

# INSPECTION REPORT

## **BARLOWS PRIMARY SCHOOL**

Liverpool

LEA area: Liverpool

Unique reference number: 104517

Headteacher: Ms. R. Joyce

Reporting inspector: Mr. F.Carruthers  
21285

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> September 2001

Inspection number: 194932

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community primary
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Barlows Lane Fazakerley Liverpool
Postcode:	L9 9EH
Telephone number:	0151 525 3181
Fax number:	0151 530 1946
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D. Adegbenro
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21285	Mr F.Carruthers	Registered inspector	Science Music Equal opportunities	What sort of school is it?  How high are standards?  What the school should do to improve further
1376	Mrs Walsh	Lay inspector		Pupils' attitudes, behaviour and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
30823	Mrs B. Clark	Team inspector	Art and design Design and technology The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
25352	Mrs G. Taujanskas	Team inspector	English Physical education Special educational needs	
1390	Mr A. Markham	Team inspector	Mathematics Information and communication technology	How well is the school led and managed?
31838	Mr M. Williams	Team inspector	Religious education History Geography	How well are the pupils taught?



The inspection contractor was:

Independent School Inspection Services (ISIS)

15 The Birches  
Bramhope  
Leeds  
LS16 9DP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>13</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This community primary school has 327 pupils on roll in the main school, which is a similar number to the time of the last inspection. In addition, 60 children attend part-time in the nursery. The school is larger than average for primary schools nationally and it is situated in an area of mixed housing. The proportion of pupils eligible for free school meals is 24 per cent and this is above the national average. The majority of pupils are of white English and European heritage, with a small number of pupils from minority ethnic background, none of whom is at the early stages of learning English as an additional language. Sixty-six pupils are on the school's register of pupils with special educational needs and there are three pupils with statements of special educational need. These statistics are broadly average for primary schools nationally. The attainment of the children on entry to school is broad and is average overall. The school is part of the Fazakerley mini Education Action Zone and is involved in the Excellence in Cities initiative, as well as a Private Funding Initiative, which provides caretaking and cleaning services and is integral in the plans for the whole school to move into new buildings on the same site at the start of the school year, 2003 – 2004.

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

Barlows Primary School provides a sound education for its pupils. The standards that pupils achieve are satisfactory and have improved since the last inspection. Pupils' attitudes to learning and their behaviour are good. The quality of teaching is good overall and the school has made good progress since the last inspection. The school is led well by the headteacher, deputy headteacher and governing body. However, there are weaknesses in the breadth, balance and time given to subjects other than English, mathematics, science and information and communication technology (ICT). Though the cost of educating a pupil is above the average of primary schools nationally, the school provides sound value for money.

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

- Standards achieved by pupils in Year 6 in English and mathematics are above those found in similar schools
- The pupils' attitudes to learning, standards of behaviour and relationships among pupils and between staff and pupils are good
- The school takes very good care of the pupils and provides well for their personal development
- The nursery classes provide a good start for the children's learning
- Literacy and numeracy are taught well
- Provision for pupils with special educational needs is good
- The headteacher and deputy headteacher have a clear vision for how the school is to develop and they lead the school well

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

- Pupils' progress in writing in the reception year and Years 1 and 2
- The breadth, balance and time given to the subjects taught
- Pupils' attainment in religious education and design and technology throughout the school and in art and design in the junior classes
- The pupils' skills of independent research

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made on the three key issues identified at the time of the last inspection in March 1997. The quality of teaching in the nursery has improved and is now good. The policy for providing for pupils with special educational needs now complies with statutory requirements. The third key issue focused on improving the curriculum that is taught and the school was asked to improve procedures to assess pupils' progress, improve how ICT is taught, complete schemes of work for subjects and repair the playground to improve the pupils' entitlement to physical education lessons. The school has successfully addressed most of these proposals but there remain weaknesses in the content of what is taught in religious education, art and design, and design and technology.

Since the last inspection, the quality of teaching has improved and standards achieved by pupils in English, mathematics and science have risen in line with the national trend. More pupils achieve the higher levels in the national tests than before. As a result of improvements in test scores in 2000 the school was awarded a Schools Achievement Award by the Department for Education and Skills. Children in the nursery and reception classes make better progress, and standards throughout the school in ICT have improved. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is now good. Involvement in initiatives such as the local mini Education Action Zone and Excellence in Cities is helping this drive towards improvement.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	D	C	B	well above average A above average B average C below average D well below average E
Mathematics	D	D	C	B	
Science	E	E	D	C	

Standards are rising in line with the national trend and have continued to improve since 2000. This is evident in the results of the latest tests for pupils in Year 6 taken in 2001. The proportion of pupils achieving a level higher than typically expected for their age in tests is also rising. This success is the result of clear plans to raise standards that the school has undertaken since the last inspection. As illustrated in the table above, standards are above those of similar schools in English and mathematics and in line with them in science. The school set challenging targets for 2000 and 2001 and achieved them. The inspection judgement reflects the test results in English and mathematics. In science standards of work seen show improvement since the time of the last inspection and this is the result of better investigative work and a broader curriculum in Years 5 and 6. Pupils with special educational needs make sound progress. Pupils' attainment in ICT, geography, history, music and physical education by the end of Year 6 is satisfactory. It is unsatisfactory in

religious education, art and design, and design and technology. This is because time allocated to teaching these subjects is insufficient and the content of courses in these subjects does not meet the requirements of the National Curriculum and, in religious education, the locally agreed syllabus. Pupils' achievement overall is satisfactory.

Results of tests taken by pupils in Year 2 and samples of work seen show that standards are better in reading than in writing. Pupils make satisfactory progress in reading. The proportion of pupils achieving the level expected, and above, in reading is similar to the national picture. In writing, however, standards are not high enough and too few pupils are achieving better than the expected level. Pupils do not write well at length, and handwriting and presentation are variable. Results in mathematics rose between 2000 and 2001. In work seen, pupils achieve satisfactorily so that standards are now average, with a good proportion of pupils achieving above the expected level by the end of Year 2. Teachers' assessments in science show that standards are rising and the inspection judgement is that almost all pupils reach the nationally expected level. The proportion of pupils achieving better than that is also rising. Improvement overall since the time of the last inspection has been below the rate of national improvement. Attainment in other subjects is similar to that found in most schools, except in religious education and design and technology, where attainment is below that typically expected of pupils in Year 2.

At the end of the Foundation Stage, that is the reception year, the children are likely to achieve the early learning goals in all areas of learning, although their handwriting skills are underdeveloped. Children's progress in the nursery is at least satisfactory and over half make good progress. They settle well into the nursery and their social and personal development is good. This continues in the reception year. Children enjoy books and through games, songs and rhymes soon are able to sort, count and add numbers to ten.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes to school and their work. Children in the nursery have very good attitudes to their work and staff. As the pupils go through school, they work hard and have good attitudes to lessons. Older pupils display good levels of initiative and personal responsibility.
Behaviour, in and out of classrooms	Behaviour is good both in class and around school. Pupils are very polite and considerate.
Personal development and relationships	Relationships are usually very good and as a result, pupils are confident and feel comfortable with staff and with other pupils. Pupils' personal development is good and pupils listen to each other's views well.
Attendance	Attendance levels are satisfactory and there is little unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 - 6
Lessons seen overall	Good	Satisfactory / good	Good

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

The quality of teaching is good overall. An effective team of teachers, assistants and volunteers provides well for children in the nursery and reception classes. From the reception year basic skills are taught competently through the National Strategies for Literacy and Numeracy, though the teaching of writing and handwriting is not sufficiently rigorous in the reception class and Years 1 and 2. In lessons observed, teaching was a balance of satisfactory and good in these year groups. In the junior classes, the teaching of English and mathematics is good overall. Lessons are well planned and have good pace. Teachers plan to use skills of literacy, numeracy and ICT in other subjects well. In science teachers provide good opportunities for practical investigations. Teachers generally manage the pupils well and this results in pupils concentrating well and putting a lot of effort into lessons. Overall, the school meets the needs of all pupils satisfactorily, although teaching is more variable in subjects other than English, mathematics, science and ICT. This variation has affected pupils' achievements adversely in subjects such as art and design, design and technology and religious education. Pupils with special educational needs receive good support from staff. The more able pupils are generally stimulated appropriately, especially in subjects such as ICT. The lack of space for a library for junior aged pupils limits the opportunities that they have for independent learning. Teachers' planning is usually good but insufficient attention is given to the need to plan how skills are to be developed in art and design, and design and technology.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Strengths of the curriculum lie in English, mathematics, science and ICT. However, there is insufficient time given to religious education, art and design, and design and technology and as a result, the balance of subjects taught is unsatisfactory. The school does not meet the necessary requirements in religious education and design and technology. The total teaching time for pupils in Years 3 to 6 is below the recommended minimum for the age range.
Provision for pupils with special educational needs	Provision is good. Teachers plan for the needs of pupils and individual targets help pupils to focus on making the small steps necessary to make progress.
Provision for pupils' personal, spiritual, moral, social and cultural, development	Provision is good overall. Provision for social and moral development is good and is a strong feature of the school. Provision for the pupils' spiritual and cultural development is satisfactory. There is good provision for raising the awareness of pupils to the multi-cultural nature of society.

How well the school cares for its pupils	Procedures for child protection and for ensuring the pupils' welfare are very good. The school provides well for the pupils' personal and academic development and this is an improvement since the last inspection.
--	--

Links with parents are sound and parents make a good contribution to the pupils' work at home and school. There are satisfactory opportunities for parents to consult with school about how well their child is doing. Written reports on pupils' progress, however, need to give parents a clearer picture of how their children are doing.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and recently appointed deputy headteacher provide good leadership and give the school clear educational direction.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities effectively, although statutory requirements are not met in relation to the curriculum and the issuing of the home/school agreement to new parents. Its involvement in the overall management of the school is good.
The school's evaluation of its performance	Procedures are satisfactory. Analysis of test and assessment results helps senior managers to raise standards and to meet the challenging targets it has set.
The strategic use of resources	Funding for specific purposes, such as premises, ICT and provision for pupils with special educational needs, is used satisfactorily. Governors and senior managers consult a range of people about important matters, obtaining the best resources at the most economic prices, using them appropriately in raising standards and comparing its performance to other schools.

There is an adequate number of suitably qualified and experienced teachers and support staff. They are deployed effectively. Resources for learning are generally satisfactory and the new ICT suite is of high quality. A limitation is the lack of space for a library for pupils in junior classes, and resources for art and design are insufficient for the needs of the subject. The buildings are in a poor state of repair. Plans for a new building are well advanced and staff do all they can to make the present building more attractive.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school</li> <li>• Teaching is good</li> <li>• Children make good progress</li> <li>• Children behave well</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of reports to parents</li> <li>• The range of activities outside lessons</li> <li>• How the behaviour code, in particular the points system, is put into practice</li> </ul>

<ul style="list-style-type: none"><li>• Teachers have high expectations</li><li>• The school is well led and managed</li><li>• The school helps the children to become mature and responsible</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework and its consistency</li></ul>
---	--

Inspectors agree with the positive opinions and agree that homework provision and reports to parents should be reviewed. Inspectors consider that the school offers a satisfactory range of activities outside school. The outcomes of the behaviour code are positive and this is evident in standards of behaviour in school. During the inspection, the points system was not observed in use. The school is carrying out a review of procedures.

## **PART B: COMMENTARY**

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

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

1. Standards that pupils achieve in Year 6 in English, mathematics and science have improved since the last inspection. In national tests, the proportion of pupils achieving the level expected for pupils at this age matches the national average in English and mathematics and more pupils now achieve above the level expected of pupils at this age. This has been the result of a concerted effort by staff to raise the standards achieved by the oldest pupils. For instance, the National Strategies for Literacy and Numeracy have been implemented effectively and in Years 5 and 6, grouping the pupils by attainment has enabled better focused teaching. Staff have written action plans of good quality for these subjects in the light of past performance and support provided for pupils, for instance in additional lessons, has been effective. As a result, test results in 2000 indicate that the school does better than similar schools in English and mathematics and matches similar schools in science. In the most recent test results in 2001, the school's targets in both subjects were achieved and standards rose. Over time, pupils' achievements are good in these subjects and this includes pupils with special educational needs and the more able. The staff's commitment to raising standards further is good.
2. Improvement in English is found in the fluency with which pupils in Year 6 speak, read and write. The great majority of pupils are confident in class discussions and when they are reading stories, poems and non-fiction. Because there is no school library, however, their skills of independent research are limited and this aspect requires attention. Pupils' writing skills are good and pupils write for a range of purposes. In mathematics, most pupils use their skills with number effectively and they can apply their knowledge to real life problems. In science pupils know how to set up a fair test. They can compose a table of results and draw a block graph from them. They understand scientific terms and use them with increasing accuracy. Pupils' competence with ICT has improved significantly since the last inspection. This is because of an action plan of good quality, increased staff training and better resources. In mathematics, for example, pupils use skills with spreadsheets well to handle data. Standards achieved by Year 6 pupils in most other subjects are similar to those found in all schools. However, this is not the case in religious education, art and design, and design and technology. In these subjects, attainment is too low and this is because insufficient time has been set aside to teach the content of the locally agreed syllabus in religious education and the full programmes of study in the two other subjects. In addition, long-term planning for these subjects is inadequate. This has been recognised in subject action plans as areas to be developed.
3. Standards that pupils achieve at the end of Year 2 have also risen since the last inspection but the improvement has been below the national rate for improvement. In the 2000 national tests in reading and mathematics, standards were below the average for all schools but matched those of similar schools. Performance in the 2001 tests was an improvement on those results and more pupils achieved the higher level than in the previous year. Most pupils in Year 2 are reading confidently and their work in mathematics shows they can add and subtract and carry out simple problems of multiplication and division. Progress in writing does not develop as well, however, and standards are not high enough. Very few pupils achieve

above the expected level in writing, though over 90 per cent of pupils achieved the nationally expected level in 2001. More emphasis on encouraging younger pupils to write freely and higher expectations by teachers over handwriting and the presentation of pupils' written work are required to raise standards. These aspects have been identified as areas for improvement in the current school development plan. Teachers' assessments in 2000 showed that standards in science were well below the national average, largely because very few pupils achieved the higher level in the assessments. In 2001, there has been good improvement in the proportion of pupils achieving the higher level and as a result, standards overall have risen. The subject leader has included in the very good action plan the need to raise standards in Years 1 and 2 by improving the teachers' knowledge and expertise to teach science and enable pupils to think more deeply about cause and effect. This is beginning to have the desired effect. The great majority of pupils have a sound grasp of concepts such as living things and forces and they can carry out simple investigations satisfactorily. To challenge the more able pupils and so raise standards further, teachers need to ask more demanding questions of pupils, which are necessary if pupils are to use more analytical thinking. Attainment in most other subjects is satisfactory but it is too low in design and technology and religious education for the same reasons that it is too low in Year 6.

4. Children's achievement in the nursery and reception year is good in personal, social and emotional development, in mathematics and in most aspects of communication, language and literacy. By the end of the Foundation Stage, children are meeting the national standards of the early learning goals in all areas of learning, although their writing skills, including handwriting, are less well developed. A good proportion of children are working within Level 1 of the National Curriculum in speaking and listening skills, reading and mathematics. This is the result of generally good teaching and well-organised provision in both year groups. At the time of the inspection, the children were settling very well into the routines of nursery and the reception classes. The children's motivation and social development are good. They make good progress in reading and mathematics through good opportunities to enjoy books, sing rhymes and take part in number games with the staff. Teachers in the reception classes need to focus more attention on the children's writing, however, in order to improve skills. The children's knowledge and understanding of the world improves satisfactorily because of well-chosen topics, visits and visitors to school. Opportunities in the hall and out of doors promote their physical development satisfactorily and the children show confidence in role-play situations and when they paint.

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

5. Pupils' attitudes and behaviour are good and standards have been maintained since the previous inspection. Children in the nursery have very good attitudes. They are happily involved in a wide variety of activities. Reception and Year 1 pupils also come into school happy and smiling. They are made very welcome by the staff. The children's personal development is good. For example, independence is encouraged and they are able to take off their coats and hang them up sensibly. Younger pupils sometimes are very tired at the end of the school day and can become rather restless but the class teacher maintains a calm approach and manages to keep them involved. By the time pupils reach Year 2 they have developed very mature attitudes to their work.

6. Older pupils also have good attitudes to learning. In a mixed Year 3 and 4 class pupils really enjoyed their art lesson. They were beginning to blend pastels and produced some lovely representations of sunsets. They were keen to show their work and to improve it. They were very proud of their final pieces. Pupils in Year 5 generally have good attitudes to their lessons. However, a minority of boys are easily distracted, especially when they are working in groups. The teachers manage these situations very well ensuring that these pupils do not disturb others and actually produce some work themselves. The majority of pupils who are finding work difficult still try hard. For example, Year 5 pupils in a mathematics group really concentrated on getting the answers to questions about fractions right and listened very well to others as the answers were part of an exciting game of bingo. Pupils in Year 6 are sensible and set a good example to younger pupils.
7. The pupils' behaviour is invariably good. Younger children are encouraged to behave well. They have started to learn school routines. Pupils behave well in lessons and this allows them to get on well in lessons. When pupils are going into assemblies or into the hall for physical education lessons they always act sensibly. Behaviour on the junior playground can be boisterous with pupils letting off steam. However, there are areas for pupils to sit and a variety of games such as a giant 'Connect 4', which provide alternative entertainment. Pupils are very confident. They are able to have sensible conversations with adults. They open doors and generally demonstrate very good manners. They are growing into delightful individuals. There have been no exclusions since the last inspection. Bullying is not considered a problem by parents. Any few incidents are dealt with promptly. The school has taken pupils with emotional and behavioural difficulties from other schools and has been relatively successful in improving the behaviour of these pupils.
8. Relationships between teachers and pupils are usually very good. This results in pupils who are confident when answering questions and who are not afraid to ask for help when they need it and this means they get on well with tasks. Relationships between pupils are also good and even younger pupils can co-operate with each other. Pupils respect each other's feelings, values and beliefs. Pupils in Year 6 experienced their first personal and social education lesson and they were able to listen respectfully to each other's opinions about school rules. Pupils also respect school equipment such as musical instruments.
9. Personal development is good. Many pupils have little jobs around the school and are keen to help whenever possible. For example, in the reception class there is a 'helping hands' monitor where pupils are chosen to assist the teacher. Those who were chosen to take the register glowed with pride. Older pupils run the tuck shop well and there is an active school council, which helps the personal development of pupils. The school does not have a library and this limits the opportunity pupils have for developing research skills and working independently.
10. Rates of attendance are satisfactory and in the school year 2000 to 2001 were broadly in line with national averages. Whilst most pupils attend school regularly, there are a significant number of pupils whose attendance is erratic. There are no significant amounts of unauthorised absence. Although there is little truancy, there is evidence that some parents condone unnecessary absences.

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



11. The quality of teaching is good overall. Of 78 lessons observed, nearly two thirds of lessons observed were good or better, including two lessons judged to be very good and one excellent. Just over a third of lessons were satisfactory. Two lessons were judged unsatisfactory. This represents an improvement in teaching since the last inspection. There is now more good teaching and less unsatisfactory teaching than before. This is especially apparent in the Foundation Stage and in junior aged classes.
12. Teaching is good in the Foundation Stage. Two thirds of lessons are now good or better whereas previously in the nursery just under half the lessons were unsatisfactory and only one fifth good. In the nursery, a well-structured environment encourages children's development so that they grow in confidence. Basic skills are taught well but the teaching of writing in the reception year requires greater consistency. Time is generally used well. Routines are well established and children are managed very effectively. The very youngest children understand class procedures after a very few days in school. The nursery teacher, support assistant and volunteers work closely together to form a very effective team.
13. In the infant classes teaching is satisfactory overall. Roughly equal proportions of lessons observed were judged good and satisfactory, but there was one unsatisfactory lesson. This is an improvement on the last inspection. In the junior classes over two thirds of lessons were good, including one very good and one excellent lesson. The remaining lessons were satisfactory except for one unsatisfactory lesson. This is a great improvement on the last inspection.
14. The teaching of literacy, numeracy and ICT is good. Basic skills are taught well and teachers have a good grasp of how to implement the National Literacy and Numeracy Strategies, although the teaching of writing skills in the reception class and Years 1 and 2 is not rigorous enough. These national initiatives are taught well and have had a marked impact on pupils' good achievement and improved results in national tests in reading, writing and mathematics. Throughout the curriculum, the development of literacy is supported through a focus on key vocabulary appropriate to the subject. This was the case, for example, in a Year 5 science lessons when expressions such as 'evaporation' and 'fair test' were used. Opportunities to reinforce numeracy skills are also regularly taken, as in the use of line graphs by Year 6 in a geography lesson to draw conclusions from weather data.
15. Teaching in science is satisfactory overall in Years 1 and 2 and good in Years 3 to 6. Teaching in art and design is broadly satisfactory but there are shortcomings in the teachers' planning. Insufficient teaching of design and technology was seen to make a judgement. In geography and physical education, teaching is satisfactory and in history it is predominantly good. In music lessons seen, teaching was good in junior aged classes. Only one lesson was seen in the infant age range and that was good. Based on the evidence of a scrutiny of work in last year's classes, the quality of learning in religious education has been unsatisfactory, but as a result of the recent good guidance provided by the subject leader, teaching and learning were satisfactory overall in lessons seen.
16. Teachers have satisfactory levels of knowledge and understanding about the range of subjects they teach. Where individuals recognise a need for more specific guidance in some areas, the subject leaders are usually able to provide materials and advice to ensure that pupils learn the right things. In some subjects this support is very recent. The subject leader for religious education, for example, is producing a good range of booklets to assist colleagues in this. The system of grouping pupils

by attainment in English and mathematics lessons is effective. This system is operated from Year 5 onwards and enables teaching to be adapted to pupils' varying stages of development more readily than if there was a wider range of age and attainment to manage.

17. There are effective long-term planning measures and individual subjects have schemes of work that help teachers to build on the pupils' previous learning, though some of these have only recently been implemented. These promote the cumulative development of skills, knowledge and understanding. Teachers' lesson plans usually describe what skills, knowledge and understanding are to be taught during the course of a lesson, so teaching is more focused and purposeful. These demands reduce the time available for activities such as marking. The quality of teaching is enhanced further as teachers share the objectives for each lesson with the pupils, regularly writing them on the blackboard. This helps pupils to understand what is expected of them by the end of the lesson. There is often a review of learning at the end of lessons, which enables teachers to assess achievement. Good questioning strategies are used to assess levels of understanding. Questions are often adapted so that less able pupils answer questions successfully whilst the questions to more able pupils challenge their thinking skills appropriately.
18. Throughout the school, a strong feature of the teaching is the good relationships that are developed between teachers, pupils and support staff. Pupils feel that they are able to contribute to discussions without fear of ridicule if they give inaccurate responses or fail to explain themselves clearly. The warmth of the relationships and the care that adults demonstrate, help pupils to feel comfortable and secure and promotes effective learning.
19. Teachers offer praise and encouragement well. They show appreciation of the work produced. In the best lessons they also suggest ways in which it could be improved further. Books are marked regularly but there is some variation in quality. The best marking includes suggestions of how work might be improved, and helps both pupils and teachers plan for future lessons. The whole-school marking policy is, however, a recent development that is just becoming established and its benefits will take time to be fully revealed. In consequence, most pupils have a satisfactory, but not well developed, idea of how well they are doing.
20. Teachers share a commitment to improving pupils' achievement and further raising standards. They maintain satisfactory expectations of pupils' behaviour and performance and generally require pupils to give of their best. This promotes satisfactory learning. Teachers usually manage pupils well. The routines that are firmly established in the Foundation Stage set the tone for subsequent years and help to lay good foundations for future learning. On the rare occasions where lessons were unsatisfactory, the teachers' expectations were not clearly conveyed to the pupils, who then failed to pay proper attention, with a resulting breakdown of discipline and restricted learning.
21. Throughout the school, teaching methods are usually effective and are adapted appropriately to make the best use of time and resources. The pace of lessons is usually good but occasionally could usefully be increased, to encourage pupils to be more productive in the available time.
22. Teachers usually set tasks that make suitable demands of all pupils. In the core subjects of English, mathematics and science especially, the tasks are often appropriately adapted to suit pupils' attainment. In most other subjects, although

everyone may undertake the same task, differences in the level of support or in the quality of the response required are usually effective in promoting the learning of all. At times, however, the more able pupils in the class are not sufficiently stimulated to work to their limits, so do not build up their knowledge and understanding to the extent that they could.

23. Although the school has established a homework policy, the use of homework to support pupils' learning and help to raise standards is inconsistent. It is good in the Foundation Stage but less effective elsewhere. This echoes a particular concern raised by some parents.
24. The teaching of pupils with special educational needs is good. Classroom assistants appropriately support pupils and they make satisfactory progress in relation to their special needs. Teachers adapt work to ensure that the pupils are able to achieve success. The support given to these pupils is guided by suitable individual education plans.

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

25. Since the last inspection, the school has appropriately focused on raising standards of attainment in English, mathematics and science and the development of pupils' skills in ICT. Insufficient time, however, has been allocated to the teaching of religious education, art and design, design and technology, music and physical education. The total teaching time for pupils in Years 3 to 6 is below the recommended minimum for the age range. This has resulted in the breadth and balance in the curricular provision being unsatisfactory overall. Evidence from a scrutiny of pupils' work in the last school year indicates the school has not met the necessary requirements for the teaching of religious education as laid down in the locally agreed syllabus, and for design and technology. The school has worked hard to achieve the Healthy Schools Award, which has involved the pupils in many worthwhile activities such as the 'Walking to School' campaign and 'Stranger Danger' initiative. There is satisfactory provision for sex education and drugs misuse awareness. However, whilst provision for personal, social and health education is sound, there is no formalised approach to the teaching of this subject, resulting in inconsistent provision between classes and year groups.
26. The last inspection identified three key issues relating to the curriculum. The school has made good improvement in addressing most aspects. Senior staff now effectively monitor English and mathematics, thus ensuring that pupils of differing ages and abilities receive appropriate provision. Provision for and use of ICT are now good. There has been good improvement in the quality of nursery provision. The learning opportunities for children in the nursery and reception year now successfully cover all the early learning goals prescribed for the Foundation Stage. In Years 1 to 6, some progress has been made in completing subject guidance documents to ensure that teachers develop pupils' skills in a logical sequence of progression. However, guidelines for religious education, art and design, design and technology are still incomplete and there are none for personal, social and health education. This aspect constitutes unsatisfactory progress since the last inspection, resulting in opportunities being missed to teach specific skills, and in pupils not receiving their full curricular entitlement. The recently appointed deputy headteacher has rigorously evaluated the school's curriculum, and recent developments are beginning to address these shortcomings.

27. Since the last report, the school has made considerable improvements in its provision for the teaching of English, mathematics and science. Action plans have successfully guided developments. The National Strategies for Literacy and Numeracy have been successfully implemented and used well to raise standards. The skills gained in literacy are applied appropriately in other subjects, for example, when writing up the method used for weaving in a Year 5 art lesson. The use of numeracy in other subjects is more variable. For instance, there are examples of skills being used in science and geography but opportunities to use measurement and scale in design and technology are frequently missed.
28. Satisfactory arrangements are in place to ensure that all pupils, regardless of ability, gender or ethnicity, have equal access to the school's curricular provision. Provision for pupils with special educational needs is good. Individual education plans outline actions to be taken. Information is well organised and passed to support staff appropriately. The school is monitoring the planning and provision for those pupils in mixed age classes to ensure that their needs are appropriately met. The school has instituted a 'Before and After School Club' to give additional support to pupils and carers.
29. The curriculum is enriched by the satisfactory provision of extra-curricular activities that include football, basketball and cross-country running. The school provides the opportunity for boys and girls to compete in a number of different teams. Recorder groups meet weekly. Older pupils take part in a residential visit to an ICT / Activity Centre, which contributes well to their work in school. The school has satisfactory links with the immediate community. The school choir visits a residential home; there are visits to a local football club, and visits from community services such as police and fire department. The school has good links with other schools locally and is benefiting with them as part of a mini Education Action Zone. The school is currently taking part in a local initiative bringing modern foreign languages to older pupils. There are effective initiatives undertaken with the associated high school, which contribute to the smooth transition of pupils to the next phase of education.
30. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. This represents an improvement since the last inspection when provision was satisfactory.
31. Provision for pupils' spiritual development remains satisfactory. Through the religious education syllabus, pupils gain some knowledge and insight into issues affecting values and beliefs. They are able to reflect on and discuss their own experiences and feelings. In other subjects, however, opportunities to support pupils' spiritual development are not identified in planning so are inconsistently exploited. The school meets the legal requirement for a daily act of collective worship. The programme of assemblies generally involves a theme for the week, which is followed by different teachers in turn. Teachers generally write a brief note after each assembly, recorded in the Assembly Log, evaluating what pupils have learned. This means future assemblies can build appropriately upon what has gone before. Links with local churches remain strong. Assemblies are regularly enhanced by visits from local clergy whose willingness to share their beliefs and answer questions helps pupils to develop their own views.
32. Provision for pupils' moral development is now good. The principles distinguishing right from wrong are promoted appropriately and consistently by all school staff, who provide suitable role models. All pupils are aware of the expectations of the

school's aims and behaviour code. Moral issues are tackled as they arise throughout the curriculum. Year 6 pupils, for example, discussed amongst other things in a religious education lesson the schools' system of punishments and rewards. They were keen to point out that it is just as important for good behaviour to be recognised and rewarded as it is for bad behaviour to be punished. Displays of pupils' creative writing show they have debated such issues as vivisection and whether it is right for people under 16 to act as babysitters.

33. Provision for pupils' social development remains good. Pupils often work collaboratively in pairs or larger groups in lessons. They are encouraged to work co-operatively and take responsibility for their work and for helping others. In consequence, pupils work well together. The school council enables all pupils to have their say in the running of the school. As they vote for and act as representatives, pupils learn how each one can play a valued and useful part. Pupils are regularly given roles as monitors, learning to take responsibility for day-to-day classroom routines. Residential visits to an activity centre, for example, help them to relate to each other and to adults in a less formal context. Fundraising for charity continues to play a part in school life. Pupils support a range of national and local charities. Close links with a school for disabled children testify to the school's commitment to equality in society.
34. Provision for pupils' cultural development is satisfactory. Pupils have opportunities to appreciate Western European cultural traditions in music and art. They visit museums and theatres. The school recognises its commitment in appointing a co-ordinator for multi-cultural education. She ensures that pupils have good opportunities to develop an understanding of the diversity of other cultures, especially the richness and diversity of other cultures in Britain. Visitors to the school have included Indian dancers and musicians and Yemeni craftsmen, and members of the local Chinese community have come to share their New Year festivities.

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

35. Each child is cared for well and valued as an individual. The school provides a very supportive atmosphere where children can flourish. Although it is the start of the school year teachers have taken the time to get to know pupils individually. The headteacher and deputy headteacher both have good knowledge of the pupils. They use this well to provide effective support to individuals who may have problems.
36. The induction procedures in the nursery and the reception classes are good. This helps children settle quickly. Teachers and nursery nurses who have lovely relationships with the children comfort those children who are at all upset. They are encouraged to join in the activities and quickly forget their tears.
37. Arrangements for child protection are very good. The school takes its duties regarding child protection issues and looked after children very seriously. The child protection co-ordinator is well known to all staff including newly appointed members of staff. The school has good procedures in place to ensure that pupils' welfare is secure. There are a number of health and safety issues relating to the poor condition of the building. These are monitored by senior staff and governors and will be fully resolved when the new school is open.

38. The school has improved its assessment procedures since the last inspection and procedures are now good. Children's development is assessed when they come into school but this information is not yet used to predict their results in tests at the end of Years 2 and 6 or to set targets. However, the information is used to ensure that pupils with special educational needs are identified quickly. Assessment in English and mathematics is now good and is improving in science. The school has introduced optional testing of pupils in Years 3, 4 and 5. The results of these tests are analysed along with the assessments at the end of Year 2 and used to track academic progress. The school is now able to identify those areas where pupils' knowledge and understanding are less secure but there is less evidence that lesson plans have been altered in order to concentrate on these weaknesses.
39. Each child has individual targets for English and mathematics. Each pupil is aware of the targets and these targets are reported to parents. Some of the targets are very focused, such as leave finger spaces between words or use full stops and capital letters. Occasionally they are too wide and are not easy to measure.
40. Arrangements for monitoring and promoting good behaviour are satisfactory. At present many staff, some governors and a significant number of parents are concerned that the behaviour policy is used too negatively. They feel that sanctions outweigh rewards and some staff awards points for some relatively minor misdemeanours. Pupils feel that these points are sometimes unjustified and that some pupils are able to manipulate the system. Teachers generally have very good behaviour management skills and few employed the negative aspects of the behaviour policy during inspection week. Many teachers manage pupils through good relationships, high expectations of behaviour and by providing good role models.
41. The school has very good procedures to prevent bullying. Pupils can post a form documenting their concerns into the 'bullying box'. They are confident that senior members of staff will always take their concerns seriously. During inspection week, a child felt confident enough to report name-calling. The school always documents the actions that have been taken and fallings out are quickly nipped in the bud. Incidents of racism are also taken very seriously. Incidents are rare but they are recorded carefully.
42. Arrangements for monitoring attendance are good. The school uses a computerised registration system which can provide very accurate information about attendance. Teachers do report individuals who have attendance problems. The headteacher spends a great deal of time and effort trying to persuade parents of persistent absentees to send their children to school on a regular basis. The school has good support from its educational welfare officer. However, the computerised registration system is not used as effectively as it might be for monitoring the attendance of individuals, classes or the whole school.

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

43. Parents are generally satisfied with the quality of education provided by the school and inspectors agree with their views. Parents report that their children like school, they think teaching is good and teachers have high expectations. Parents are supportive of the school and their children's education. There is an active Parent Teacher Association, which organises fundraising and social events and money is used to buy important resources that teachers request to support learning. Parents

try to support the teachers in their work and their contribution is good. For example, the behaviour and attendance of some pupils have improved after discussions with their parents. Many parents help in the nursery and parents continue to provide valuable help in the infant classes. Parents are also very willing to assist on school trips. Parents were concerned about the number of activities that were available out of lessons. Inspectors find the number and range of activities, which are mainly associated with sport and music, are satisfactory. The school has recently been awarded funding through the 'Excellence in Cities' initiative that will enable it to extend the range of activities.

44. Some of the information parents receive is of very good quality. For example, the prospectus is a well-presented, easy-to-read document that fully reflects the cheerful working atmosphere at the school. The governors' report to parents is also a very readable document and parents are asked to contribute to ways they think the school might improve. Parents of nursery age children receive a full information pack at the beginning of the school year. Unfortunately the home/school agreement appears to have fallen by the wayside and has not been issued to parents of new children for some time.
45. Parents were disappointed in the quality of reports and the inspection team agrees with their concerns. The information that parents receive about their children's progress is unsatisfactory. The reports are created through a computer-generated word bank and this can result in many children receiving very similar reports. For example, a report on the speaking and listening skills of a Year 2 pupil was almost the same as that for a Year 5 pupil. The reports do not give parents a clear picture of what their children can do or their level of attainment. They often contain a lot of educational jargon. The section on the pupil's personal development is very brief. Targets are very broad and there is no room for parental comments. Nursery children are assessed when they start school but the results of these assessments are not formally reported to parents. However, parents do report that individual teachers take their concerns and problems seriously and that they can always come into school if they are worried about anything.
46. In responses to the questionnaire, a significant minority of parents are unhappy with the school's arrangements for homework. The inspection team found that homework in the nursery and infants is adequate. Pupils regularly take their reading books home. Parents are very conscientious about reading with their children. Very similar amounts of homework are set for junior pupils in different age groups; the amount of homework does not increase as pupils get older. There are also few extended homework tasks that might involve some independent research. Homework is not used sufficiently to prepare children for secondary school.
47. A minority of parents thought that the school did not work closely with parents. There was no evidence to support this. Parents were extremely positive about how their individual concerns have been dealt with. Staff value the school's partnership with parents and senior managers give a clear and direct lead in this. The school has run a good variety of courses for parents. This has included literacy, numeracy and very popular courses in ICT. There have also been courses for prospective classroom assistants. These have contributed well to the quality of voluntary provision in school and a number of parents who have attended these courses have gone on to become classroom assistants at other local schools.

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

48. The headteacher, well supported by the recently appointed deputy headteacher, provides good leadership and together they give the school clear educational direction. They have an accurate view of the school's strengths and weaknesses and are strongly committed to ensuring that pupils attain highly and achieve as well as they can in line with the school's aims, which are evident in all of its work. There has been a good rate of improvement since the last inspection. The school has effectively addressed the main recommendations made in the last report although further attention is required to improve provision in art and design, design and technology and religious education. There is a good focus on supporting the professional development of teachers and as a result, the quality of teaching has been improved since the last inspection. The leadership and management in the school produce an effective team approach amongst the staff with a good commitment to improve.
49. Procedures for monitoring the performance of the school are satisfactory. The analysis of test and assessment results informs decisions on how it will move forward and there is a commitment to raising standards further. The analysis also examines the school's performance in comparison with other schools. Subject leaders, well supported by the deputy headteacher, have developed good action plans for their subjects. They monitor teachers' planning and some examine pupils' work to judge standards. However, within this structure, the role of subject leaders is not developed enough. They do not have enough time to see that what is planned is actually taught. Whilst the headteacher has carried out a successful programme of lesson observations, which has had a positive impact in raising teaching skills, this has not been developed to include the observation of lessons by subject leaders. The school's involvement with the mini Education Action Zone has led to good support from literacy and numeracy consultants.
50. The school has a clear focus on raising standards. Teachers manage their classes well and make effective use of support staff and resources. The National Literacy and Numeracy Strategies have been implemented well and have been successful in raising standards. The organisation of classes into groups based on pupils' levels of attainment in English and mathematics in Years 5 and 6 has been instrumental in improving the degree of challenge presented to pupils and has supported the raising of standards in these subjects. There have been notable improvements to provision in ICT. Resources have been greatly improved since the last inspection and standards are higher and look set to continue to improve. Support for newly qualified teachers is good. The school has implemented Performance Management procedures well and has good procedures for the review of staff's performance. These are being used effectively to support the development of teaching. All teachers have objectives that are linked to the school development planning process and action plans. The introduction of continuous professional development files is a positive contribution to the process of Performance Management. The school development plan is a comprehensive document that includes timescales, financial costs, and the personnel responsible for actions, and links monitoring and evaluation to criteria for success. Whole-school developments are well planned and arise out of discussions involving all staff and governors. This results in a systematic approach to school improvement planning and ensures that all staff are involved in developing the work of the school. Relationships are good. There is a happy, supportive atmosphere that lays important stress on equality of opportunity for all.



51. The governing body fulfils its responsibilities effectively and its overall involvement in the strategic management of the school is good. It manages its affairs efficiently through its committee structure. Governors are very supportive of the work of the school and they have a good understanding of its strengths and weaknesses. For instance, drawing up the job specification for the vacant deputy headship last year, governors and headteacher emphasised the priority for the appointed person to have strengths in curriculum management. All governors are kept well informed through the headteacher's regular written reports and they gather further information from their visits to the school to check on its work. Designated governors take a special interest in their area of responsibility and report regularly to the whole governing body. They visit the school frequently and observe numeracy and literacy lessons, examine pupils' work and monitor test results. The governors are closely involved in financial planning and ensure that the school makes effective use of its budget. The chair of the finance committee meets regularly with the headteacher to review the budget and monitor expenditure. Governors give good attention to longer-term issues and have agreed to the school having a new building through a Private Funding Initiative. They have closely examined the various options and determined that this presents a financially viable plan for the future. The governing body fulfils its statutory duties effectively with the exception of the requirement for the school to provide a broad and balanced curriculum and the issuing of the home/school agreement to new parents. Satisfactory use is made of ICT to manage finances and communication. Funding obtained from specific grants is effectively used. The school's administrative staff present during the time of the inspection are efficient and help to ensure the smooth running of the school. All recommendations contained in the last audit of the school have been complied with and the day-to-day financial administration of the school is well organised.
52. The management of special educational needs is good and all statutory requirements are met. The co-ordinator has a well-established system so that staff know they can discuss issues regularly. The Code of Practice is fully implemented following the identification of this as a point for improvement in the last inspection. The school makes efficient and effective use of the funding it gets for special educational needs and as a result pupils make satisfactory progress. Governors are appropriately involved in special educational needs.
53. There is an adequate number of suitably qualified and experienced teachers and support staff. The school has benefited from improved levels of staffing through its involvement with the mini Education Action Zone. Good arrangements for the induction of newly qualified teachers and other teachers new to the school ensure that they quickly settle into the established routines. Resources for learning are generally satisfactory and the new ICT suite is of a very high quality. However, a major limitation is the lack of library provision for pupils in junior classes and resources for art are also limited in both quantity and quality. The school building is in a poor state of repair and accommodation is unsatisfactory. The long-term plans for a new building will remedy this situation and staff do all they can to make the present building more attractive. The high quality displays in classrooms and around the school create an attractive and pleasant learning environment for pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should

- (1) Raise standards in writing \* in the reception year and Years 1 and 2 by
  - implementing an agreed and rigorous approach to teaching the skills of writing
  - improving the presentation of pupils' work and the teaching of handwriting (Paragraphs: 3, 4, 63, 75)
- (2) Provide sufficient time to teach all the subjects of the curriculum \*\* (Paragraphs: 25, 26, 103, 121, 124, 127, 128)
- (3) Raise standards in religious education and design and technology throughout the school, and art and design in the junior classes by
  - ensuring that the teaching addresses the requirements of the locally agreed syllabus in religious education and the National Curriculum for art and design, and design and technology \*\*
  - improving the quality and quantity of resources in art and design (Paragraphs: 2, 3, 53, 95, 101 – 104, 127 - 131)
- (4) Develop a programme of teaching to improve pupils' skills of independent research (Paragraphs: 2, 74)

In addition, governors should consider the following points for inclusion in their action plan:

- Improve the quality of reports to parents (Paragraph: 45)
- Use homework consistently and regularly to improve its impact on learning (Paragraphs: 23, 46)
- Comply with the requirement to issue a home/school contract to parents of new children. (Paragraph: 44)

\* Features in the current school development plan

\*\* Has been identified for action in a separate action plan

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

78

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

32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	44	29	2	0	0
Percentage	1	3	56	37	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	327
Number of full-time pupils known to be eligible for free school meals		85

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	66

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	18	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	26
	Girls	16	16	17
	Total	40	39	43
Percentage of pupils at NC level 2 or above	School	87 (85)	85 (84)	93 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	15	13	14
	Total	38	36	37
Percentage of pupils at NC level 2 or above	School	83 (84)	78 (84)	80 (85)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	20
	Girls	22	18	23
	Total	40	37	43
Percentage of pupils at NC level 4 or above	School	78 (68)	69 (58)	84 (58)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	22	18	23
	Total	40	37	43
Percentage of pupils at NC level 4 or above	School	78 (61)	73 (61)	84 (63)
	National	70 (68)	72 (69)	79 (75)

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	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	280
Any other ethnic minority group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	19.6
Average class size	27

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

Total number of education support staff	8
Total aggregate hours worked per week	138

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	15

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
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.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other ethnic minority groups	0	0

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

### **Financial information**

Financial year	2000 - 01
----------------	-----------

	£
Total income	764691
Total expenditure	824250
Expenditure per pupil	2141
Balance brought forward from previous year	61053
Balance carried forward to next year	1494

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	216

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	5	0	0
My child is making good progress in school.	46	46	6	0	2
Behaviour in the school is good.	45	48	2	0	4
My child gets the right amount of work to do at home.	27	47	14	2	6
The teaching is good.	49	47	1	0	3
I am kept well informed about how my child is getting on.	38	45	14	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	3	0	1
The school expects my child to work hard and achieve his or her best.	57	39	2	0	0
The school works closely with parents.	39	44	10	1	5
The school is well led and managed.	47	44	4	0	5
The school is helping my child become mature and responsible.	47	47	2	0	2
The school provides an interesting range of activities outside lessons.	24	38	18	2	15

### Other issues raised by parents

Parents have positive views about the school, as indicated in the response above. Parents are dissatisfied, however, with the quality of reports on pupils' progress and some felt that the behaviour code was used too negatively by some staff.

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

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

55. The Foundation Stage comprises the nursery, the reception class and the reception aged children in the mixed reception and Year 1 class. . Children are admitted to the nursery class on a part-time basis each September, after their fourth birthday. There is a staggered entry for the children into the reception classes and they attend part-time in the first month of the autumn term. The previous inspection identified a key issue requiring improvement in the nursery, where only 50 per cent of the teaching was satisfactory. The activities were not planned to the nationally prescribed areas of learning and therefore lacked a clear focus and challenge, so that children did not make enough progress. There has been good improvement since that time. The nursery personnel have changed. Staff have a very good understanding of the needs of young children, and provide a well-organised and stimulating range of structured activities which promote effective learning. The curriculum is comprehensively planned to address the early learning goals so that children learn in a systematic way, with activities closely aligned to their age and interest.
56. On entry to the nursery, initial assessments show that the attainment of the majority of the children is within average bands. Children achieve well in personal, social and emotional development and in most aspects of communication, language and literacy. Skills of early writing, including handwriting, are underdeveloped, however. Achievement in mathematics is good and it is satisfactory in other areas. It is likely that almost all children will achieve the early learning goals in all areas of learning and most are achieving above them in personal, social and emotional development, early skills of literacy and in mathematics.
57. The quality of teaching is good overall throughout the Foundation Stage, with consistently good teaching in the nursery. All staff work hard to ensure that young children develop good attitudes to school. They have high expectations of children's ability to listen carefully, and develop well-rehearsed routines for such times as registration and structured learning sessions. The management of children is very good, resulting in a calm, purposeful atmosphere in all classes. A strong feature is the good quality of work by the support staff. This gives children a greater level of individual support. The effective deployment of adults in the reception classes to support small groups of children is a key factor in the sound progress the children make. Relationships between adults, and adults and children are very good, engendering a happy, secure environment. There is good structure to lessons through a varied range of well-planned, relevant activities. Time is managed well, so that children maximise their learning opportunities and concentrate for long periods of time. There are effective procedures to assess children's progress over time, and inform the provision of work for differing abilities of children. All children are treated equally and their differing needs appropriately met. Children who have special educational needs are identified quickly and this early intervention enables them to make satisfactory progress.
58. There are good induction systems to ensure that children settle quickly. The taster sessions prior to entering the nursery give good support to young children, and also develop positive relationships between staff and carers. A useful booklet outlines ways in which parents can prepare their children for school. Equally, the well-planned staggered entry to reception gradually introduces young children to a full

school day. All teachers provide homework sheets and reading activities thus enabling parents to support their children's learning. There are no formal procedures, however, to share the results of the early assessments with parents.

59. The Foundation Stage co-ordinator is new to this role, but is already giving good support to colleagues. There are shared planning initiatives to ensure that the early years curriculum is delivered effectively. Nursery routines and organisation are carried forward to the reception classes so that children make a smooth transition. The co-ordinator monitors the provision for reception children in the mixed age class to ensure that they receive an appropriate curriculum. Although resources for outdoor play are good, the lack of planning for structured activities outside and limited use of the area are aspects for improvement.

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

60. This aspect of children's development is a strength of the Foundation Stage. The very good relationships fostered by staff present an excellent role model for children, who in turn, learn to share and support each other in their work. Children are well behaved and biddable. They listen attentively to adults and each other. They use resources carefully, and enjoy the responsibility when it is their turn to be a 'helping hand'. By the time children enter the reception classes they have acquired good work habits. They are well motivated to try hard and work for extended periods of time. Most children are confident and happy. They enjoy the activities. For example, new children listened expectantly, and enjoyed the humour in the story of 'Jasper'. Children learn and practise social conventions when eating together at snack times, and when picnicking in the park. Children achieve well in this area and all are likely to attain the expected level by the end of the Foundation Stage. Most are likely to be above that level.
61. The quality of teaching is good. Staff provide good opportunities for children to work together so they learn to share. Children are taught to be independent learners. Classroom areas are appropriately arranged so that children can make choices in their learning. Also, clear labelling of trays and cupboards enables children to independently access and put away equipment. Systems of self-registering at the beginning of the day give added responsibility.

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

62. Children achieve well in most aspects of this area and all are likely to achieve the early learning goals. Many will be above them. Nursery children are taught to listen carefully, to enjoy stories and to handle books with care. They speak clearly and audibly, using simple sentences. They develop vocabulary through the varied structured activities. For example, when washing the dolls in the water tray, children handled a range of soaps, and repeated words such as 'perfume', 'lather' and 'cleansing'. By the end of their time in nursery, most can recognise and write their first name. More able children know the sounds that letters make, and are beginning to recognise frequently used words. Children in the reception classes continue to make satisfactory progress. They independently use the listening station to hear tapes of favourite stories and rhymes. During class 'news time', children gain confidence as they describe their weekend. Many can sequence the events appropriately, and maintain eye contact as they speak. Reading is carefully structured so that children build up key words in a systematic way. By the end of the Foundation Stage, the majority can write a simple sentence, sometimes using a



capital letter and full stop. They are beginning to spell out simple words by using letter sounds. Children do not correctly orientate their writing, for instance, by placing tall, short and letters with descenders such as *g* and *y* in correct relationship to each other.

63. Teaching is good overall but there are weaknesses in how early writing skills are encouraged. Teachers spend an appropriate amount of time talking with children. They tell stories with good expression, presenting a good model to children, and sustaining their attention. Reading areas are used to present books attractively thus encouraging children to read and share books. Quality planned activities develop good speaking and listening skills. For example, reception children listened attentively as the teacher played a flute, recognising high and low sounds and naming their favourite songs. Children's ability to present their written work neatly, however, is hindered by the provision of lined paper before they have developed correct orientation of letter formation. Opportunities are missed which encourage the children to write in their play.

### **Mathematical development**

64. By the end of the Foundation Stage a majority of children are achieving above early learning goals. Overall, children achieve well. Children use simple mathematical language appropriate to their age when they make comparisons of size and weight. Nursery children learn to count one at a time, and to play simple number games. High attaining children recognise numbers to five and count to ten. Reception children work with numbers to ten, finding one more and one less. They enjoy number songs such as 'Five Currant Buns', effectively using this to learn early addition and subtraction facts.
65. Teaching is good overall. Teachers employ a wide range of practical, child-centred counting strategies such as number jigsaws, and dot-to-dot sequencing of numbers. They use many opportunities to reinforce number, for example, counting the children present at registration. Work is closely aligned to the differing attainment of children, enabling them to build on skills and concepts in a consistent way.

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

66. Attainment and progress are satisfactory, and by the end of the Foundation Stage standards are similar to those nationally. Nursery children are beginning to use the computer. They learn early geography skills as they change the daily weather chart. Through a range of interesting visits and visitors they learn more about the world, for example, watching a new born baby at bath time as part of a topic on growth, examining small animals, or handling fish after visiting an aquarium. Reception children meet Barnaby Bear, and develop an awareness of maps and plans through his travels around the school. They examine a skeleton, and consider how things move. The quality of teaching is satisfactory. There are appropriately planned opportunities to develop children's' understanding of the world through the provision of stimulating activities and good quality resources. This gives effective preparation for the foundation subjects of the National Curriculum. Opportunities are sometimes missed to incorporate activities taught in the classroom into outdoor play provision, thereby consolidating children's learning.

### **Physical development**

67. Children attain the expected level of learning by the end of the Foundation Stage. They have at least one physical education lesson each week in the school hall. During the inspection, reception children were taught to use space appropriately, and were practising routines of dressing and undressing, lining up, and moving safely. In the outdoor play area, they confidently pedal and steer wheeled vehicles. They are well co-ordinated, when propelling scooters around a circle. They develop control when using small equipment such as hoops and balls. Children develop increasingly sound control of tools in creative activities, for example, when using rollers and cutters to make dough shapes. They have appropriate levels of hand and eye co-ordination when using a range of construction toys as they click, twist and slide pieces together. The quality of teaching is sound. Careful planning ensures that children acquire new skills in a systematic way. They are provided with good quality resources, and the necessary tools to complete the work.

### **Creative development**

68. Children's achievement is satisfactory and most are likely to attain the early learning goals in this area. Children sing enthusiastically, singing a range of songs from memory. In the home corner imaginative play is encouraged. Children busily act out situations such as washing up and ironing clothes! They begin to adapt their voices to the chosen role. They learn to use paint, pencils and pastels appropriately and are beginning to combine media as for instance, in the large nursery frieze 'Under the Sea' where a range of papers and paints have been used. Teaching is satisfactory. Teachers' planning shows an appropriate selection of activities to ensure that children acquire a range of skills, and experience a variety of role-play situations.

### **ENGLISH**

69. Standards in national tests in 2001 in English taken by pupils in Year 6 show that the school has improved on the standards achieved previously, with a higher percentage of pupils reaching both the expected and the higher levels. This reflects a steady upwards trend in standards over the last four years, with girls achieving better than boys, although this difference is reducing in latest test results. In work seen, standards in the current Year 6 are similar. This good improvement is the result of effective action taken since the last inspection to raise standards.
70. In 2001 in national tests for pupils in Year 2, the proportion of pupils achieving the level expected and above that in reading is similar to the national picture. The school has improved on the standards from the previous year in both reading and writing, with the exception of the proportion of pupils achieving the higher level in writing. Standards in writing in national tests are lower overall than those expected nationally. Nevertheless, standards have shown a steady upward trend over the last four years in both reading and writing, with girls achieving better than boys. Current standards are better in reading than in writing, where, for a number of reasons, teaching is less effective. Pupils do not write well at length and handwriting and presentation are variable.
71. Pupils' speaking and listening skills are average throughout the school. The positive ethos of the school and good relationships established in most classrooms help pupils to feel confident in giving their views and opinions, in both small and large groups. This is a good feature. For example, when Year 4 are talking about making a puppet and writing a set of instructions pupils ask "What is a sequence?" In Year

4 they are keen to point out that 'approx.' means 'approximately'. Staff value what pupils say and praise their efforts. This helps build pupils' confidence even when the content of answers may not be totally correct. Pupils give opinions freely and clearly enjoy discussion, such as in Year 1 where pupils who know the story of 'Old Bear' are keen to tell the class what happens next. They also give ideas, such as suggesting that a tower of bricks would not hold the teddy "because of the weight." However, these young pupils have not yet developed similarly enthusiastic listening skills. Classroom assistants often play a valuable role in promoting confidence and speaking skills. For example, in Year 2, where the class was looking at recipes, the classroom assistant positively supported a group of pupils, encouraging them to answer and to maintain concentration on the teacher. This was very effective. One teacher used sarcasm to make points in a Year 6 class and this actively discouraged pupils from participating in discussion. It meant pupils missed valuable opportunities for practising speaking skills and increasing self-esteem. This particularly applies to a lack of adverbs, for example, 'beautiful' used for 'beautifully'. Generally older pupils show respect for the views of others and listen well. For example, in a discussion in Year 6 about the life of footballer Alan Shearer many pupils volunteer answers. Groups such as the school council, which meets regularly, give many pupils valuable opportunities to speak in a different setting, where they raise points about the running of the school and listen to and discuss others' views.

72. Standards in reading are typical of those found in most schools throughout the age range. Pupils in Years 1 and 2, including those with special educational needs, achieve appropriately in line with their abilities. Most pupils in Year 2 read confidently. A small number of pupils who learn more slowly are supported in the classroom to enable them to make suitable progress. This is generally effective. Pupils enjoy a range of different texts in the classroom, both in large and small groups. They have opportunities to read plays and recipes, poems and factual texts, often linking with other subjects, for instance, religious education when pupils read about being a Hindu as part of their literacy lessons. Younger pupils learn how to interpret texts, deciding whether they are fact or fiction. They offer the idea that non-fiction is about "things which have been alive." Work on letter sounds and words with common groups of letters helps pupils to read effectively. Pupils learn a range of strategies to help them read unfamiliar words.
73. Younger pupils have graded reading scheme books and records, which they take home every day to help improve their reading skills. Parents are generally supportive of their child's reading, sharing reading books with them and commenting in their reading records. Some pupils offer views about their favourite books at home and use local libraries with their families.
74. Older pupils are successfully developing a range of skills such as inference and deduction, as part of their literacy lessons. For example, older junior pupils read 'The Highwayman', and look for unusual phrases and words, as they interpret the text. Pupils read a range of texts independently. They enjoy choosing books and give good reasons for their choices, commenting on the covers, illustrations and authors. However, older pupils' choice of books in school is generally limited to collections of books graded by difficulty in the classrooms. Few pupils are able to comment on a wide range of contemporary or classical authors. More able pupils do not always have a sufficiently wide choice of challenging or unusual texts to engage them. They have few skills in referencing and little opportunity to develop personal and independent study skills to a good level. There is no school library, and facilities in the classrooms are limited. Often the choice of fiction is limited.

Only a small number of classes have a welcoming book corner, or attractive displays of books. All these factors mean that pupils' enjoyment of a wide choice of self-chosen books, for pleasure, particularly non-fiction, is limited. Similarly the opportunities to develop referencing and research skills are also limited. Teachers bring texts into the classroom to support topics in a range of subjects, but opportunities to find and choose from a range of non-fiction books are few.

75. Standards in writing by the end of Year 2 are not high enough. Handwriting and presentation skills are variable throughout the school, but they are weakest in Years 1 and 2. Pupils learn to join their writing but many pupils revert to printing because it is simpler for them. Pupils do not use joined writing, even in some junior classes. Overall, writing is not taught as effectively as reading to younger pupils. In the reception, Year 1 and Year 2 classes, teachers concentrate on developing early reading skills effectively. The opportunities for practising writing, however, are variable. Pupils do not always learn to form letters consistently and by Year 2 some pupils still do not form letters correctly. Teachers do not always insist on high standards of handwriting and often accept untidy and badly organised work, below acceptable standards for the age of their pupils. Conversely, some younger pupils are asked to write in ways that are beyond them, such as using lined paper in the reception and mixed reception/Year 1 classes. Pupils do not always have access to examples of good quality written work. Well thought out displays sometimes feature untidy writing. Conversely, because of the layout of the school and its age, good quality displays of older pupils' written work is not seen by younger pupils, being too high up, or in the junior end of the main corridor, largely unused by younger pupils.
76. By the end of Year 6 pupils are writing fluently and in national tests appropriate numbers of pupils reach nationally expected levels with an average number of pupils reaching the higher levels. After the slow progress in Years 1 and 2, this good achievement in junior classes is the result of good teaching and learning, both through the use of the National Literacy Strategy and also through planned writing in other subjects.
77. Pupils have chances to write in a range of styles. For example, they write instructions and recipes, poems and imaginative stories. Older pupils practise letter-writing skills, in letters of complaint or praise. They write persuasively about various subjects, such as whether there should be a new school building or not. Overall, there is too little which is planned to challenge the more able pupils in many cases. Teachers plan for the whole class, including those with special educational needs. However, they often expect the more able pupils to write more, but do not often provide a more challenging task for these pupils.
78. Significant emphasis is placed on the teaching of spelling, grammar and punctuation. Spelling skills are taught well, and pupils know a good range of frequently used words and strategies for spelling groups of similar words. Younger pupils learn to write in sentences, using capital letters and full stops, and begin to identify and use adjectives correctly. The oldest pupils are beginning to distinguish between main and subordinate clauses and write complex sentences. However, despite a new marking strategy, errors in pupils' work are not always corrected. Where teachers give suitable pointers for correction, such as "Please use capital letters and full stops in your work", these are not consistently followed up with pupils. This lack of rigour means that pupils have too few opportunities to review and improve their work.

79. The quality of teaching is good overall, though the teaching of writing and handwriting is not sufficiently demanding. Teachers generally have good subject knowledge and this enables them to plan effective lessons. Classrooms are welcoming and inviting, with colourful displays. For example, pupils enjoy the 'persuasive writing' in Year 6 where pupils write about subjects arguing a particular point of view. Classroom organisation is good. Resources such as whiteboards for spelling practice are used well. Some additional resources are needed, such as more thesauruses, rather than borrowing from other classes, which interrupts learning. Relationships are good. Pupils are treated with respect and give this back in return. Teachers often use humour, which enhances pupils' enjoyment of their learning. In the majority of classes teachers manage pupils well. They have established class routines and rules, which mean little time is wasted. For example, in Year 2, very gentle use of a wind chime quickly brings about quiet and pupils listen attentively to their teacher. Occasionally time is wasted when pupils are not clear about how to behave, particularly the younger pupils in Year 1, who, at this early stage in the year find both listening and turn taking difficult. Good teaching has well-paced lessons which keep pupils motivated and interested. For example, in Year 3, the class teacher ensured that the class introduction was quick moving, with chances for pupils to participate, offering ideas and further information.
80. The subject leader is knowledgeable and efficient, offering support to teachers through monitoring of planning and resources, analysing test results and implementing an agreed action plan for English. However, there is no planned monitoring of teaching by the subject leader, which means staff have no opportunities to review the strengths and weaknesses of their teaching regularly and plan to enhance their professional skills appropriately.

## **MATHEMATICS**

81. Standards the school attains are similar to the national average at the end of both Years 2 and 6 and have risen over the last four years. Pupils' knowledge and understanding of number and all areas of mathematics develop steadily as they move through the school. The 2000 national test results in Year 6 indicate standards that are close to all schools nationally but compared to similar schools performance is above average. The 2001 test results in both Years 2 and 6 continue this upward trend. This reflects the good quality of teaching, which has improved since the last inspection, the production of a good action plan to raise standards and the successful implementation of the National Numeracy Strategy. Pupils build on the good start they get in the nursery and reception and continue to widen their understanding of mathematics. Overall, their achievement is at least sound. Pupils with special educational needs receive appropriate support and make satisfactory progress. Due attention is given to ensuring equality of opportunity for all pupils. There is no significant difference between the performance of boys and girls.
82. By the end of Year 2 pupils have satisfactory skills in number. They confidently count on and backwards using odd and even numbers. Pupils have a good grasp of basic vocabulary, addition and subtraction, understanding that subtraction is the inverse of addition. Year 2 pupils successfully added one-digit numbers to two-digit numbers in a well-planned lesson in which the teacher made good use of pupils' responses to ensure understanding. Her effective use of pupils' wrong answers gave them confidence and developed their learning well. Most pupils understand that addition can be carried out in any order but that this is not true for subtraction.

They successfully carry out simple multiplication and division calculations and have a sound understanding of place value to 100. The pupils handle data satisfactorily to produce graphs of favourite pets, and have a satisfactory understanding of the attributes of shapes, symmetry, money, weight and time.

83. By the end of Year 6 the majority of pupils carry out basic calculations with confidence and apply their knowledge and understanding of a wide range of mathematical skills to other subjects effectively. Pupils in Years 5 and 6 are taught in classes organised on attainment. As a result, work is closely matched to the pupils needs and they make good progress. They have good number skills and can multiply and divide by two digits. They carry out calculations using decimals and fractions and most can successfully apply their knowledge to real-life problems. Data handling skills are well developed. Pupils make effective use of spreadsheets when handling data using ICT. In a lesson with higher attaining Year 6 pupils, the subject knowledge and confidence of the teacher resulted in a clear explanation of how to enter data and resulted in all pupils working enthusiastically and effectively. Pupils solve simple algebraic equations and have a satisfactory understanding of basic algebra. The majority of pupils have a good understanding of the properties of a range of shapes. They understand the difference between mean, median and mode and present information using a range of graphs, making use of computer skills to aid the presentation. The pupils in Year 5 have good attitudes to the subject. Less able pupils in Year 5 made lively responses to questions involving the addition of fractions and successfully calculated the fractions of amounts. They made good progress as a result of the well-planned activities and use of mathematical games. Younger pupils in Year 4 develop good number skills. They have a good grasp of place value and carry out calculations involving the four rules with confidence. In a lively lesson Year 4 pupils responded well to the teacher's sharp, brisk questioning when using adjusting strategies to calculate addition of two-digit numbers. Pupils of all levels of attainment make satisfactory use of their numeracy skills across the curriculum, particularly in geography and science, but less so in design and technology. They use data to compile various tables and graphs both by hand and using the computer. Information and communication technology is used effectively to support pupils learning in mathematics.
84. The quality of teaching throughout the school is generally good and makes a significant contribution to the standards achieved and to the quality of learning. As a result, the proportion of pupils achieving the expected level or better by the end of Year 6 is rising. The National Numeracy Strategy is applied effectively and lessons are well planned and include a clear introduction, activities which are generally challenging, and a final session when teachers reinforce or further develop pupils' understanding about what they have learned. Most teachers clearly identify what is to be learnt in the lesson in their planning and make this clear to pupils and refer to these objectives at the end of the lesson in order to review what has been learned. Pupils respond well to this and bring positive attitudes to their work and generally make good progress in lessons. Teachers generally make effective use of class assistants to support lower attaining pupils who, as a result, make at least satisfactory progress.
85. Pupils' progress in mathematics is carefully monitored through regular assessments and annual tests and teacher expectations have been successfully raised by the introduction of individual targets for pupils. Use is made of National Curriculum optional tests in Years 3, 4 and 5 and national tests in Years 2 and 6. Data is being gathered and compiled into a database, which supports the teachers in keeping track of pupils' progress and determining the appropriate action as necessary.

86. Subject leadership is satisfactory but monitoring of the subject is not well developed. Observation of lessons is not a feature of the subject leader's work although monitoring of planning and pupils' work has been carried out and has involved the numeracy governor. This has helped the school to identify weaknesses in pupils' learning.
87. The school has made satisfactory improvement since the last inspection. Standards have been raised. The quality of teaching has improved. Class organisation in Years 5 and 6 has been changed in order that pupils are taught in groups based on attainment, resulting in improved challenge for more able pupils.

## **SCIENCE**

88. Results in tests taken at the end of Year 6 show that the proportion of pupils achieving the national expectation was well below the average of schools nationally from 1997 to 1999. In 2000, results improved significantly and this was because of the success of an action plan to help raise standards. There was improved teaching of investigative skills and pupils in Years 5 and 6 since then have been taught science separately. This improvement has been maintained in the most recent tests in 2001. During the last school year, the attainment of a sizeable group of Year 6 pupils was improved in extra lessons, by focused teaching carried out by the subject leader. Standards now match the national average and the performance of boys and girls is similar.
89. Pupils in Year 6 know how to set up a fair test, for example in relation to air resistance. They can compose a table of results and draw a block graph from them, for instance on the stretching properties of different materials. They understand terms, such as 'evaporation', and use them with increasing accuracy. Pupils' achievement from Years 3 to 6 is satisfactory overall. Where teachers' expectations are high, the pupils make better progress. This was evident in a Year 3 lesson, in which pupils visited a local supermarket. More able pupils were using their knowledge of proteins and carbohydrates to good effect to suggest which foods are healthier than others. At the last inspection, a weakness was identified in how little pupils planned and took part in investigations. This is no longer the case. There are good opportunities for pupils to investigate and learn how to devise their own experiments. As a result pupils are keen, interested and behave sensibly with equipment when they work in groups. All pupils, including those with special educational needs and the more able, make satisfactory progress.
90. Teaching in junior aged classes has improved since the last inspection and is good overall and never less than satisfactory. It is as a result of improved teaching that pupils' achievement is now satisfactory, rather than unsatisfactory. One excellent lesson was observed. In the best lessons, teachers have a secure understanding of the concepts being taught. Where teaching is satisfactory, the teacher's introductory presentations are unclear and lead to some confusion. This happened in a Year 5 lesson when it took some time for the pupils to realise what was being tested and what needed to remain constant in an investigation on evaporation. The quality of learning matches the teaching. Where lessons are well focused, pupils grasp the significance of concepts quickly. The level of discussion moves the learning on well. By the very good questioning strategies the teacher used in the excellent lesson, the pupils in a Year 5 class were very involved in all aspects of planning the investigation and predicting outcomes.

91. Teachers' assessments of pupils' attainment in Year 2 in 2000 indicated that standards were well below the national average, largely because very few pupils achieved the higher level in the assessments. In 2001, assessments have shown good improvement in the proportion of pupils achieving the higher level and as a result, standards overall have risen. The great majority of pupils have a sound grasp of concepts such as living things and forces and they can sort materials according to their characteristics. Pupils have satisfactory opportunities to do practical activities. For example, they examine a variety of toys and explain what forces are used to make them move. They are well motivated and keen to answer questions.
92. Teaching in Years 1 and 2 is satisfactory overall and this is similar to the last inspection. There are instances, however, when teachers do not ask sufficiently demanding questions of pupils, in particular the more able. This is necessary if pupils are to use more analytical thinking. This was evident in a lesson in which Year 2 pupils were categorising animals. More searching questions were needed if pupils were to grasp the wider significance of how animals can be grouped. The subject leader has included in the very good action plan the need to raise standards in Years 1 and 2 by improving the teachers' knowledge and expertise to teach science and enable pupils to think more deeply about cause and effect. One unsatisfactory lesson was observed in Year 1, in which pupils did not make sufficient progress because too many were inattentive and the teacher failed to manage them effectively in discussion.
93. Subject leadership is good and is providing the impetus by which standards are rising. Planning has improved since the last inspection and the subject leader, well supported by the deputy headteacher who is responsible for the curriculum overall, is monitoring carefully the coverage of the work. This is based on nationally recommended guidance supplemented by other guidelines. It helps to ensure that learning is progressive and builds on the pupils' previous knowledge. Assessment procedures have improved and are satisfactory. They are currently being refined to contain a range of appropriate tests. This allows staff to identify those pupils, particularly in Years 5 and 6, who need additional support. The school sets targets for pupils to achieve in the Year 6 national tests and has been successful in achieving them in the last two years. Targets for next year are challenging, seeking greater success at the higher level. Resources for learning are good and used well in class. Though there are examples of teachers using mathematical skills and ICT to support learning, for instance CD-ROMs for further information, there are too few examples of pupils using the computer to write up tables of results or draw graphs.

## **ART AND DESIGN**

94. During the inspection four art lessons were observed. Additional evidence was obtained through scrutiny of pupils' work on display, work in pupils' sketchbooks, photographic evidence, and discussions with pupils and the art co-ordinator.
95. Pupils' standards at the end of Year 6 are unsatisfactory and have declined since the last inspection. Because of the school's need to focus on raising attainment in English, mathematics and science, little emphasis has been put on art and design. As a consequence, much of the artwork undertaken by junior aged pupils has been used to support work in other subjects rather than focusing on the development of pupils' artistic skills. So, for example, in a history lesson, pupils drew a Viking costume but the work they produced was insufficiently detailed and lacked depth and tone. The result is that pupils' achievement is unsatisfactory.



96. Standards in Year 2 are similar to those found in most schools. Pupils make satisfactory progress overall. Standards for this age group are similar to those reported in the last inspection.
97. In Years 3 to 6, artwork is used chiefly to support work in other subjects. This frequently lacks an art focus so that pupils fail to develop skills, knowledge and understanding in a systematic way. Pupils' have limited experience of textiles, print-making processes or opportunities to learn about the techniques associated with these aspects. Nor have they had sufficient experience of the work of established artists, or development of skills associated with close observational drawing. Discussions with Year 6 pupils indicate a lack of subject specific language with which to describe their work, for example, through words such as 'texture' and 'tone'. However, good application of art skills was seen when Year 6 pupils were designing pamphlets in literacy work. Pupils demonstrated the need for clear headlines and bold colour to give impact. Pupils use computer skills well to support artwork, for example, by retrieving information about an artist, and for sketching purposes. By Year 6, pupils evaluate their work, saying what is successful and which aspects they would change. In portraiture, they successfully incorporate shading techniques into their work to add depth. All pupils handle resources and tools respectfully.
98. In Year1, pupils' work on 'Sports Day' showed good attention to fine detail as they carefully mixed paint to portray differing skin tone and a sense of movement in their work. They sketched old toys in a history project, using satisfactory skills of observation. Pupils in Year 2 demonstrated a sound ability to record from imagination when depicting a range of wild animals, using lead pencil appropriately to add depth of colour to their work. They worked hard and persevered with the task, many completing detailed pictures with appropriate scale. In Years 1 and 2, the pupils have satisfactory opportunities to work collaboratively, sometimes combining different media, as when making a large frieze of 'Noah's Ark'.
99. In lessons observed, the quality of teaching ranged from satisfactory to good. Shortcomings, evident in teachers' planning, however, mean that pupils' achievements over time are unsatisfactory. Teachers' planning mainly outlines broad learning intentions, or activities, rather than the specific skills that pupils will acquire. On the other hand, teachers give clear instructions so that pupils understand what is required and work purposefully. They are enthusiastic and provide work which is interesting and stimulating. This motivates pupils to work hard and persevere. Timescales are rarely given, however, and some aspects could be completed more quickly. Teachers manage pupils well, and in the lessons seen behaviour was mostly very good, ensuring a productive working atmosphere. Pupils have few opportunities to evaluate the work of others, thus missing opportunities to incorporate successful aspects into their own work. Year 5 pupils examined the work of William Morris prior to devising their own designs. They photocopied their finished work and experimented with various layers of colour to ensure an effective finished product. The use of sketchbooks is underdeveloped and used inconsistently throughout the school.
100. Subject leadership is in the early stages of development. The subject leader has had no opportunity to monitor and evaluate the quality of teaching and learning in the classroom. There is no documentation to outline the progression of skills and knowledge that pupils need to meet the requirements of the National Curriculum.

Time allocated to the subject is insufficient to cover all aspects of the programmes of study. However, the subject leader has produced a very clear action plan that effectively addresses these issues. There are insufficient resources in quantity and quality to support artwork.

## **DESIGN AND TECHNOLOGY**

101. It is not possible to make a judgement on teaching and learning of design and technology owing to insufficient evidence because of timetable organisation. Discussions with pupils, and scrutiny of their work, indicate that the standards they attain by the end of Years 2 and 6 are unsatisfactory. Pupils of all ages, including those with special educational needs, make unsatisfactory progress overall. The last inspection report indicated that the designing aspect was not developed sufficiently, and this remains the case. Improvement since the last inspection is unsatisfactory.
102. During the current inspection there was very little previous work available, but scrutiny of this, together with discussions with pupils, indicates that fundamental aspects of the design process are frequently missing. For example, there is very limited evidence that pupils plan their work carefully with accurate measurement and a detailed list of requirements, or that they evaluate and adapt the design as the work progresses. A successful piece of work was seen in Year 2. Pupils designed puppets with moving parts. Their initial designs contained appropriate detail, and the finished article closely mirrored the original. Their evaluations were realistic.
103. Since the last inspection, the school has appropriately focused on raising pupils' attainment in English, mathematics and science. This has resulted, however, in too little time being given to this subject, so that pupils have insufficient opportunity to learn and practise the skills they require to complete the programmes of study of the National Curriculum in this subject. Pupils have not been receiving their curricular entitlement. Additionally, pupils' ability to name and use a range of tools, and to work with a selection of fixings and fastenings, has not been developed to the levels expected.
104. There is a policy for design and technology, but this does not indicate the amount of teaching time expected, nor give sufficient support to the non-specialist. The school has recognised the need to raise attainment in the subject, and, in an attempt to begin to address the issue, has allocated specific assignments to each year group. The subject leader acknowledges the need to agree sufficient curriculum time allocation, and to develop a detailed progression of activities which will ensure that pupils learn new skills in a consistent way. A clearly written, achievable action plan effectively addresses these issues.

## **GEOGRAPHY**

105. By the end of Years 2 and 6, pupils' attainment is similar to that found in most schools. The school has maintained similar standards to those found at the last inspection.
106. Pupils' achievement is satisfactory. By the end of Year 6, they have learned to offer precise reasons when comparing areas, for example: "Grasmere is two degrees colder than London because it is further north". They are beginning to analyse data to produce graphs, helping them to draw accurate conclusions from their investigations. Their work on the water cycle has enabled them to see why the

Lake District is popular with tourists. They offer some explanations for environmental changes such as the effects of flooding, delta formations, correctly using terms such as 'tributary', 'confluence' and 'estuary'. By the end of Year 2, pupils have satisfactory local knowledge, having made a survey of the varieties of houses around the school. They use 'detached' correctly, but do not use a wide range of other terms. Their descriptions contain limited detail. Illustrations of the features of a busy road show that they are beginning to appreciate the effects of people on the environment, and a letter, ostensibly to the local council, makes good points in favour of a safe location for a bus stop. They have correctly identified the different countries within the UK. They make appropriate comparisons with seaside resorts and their own area. They understand 'coastline' and are beginning to grasp the expressions 'physical features' and 'human features' as they look at similarities and differences.

107. Teaching is satisfactory overall. In infant classes especially, some teachers have a more confident grasp of the subject than others, which means that their pupils build up knowledge a little faster. The difference is not large, but whereas in comparing home with the seaside, most pupils learned only about the beach and leisure aspects, in a similar lesson others learned also about year-round activities such as fishing. Most pupils are developing their language skills well because teachers stress correct vocabulary. Pupils develop their investigative skills satisfactorily because teachers regularly ask them, and encourage them to ask "Why?" and "What about...?" Numeracy skills too are well supported through work on statistics and graphs. For most pupils, including those with special educational needs, the support they receive from teachers and assistants means that everyone can cover the work set at more or less the same rate. For more able junior aged pupils, however, this sometimes means that they do not move ahead quite as fast as they could. A more challenging task would ensure that they had always to make the maximum effort.
108. Since the last inspection, the school has increased its resources, including new atlases and books. Planning documents recently prepared by the subject leader are satisfactorily aligned with the National Curriculum, which enables pupils to learn appropriately what is required without repetition. The subject leader monitors teachers' plans but does not observe classroom teaching to identify and remedy shortcomings or share particular strengths. She looks at random samples of pupils' books to ensure that they are learning appropriately, and is beginning to put together a portfolio of standardised work to assist teachers in assessment.

## **HISTORY**

109. By the end of Years 2 and 6, pupils' attainment is similar to that found in most schools. This is a similar picture to that found during the last inspection.
110. Pupils' achievement is satisfactory. Those with special educational needs work as well as their classmates because they receive suitable support. By the end of Year 6, pupils have a satisfactory understanding of aspects of Britain and British life in the decades since World War II. They do not, however, offer fully developed explanations for changes. In studies about early explorers, they show that they have researched events because they draw conclusions in their own words, as well as increasing their vocabulary through their reading. This supports their literacy skills, which history lessons did not do sufficiently at the time of the last inspection. A more able pupil decided, for example, that: "John Cabot achieved fame when he came

back from his first voyage, but he didn't come back with anything useful to King Henry like silk, gold or spices." An average pupil pondered the disappearance of early settlers in America: "No one knows why, perhaps they died of the cold." Less able pupils describe events but do not offer any reasons for them. Most pupils use correct dates and terms. They write about the "ancient civilization" of the Indus valley and refer to "archeological discoveries".

111. Pupils in Year 2 develop a reasonable idea of the passage of time, although it is not clear whether they can set periods in order. They make drawings and notes on how their lives have changed from early childhood until now, describing different toys and using dates. They recall some of the main features of the Great Fire of London, including the changes banning thatched roofs in the city because of the risk they posed. They remember some of the main events in the life of Florence Nightingale but offer only tentative ideas of why she acted as she did.
112. In lessons observed, teaching was predominantly good. Teachers set clear objectives so pupils know what is required of them, begin work promptly, and have a satisfactory idea of how well they have done when they have finished. Teachers relate well to pupils, which supports pupils' good attitudes and behaviour. Year 1 pupils, for example, knew that their contributions were valued, so were happy to build up their knowledge by asking further relevant questions about the old toys they were examining. The teacher's probing questions made Years 3 and 4 pupils, in work on Ancient Egypt, reflect and justify their conclusions according to the evidence before them. They learned not to be satisfied with superficial evaluations and so improved their research skills. However, more able pupils are not always sufficiently challenged.
113. Subject management is satisfactory. Since the last inspection the subject leader has produced a revised policy and scheme of work. She monitors teacher's plans and is beginning to monitor pupils' work to ensure that National Curriculum expectations are regularly met, but she does not have opportunities to monitor classroom teaching to better address shortcomings and share good practice. The range of resources has been improved, particularly artifacts, to give pupils more vivid and memorable experiences.

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

114. There has been good improvement since the last inspection. Pupils' attainment has been raised and is now typical for pupils in Year 6. Pupils have sound basic skills and make steady progress in all areas of the subject with the exception of the use of email, which would be improved further by the creation of links with other schools. Teachers' subject knowledge is now more secure and as result teaching has improved. The number and quality of computers have been greatly increased and a high quality computer suite created. Good use is generally made of ICT in other subjects to develop pupils' capability.
115. The installation of the computer suite has made it possible for more direct teaching of ICT. This is having a positive effect on the development of pupils' basic skills throughout the school. Pupils have good attitudes to the subject and most are confident users of computers and have good keyboard skills. Word-processing skills are developed well throughout the school. Year 2 pupils understand the process of moving text to create a list. The teacher's effective illustration of the technique using a 'Smart Board' gave the pupils the confidence to complete the task

well. Year 3 pupils develop this further and change font, size and colour. The teacher's preparation of resources and detailed planning of lessons, together with lively explanations of the process, ensure that pupils successfully developed these basic skills. Year 6 pupils enter text directly, make amendments as necessary and combine information from various sources. They apply these skills when writing humorous limericks, kennings and haikus and pieces of persuasive writing on a number of environmental issues.

116. Other aspects of ICT are similarly developed and by Year 6 most pupils are confident users of computers. Pupils make effective use of ICT to support learning in most subjects, as indicated by a mathematics lesson when Year 6 pupils used a spreadsheet to create a graph. The pupils' success in this activity was a consequence of the teacher's good subject knowledge and her confident explanation of the use of the program together with the effective support she gave in response to pupils' queries. Pupils in Years 5 and 6 develop skills using graphics. A lesson with Year 5 pupils was successfully linked to the development of mapping skills when pupils designed a classroom and arranged the furniture. Pupils enthusiastically tackled this task and maintained good concentration throughout the session. The teacher's continual support through comments and questions resulted in pupils of all abilities making good progress. Pupils in Year 6 demonstrated well-developed skills in using an art program to apply their graphics skills when completing designs of crosses linked to work in religious education. They were engrossed in their work during the lesson and some pupils produced designs of high quality. Year 6 pupils use software to make media presentations of good quality and a school website has been produced with pupils contributing their ideas. More, however, could be made of skills in science.
117. Overall, the quality of teaching is good. This is a marked improvement from the previous inspection. Teachers' subject knowledge has been developed and many are now more confident when teaching ICT. Good teaching is marked by teachers' more confident approach and effective demonstration of what is to be done, usually by displaying on a large screen. For example, in a lesson in which pupils had to enter data to a spreadsheet, they were confident when carrying out the task because they had observed the process clearly demonstrated by the teacher. Teachers plan their lessons effectively and generally make clear the lesson objectives to pupils. Whilst there is often little variation in the task set for pupils, appropriate levels of challenge usually result from the detail of the outcome from the activity. For example in a lesson with Year 6 pupils designing a cross, although the task set was the same for all pupils, there was marked variation of outcome, the designs of more able pupils being particularly intricate and detailed. Teachers make effective use of the high number of computers in the ICT suite and this ensures that pupils of all levels of attainment have equal opportunity to access the learning.
118. Leadership of the subject is satisfactory. A sound policy and scheme of work have been produced based on national guidelines. The subject leader monitors planning and coverage and this ensures that all aspects of the subject are taught. She has a high degree of skill as a result of her personal study and this enables her to give appropriate advice to colleagues. A clear action plan outlines the priorities for the forthcoming year including the commencement of training by all teaching staff from September 2001 under the New Opportunities Fund arrangements.

## **MUSIC**

119. Evidence from discussions with a sample of pupils and one lesson observation indicates that the skills and knowledge of the majority of Year 6 pupils are similar to those found in most schools. Pupils are familiar with a range of terms such as pitch and scale; they have improvised pieces of music on themes such as space; and they refer to pieces of popular, classical and world music that they enjoy. Some pupils learn an instrument, such as clarinet, recorder and keyboards, in school, while others learn privately out of school. As a result, a sizeable minority can follow traditional notation of simple songs. These findings are similar to those at the last inspection. Only one lesson involving younger pupils was observed. This was a Year 2 lesson and indicated that pupils have skills and knowledge expected of pupils at this age. The pupils could describe everyday objects that make long or short sounds, they could think of a long or short word and they struck or shook a percussion instrument to make sounds of different length.
120. The quality of teaching in three lessons was good, and in the fourth lesson it was satisfactory. Teaching is good in junior classes but there was insufficient evidence to form a full judgement in infant classes. In a Year 6 lesson, the teaching, which focused on harmony, had good pace and involved the pupils well in group activities. By the end of the lesson, pupils could recognise concordant and discordant notes and began to draw conclusions about the nature of harmony. In a Year 3 lesson, the teacher used extracts from Prokofiev's 'Peter and the Wolf' to help the pupils to appreciate how musical themes and instruments can be used to represent characters. Pupils concentrated well and the lesson provided a good opportunity for pupils to distinguish one melody from another and appreciate how the composer achieves his intention. For instance, one pupil recognised that the theme for the wolf became louder and this resembles how the animal stalks its prey. In the satisfactory lesson, teaching was well organised but the level of challenge in what pupils were exploring could have been better.
121. Overall, provision in school supports pupils' learning satisfactorily. Pupils have good attitudes to the subject and appreciate the performance of others, for instance in assemblies when recorder groups and individual pupils are given time to contribute. A new subject leader, who has good expertise, has been appointed since the last inspection and planning has become more closely linked to nationally recommended guidelines. A good action plan has been written in the last six months, which is helping to guide how the subject is to develop, how non-specialist teachers are to be supported and how resources are to be maintained. However, insufficient time is given to teaching the subject. While there are extra-curricular clubs, such as recorders and choir, and visiting artists perform in school, there is scope for developing the profile of music in order to challenge further the more able and talented pupils in school.

## **PHYSICAL EDUCATION**

122. Standards achieved by pupils in Years 2 and 6 are similar to those expected in most schools. All pupils, including those with special educational needs, achieve appropriately in a range of activities. This is a positive picture, maintained since the last inspection, although there have been improvements in areas identified as weaknesses in that inspection. The playground has been resurfaced, providing a safer place to engage in physical activities and resources for teaching and learning have been upgraded.

123. Pupils participate in a range of activities in both key stages. Gymnastics, games and dance programmes are taught to all classes, while junior classes go swimming regularly. The majority of pupils by the end of Year 6 swim the required 25 metres and junior aged pupils engage in outdoor and adventurous activities, with residential visits supporting this aspect of the curriculum.
124. The quality of teaching and learning in lessons observed was satisfactory overall. Dance is taught well to the pupils, for example, in Years 5 and 6, where staff are well prepared and teach with authority, humour and enthusiasm. This encourages pupils, even the small minority of reluctant pupils, to join in and enjoy the activities. Good use is made of commercial material. For example, taped dance programmes are used effectively by staff, who intersperse the tape with their own teaching points and practices. Pupils achieve appropriately in gymnastics, practising sequencing a series of movements in Year 2, using benches and mats. Learning is less effective where teaching is not well organised, the pace of the lesson is slow and routine class management is weak. In one lesson, pupils achieved too little because the objectives were not clear and pupils did not listen effectively out of doors. The time allowed for physical education fluctuates between years. The younger pupils in Years 1 and 2 receive far less time than the older pupils from age seven upwards. While older pupils receive two weekly sessions, younger pupils receive only one session each week. Although the programme of physical education is taught overall, insufficient attention has been paid to the equal and regular access of pupils to this subject in each year group. The lack of suitable assessment systems means that attainment is not measured in order to assess the next steps in learning, nor is progress measured in the different areas.
125. The subject leader has organised equipment and resources effectively. A substantial amount of work has been done to produce files for teachers, which detail the requirements of the curriculum and including lesson planning and resource lists. Some planning has been monitored and the subject leader offers support to staff who require it. However, there is no agreed plan to monitor the standards of teaching. This limits the staff's opportunities to improve their skills in order to help their pupils to learn more effectively.
126. Clubs outside lessons are available for junior aged pupils in a range of team games and other activities. These include football, netball and rounders, all of which enhance the progress of those who attend.

## **RELIGIOUS EDUCATION**

127. By the end of Years 2 and 6, pupils' attainment is below the requirements of the locally agreed syllabus for religious education. This represents a decline since the last inspection when standards were in line. This is because the lesson time pupils receive is well below average and approximately half the minimum time stipulated in the agreed syllabus. In consequence it has not been possible to comply fully with the prescribed content.
128. Pupils' achievement is unsatisfactory overall. Their experiences have been fragmented and become repetitive so both their subject knowledge and their capacity to reflect upon and consider matters of faith and practice have not developed as they should. By Year 6, in discussion, pupils when prompted could recall some aspects of Buddhism, Sikhism, and Hinduism. Although "We've done Hinduism about five times", said one boy, their recall was not detailed nor their

observations profound. In a Year 6 lesson on the variety to be found within the Christian church, pupils revealed that they knew little about the different places of worship in the area, much less about the beliefs of their members. This confirmed the limited knowledge apparent when in conversation a boy had earlier asked: "What's the difference between a church, a chapel or a cathedral?" By the end of Year 2, pupils have not learned enough about the main beliefs of Christian communities around the world. In books and in lessons they show some knowledge of aspects of Hinduism, but do not recall anything they may have studied of any other faiths. Their understanding of any of the implications of faith such as in relationships and experiences, care and concern for nature, and personal beliefs as outlined in the agreed syllabus are superficial at best.

129. Although they appear unused to considering and discussing their views on spiritual matters, their sense of right and wrong in debating moral issues is well developed. Year 2 pupils identified some of the characteristics of good and bad behaviour in a story of Rama and Sita. In Year 5, a lively discussion involving the vast majority of the class for a full half-hour revealed well thought out views on crime and punishment. Pupils have good attitudes to their studies and behave well.
130. The newly appointed subject leader has been dynamic in his attempts to rectify the situation. In a very short time he has produced good quality detailed guidance booklets to support colleagues in teaching, particularly about major world religions. He has prepared interim plans to try to cover as much of the syllabus as possible in the time available, and to prevent inappropriate repetition. As a result, teaching observed during the inspection was satisfactory overall because teachers' plans now have a clear focus for learning. The subject leader is not, however, able to monitor classroom teaching to see how effectively the new plans are being implemented. Teachers generally manage classes appropriately and ask suitable questions in order to foster reflection and discussion. This is especially effective in junior aged classes, where teaching is good in this respect because teachers make pupils think hard and express their opinions. This approach needs to be extended to explore personal responses to beliefs. Pupils behave well, and show respect, both to other views expressed in class and also to different faiths. A Year 5 class studying aspects of Islam handled artifacts with great respect, made sensible observations and asked pertinent questions with interest.
131. The subject leader has attended a consultation meeting with members of the local education authority's working party to discuss the new agreed syllabus so that he may make plans with the most up-to-date information possible. Resources have been revised to include authentic materials to support the study of Islam, with plans to purchase materials for Buddhism next. Thanks to support from the local Baptist church, the school has been able to purchase new Bibles, which is improving pupils' access to resource material. Pupils visit churches as a result of the good links with local clergy. Visits to places of worship of other religions have not been made for some time, but contacts have recently been made with a synagogue and approaches to a Sikh temple are in hand. The outlook appears good, but the school does not yet provide enough lesson time to enable the agreed syllabus to be fulfilled.