept well informed about how my child is getting on.	24	59	10	4	2
I would feel comfortable about approaching the school with questions or a problem.	46	41	7	3	3
The school expects my child to work hard and achieve his or her best.	54	38	6	0	2
The school works closely with parents.	20	58	16	4	2
The school is well led and managed.	35	46	8	3	6
The school is helping my child become mature and responsible.	31	60	4	0	4
The school provides an interesting range of activities outside lessons.	26	55	11	2	5

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

### **ENGLISH**

49. Pupils in Year 6 reach above average standards in English. This represents a very good improvement when compared to the average standards reported in the last inspection in 1997. Over the past four years, standards in English have fluctuated with a significant drop in 2000. However, the school easily exceeded its targets agreed with the local education authority for the percentage of pupils expected to reach average standards in 2001.
50. Pupils achieve well in English as they progress through the school. Pupils with special educational needs reach good standards compared with their previous attainment, because they receive well-planned and effective support in class and their progress is reviewed regularly. Pupils who have English as an additional language make good progress, and thrive on the well-planned and effective support, which they receive in class and in some withdrawal sessions. The Additional Literacy programme in Years 3 and 4 and the 'booster' groups for Year 6 pupils, supports their development well. No significant differences between the achievement of boys and girls were observed during the inspection.
51. Pupils in Year 6 have good speaking and listening skills. When pupils enter the school, many have weak listening skills. With effective support and encouragement, pupils make good progress as they move through the school and, by Year 6, nearly all listen attentively and speak willingly in small groups or to a wider audience. Throughout the school, teachers use effective resources and open-ended questioning well to stimulate pupils' own thoughts of enquiry and promote good listening skills. A good example of extending pupils' speaking and listening skills was observed in a Year 6 history lesson when pupils took part in role-play imagining they were evacuees during the Second World War. The pupils listened very attentively and were aware of the importance of taking turns and respecting the contributions of others. Most spoke confidently, many with interesting, mature vocabulary, and made very good gains in their speaking and listening skills, as well as in their knowledge and understanding of the feelings of others. The lunchtime 'English Speaking Board' club enables Year 6 pupils to extend their speaking and listening skills well.
52. Standards in reading are above average in Year 6. At all ages, pupils enjoy reading and many read with appropriate expression and understanding. Pupils read new texts confidently and expressively in Years 4, 5 and 6. They are keen to name their favourite authors, such as Roald Dahl, J. K. Rowling, C. S. Lewis and J. R. R. Tolkien. In Year 6, they read fluently and accurately, and confidently evaluate the texts. They discuss characters with a good level of detail. Higher attaining pupils read challenging material, and use the more advanced reading skills of inference and deduction very well. Teachers impart a love of books well to pupils and the emphasis on the enjoyment of reading is successful in developing positive attitudes towards books. Research and referencing skills are appropriately developed through dictionary and thesaurus work, and older pupils use the library well to develop their research skills.
53. Standards in writing are above average in Year 6. Pupils write in a range of styles including poetry, reviews, instructions, newspaper reports and stories. They organise their writing in a logical sequence, and show a good understanding of grammatical structure. They use paragraphs appropriately and consistently in their writing. Pupils are encouraged to plan, draft, edit and refine their written work, which is helping them to achieve well. They also discuss and appraise their writing, which helps them to

develop and extend their ideas. Handwriting skills are taught well, and pupils have good presentation skills throughout the school. The school has identified the need to improve pupils' writing skills. Analysis of pupils' work indicates that the school is addressing this issue well and it is having a positive effect on raising pupils' standards of attainment in writing.

54. The development of pupils' literacy skills in other subjects is varied. Pupils use these skills well, such as when problem solving in mathematics and writing about life during the Second World War in history. Older pupils are given many opportunities to develop effective skills in skimming and scanning text for information, and to write at length in a variety of styles. In a very good Year 6 lesson, pupils analysed newspaper articles well before writing their own very good newspaper reports in an appropriate journalistic style. However, where is an over use of uninspiring work sheets, for example, in history in Year 3, this does not make sufficient use of their developing language skills. Information and communication technology is not used sufficiently well to extend pupils' literacy skills.
55. The quality of teaching and learning is good and has been maintained since the previous inspection. Teaching and learning are frequently good or better in Year 6. However, this is not consistent throughout the school. There are very good relationships between pupils and adults in the school, and these relationships create a positive climate for learning. Pupils are confident to develop their skills and understanding and enjoy working within clear guidelines. The development of English language has a high profile in the school, and teachers reinforce this well in class by emphasising precise terms so that pupils become familiar with, and understand, words such as stanza, simile and paragraph from an early age.
56. Teachers' good subject knowledge is evident in their clear, stimulating lessons and confident management of the literacy hour. This ensures a brisk pace to lessons, and quickly secures pupils' interest and attention. Pupils are taught as a class, but with work specifically set for different ability groups during literacy lessons. This works well, because teachers set challenging tasks for all groups, which extend their learning well. Teachers are good at clearly explaining new work, and this enables pupils to acquire quickly and consolidate new learning. Pupils respond well to the challenges that teachers set and concentrate throughout the lessons, often producing work of a high quality. Teachers make good use of assessment information in order to plan suitable work. This helps all pupils to make good progress. Teachers provide an appropriate amount of challenge for more able pupils, which is why so many achieve high standards. Their literacy skills are enhanced across the curriculum, writing up science experiments, or report writing and writing from different points of view in history.
57. Strengths in the teaching and learning of English across the school were illustrated well in a very good lesson observed in a Year 4 class. The teacher's very good subject knowledge, detailed planning, and use of good resources enabled pupils to make very good gains in their learning about cinquain poetry. The teacher wrote *cinquain* on the flip chart before asking 'Can anyone guess or does anyone know what the word *cinquain* means, especially the *cinque* part of the word?' One pupil quickly put up her hand and answered, 'I know that *cinque* means five in French because it was my number on the register when we were answering the register in French'. The teacher shared some cinquain poems with the pupils and asked if they could see anything, which related to five in these. The pupils eagerly responded and quickly realised the relevance of five lines in the poems. Through effective questioning, the teacher enabled the pupils to understand that the pattern of syllables in each line was two, four, six, eight and two. One pupil suggested that the poems were similar to Haiku poetry. There was a very good transition into independent work. The teacher provided pupils

with very good photographs of small animals and insects in action to stimulate their ideas for their poems. Pupils settled eagerly to write their own *cinquain* poems, drafting and editing their ideas on their white boards before writing the poems in their books. This resulted in high quality writing for their age.

58. Very good relationships, dynamic teaching and high expectations of pupils' behaviour, personal responsibility and standards of work enable pupils to rise to the high level of challenge set by the teacher.
59. On the few occasions when teaching is poor or unsatisfactory, this is the result of weaknesses in the management and control of pupils. For example, letting pupils continue to talk while the teacher is speaking. This is also seen where the teacher has too low an expectation of pupils and sets superficial tasks, resulting in little, if any, new learning. In another lesson, although teaching was satisfactory, the teacher's voice was inappropriately loud and distracting.
60. The curriculum in English is well balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented well, and is having a good impact on pupils' learning. The good language policy supports teaching and learning well. Assessment procedures are good. This is a good improvement from the previous inspection, when assessment was a weakness. Appropriate targets in literacy are set for pupils to motivate them and give them responsibility for their learning.
61. The co-ordinator provides very good leadership which is helping to raise standards further by rigorous monitoring of teaching, planning and samples of pupils' work. Resources in English are good, and there is an appropriate range and number of books in the classrooms. The two libraries, a fiction and a non-fiction are easily accessible and pupils enjoy choosing books to read at home. Pupils are able to use the non-fiction library for research purposes. The subject is enhanced by events such as book fairs, visits to the theatre and visiting theatre companies, and the school's own dramatic productions provide memorable experiences for all pupils.

## **MATHEMATICS**

62. By the time pupils are 11, their attainment is at the level of the national average, although there are indications that standards are rising with a significant minority of pupils achieving above average. These findings match those of the last inspection and broadly match the results of the National Curriculum tests for 2001. Pupils generally make satisfactory progress. However, higher attainers are not always sufficiently stretched and not enough pupils are attaining at the higher levels. Those pupils who have special educational needs, and those for whom English is an additional language, make good progress towards their own targets, and when their previous attainment is taken into account. The systems and management put in place by the co-ordinator are beginning to have an effect and there are indications that standards are beginning to improve.
63. The quality of teaching and learning is good overall, and represents an improvement since the last inspection, when teaching was mostly satisfactory. Most teachers have established good relationships with pupils and know how to get the best from them. However, the management and control of younger pupils is not always effective. Lessons generally begin with the whole class working together on mental mathematics, and teachers plan well for all levels of ability both in these sessions, and in later group work. Most pupils use and understand mathematical vocabulary well. For example, Year 6 pupils were seen revising their work on fractions, and pupils talked confidently about 'numerators' and 'denominators'. Some good investigative

and challenging work is provided for those pupils who can manage this, such as the extended mathematics challenge set for homework in a Year 6 class.

64. The National Numeracy Strategy is used well, and most teachers are confident with this and plan well according to the requirements. The expected range of topics is covered, although data handling is less frequently to be found in pupils' books than the other areas of study. All ages of pupils learn to apply mathematics to everyday problems such as shopping and giving change. For example, pupils in Year 3 totalled up the costs of things like a pencil, a notebook and a pen whilst those in Year 4 tallied food bought at a supermarket, a delicatessen or at the corner shop. By the time they are 11, pupils use and understand the four operations of addition, subtraction, multiplication and division. They learn that they can often check their work by using the inverse operation, for example, they can verify their answers to division by using multiplication to check it. Younger pupils learn to double and halve numbers and, as they progress through the school, they learn different ways of solving problems to make calculations easier.
65. Work with shape, space and measure enables pupils to relate their mathematics to practical applications. For example, pupils in Year 3 measure the dimensions of classroom objects such as books or tables, and in Year 4, weigh objects, finding which is heavier both by calculation and using the balances. These skills are extended so that by Year 5, pupils calculate angles and perimeters of shapes, and in Year 6, work with more complex shapes such as a rhombus or a trapezium.
66. Although data handling has less attention than other aspects, pupils in Year 3 have learned how to record their findings with the use of pictures in chart form, such as the survey they carried out about a barbecue and the food needed. Pupils in Year 4 have done similar work about musical instruments. Pupils in Year 6 carry out surveys and record their findings on charts and graphs. For example, they surveyed the weights of all the pupils in the class and transferred the data to charts. However, there is little use of information and communication technology in mathematics that would, for example, enhance this type of work.
67. Mathematics is very well led, and the co-ordinator clearly understands what is required to improve standards. She monitors and manages the subject very well. The pupils in Years 4, 5 and 6 are grouped according to ability, with an extra group in Year 6 having additional help. Schemes of work, securely based on the National Numeracy Strategy, are enhanced by the use of commercially produced books. These are used for general class work, with additional ones for the revision work, which is now in hand, for the forthcoming National Curriculum tests. Pupils are being taken carefully through all the topics needed for their tests in a systematic programme. Numeracy is used satisfactorily across the other subjects of the curriculum, such as in Year 5 when pupils study time zones around the world and work out differences, or in science where they measure in Newtons and learn about standard and non-standard units for measurement. Assessment overall is very good, and the school carefully analyses the results of the tests so that areas of concern are identified, addressed and re-visited. This helps pupils to have a better understanding of any topics they may be unsure about. Assessment is also used very well to inform the planning for mathematics, and pupils are invited to a 'conference' when they discuss what they find difficult or easy, and how things can improve. This very good feature ensures that all concerned are aware of any difficulties and can address them.

## SCIENCE

68. In Year 6, standards are broadly average. This is an improvement on last year's test results, which were below average when compared with schools nationally. The school's 1997 inspection judged standards to be average but the test results were much lower than this and were, in fact, the school's lowest for five years. Pupils, including those with special educational needs and those at the early stage of learning English, are achieving appropriately for their abilities and make steady progress through the school. As a result of consistently good teaching in Year 6, these pupils make good progress. Trends over time show that although standards fluctuate, they are generally rising from the very low base in 1997. However, very few pupils attain the higher levels. This inspection finds no significant difference in the performance of boys and girls.
69. The quality of teaching and learning is satisfactory and promotes sound progress. This is similar to the judgements made at the previous inspection. Pupils enjoy science and work co-operatively on investigations. They try hard to concentrate on their work and make effective use of the time available. Lessons are well planned, resourced and executed, although not enough attention is given to raising the attainment of the more able pupils through allowing them greater opportunity to devise and carry out their own investigations. In most lessons seen, teachers managed behaviour well and pupils were keen to learn. In one lesson, the teacher's difficulties controlling behaviour meant that much time was lost and pupils made little progress. In all lessons, teachers extend pupils' technical vocabulary by clearly defining words and for some, offering translations.
70. In Year 3, satisfactory teaching leads to pupils learning satisfactorily about gravity and opposing forces. They investigate magnetic attraction and compare strengths of various magnets. They record their findings in a variety of ways but many have difficulty in producing their own charts. Pupils show average knowledge and understand that the strength of magnets can be measured using paperclips. In a Year 4 lesson, the teacher planned well for the range of pupils. They enjoyed investigating habitats in the school grounds and environmental area. They showed appropriate understanding of habitats and collected and displayed relevant data. In Year 5, pupils investigated the movement of the earth on its axis and around the sun. They made steady progress in developing their understanding of the solar system at an appropriate level for their age. In Year 6, the quality of teaching and learning is consistently good. Teachers are skilled and manage pupils very well. They have high expectations of effort and behaviour and provide good support for pupils with special educational needs or with English as an additional language. In one revision lesson, the teacher clearly reinforced the four main methods of separating materials and pupils showed that they knew which method to apply to which type of mixture. They made predictions and presented the findings of their investigations in chart form. In another Year 6 lesson, the teacher shared clear learning objectives with the class and gave pupils the opportunity to show their knowledge of solids, liquids and gases and the properties that distinguish them.
71. The new co-ordinators are developing a clear vision for the subject and the school has analysed data and clearly identified what needs to be worked on. Good links with numeracy are evident, but the use made of information and communication technology is limited, although new microscopes and monitoring equipment have just recently been purchased. Resources and attention to health and safety are good. The planning of the work is linked to national guidelines and assessment opportunities are built into the scheme. The science curriculum is well balanced and all required aspects are covered across the school. With the way lessons are organised, and the

range of experiences offered, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils work co-operatively on investigations and are developing awareness of environmental issues.

## ART AND DESIGN

72. During the inspection, it was possible to see only three lessons of art and design. Judgements are based on observations of the lessons, an analysis of pupils' work and teachers' planning, discussions, and the display of artwork around the school. The indications are that standards are average for pupils' ages by the time they are 11. This is similar to the findings of the previous inspection. The pupils make satisfactory progress, including those who have special educational needs, and those for whom English is an additional language.
73. The indications are that standards of teaching and learning are satisfactory, with some specialist teaching that is very good. Pupils have opportunities to draw from observation, mix colours and work in other media such as pastels or crayons, and have a suitable range of experiences. Pupils in Year 3 have used stencils and generated patterns on computers, colouring them afterwards. Teachers often use the pupils' skills required in art and design for work in other subjects. For example, Year 4 pupils have produced Greek friezes and pictures of vases, during their work in history. Pupils in Year 5 visited a mosque for religious education, and drew pictures of various parts such as the minaret or the dome and made a three dimensional model. Year 6 pupils have studied some landscape paintings of famous artists such as Corot and Constable, and then designed and painted their own ideas. There are some good examples of this on display in their rooms, and these include some good work using the city as a theme, incorporating skyscrapers into the picture.
74. In the Year 3 lessons observed, pupils were planning to decorate their classroom windows and were moving about the school sketching their ideas. One group studied a flowerbed in the garden, and drew leaves and the shapes of twigs. Bad weather prevented the second group from going out, so the teacher brought leaves into the room for them. A good feature was the ladybird one pupil found in the garden, which they decided to incorporate into the design, and both groups developed aspects of their English language work as they discussed shapes of leaves and used words like 'oval' or 'spiky'.
75. Teachers encourage pupils to use their sketchbooks, especially for their observational work and for some of the designs. They ensure that pupils have a range of experiences such as using colour washes and building up to what they need for the general background of sea and sky. In the very successful Year 4 lesson observed, pupils were shown a Japanese scroll painting, and they spent a short time discussing that before getting down to their own ideas about representing a journey in similar style. They tore tissue paper to paste onto the card to form a background. "I want you to be bold, not so timid," said the teacher as she encouraged them to cover the whole area. Later, they were very successful in using a very simple, but effective, stencilling method to produce a whole gallery of bright well designed pictures. The class sat and gave their own observations about each other's work in their final evaluation session.
76. Pupils incorporate some artwork into mathematics when they produce repeating-patterns, and into English and history when some Year 6 pupils made masks for the Greek theatre. Pupils in Year 5 have made some good 'tapestries' using fabric hung at the windows and decorated with Egyptian figures and hieroglyphics. They make a very effective addition to pupils' history work, as well as using art and design skills.

77. The co-ordinator provides good leadership for the subject, demonstrating her own expertise in her very good teaching. Planning from national guidelines is used across the school. The amount of time given to art on the timetable is just about satisfactory, and flexible. For example, teachers sometimes use most afternoons of a given week in order to complete a project. Then there is no more art for several weeks. There is no opportunity for the co-ordinator to attend the meetings of the teachers in a year group in order to plan how art can be used across the curriculum. However, this forms part of the development plan for art in the future. Resources are adequate enough to enable the work that is planned to be carried out, and the co-ordinator has built up a good bank of pictures that can be used as examples

## **DESIGN AND TECHNOLOGY**

78. Although it was not possible to see any teaching, a scrutiny of the limited amount of work available, along with teachers' planning and discussions with pupils, were sufficient to come to judgements about the attainment in the subject. Standards at the end of Year 6 are broadly average, and have been maintained since the last inspection. All pupils, including those with special educational needs, achieve satisfactorily. A sound policy and appropriate scheme of work are now in place that meet the requirements of the National Curriculum, and pupils experience a range of topics during their time in school. The pupils are given appropriate opportunities to make things and to develop design skills. They learn to mark, cut, join and assemble and display satisfactory skills in these aspects. However, there is a variation in the quality of the finished articles and particularly in the quality of the design work for producing these products. The best quality is seen in Year 6, where, guided by the co-ordinator, pupils design, build and evaluate their models, for example, their wheeled and motorised 'buggies'. Using the well-prepared and detailed booklets produced by the co-ordinator, they also learn how to evaluate the things they make, and as an added sophistication, work out the manufacturing costs of their models.
79. Pupils in Year 5 have produced a range of games, often linked to a theme, for example, their history topic on the Tudors. These are well thought out and well finished. They also produced their own boxes to contain these games, but most of those examined were pre-made boxes that the pupils provided and then decorated, rather than ones they had constructed themselves as part of the brief. In their study of food technology, pupils in Year 5 are heavily involved in their topic 'Potty about Potatoes'. This is being done in collaboration with The Academy of Culinary Arts, and a national supermarket chain. This provides good experience for pupils in preparing and cooking a range of vegetables and planning complete dishes. It is well supported by parent helpers. In other classes, work on display showed a range of articles, for example, purses, which followed topics given in national guidance for the subject.
80. From the work available, teaching is broadly satisfactory, and good where the co-ordinator uses her own knowledge to enhance the learning, particularly for pupils in Year 6. During discussions, pupils responded enthusiastically to the subject and showed considerable interest. However, the co-ordinator has other significant responsibilities throughout the school, and there has been little real development of the subject over the last two years. Monitoring and evaluating the quality of learning are not sufficient to improve standards further or raise the profile and status of the subject throughout the school.



## **GEOGRAPHY**

81. There was little opportunity to observe lessons because of the way in which the timetable is arranged. Judgements are, therefore, based on the scrutiny of pupils' past work, work on display, teachers' planning and discussions.
82. In Year 6, standards are broadly similar to those found in most schools and pupils make satisfactory progress. This is similar to the judgements made in the previous inspection. A scrutiny of past work of Year 6 pupils shows, for example, work on rivers. The work and presentation are of a sound, and sometimes good, quality, particularly the presentation. However, a significant amount of the work is copied and common to all pupils.
83. Pupils in Year 3, become familiar with the signs and symbols used in maps, and use these successfully in making their own maps with simple keys. They use these skills when studying the water cycle, and include mathematical skills such as the use of co-ordinates. In Year 4, a small amount of work has been done on the water cycle, rivers and erosion, but this generally lacks sufficient detail and depth, and much is cut and pasted from worksheets. In Year 5, pupils study their local environment and compare this with Kenya in Africa. Good links are made with mathematical skills, for example, using tally charts, and with science through making a 'noise' survey. Although information and communication technology is incorporated in medium-term planning, the use of computers to support the subject is underdeveloped.
84. The quality of teaching and learning is satisfactory overall, including that for pupils with special educational needs or English as an additional language who make sound progress through the additional support they receive. The good relationships between teachers, classroom assistants and pupils ensure that there are few problems with management and discipline.
85. The subject is established in the school and new National Curriculum requirements are met. However, there are no formal procedures for assessing pupils' attainment and progress, and so teachers have insufficient guidance to help them to plan work suited to the differing abilities of pupils. As a result, tasks are not sufficiently set to suit individual abilities, and there is a lack of challenge for the minority of higher attaining pupils. The co-ordinator has a satisfactory knowledge and understanding of both the role and the subject, but has little opportunity to monitor or evaluate teaching and learning.

## **HISTORY**

86. As at the time of the previous inspection, pupils in Year 6 continue to reach average standards in history and make satisfactory progress. Pupils with special educational needs and pupils who have English as a second language receive good additional support and make sound progress. There are no differences in the attainment of boys and girls.
87. The quality of teaching and learning is satisfactory with some good features. The analysis of work produced by Year 6 pupils indicates that they have a sound insight into life in Victorian times. The teaching and learning about the Second World War are good. Pupils have a good understanding of the lives of people in Britain at that time. Year 3 pupils have a satisfactory understanding about the lives of the Ancient Egyptians. Teachers' good subject knowledge is enhancing and extending Year 4 pupils' learning well. They are enjoying learning about the lives, beliefs and achievements of the Ancient Greeks and the legacy of that civilisation. In Year 5,

pupils have a satisfactory understanding of the Tudors, including Henry VIII and Queen Elizabeth I. They can compare homes and the clothing of rich and poor Tudor people. Their visit to Hampton Court has enhanced their learning and given them a greater depth to their understanding of Tudor life.

88. Older pupils are given satisfactory opportunities to develop their research skills from secondary evidence. In the Year 3 classes, there is an over reliance on uninspiring photocopied work sheets, which restrict pupils in developing good research skills. There is insufficient use of information and communication technology to extend pupils' learning. During the inspection, the only evidence of information and communication technology in pupils' research projects was seen in a word-processed homework project.
89. The school has a coherent scheme of work based on units of work from national guidelines for history. The co-ordinator provides sound leadership. The policy is due to be updated in June this year and the co-ordinator has prepared a draft policy, which is to be discussed with the staff before the final version is presented to the governors. She has not been able to monitor teaching, but monitors pupils' books to ensure progression. It is planned to introduce end of term assessments for history later this term. The school has a satisfactory range of resources, which are supplemented with historical loans from the local museum services. However, the school does not have any artefacts, which restricts pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, for example, through their understanding of the legacy of ancient civilisations to modern society and discussions about the morality of actions carried out in the past.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

90. Standards in Year 6 are broadly average, and pupils, including those with special educational needs or English as an additional language, make satisfactory progress. This shows a significant improvement since the previous inspection when standards were low, pupils made poor progress and National Curriculum requirements were not met. This is mainly due to the improvements in resources and teachers' improved confidence, and greater knowledge of the subject. Pupils can handle text and data at a level appropriate to their age and use a variety of fonts, colours and sizes. They use multimedia to present their work. Pupils cut and paste their work and can draft and redraft to screen. They can access CD-ROM information for research but problems with the system prevent them from using the Internet at present. Pupils do not have the opportunity to use E-mail. In Year 6, pupils have opportunities to control events in a predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. Teachers' knowledge of information and communication technology is used across a range of subjects, but this is not securely established in all years, and is not a regular feature of teachers' planning or pupils' learning. Pupils make limited use of computers in other subjects and in other lessons. They use word processing across the curriculum to present their work and some data handling in mathematics, but this is generally an underdeveloped area of the curriculum.
91. The lessons observed and other evidence indicate the quality of teaching and learning is satisfactory. At the previous inspection, it was unsatisfactory and teachers lacked confidence and expertise. In this inspection, teaching was good in Year 5, where teachers gave clear instructions, which enabled pupils to learn rapidly from a low level the basic commands to control a robotic toy. In a Year 6 lesson, teaching and learning were very good. The teacher had good knowledge and skills and managed the class very well. She recognised that pupils had limited previous experience in using control

but, in the lesson, they made rapid progress in learning new skills. Planning for the next few weeks indicates that pupils will learn that devices can monitor physical change and cause an event to happen when a change occurs. It is planned that they will learn that an input device can be used to cause an event and that output devices can turn things off. They are taught that tools and symbols for control are universal.

92. The co-ordinator is highly skilled and well motivated. She has assessed the needs of the subject and shows a clear vision of what the school needs to do to raise standards. She has carried out an audit of staff skills and has identified appropriate training needs. The staff have undertaken one year of government funded training and staff skills and confidence are developing from widely varying starting points. The school has improved the curriculum, follows national guidelines to ensure that pupils receive a balanced programme. The subject now meets National Curriculum requirements. Scrutiny of work samples to determine levels of attainment has been started as a part of the current monitoring. The subject makes a good contribution to pupils' social development, as pupils are encouraged to co-operate as they work in pairs. The policy for using the Internet is in place. Resources in terms of the number of computers are good and other resources are adequate to support the range of the curriculum.

## **MUSIC**

93. During the inspection, it was possible to observe only one lesson in a Year 4 and a Year 5 class, due to timetabling arrangements. Judgements are based on the two observed lessons, teachers' planning, assemblies and a choir practice. Indications are that standards are average by the age of 11. This judgement shows good improvement from that made by the school's previous inspection, when pupils' attainment was judged to be below average. Those pupils who have special educational needs or who have English as an additional language make good progress and reach average standards, due to the good support, which they receive.
94. Pupils enjoy their music making activities. Throughout the school, pupils sing songs well and with accurate pitch. During an assembly, pupils sang songs in two parts very well. When listening to music, they respond well to differences in character and mood. They play musical accompaniments with percussion instruments and invent and change patterns while clapping. They listen to each other's compositions, which are based on making up rhythms of names or putting a sentence together, and comment accordingly on the accuracy of the clapping. Higher attaining pupils are able to demonstrate alternative rhythms. Many Year 5 pupils can read, and know the value of, correct musical notation.
95. Pupils who have peripatetic music lessons for guitar, violin, keyboard, cello, clarinets and flutes are attaining standards that are above average for their ages, with some individuals demonstrating well above average skills in musical knowledge and performance. They play confidently before an audience, as observed during assemblies.
96. The quality of teaching and learning is good. Curricular provision has improved, teachers have improved their own skills and knowledge, and the more recent emphasis on the performing arts has enhanced this provision. Pupils have made good progress since the new co-ordinator introduced a new scheme of work for music during the autumn term 2001. However, although pupils are reaching average attainment, the scheme has not been in place long enough to enable pupils to achieve higher levels of attainment. Year 3 pupils are experimenting with a new information communication technology program to compose their own music. Particularly rapid

progress was seen in a Year 5 class when the teacher shared her aims for the pupils' learning with them, produced good resources and used *Mars* and *Mercury* from Holst's *The Planet Suite* productively to teach musical points. The teacher used her good subject knowledge well to enable pupils to create and develop their own rhythms.

97. The quality of learning is often increased because pupils' good behaviour in lessons and their interest in music enable them to make the best use of the opportunities on offer. Lessons also make a good contribution to pupils' spiritual, moral, social and cultural development. They are enthusiastic and eager to be chosen to take on responsibility. Younger ones particularly enjoy singing and joining in with class activities. Older pupils show that they can use their initiative when working in groups. They take turns, help each other and listen attentively to the teacher. They applaud the skills of others and recognise the efforts made by those who are not so musical. When teachers allow pupils to evaluate what they see and hear, this helps them to develop their speaking skills and enriches their musical vocabularies. This is particularly helpful to those who are learning to speak English as an additional language and to pupils who have special educational needs. Music plays an important part in the celebration of various cultures and festivals.
98. Pupils continue to demonstrate positive attitudes and to respond well to all aspects of the subject. They show eagerness and commitment when singing in the choir. They work together productively when given the opportunity to work in groups on compositions, or combining singing techniques. Pupils are, at times, self-conscious when singing in front of others but, with the support of others, quickly regain their confidence.
99. The co-ordinator has only recently assumed the role but has already helped to raise the profile of music within the school. She has a good awareness of the needs of staff from informal discussions with them. The co-ordinator has helped to produce a new draft policy for music and has set up a scheme of work based on national guidelines and a published music scheme. She helped to produce the musical *Joseph* last Christmas and is helping to produce *The Wizard of Oz* for performances later this term. There is no whole school format to track the development of individual skills. However, teachers use satisfactory ongoing assessment to plan lessons. There are good opportunities for pupils in Years 4, 5 and 6 to join the choir. Peripatetic music lessons usually take place during the school day.

## **PHYSICAL EDUCATION**

100. The focus for the term is on athletics, and apart from one lesson on throwing and striking skills, it was only possible to observe these skills being taught during the inspection. The pupils make satisfactory progress: standards have been maintained since the previous inspection and are broadly what is expected for pupils by the age of 11, including swimming. This is taught to all pupils in Year 3, and for those who have not reached the appropriate standard, this is supplemented with additional lessons in Year 6.
101. Teaching and learning are generally satisfactory, with some good lessons observed. The best teaching is by the subject co-ordinator and is a reflection of her better subject knowledge and high expectations. This was seen mainly in Year 5 and 6. For many pupils and teachers, this is the first time they have experienced the range of activities contained in the athletics syllabus provided by the co-ordinator. For example, in a lesson on throwing skills (javelin, shot and discus), and in the range of jumping events, pupils worked enthusiastically, but other than the co-ordinator, few teachers were able offer the specific guidance that would allow pupils to develop and improve their

technique. Although much of the teaching is done by the co-ordinator, either directly to the classes, or in support of the class teachers, the timetabling and organisation of the lessons make it more difficult to provide the level of support and advice that is needed to improve both teachers' and pupils' skills.

102. Pupils co-operated well when working in small groups. The work was clearly focused on improving skills and understanding, but not enough use was made of examples of the best techniques as demonstrations and teaching points for the whole class. As a consequence, pupils were not always taught the techniques they needed, and were not, therefore, always sufficiently challenged to improve their skills. However, the pace of the lessons was generally good and pupils spent little time either sitting around listening to instructions or waiting for their turn to take part.
103. Subject leadership, currently managed by a specialist teacher, is good. The curriculum is appropriately planned and covers a full range of activities throughout the year. The provision of extracurricular activities is very good and pupils compete in local competitions. Lessons are monitored as part of the team teaching that goes on throughout the school. However, there remain weaknesses in the skills and knowledge of some teachers, which lead to variations in the quality of work.

## **RELIGIOUS EDUCATION**

104. Pupils' attainment meets the standards set by the locally agreed syllabus by the time they are eleven, and these findings are broadly the same as those of the last inspection. Judgements based on analysis of pupils' work as well as observation of lessons and the school's planning show that the pupils, including those with special educational needs or English as an additional language, make good progress. The Christian foundation and aims of the school are reflected very well in religious education lessons, and are enhanced by the school's assemblies. For example, during the inspection, the topic of one assembly was the Resurrection, and a very clear message was given of death and evil conquered. All pupils make good progress in this subject, learning Bible stories and facts about other religions, and they are also encouraged to try to talk or write about their feelings, and those of others. A good example of this was seen in a Year 3 lesson where pupils were asked to consider what it is like to move house to a new district. In this way, they tried to understand how Abraham might have felt when he moved to find the Promised Land, leaving friends and familiar places behind.
105. The quality of teaching and learning is generally good. Teachers often extend pupils' understanding within a topic by getting them to think more widely. For example, when pupils in Year 4 were beginning to study Sikhism and its leadership, they wrote about the qualities of leaders in general. The teacher suggested that some of them thought about the qualities needed for a football captain for England, if David Beckham's foot was not better. This captured the pupils' imagination instantly, and they learnt well using this idea. Pupils are taken out to visit local places of worship. For example, Year 5 have visited a mosque and followed this by writing, drawing and making models afterwards. Year 6 pupils were seen on a very successful visit to the local Baptist Church. They all had a questionnaire to complete and were given a good introductory talk by the Minister. They were then allowed to move about independently to find the answers to the questions. A particularly good feature was that they were asked to compare this with the local Anglican Church, which they have also visited.
106. Pupils know Bible stories and are able to retell them, such as the story of Abraham and Isaac in a Year 3 lesson, when a pupil retold the story of the near sacrifice of Isaac. Some were very good when asked if they would have been prepared to

sacrifice their child in those circumstances. One pupil showed considerable insight when she said that having waited so long for a child, as Sarah did, she could not imagine bearing to be parted again.

107. Teachers ensure that pupils are taught to consider moral issues. The pupils in Year 6 have studied the Ten Commandments and then written five of their own modern ones. These included such ideas as "don't damage things, don't hurt living things, and don't use vehicles that pollute the atmosphere". Pupils are given experience of a range of world religions such as Islam, Judaism, and Hinduism, as well as receiving a firm base in Christianity. For example, Year 4 pupils know the Hindu story of Rama and Sita and its link to the festival of Diwali. Both Old and New Testament stories are included in the planning, and examples of these include the story of the Exodus and its link to Passover, and the events of Holy Week such as the Last Supper and Peter's denial.
108. The headteacher is temporarily leading the subject, and provides good planning, support and direction for its development. She ensures that it is very well linked to the school's aims and foundation, and leads by strong example. This is seen very clearly in assemblies. The schemes of work are linked well to the locally agreed syllabus, and, in addition, planning is enhanced by the use of national guidelines.
109. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, they are encouraged to express their feelings and to think about other people's beliefs and experiences. They study the festivals and celebrations of world religions, as well as observing the major Christian festivals at the appropriate times.