

# INSPECTION REPORT

**WHAPLODE CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Whaplode, Spalding

LEA area: Lincolnshire

Unique reference number: 120555

Headteacher: Mr T. Dainty

Reporting inspector: Miss C. Thompson

22822

Dates of inspection: 7<sup>th</sup> – 10<sup>th</sup> May, 2002

Inspection number: 195145

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

© Crown copyright 2002

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:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Mill Lane Whaplode Spalding Lincolnshire
Postcode:	PE12 6TS
Telephone number:	01406 370447
Fax number:	01406 370447
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs G. Green
Date of previous inspection:	19 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22822	C. Thompson	Registered inspector	Geography History Information and communication technology Music Religious education Equality of opportunity Provision for pupils with special educational needs Provision for pupils with English as an additional language	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19697	J. Moorhouse	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18709	A. T. Bee	Team inspector	English Art and design Physical education Areas of learning for children in the foundation stage	
2274	V. Rogers	Team inspector	Mathematics Science Design and technology	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Power House Inspections

Grasshoppers  
1 Anglesey Close  
Chasetown  
Burntwood  
Staffordshire  
WS7 8XA

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>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</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**

Whaplode C of E Primary is a smaller than average rural school serving Whaplode and the surrounding area which is not disadvantaged in terms of unemployment but many pupils live in remote areas and, as such, can be disadvantaged. Thirty pupils are bussed to school. The number on roll has risen from 159 at the time of the last inspection to the present 181, made up of 108 boys and 73 girls. There is no Nursery class although there is a private pre-school group on site. There are 23 children in the Reception class. Very nearly all pupils are white with their origins in the United Kingdom. There are no pupils for whom English is an additional language. A very small number of pupils are eligible for free school meals. Twenty-seven pupils are on the school's register of special educational needs, including two with statements which is below the national average. The main areas of their difficulties are dyslexia and severe learning. Attainment on entry, as measured by initial testing in the Reception class, shows children attain around the levels expected for their age, although few exceed these.

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

The school provides a sound education for its pupils who attain standards typical for their age. The school gives satisfactory value for money. Teaching is never less than satisfactory and staff work very well together as a team. The school has adequate strategies to promote educational inclusion and equal opportunities for all. Leadership and management are unsatisfactory. The planned retirement of the headteacher at the end of this school year and lack of effective management procedures mean that there is no clear sense of direction for the school.

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

- Pupils have good attitudes to school and behave well.
- Provision for pupils' moral and social development is good.
- Throughout, relationships are good.
- Pupils achieve good standards in handwriting.

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

- Raise standards in English, mathematics and science.
- Leadership and management of the school are unsatisfactory.
- Information gained from assessing and marking pupils' work is not used effectively to help them make maximum progress.
- Outdoor provision for children in the Reception class is unsatisfactory.
- Provision for pupils' cultural development is unsatisfactory.
- The application of health and safety procedures is unsatisfactory.

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

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

The school was last inspected in May 1997. Since then improvement has been satisfactory. Standards have remained around average. The school has addressed the key issues identified by the last inspection adequately, particularly in raising standards in science and improving the presentation of pupils' work. Currently, the school does not have effective procedures in place to check on the quality of education it provides, therefore, the capacity to improve is unsatisfactory.

### **STANDARDS**

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

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

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

Standards fluctuate from year to year but remain around average with improvement in line with the national trend. Compared to similar schools<sup>1</sup>, standards are average except in English where they are below. Over the same three years, standards attained by seven year-olds are generally below average, particularly in writing where standards in 2000 were similar to the lowest five per cent of schools in the country and in 2001 compared to similar schools, standards were also very low. In science, in 2001 teacher assessment, standards were similar to those in the lowest five per cent of schools in the country. The school sets realistic targets for attainment in National Tests but does not have a secure understanding of pupils' progress over time in order to set more challenging targets.

Inspection evidence shows standards attained by seven and 11 year-olds in English, mathematics and science are broadly in line with those expected, except in seven year-olds' writing, where they are below. Children in the Foundation Stage are attaining in line with the nationally determined early learning goals. Standards attained by seven and 11 year-olds in art and design, religious education, information and communication technology (ICT), geography and history are around those expected. In design technology, standards in the 'making' element of the subject are sound. In music and physical education there was not enough evidence to give a definitive judgement on standards in all areas of the subjects.

In the main, pupils achieve reasonably well. However, the school does not ask itself 'How can we do better?'. Results of tests and marking pupils' work are not used to set challenging targets for individuals to help move them on at a good rate. Across the school, a few higher attaining pupils are underachieving. Pupils with special educational needs achieve satisfactorily and those with statements make good progress because they receive good help from their proficient learning support assistant.

<sup>1</sup> Similar schools are those with a similar proportion of pupils known to be eligible for free school meals.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school and are keen to learn. In group work they take turns and help each other well.
Behaviour, in and out of classrooms	Good. Pupils work and play together considerately. They are courteous and friendly.
Personal development and relationships	Good. Pupils have a good understanding of the effect of their actions on others. They respond positively to opportunities given to show initiative and take responsibility.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

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

Teaching and learning are satisfactory throughout. Strengths in teaching are good relationships and management of pupils which help them to settle quickly and concentrate on their tasks. Good teaching was observed in over half the lessons; however, judgements also take account of teachers' planning and examination of pupils' work. It is in these areas and some lessons where the lack of strong leadership to raise standards and guide teachers is evident. Teachers know their pupils well and most have a good idea of where they are in their learning. However, there are no whole-school procedures to guide teachers in making good use of this knowledge to plan lessons to ensure pupils make the best possible progress. In several lessons, tasks were aimed at pupils of average ability; therefore, there was not always enough challenge for the more able and some less able pupils struggled. Teaching in the Reception class is sound and good in encouraging children's personal and social development. All teachers have at least sound subject knowledge including in English and mathematics. Literacy and numeracy skills are taught satisfactorily, although in mathematics the over-reliance on worksheets and text books constrains progress for some pupils. Teaching and learning for pupils with special educational needs is satisfactory and good for those with statements. In the main, homework is set in accordance with government guidelines but little evidence was seen of pupils being set work in subjects other than English and mathematics and most of this was worksheets. Handwriting is taught systematically through the school so that standards of presentation are good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall and enriched by the residential visits for older pupils. Curriculum provision for Reception children is sound overall, but the provision for outside activities is unsatisfactory. There is no overall picture of the skills pupils should be learning within subjects and when they should do this.
Provision for pupils with special educational needs	Satisfactory overall and good for pupils with statements of special educational need. Pupils have appropriate individual education plans, although the small number with behavioural difficulties do not and the school must ensure these are in place.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Sound overall with strengths in the good provision for pupils' moral and social development. Provision for cultural development is unsatisfactory. Not enough opportunities are given for pupils to extend their cultural awareness and learn about the values and traditions of cultures other than their own.
How well the school cares for its pupils	Unsatisfactorily. Not enough attention is paid to child protection and health and safety issues. There are no effective whole-school arrangements for checking on pupils' progress and setting work to help them achieve their best.
How well does the school work in partnership with parents	Satisfactorily. Parents receive adequate information and make a sound contribution to their children's learning. Pupils' annual reports provide satisfactory information about progress although the opportunities for parents to discuss their child's progress are limited when compared to very many schools.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. There is no clear and purposeful direction for the school in raising standards. Though all staff work hard and very well as a team, they lack strong leadership to focus their energies and talents to best effect. The school does not apply the principles of best value effectively. It is not questioning how it can do better, nor is it consulting with parents or pupils regularly about their views of the school.
How well the governors fulfil their responsibilities	Satisfactorily. Governors are very supportive of the school. However, they are not fully aware of areas for improvement in the school because there are no systems in place to provide this information.
The school's evaluation of its performance	This is a weakness because there are no effective systems to check on teaching and pupils' standards of work. Therefore, there is no understanding of the strengths and areas for improvement and the best way to raise standards.
The strategic use of resources	Satisfactory. Monies allocated to the school for specific purposes, such as special educational needs, are used to pupils' advantage. Staffing, accommodation and resources are adequate for teaching the National Curriculum although the number of support staff is low. Accommodation

	is kept very clean but the hall and corridors are far too cluttered because designated storage areas are not tidied and used properly.
--	--

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy school.</li> <li>• Children behave well.</li> <li>• Teachers are helpful and approachable.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A high number of parents expressed dissatisfaction with the number of supply teachers particularly for Year 1 pupils.</li> <li>• Parents would like more information about how their children are getting on.</li> <li>• A high number of parents would like to see more activities outside lessons.</li> </ul>

Inspectors agree with parents' comments. Whaplode pupils are very pleasant young people who enjoy coming to school. Recruitment of teachers is a difficulty. Year 1 have had several supply teachers but the school has now employed a teacher for one term. Information for parents is adequate but more could be done to let parents know about the work their children will be doing in class. Most schools have at least two formal occasions when parents can talk to teachers. The number of out of lesson activities and inter-school sports activities has dwindled in the past years and there is not much on offer. However, the provision of these activities is heavily reliant on teachers and/or parents giving their free time to run them.

## **PART B: COMMENTARY**

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

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

Results show:

- Results of national tests for seven and 11 year-olds have fluctuated since the last inspection with no clear trend of improvement;
- over time, seven year-olds attain standards in reading, writing and mathematics that are generally below the national average;
- in 2001 science teacher assessments for seven year-olds, standards were well below average;
- compared to similar schools in 2001, seven year-olds attained very low standards in writing and science but above average standards in reading and well above average in mathematics.
- over time, 11 year-olds generally attain standards around the national average in English, mathematics and science.
- compared to similar schools in 2001, standards for 11 year-olds were average in mathematics and science but below average in English.

Inspection evidence shows:

- Attainment on entry is broadly average;
- by the end of their time in Reception nearly all children will attain the nationally determined early learning goals;
- most pupils make reasonable progress;
- higher attaining pupils are not stretched;
- pupils with special educational needs achieve soundly and those with statements do well;
- standards attained by seven and eleven year-olds are around average except in writing for seven year-olds where they are below.

1. National Curriculum test results show standards for seven year-olds are generally below the national averages with particular weaknesses in reading and writing. In reading, boys do not do as well as boys nationally and are around a term behind. In writing, neither boys nor girls do well and over a three year average, are around two terms behind average. In mathematics, there is not a consistent picture and over three years, both boys and girls are in line with their average. In 2001, a higher than average proportion of pupils attained the higher Level 3 in reading and mathematics, mainly because there is a higher than usual number of higher attaining pupils in this year group. In teacher assessments for science in 2001, standards were well below average with no pupils attaining the higher Level 3.

2. National Curriculum test results show that over time, standards for 11 year-olds are generally around average in English, mathematics and science. In 2001, around the average proportion of pupils attained the higher Level 5 in mathematics and science but the proportion was below average in English. Boys and girls do equally well.

3. When children start school, attainment is around average, although few exceed this. By the end of their time in Reception, the nearly all children are likely to attain the expected levels in all areas. Children make satisfactory progress overall but there are a few higher attaining who could do better if work was more carefully matched to their abilities.

4. Many pupils in Year 1 are not achieving as well as they should as a result of being taught by a high number of supply teachers. Several pupils have also developed unsatisfactory attitudes to their work and their present teacher is having to work hard to bring them back into line. However, she is being very successful and pupils are responding to her high expectations but still need many reminders. Lack of useful and informative assessment procedures in the school also means that there is no clear picture of what these pupils know and understand and at what level of the National Curriculum they are functioning. As a result, the very competent teacher is frequently having to readjust her planning and teaching to match pupils' abilities and address 'gaps' in their learning.

5. In the remainder of the school, most pupils achieve satisfactorily in all subjects (except writing for seven year-olds) although higher attainers are often not set suitably challenging work and do not achieve as well as they might. The reason for this is the lack of efficient assessment procedures to pinpoint what a pupil knows and understands and what needs to be taught next to help them make optimum progress.

6. In English, mathematics and science, 11 year olds are attaining in line with expectations. Seven year-olds are also attaining in line with expectations except in writing where they are below. Standards attained by seven and 11 year-olds in art and design, religious education, ICT, geography and history are around those expected. In design technology, standards in the 'making' element of the subject are sound. In music and physical education there was not enough evidence to give a definitive judgement on standards in all areas of the subject.

7. Pupils with special educational needs achieve satisfactorily and those with statements do well because they receive knowledgeable and sensitive support from their learning support assistant.

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

Strengths are:

- Pupils' positive attitudes to school and their work;
- relationships are good;
- pupils thrive on the opportunities presented to show and take responsibility.

Areas for improvement:

- Develop further the opportunities for all pupils to take responsibility.

8. In the Reception class, all children show positive attitudes to learning, settle in well and enjoy coming to school. Behaviour is good and they develop good relationships with the adults who work with them and with each other. When given the opportunity, children develop independence skills as they dress and undress themselves confidently during physical development lessons and begin to tidy up at the end of sessions.

9. Pupils' attitudes to school are good and their attitudes to learning are positive. Pupils are interested in what is being taught and enjoy coming to school. They rise to the challenge when teaching is demanding and enjoy practical tasks. This situation has been maintained since the time of the last inspection. Pupils' positive attitudes were noted in virtually all lessons and this enhanced their learning. Pupils in Year 3 developed their ideas enthusiastically for a three dimensional sculpture during an art and design lesson and the very good attitudes of Year 6 pupils in a music lesson contributed to their improved performance. Pupils are capable of working independently and concentrating on tasks, as noted in a Year 4 mathematics lesson calculating the area of a rectangle and a Year 6 science lesson involving investigation. Inspectors saw pupils working together collaboratively

during lessons, for example in a Year 5 geography lesson when extracting information from a map. Pupils in Year 2 were seen working co-operatively in pairs during a physical education lesson. A significant number of parents replying to the questionnaire agree their child likes school and inspection findings confirm their views. The majority of pupils try hard to do their best in lessons.

10. At the time of the last inspection behaviour throughout the school was good. This situation has been maintained and inspectors saw consistently good behaviour in classrooms, in the playground and in the dining hall during lunchtime. Pupils are aware of the standards of behaviour that are expected and meet these standards consistently, including when moving around the school unsupervised. A significant majority of parents responding to the questionnaire agree that behaviour in the school is good. There have been no exclusions in the last school year.

11. Pupils respond willingly to opportunities to be involved in the life of the school. The majority of older pupils have responsibilities within their classrooms and for keeping shared areas tidy. Some classes have a rota of 'class monitors' and older pupils have duties and responsibilities around the school. These include ringing the 'five minute warning' bell before the end of sessions, helping younger pupils with reading during lunchtime and getting out the play trolley at morning break time and lunch time. Pupils handle these opportunities reliably and efficiently. The majority of pupils take their duties seriously and have a good sense of responsibility that is carried through into their work. Inspectors found pupils interested, polite and friendly. Pupils respond well to the rewards for good work, effort and behaviour that are acknowledged publicly during the weekly awards assembly.

12. Relationships in the school are good. Pupils were seen to have respect for the feelings and values of others and this accords with one of the school's aims. No incidences of unkind behaviour were seen between pupils and they understand the consequences of unkindness or bullying. Bullying is discussed during assemblies and pupils know to approach the headteacher, senior lunchtime supervisor or other staff. Older pupils were seen helping younger ones during lunchtimes and distributing play equipment fairly. Pupils form good relationships with teachers and other adults, including visitors. In classes, the relationship between the teacher and pupils is of a consistently good quality and this has a positive effect on pupils' personal and academic development. Inspectors saw good relationships enhancing learning during mathematics lessons in Year 6 and Year 3.

13. Attendance in the school is satisfactory with figures in line with those of other primary schools nationally. At the time of the last inspection, attendance was said to be good. Pupils are keen to come to school and are generally punctual. This enables lessons to start on time and the school day to get off to a good start.

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

Strengths are:

- Good relationships;
- management of pupils is good.

Areas for improvement:

- Using outcomes of assessment to match work to pupils' abilities and set crisp targets for improvement and sharing these with pupils;
- ensure learning objectives are clear.

14. Overall, teaching and learning are satisfactory throughout the school; there is no unsatisfactory teaching and much that is good. Judgements about teaching also take into account examination of teachers' planning and pupils' work. Six per cent of teaching observed in the inspection was very good, 50 per cent good and 44 per cent satisfactory. There has been an improvement in the quality of teaching since the last inspection when ten per cent was less than satisfactory.

15. In the Reception class, teaching is satisfactory and occasionally good. Speaking and listening skills are promoted consistently in all activities. The teacher and teaching assistant interact well within groups, activities are interesting and satisfactorily resourced. In the best lessons, opportunities are not missed as new skills and vocabulary are reinforced. Learning is good during lessons where children acquire new knowledge, develop ideas and increase their understanding. This was particularly evident where children were exploring sound and music patterns during a music lesson. Teachers' planning is sound but lacks detail which links to the recommended guidance the school uses to plan. Day to day assessments are satisfactory but this information is not systematically shown in the weekly planning and used to move individuals or groups of children onto the next step of learning. As a result, sometimes children are given work which is either too easy or too hard for them which affects progress over time and means some children do not make the progress they should.

16. All teachers manage their pupils well and establish good relationships; there is good mutual respect. Learning support assistants are a valued and effective part of the teaching team. They also establish good rapport with pupils they support and liaise well with teachers to the benefit of all.

17. Teaching and learning in English and mathematics are satisfactory. Staff are familiar with both national strategies for numeracy and literacy and make sound use of the associated frameworks for teaching. In the best lessons in both subjects, teachers match the content of the lesson to the abilities of their pupils and move the lessons along at a brisk pace. As a result, pupils make good gains in their learning. In both subjects, the weakness noted in some lessons and in examination of pupils' work, is that teachers are not planning work to suit pupils' different abilities which means that higher attainers are not stretched and lower attainers sometimes struggle and neither learn at a good pace. Marking of pupils' work is not used as effectively as it could be to note what pupils have learned and need to learn next. With the exception of Year 5, marking is not used to help and guide pupils to improve their work. The main reason this weakness persists is that there has been no clear leadership and professional development provided to raise teachers' awareness of how to use assessment really effectively for individual target setting. In mathematics, there is an over-dependence on the use of a commercial mathematics scheme and workbooks. Teachers are more than capable of planning and teaching without an over-use of these aids but there has been no evaluation of the effectiveness of text books, so the tradition continues.

18. Teaching in science is satisfactory overall with the same strengths and weaknesses noted in English and mathematics. However, there is an added difficulty in science because the school operates a system of two year rolling programmes which makes it difficult to pinpoint which skills pupils need to learn or build on. This problem is exacerbated by the lack of a comprehensive system for keeping track of pupils' attainment in the subject. In art and design, teaching and learning for Years 1 and 2 are good. Lessons are carefully planned, activities are interesting and result in pupils developing positive attitudes to the subject. In history, teaching and learning in lessons were good with a strong emphasis on encouraging pupils to look for and use sources of evidence to substantiate their ideas. In physical education, teaching and learning are satisfactory overall. Not enough lessons were observed in music, ICT, geography, design and technology and religious education to give a definitive judgement on the quality of teaching.

19. In the main, teaching meets the needs of all pupils. However, there are lessons where higher attaining pupils are not given enough challenge to move their learning on at a good rate. Learning objectives are stated in teachers' planning but often these are too broad and do not help the teacher focus on 'What I want these pupils to have learned by the end of the lesson'. Individual education plans are appropriate so that pupils with special educational needs make sound progress. Pupils with statements of special educational need have good support from a proficient learning support assistant and make good progress as a result. The small number of pupils with behavioural difficulties do not have an individual behaviour plan, therefore it is difficult to track the strategies used and progress, or otherwise, these pupils make.

20. Homework is set according to government guidelines but evidence shows this is mainly in the form of worksheets which constrains opportunities for pupils to develop strategies for independent study.

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

Strengths:

- The curriculum is broad and balanced;
- sound strategies for teaching literacy and numeracy;
- good provision for pupils' moral and social development.

Areas for improvement:

- Clearer identification of the progressive development of skills, knowledge and understanding as pupils move through the school;
- planned provision for pupils' spiritual development;
- opportunities for pupils to develop an understanding of multi-cultural diversity;
- the time allocated for teaching for Years 3 to 6.

21. The curriculum planned for pupils is broad and generally well balanced and meets the requirements of the National Curriculum and the locally Agreed Syllabus. The amount of weekly lesson time for Years 3 to 6 is below the recommended minimum by one hour and fifteen minutes. Since the last inspection the school has reviewed curriculum documentation for all subjects to take into account the recommendations of national initiatives. The curriculum planned for the Reception class provides a broad range of opportunities and experiences for children to meet the early learning goals. The school ensures full access to the curriculum for all pupils, including those with special educational needs and irrespective of gender, race, ethnicity, disability or life style.

22. Since the previous inspection, the headteacher has taken over the role of curriculum leader. The school has fully implemented the national strategies for teaching literacy and numeracy and school policies take into account the recommendations of national guidance. These provide the basis of the school's long-term plan. The school schemes of work take into account the recommendations of the Qualification and Curriculum Authority's (QCA) guidance, which are used as the basis for the school's work. Planning in Key Stage 2 (Years 3 to 6) is based on a two-year rolling programme for subjects other than English and mathematics, one for Years 3 and 4 and one for Years 5 and 6, to ensure full coverage of the curriculum. Each subject has a long-term plan that ensures that knowledge is acquired progressively as pupils move through the school. However, although the school has adopted the QCA recommended schemes of work for each subject to ensure coverage of all the suggested units of work, they have not yet clearly identified what skills pupils are intended to learn each year. Additionally, because the programme of work in each subject is taught over



two, two-year rolling programmes, skills from the suggested units are not taught progressively from year to year. As a result there is not an adequate structure to keep track of pupils' progress and plan the curriculum and lessons on the basis of where they are in their learning. Teachers' medium-term planning identifies more specifically where each unit of work is to be taught, whilst short-term planning identifies more specifically what is to be taught within lessons. Although teachers identify learning objectives for the lessons, these are generally broad and do not identify clearly enough exactly what pupils are to be taught.

23. Provision for literacy and numeracy is effective for most pupils, particularly for the average and lower attaining pupils who have benefited from the more systematic approaches used to teach basic skills. However, these benefits are less evident for the higher attaining pupils as work is generally focused on that expected of an average pupil at each age range, ignoring the fact that a significant number of pupils are capable of doing better than this. The school lacks an overall plan for teaching all aspects of English and mathematics right across the curriculum, not just what is taught through the Literacy and Numeracy Hours. At the moment, coverage of areas such as speaking and listening skills, drama, writing in different contexts, investigative skills in mathematics and science and links with ICT is not adequately co-ordinated centrally.

24. The provision for pupils' personal, social and health education is satisfactory. The school has a policy for this aspect although it does not yet feature regularly on the timetable of all classes. Information about drugs' misuse is taught as part of this programme and the science curriculum. The school nurse visits the school to lead a series of lessons in sex education with older pupils. Parents are well informed about the arrangements for sex education lessons and have opportunity to withdraw pupils from these lessons if they wish to do so.

25. Learning is supported by a range of educational visits to the local area including places of worship and areas further afield. Visitors to the school include the local vicar, musicians, sculptors, and also visitors to support pupils' work in history. The school provides a satisfactory range of extra-curricular activities which include French, netball, rounders, ICT, and a recorder group organised for younger pupils by pupils from Year 6. Pupils in Years 5 and 6 have opportunity to take part in a residential visit. The range of extra-curricular activities has dwindled since the last inspection, especially in sports activities and inter-school competitions.

26. There are close links with the playgroup housed on the school site, as well as appropriate links with the six local secondary schools to which pupils transfer. There are opportunities for Year 6 pupils to visit the secondary schools before they transfer and teachers from the schools visit to meet with pupils before they move to their schools.

27. The provision for pupils' spiritual, moral, social and cultural education is satisfactory overall with particular strengths in provision for pupils' moral and social development. Provision for pupils' spiritual development is satisfactory. There are, however, strengths within this provision. The school places great value on relationships and mutual respect. Religious education lessons make a positive contribution to pupils' spiritual development. Through an understanding of the meaning behind religious practices, pupils are helped to value the opinions and beliefs of others. Teachers use incidental opportunities to promote a sense of wonder in some lessons. However, there are no written guidelines to help teachers to incorporate a spiritual dimension into each subject area. Drama is underused as a way of helping pupils to explore feelings and emotions.

28. Provision for pupils' moral development is good and strongly promoted by the high expectations of good behaviour maintained by all staff. These help pupils to understand the

difference between right and wrong. Some classes have their class rules displayed in their rooms, although this is not a feature through the school. There are instances when teachers use discussion within other lessons to promote pupils' moral development, such as in a literacy lesson when the teacher used the story '*Cheat*' as the shared text; this led to a good discussion about the implications of cheating on others.

29. The school makes good provision for pupils' social development. Relationships between pupils and staff are good and from this relationship, pupils develop an understanding of what the school expects from them. Pupils are given opportunities within lessons to work together in groups. In most lessons teachers provide opportunities for pupils to work together and co-operate and they are encouraged to share their ideas and equipment with each other. Older pupils have some responsibilities within school, such as taking messages and monitorial duties. They are encouraged to use their initiative when arranging activities to raise funds for charitable causes.

30. Provision for pupils' cultural development is unsatisfactory. Pupils have some opportunities to develop their knowledge of European artists and musicians within the curriculum, but these opportunities are generally limited. In history, pupils develop a sense of British culture and how people in the past contributed to today's lifestyles and customs, whilst in geography teachers provide opportunities for pupils to understand how different peoples live. Pupils become aware of other faiths and traditions through their religious education lessons and celebration of some other cultures in dance for example. However, the provision for pupils' multi-cultural development is a weakness and pupils are not prepared satisfactorily for life in contemporary Britain. Although some opportunities are provided, these opportunities are limited within lessons such as music and art and design and there are few visitors coming to the school, for example, so that pupils can develop their understanding of different ways of life.

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

### Strengths:

- Teachers know their pupils well.

### Areas for improvement:

- Child protection procedures are unsatisfactory;
- not enough attention is given to health and safety issues;
- the lack of procedures for monitoring pupils academic performance is a weakness.

31. Procedures for child protection and ensuring pupils' welfare are unsatisfactory. Although staff are aware of named child protection personnel, procedures are unstructured and the need to implement a more formalised approach noted in the previous inspection report, has not been addressed. There is no evidence of the thorough and careful monitoring required to provide the good conditions for pupils to learn. The school does not have a child protection policy or documentation indicating compliance with local procedures. Staff have not been trained in child protection procedures. The school has a full-time member of staff qualified in first aid. All staff have undertaken basic first aid training and the necessary procedures are in place for dealing with minor accidents or incidents. There is an acceptable policy for health and safety procedures. A comment in the report of the previous inspection related to health and safety has not been addressed. The school caretaker monitors health and safety on a day-to-day basis but no formal assessment is made regularly across the school. Until recently, a member of the governing body has been involved with termly assessments and health and safety has been an agenda item for governing body meetings. A number of safety issues were discussed with the school during the inspection. Governors

are not always paying due regard to the need to provide a safe and secure environment for pupils and staff.

32. Supervision at lunchtime is organised satisfactorily by a team of four supervisors. Lunchtime is an orderly occasion as pupils behave in a mature way and take responsibility for their own discipline. Pupils treat supervisors with politeness and courtesy. Supervisors make positive comments for good behaviour and attitudes directly to pupils. There is useful daily contact between the supervisors, the headteacher and class teachers. Members of the lunchtime staff are aware of pupils whose behaviour is being monitored and report back to class teachers on those individuals. Lunchtime is a happy occasion that contributes to pupils' personal and social development.

33. The school has satisfactory procedures for monitoring absence and lateness. There is a very small number of pupils who are persistently absent. In the first instance, absence is monitored by the class teacher and checked weekly by the school secretary who sends appropriately worded letters when necessary. Parents are made aware of their responsibilities through the school's prospectus. When the need arises, polite reminders on the need for punctuality are included in letters to parents.

34. The school has satisfactory procedures for monitoring and promoting good behaviour. There are no whole school rules displayed although they are listed in the school's prospectus. Some classes have their own rules or operate their own reward systems. There is an expectation of a high standard of behaviour that is consistent throughout the school. The level of behaviour expected is clearly understood by pupils and parents. Teachers value good work and each class has a cup awarded weekly for good work or trying hard. There is a comprehensive anti-bullying policy. Inspectors saw no incidences of unkind behaviour between pupils and pupils know the consequences of unkindness or bullying. Parents attending the pre-inspection meeting agreed that if bullying does occur their children know where to go for help. Staff know their pupils well and monitor their personal development in an informal way.

35. The lack of procedures for monitoring pupils' academic performance is a weakness. The most noticeable results of this weakness are that there is no system for tracking pupils' progress over time as they move through the school and work is not always matched to pupils' abilities. Since the previous inspection, the school has made insufficient progress in developing assessment procedures, mainly because the headteacher and senior management are not questioning how they can improve standards. Results of National Curriculum tests and end of year tests are analysed and some use is made of the outcome, such as grouping pupils according to ability. In mathematics the school has started to analyse the statutory tests and this information is being used to identify and target weaknesses. The school has noted the low results in writing for seven year olds but has not put procedures in place to improve standards. In English and mathematics, assessment procedures are sound. In science, more work needs to be done to develop a common format for recording pupils' attainment. In other subjects there are no consistent assessment procedures in place.

36. Teachers know their pupils well and most have a good idea of what their pupils know and understand. It is the lack of procedures for pinpointing what a pupil knows and understands that is holding back progress. Teachers do not consistently assess pupils' learning and then use this information to move individuals and groups of pupils on to the next stage of learning. During inspection it was noticeable in many lessons that all pupils were expected to complete similar tasks. In English, the deputy headteacher has very recently introduced some target setting for writing. This is a step in the right direction but more needs

to be done to make these targets really useful; for example, referring to the targets when marking pupils' work.

37. The school fully complies with the requirements to administer statutory tests at entry to school and at the end of Years 2 and Year 6. The school has an adequate software system for tracking pupils' progress but it is not in use yet because information has not been entered. Assessment of pupils with special educational needs is sound with good support given by outside agencies. All pupils have individual plans which are tailored to their identified needs although more needs to be done to make the success criteria easier to measure.

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

Strengths:

- Parents have positive views of the school;

Areas for improvement:

- Provide more opportunities for parents to discuss their child's progress;
- provide parents with more information about what is to be taught.

38. The school has a satisfactory partnership with parents. At the time of the last inspection this partnership was said to be good. Parents' views of the school are positive and the school continues to work towards promoting an effective relationship with parents. A majority of parents responding to the questionnaire agree the school works closely with them, although 17 per cent of parents did not. Parents attending the pre-inspection meeting agreed that staff are approachable although informal contact between parents and teachers is limited as parents of older pupils wait for their children at the school gate and it is even more difficult for parents of children 'bussed' to school. There is a well-written and informative school prospectus containing all necessary and relevant information including admissions procedures. Letters to parents are well presented and informative and questionnaires have been sent to parents on topics such as school uniform and the home school contact. The contribution of parents to pupils' learning is limited and few help in school. One parent helps with swimming, another during ICT lessons and family members do help when pupils go on trips. The vast majority of parents have signed the home school agreement. The agreement is included in the school's prospectus and has strengthened co-operation between parents and staff.

39. The majority of parents responding to the questionnaire feel well informed about how their child is getting on at school. However, a significant minority did not agree with this statement and the school could usefully investigate the reasons for this dissatisfaction. Parents attending the pre-inspection meeting agreed that they do not receive enough information about how their child is getting on and parents spoken to during the inspection agreed with their views. There are two parents meetings each year, one formal and one informal. At the formal meeting, parents are given information on the progress of their child. Parents attending the pre-inspection meeting would like to receive advanced information about what is going to be taught in the class but the school has no formal system for disseminating this information. Parents use the home school diary as a means of communication but have found inconsistency amongst staff in the use of the diary. Parents attending the pre-inspection meeting were happy with pupils' annual reports although parents spoken with during the inspection agreed that the issuing of reports two days before the end of the summer term is rather late and limits the opportunity for parents to talk with class teachers after reports have been distributed. (The school states that this is not the usual timescale. In 2001 National Curriculum test results were issued late and therefore reports were sent home later in the term than is usual). Reports scrutinised during the inspection contained a thorough and systematic record of work pupils had undertaken and some

information on personal and social development. Targets of a very broad nature for the next school year are included.

40. The arrangements for the setting of homework and the type of tasks parents may expect their child to do at home are given in the homework policy. The policy is not referred to in the school's prospectus where only an expectation of pupils reading at home is mentioned. Parents attending the pre-inspection meeting had experienced an inconsistent approach amongst staff in the use and setting of homework. Inspectors saw some setting of homework in line with the policy and all pupils taking reading books home. There was no evidence of topic work being undertaken at home by older pupils.

41. There is an active and committed 'Friends of the School' committee who run a number of well supported fund raising events throughout the year. Money raised has been used to purchase extra resources such as books and ICT equipment and to enhance the school environment. Similarly, there is a very active 'Swimming Pool' committee who work very hard to raise the substantial funds needed to run and maintain the school's swimming pool.

42. A high number of parents expressed their concern about the number of supply teachers for Year 1. Information supplied by the school for spring term 2002, shows that on occasions the class was split and dispersed into Reception and Year 2 and for the rest of the term they had five different teachers. Inspection evidence shows that this has had an effect on pupils' progress and attitudes and highlights the need to have good assessment procedures in place so that teachers taking over a class are aware of pupils' level of ability. The class are to have their present, very competent, teacher for the remainder of the school year which should improve the situation.

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

Strengths:

- Pupils and staff feel valued;
- governors are very supportive.

Areas for improvement:

- There are no systems in place for evaluating the quality of education the school provides;
- the school's aims do not include high achievement for all;
- health and safety issues are not given a high priority;
- the principles of best value are not applied satisfactorily.

43. The headteacher has planned to retire at the end of this school year (2002). At the time of inspection, no appointment had been made at the first set of headship interviews (March 2002). The post is to be re-advertised and the present deputy will be acting-headteacher until the start of January, 2003.

44. Leadership and management are unsatisfactory which demonstrates a decline in these crucial areas since the last inspection:

Leadership is unsatisfactory because:

- There is no clear vision for the future development of the school;
- there is no clear commitment in the school's aims to raising standards;
- talented staff have not been provided with opportunities to develop their roles.

Management is unsatisfactory because:

- There are no systems for checking on the quality of teaching and learning, therefore;
- no sound basis for strategic planning;
- delegation is unsatisfactory;

- health and safety issues are not given enough attention.

45. At the time of the last inspection, it was reported 'The headteacher provides a quality of leadership that has produced a very caring school where everyone feels valued and supports one another'. Inspectors agree that the caring qualities remain and noted the very good team spirit amongst all staff and good relationships throughout the school.

46. At the time of the last inspection it was noted that the aims of the school were mainly related to the curriculum and that the school needed to review them. The school has done this but there are no aims relating to high achievement.

47. Performance management is in place. The deputy headteacher completes the required classroom observations. At the time of the last inspection it was noted that 'Ways now need to be found to enable the headteacher to monitor teaching'. However, there are no systematic procedures, such as a regular programme of classroom observations and scrutiny of pupils' work, in place and this is a weakness. As a result, there is no clear understanding of the strengths and areas for improvement to form a basis for planning for future improvement. The present school improvement plan has been written by the school's link local education authority inspector but it is not a useful document to take the school forward. Staff and governors have been allowed minimal input and it is not founded on a thorough knowledge of the school. Financial management has been hampered by recent changes in the local education authority's financial management system. Currently, the school is not actually certain as to how much surplus it has (inspectors were given three different figures) but in the past has managed finances prudently, therefore is not in an over-spend situation. The principles of best value are not applied effectively. There is little consultation with parents and pupils about what they feel are the strengths and areas for improvement in the school. The school does not challenge itself to do better or compare itself with other local schools.

48. Staff are talented and competent but have lacked the leadership to develop their professional knowledge in areas such as assessment and its use. As a result, assessment is not being used effectively as a tool for raising standards. Co-ordinators' roles are under-developed, as was noted in the last inspection. This area of the school's post-Ofsted action plan has not been achieved successfully. There have been some changes of staff which has caused some difficulty in this area but even established co-ordinators have no clear understanding of the quality of teaching and learning within their subjects because they have not been enabled to carry out observations and monitoring. As a consequence, there is not a clear picture of what needs to be done to raise standards further.

49. Governors are very supportive of the school and the astute chair of governors gives a great deal of her time to the school, as noted in the last inspection report. Roles and responsibilities are defined and all committee structures are in place. Governors' role in shaping the direction of the school is satisfactory but constrained because the headteacher does not have a clear view of the strengths and areas for improvement to inform governors. The governing body ensures that statutory requirements are met but, currently, is not giving enough attention to health and safety issues such as the state of the hall, the school pond and other issues raised verbally with them by the registered inspector.

50. Management of the curriculum is unsatisfactory. In response to issues raised by the last inspection, the headteacher is now the designated member of staff with responsibility for the management of the curriculum. However, there is no overall plan in place to show which parts of the curriculum are to be taught and when and which skills are to be taught. Several schemes of work have not been formalised and, as a result, have parts of one scheme with parts of another fitted in to the government's guideline schemes. The school is perpetuating

the system of rolling programmes of work for science, history and geography from the time when they school had mixed age classes. This system has not been evaluated now that there are single year group classes. The school does not meet the government's recommended minimum teaching time for Years 3 to 6.

51. Management of special educational needs is sound. There is good liaison between outside agencies and all staff regarding individual pupils. Learning support assistants play a valuable part in the progress pupils make both academically and in their self-esteem. Pupils have appropriate individual education plans but these should be improved further by carefully stating the success criteria in order to make them easier to measure. Annual reviews for pupils with statements of special educational need are carried out appropriately and meet requirements. The very small number of pupils with behavioural difficulties do not have an individual behaviour plan and this must be addressed.

52. Accommodation, staffing and resources are adequate for teaching the National Curriculum, with the following exceptions:

- The range of software available for use in the computer suite is limited and does not promote ICT skills across the curriculum.
- The range of software for pupils with special educational needs is not up-to-date and does not address the specific learning needs of pupils to help them make progress, especially in writing.

53. In some parts of the school, corridor space is cramped. Storage cupboards are cluttered and not used effectively. The hall is littered with extraneous furniture, music stands and old equipment and presents a great health and safety hazard for pupils. Compared to many schools, the number of support assistants is low and this is particularly noticeable in the younger classes in numeracy and literacy sessions. The library is under-used for developing pupils' library skills.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards in all subjects but particularly in English, mathematics and science and ICT by:
  - a. Making effective use of assessment in these subjects to pinpoint what a pupil knows and understands and needs to learn next so that work is closely matched to ability;
  - b. setting targets, based on the above (shared with pupils and their parents) for next steps in learning;
  - c. evaluating the use of mathematics text books;
  - d. in science, ensuring skills associated with the subject are developed systematically as pupils move through the school;
  - e. in subjects where there is none, put assessment procedures in place;
  - f. reviewing the time allocated to teaching for Years 3 to 6;
  - g. developing the use of ICT in all subjects.(Paragraphs: 1, 3, 17, 18, 21, 23, 36, 48, 50, 52, 65, 68, 69, 72, 76, 82, 84, 86, 89, 92, 93, 100, 105, 108, 109, 114, 117, 121, 122, 134)
  
- (2) Improve leadership and management by:
  - a. Defining, explicitly, the roles and responsibilities of the headteacher, deputy and co-ordinators;
  - b. putting in place a rigorous system for monitoring the quality of teaching and learning throughout the school, always keeping in mind the need to raise standards;
  - c. agreeing a timetable for observations to be made against established and agreed criteria;
  - d. recording and using the information gained from observations to help staff improve and establish consistent practices across the school;
  - e. putting in place a rigorous system (which involves co-ordinators) for evaluating pupils' learning (such as examining pupils' work books, pupil interviews);
  - f. making thorough analyses of National Curriculum and other test results and using the outcomes to make effective changes to the curriculum;
  - g. providing co-ordinators with time and authority to undertake their roles;
  - h. providing an overall curriculum plan, detailing what will be taught and which skills will be taught and when;
  - i. using information gained from b, e and f above to inform governors and strategic planning;
  - j. governors acting as a 'critical friend' and questioning if the school can do better.(Paragraphs: 22, 35, 44, 47, 50, 87, 94, 100, 105, 122, 125, 129, 134)
  
- (3) Use the information gained from assessing and marking pupils' work more effectively to help them make maximum progress by:
  - a. Putting in place an agreed, whole-school procedure for assessment to enable 1a above;
  - b. putting in place a system for assessing and recording pupils' attainment and achievement in subjects other than English and mathematics.(Paragraphs: 5, 15, 17, 19, 35, 42, 48, 55, 68, 86)
  
- (4) Improve the outdoor provision for Reception children by following national guidance.  
(Paragraph: 55)



- (5) Improve the provision for pupils' cultural development by:
- a. Providing appropriate training for staff;
  - b. providing meaningful experiences for pupils to help them develop an understanding of how particular faiths influence culture and traditions and the way people choose to live their lives;
  - c. providing opportunities for pupils to explore their own cultural assumptions and values;
  - d. providing more opportunities for pupils to learn about different cultures through art and design, music, literature and drama;
  - e. stating the school's cultural values.
- (Paragraphs: 30)
- (6) As a matter of urgency, improve the application of health and safety procedures by:
- a. Governors and the headteacher undertaking a rigorous health and safety audit and use the outcomes to make improvement;
  - b. delegating responsibility for regular health and safety checks to senior management and named governor and recording outcomes;
  - c. formalising child protection procedures and ensuring all staff receive training.
- (Paragraphs: 31, 44, 49, 53, 128, 129)

In addition to the key issues above, the following should be considered for improvement in the action plan:

- Improving the range of extra-curricular activities, especially sports.  
(Paragraphs: 25)
- Providing another 'formal' parents' evening for discussion of pupils' progress.  
(Paragraphs: 38, 39)
- Giving parents information about what their children will be learning in class.  
(Paragraphs: 39)
- Employing more learning support assistants.  
(Paragraphs: 53, 87)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	16	14	0	0	0
Percentage	0	6	50	44	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	181
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	25

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	10	16
	Girls	11	11	11
	Total	25	21	27
Percentage of pupils at NC level 2 or above	School	86 (69)	72 (56)	93 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	11	11	9
	Total	22	24	20
Percentage of pupils at NC level 2 or above	School	76 (63)	83 (75)	69 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	19
	Girls	9	8	9
	Total	22	21	28
Percentage of pupils at NC level 4 or above	School	71 (75)	68 (79)	90 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	19
	Girls	10	9	11
	Total	24	22	30
Percentage of pupils at NC level 4 or above	School	77 (75)	71 (82)	97 (82)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic 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)	8
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	3
Total aggregate hours worked per week	67.5

*FTE means full-time equivalent.*

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

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

*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 minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2001/2002
----------------	-----------

	£
Total income	354 385
Total expenditure	361 005
Expenditure per pupil	1 994
Balance brought forward from previous year	13 464
Balance carried forward to next year	6 844

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	0	1	2
My child is making good progress in school.	65	29	4	0	2
Behaviour in the school is good.	55	36	1	0	7
My child gets the right amount of work to do at home.	48	40	11	0	0
The teaching is good.	66	28	2	3	1
I am kept well informed about how my child is getting on.	52	26	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	74	22	2	1	0
The school expects my child to work hard and achieve his or her best.	65	31	2	0	2
The school works closely with parents.	40	38	12	5	3
The school is well led and managed.	60	28	4	3	5
The school is helping my child become mature and responsible.	57	33	3	2	4
The school provides an interesting range of activities outside lessons.	23	23	20	15	17

### Other issues raised by parents

Many parents expressed concern at the high number of supply teachers working with Year 1. One parent had a petition signed by 300 people requesting that the yellow 'no-parking' lines are extended as parking makes it unsafe for pupils at the start and end of school times.

## **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**

#### Strengths:

- The management of children;
- teaching of basic skills;
- relationships are good.

#### Weaknesses:

- Too few opportunities for structured outdoor play;
- weekly planning is not linked closely enough to the national guidance;
- day-to-day assessment and other assessment information are not consistently used to move groups and individuals onto the next stage of learning. When this happens children are given work which is either too easy or too difficult.

54. At the time of the inspection there were 23 children in the Reception class with none identified as having special educational needs. Children are admitted to the Reception class at the beginning of the autumn term where a teacher who is assisted by a part-time classroom assistant teaches them. After they have completed the satisfactory induction programme the children settle in quickly and enjoy coming to school. The majority of children enter school with average attainment.

55. The indoor provision for the Reception class is satisfactory but outside, provision is unsatisfactory. There are too few opportunities planned for structured outdoor play and the school lacks the necessary equipment to resource these sessions. No outdoor sessions were seen during the inspection. Apart from this area, the school has developed the provision for these young children in accordance with the national guidelines and the medium term planning is linked to this guidance. However, the teacher is aware of the need to link the weekly planning and the profiles which indicate what each child can do, more closely to the guidance. This will enable the school to track each child's progress through all areas of learning. Learning resources are satisfactory to promote all areas of learning inside the classroom. Reception children have regular opportunities to use the apparatus in the main hall to develop physical skills. The use of ICT to support learning is satisfactory.

56. Teaching is satisfactory and occasionally good. The teacher and classroom assistant promote all basic skills well, particularly the importance of listening carefully at all times. Children are well managed and adults have high expectations regarding behaviour and develop children's personal and social skills effectively. All adults interact well within groups and opportunities are not missed as they reinforce skills and develop vocabulary. This was particularly well done during a good lesson in the ICT suite where vocabulary such as 'save', 'print' and 'tool bar' were developed as children worked through an art program. Children were given good opportunities to articulate their thoughts, which they did with confidence. This resulted in good learning because the children concentrated and listened well and sat quietly when appropriate because the teacher and the assistant expected it. Teachers' planning is satisfactory but lacks detail. It does not clearly show how day-to-day assessment information, including marking, is used to move individuals or groups of children onto the next step of learning. The result of this is that sometimes children are given work which is not correctly matched to their individual needs. This affects their progress over time.

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

57. Teaching is good because this area is well promoted in everything the children do. Behaviour is good and most children listen well in all situations. By the end of Reception, most children are likely to reach the expected levels. Progress is good. Children show positive attitudes to learning and enjoy coming to school. Personal independence is developed well, for example, most children change by themselves for physical sessions in the hall. There are many opportunities for children to work in pairs and small groups and begin to develop the skills necessary to work independently. Most select activities with confidence and tidy away at the end of sessions. Planning and past work show children begin to develop a basic understanding of festivals such as Christmas. They talk enthusiastically about the pop-up cards they made at Christmas.

## **Communication, language and literacy**

58. The quality of teaching of communication, language and literacy skills is satisfactory. Speaking, listening, reading and writing are promoted soundly in many activities. Children were seen choosing books confidently as they waited for everyone to get changed before a physical development lesson. Although a few books are 'tired looking' and in need of replacing, all children demonstrated a sound awareness of what books are for and handled them carefully. All children take a reading book home to practise. When reading their own reading books, average and higher attaining children match their voices accurately with the print as they read. Lower attaining children know the difference between the text and the pictures and tell the story by looking at the pictures. As they play in the 'home corner' children write shopping lists enthusiastically. As they develop early writing skills the children record their ideas and experiences through drawing and attempting to write independently at a low level. All children attempt to write their names and they are regularly shown how to write letters with the correct formation. There are many opportunities to develop writing skills but sometimes work is not matched accurately to the needs of all children which results in some children having work which is too easy and others which is too difficult. Overall, progress is satisfactory in this area. Nearly all are likely to at least reach the expected standards.

## **Mathematical development**

59. Teaching is satisfactory and the children enjoy the experiences they are given to develop basic number skills. All children have opportunities to learn mathematical skills in the many activities they are offered. They learn how to count accurately and practise counting up to and then over 20. They learn how to solve simple addition and subtraction problems and then to record their answers. All children begin to develop an idea of the correct way to form their numbers. Adults interact well within the groups and give the children many opportunities to articulate their thinking to develop their mathematical understanding. The children begin to develop a satisfactory understanding of basic mathematical vocabulary such as 'zero', 'longer than' and 'shorter than'. They develop a sound idea of the names of basic shapes such as 'triangle', 'square', 'rectangle' and 'circle'. Progress is overall satisfactory but assessment information is not always used accurately to move children onto the next step of learning. Nearly all are likely to reach the expected levels by the end of their time in Reception.

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

60. Teaching is satisfactory and most children make sound progress. Past work shows that children have looked at photographs of themselves as babies and tried to identify how they have changed. Most show a satisfactory awareness of where they live. Higher attaining children know their address and most know the name of the town or village in which they live.



A few know that we all live in England. The children look carefully at fruits and vegetables and know that they grow from seeds. When observing different kinds of fruits and vegetables they notice that some have 'a few' seeds like apples, and some have only 'one' such as plums. They see that peppers have 'lots of' seeds. The majority of children are likely to reach the expected levels for their ages by the end of the Reception class. They learn how to join materials together by using mainly glue and sticky tape. The children have recently made houses from cardboard boxes and made doors which opened. They use construction toys to build models as they work together in small groups. All children use the computers showing satisfactory control of the mouse as they move the cursor around the screen. All were seen in the computer suite, accessing an art program with enthusiasm and confidence.

### **Physical development**

61. There are regular opportunities for children to further their physical development in the hall. A satisfactory lesson was seen where, after a suitable warming up session, children were observed showing a sound awareness of space as they travelled around the hall changing directions confidently. Instructions were clear and the teacher had high expectations regarding listening carefully and moving safely but she missed the opportunity of reinforcing the effect of exercise on the body. Part of the provision for physical development is unsatisfactory because structured outdoor play sessions are not regularly planned for and the school is not adequately resourced for such sessions. Added to which there are too few opportunities for children to use materials such as clay, plastic modelling clay or malleable dough. However teaching is satisfactory. Most children handle scissors, paintbrushes and pencils with sound control and they all play imaginatively with construction toys. Progress in this area is satisfactory and nearly all children are likely to attain the expected standards for their age by the time they leave Reception.

### **Creative development**

62. Nearly all children are likely to reach the expected levels by the time they leave Reception. The majority of children express their own ideas and communicate their feelings through role-play sessions in the home corner. Children sing songs with great enjoyment and have opportunities to play percussion instruments. Past work shows children have made bees using tissue paper and glue. They have painted suns and used leaves to print. Children develop satisfactory observational drawing skills as they draw different shaped leaves and colour them with crayons. Sound quality displays enhance the learning environment inside the classroom. Teaching is satisfactory and children make satisfactory progress in this area.

## **ENGLISH**

Strengths:

- The teaching of handwriting throughout the school;
- teachers manage their classes well and relationships are good.

Areas for improvement:

- The quality of marking is inconsistent from class to class;
- assessment information collected on individuals is not linked closely enough to planning and teaching. This results in some pupils getting work which is not well-matched to their differing abilities;
- reading records are underdeveloped.
- The library is under-used as a resource.

63. Reading standards in Year 2 are currently average whilst standards in writing are below. There has been an improvement in the standards in writing since last year when they were well below average. The reading results are slightly lower than the national results for seven-year-olds in 2001. This is because although the number of pupils who are likely to reach the higher Level 3 is above the national average too few pupils are expected to get the average Level 2. At the time of the last inspection, standards in all aspects of English were noted as average which indicates a decline in standards in writing for seven year olds.

64. The tests for 11 year-olds in 2001 showed standards overall were below the national average. The standards likely to be reached by the current Year 6 pupils are average, which is an improvement on last year's results. The number of pupils likely to reach the higher level (Level 5) is well below average.

65. The progress made by most pupils is satisfactory. Learning is good in lessons where clear instructions are given and work carefully planned to match all abilities. Progress was good in speaking and listening when vocabulary such as 'souvenir' and 'memory' was developed in Year 2 lesson. Progress is hindered and pupils make limited progress when work is either too difficult or too easy. In addition, some teachers do not always promote the importance of using capital letters and full stops correctly when writing.

66. Teachers plan lessons using the National Literacy Strategy. They state what it is that they want pupils to learn and share this at the start of lessons so that pupils focus on their learning. In the best lessons teachers return to these learning intentions at the end of lessons to let pupils assess for themselves whether they have learned what was required. Pupils have some opportunities to use their developing literacy skills in other subjects such as in Year 2 when they write about Kenya during geography lessons. In Year 6 pupils write accounts of their mathematical investigations about 'Shadows'. Pupils in Years 4, 5 and 6 used drafting and re-drafting skills as they made best copies of the prayers, which they worked on during religious education lessons. Information and communication technology is beginning to be used to support the subject, in particular to develop word processing skills.

67. Speaking and listening skills for seven and eleven year-olds are average. Teachers in all classes provide good opportunities for speaking skills to be practised and pupils generally listen well during lessons. Most pupils are confident speakers, for example in Year 4, pupils enthusiastically answered questions as they identified the dilemma faced by Danny, the main character in the text they were listening to. Pupils in Year 2 were all keen to talk about the photographs of the local Flower Festival that were in the paper. In Year 6 an above average pupil maturely talked about the books, which she preferred to read, and her favourite authors. Progress throughout the school is satisfactory.

68. Standards of reading are average in Year 2. The seven-year-olds have suitable books and enjoy reading. Higher attaining readers read with confidence and good expression and sound out words which contain numerous syllables such as 'competition'. Average pupils read with a satisfactory regard to punctuation as they identify question marks and speech marks in the texts they read. Lower attaining readers attempt to sound out words which are unknown but have difficulty with words which contain three lettered blends such as 'str' in string and strap. By the end of Year 2 most pupils develop a satisfactory idea of the difference between fiction and non-fiction books. Pupils spontaneously pick up books, sit in book corners and read quietly. A delightful example of this was seen in Year 2 after a physical education lesson. In all year groups, pupils keep reading diaries, which clearly show which books have been read. These reading diaries do not inform pupils what they need to do in order to improve. Teachers reading records are similar and are underdeveloped. They do not identify the skills pupils bring to their reading and what they need to learn next.

69. By Year 6, the majority of pupils reach average levels in reading and make satisfactory progress in developing reading skills. However, some lower attaining pupils still have difficulty when they come across unknown words because teachers do not clearly identify what pupils need to do to improve. Higher attaining readers identify their favourite authors and explain why they prefer certain books. These pupils show good understanding of the texts they read. Average readers use the texts well to justify their point of view. They explain confidently what words mean such as 'bewildered'. All pupils demonstrate a love of books. Classes have a satisfactory selection of reading books which pupils borrow regularly to read at a home.

70. Pupils know that a dictionary gives them the meaning of words and in most classes they explain clearly how to use one. In the upper part of the school pupils talk confidently about researching information either by using the Internet or encyclopaedias. Above average pupils in Year 4 spoke confidently about how they are encouraged to use a thesaurus to make their work more interesting.

71. The library is conveniently situated in an open space off one of the main corridors. Books are displayed on suitable shelves and satisfactorily organised. In Year 6 higher attaining and average pupils understand the system the school uses to organise library books but lower attaining pupils are confused. Younger pupils have little idea how books are catalogued in the library because it is not timetabled for use and pupils do not develop library skills systematically and meaningfully by using the school library. Few pupils were seen using the library during the inspection.

72. Standards of writing in Year 2 are below average. All pupils have good opportunities to develop their letter formation and join their letters and this is a feature throughout the school. They begin to understand that a different style of writing is required as they write about their own experiences, letters and retell stories they have previously heard. Most pupils begin to understand that when they write stories there needs to be a beginning, middle and end. Higher attaining pupils write accurately in sentences as they extend their ideas logically. Average pupils have difficulty spelling words such as 'saw', 'landed' and 'really' but their work is understandable and they begin to use capital letters and full stops to punctuate their work. Lower attaining pupils begin to write independently but do not always demarcate sentences correctly and spelling is often weak. Lower attaining pupils are sometimes given written work which is too difficult for them because teachers do not always use previous assessment information on individuals to inform their planning.

73. Standards of writing in Year 6 are average. Pupils' handwriting has developed well and is generally joined and legible and ink is used to present work neatly. Higher attaining pupils write with a satisfactory idea of developing paragraphs as they write descriptively, imaginatively, persuasively and in the form of letters. Commas, apostrophes and speech marks are used accurately as pupils use a range of interesting vocabulary. Average pupils write about whether or not schools should have school uniforms. They use adventurous vocabulary but find spelling words such as 'heavier' 'married' and 'confused' difficult. The lower attaining pupils in Year 6 forget to use basic punctuation such as capital letters and full stops. They sometimes produce untidy pieces of work with simple words such as 'jumped', 'tried' and 'happened' spelt incorrectly in their desire to express their ideas.

74. In all year groups, pupils look at different texts and then develop their own piece of writing. For example, in Year 1 they looked at 'Little Tiger didn't want to go to bed' and began to identify the author and illustrator. Pupils in Year 4 thought sensitively about moral issues as they wrote about Danny after reading an extract from 'Cheat' by Judy Waite. Year 5 pupils read an animal poem and then used the structure to develop their own. In Year 6 all pupils planned a formal and polite piece of writing to describe the 'Wondercoat' which they have

'tested' for a manufacturer. Higher attaining pupils write thoughtfully with words chosen with precision. Spelling is usually accurate for pupils who are above or average ability. Pupils who are lower attaining and those with special education needs demonstrate weak spelling when writing although they write with confidence. They have difficulty with words such as 'material', 'pocket', and 'doing'.

75. Teaching overall is satisfactory. Good teaching was seen in approximately half of the lessons. In good lessons activities are well chosen and meet the needs of all abilities and the pace of the lesson is maintained throughout. The main weaknesses seen in lessons and when looking at past work is that many teachers do not plan different work to meet the needs of particular groups of pupils. When all pupils are given the same task, higher attainers are not challenged sufficiently and the lower attainers struggle, for example, to write independently. Teachers do not always promote the use of dictionaries effectively to improve work and this hinders progress in developing pupils' spelling skills. Marking of pupils' work is inconsistent. The best marking was seen in Year 5 where pupils are regularly told what they need to do to improve. Relationships are good in all classes and support is used well to enable all to succeed in particular those pupils with special educational needs. This impacts on learning in all lessons. Resources are satisfactory and some for example, white boards, are used well to allow pupils to draft and re-draft their efforts.

76. Management of the subject is satisfactory. The co-ordinator is aware of the need to develop targets in the subject, which will raise standards generally. She has recently introduced useful writing targets that teachers can use to move individuals and groups of pupils onto the next stage of learning. However, these are not referred to sufficiently in class or in the marking of work. Where they are in place, which is mainly in the upper part of the school, they have not been used for long enough to raise standards. She has looked at past work and colleagues' planning to monitor the subject and has correctly identified that the presentation and marking vary in quality from class to class. Assessment procedures for English are satisfactory. Pupils are tested regularly at the end of most years. Writing assessments are undertaken each term. This assessment information is used to place pupils into ability groups within classes but is not used effectively to match work to pupils' individual needs. This affects learning within some lessons and the progress some pupils make over time.

## **MATHEMATICS**

Strengths:

- Standards are in line with those expected and pupils make satisfactory progress;
- teaching is satisfactory and often good;
- pupils have good attitudes and behave well.

Areas for improvement:

- Use of assessment to ensure that lessons planned meet the needs of all pupils and challenge the higher attaining;
- opportunities for pupils to extend their learning by using and applying their mathematical knowledge in other areas of the curriculum;
- over-dependency on the use of published worksheets and text books in lessons;
- opportunities for the monitoring of teaching and learning by the co-ordinator.

77. The findings of the inspection are that standards attained by pupils at the end of both Year 2 and Year 6 are similar to those expected nationally. These are similar to the findings of the previous inspection.

78. Results in the national tests in 2001 showed that at the end of Year 2, the proportion of pupils reaching the national standard was well above that found both nationally and when compared with similar schools. In every year since 1997, except one, the school's results in the National Curriculum tests for seven-year-olds have risen. Last year there several higher attaining pupils in the year group and a higher than average proportion of pupils achieving Level 3. This year it is anticipated that results will be in line with the national average.

79. In the National Curriculum tests in 2001, results showed that 11 year-olds' attainment was broadly in line with that found nationally and when compared with similar schools. Since 1997 results have fluctuated with a steady rise in most years since 1998 and then a fall last year. This is due to a larger than average number of pupils failing to reach the expected levels, although the proportion of pupils achieving the higher levels was above that found nationally.

80. By the end of Year 2, most pupils have an appropriate grasp of number facts but many still need support to manipulate numbers mentally. Most pupils confidently count orally up to 100, and beyond, and count in 2s, 4s, 5s and 10s. Pupils recognise odd and even numbers and simple number patterns. They are developing their understanding of subtraction using bridging. They identify many two- and some three-dimensional shapes. Pupils understand some basic measures; they tell the time on analogue clocks, measure length in centimetres and successfully compare the weights of different objects. Their mathematical vocabulary is developing appropriately. They understand and correctly use words such as '*subtract*', '*minus*', '*less than*' and '*take away*' when learning how to subtract and are able to use mathematical symbols in a range of different situations.

81. By Year 6 most pupils have made sound progress in their understanding of number, shape and data handling. They use negative numbers and have a sound knowledge of multiplication tables. Most pupils understand how to reverse operations when checking their work and use their knowledge of number to solve problems. They develop their knowledge of the properties of shapes such as circles and triangles and rotational symmetry and measure angles using a protractor. In lessons, most Year 3 pupils understand the terms '*horizontal*' and '*vertical*' and describe and find a position on a grid using co-ordinates. Pupils in Year 4 are learning how to work out the area of shapes using standard units. During a lesson in Year 5 pupils estimated the approximate answer by rounding up or down before using two methods when multiplying two digit numbers by two digits. Year 6 pupils select key words when working out what operations are needed to solve number problems.

82. Pupils generally make satisfactory progress as they move through the school, particularly in developing their number skills. However, the high attaining pupils do not always achieve as well as they should in lessons. This is largely due to the rigid adherence to completing work books from a published scheme in Years 1 and 2 and the use of the same tasks from a text book for pupils of all abilities in Years 3 to 6. This dependence on the completion of the same page restricts the opportunities to challenge pupils, particularly those of higher ability. The progress pupils make in applying and using the skills, knowledge and understanding they have acquired in lessons is limited through the school. Pupils with special educational needs are usually well supported in their work and they make satisfactory progress.

83. The quality of teaching throughout the school is overall satisfactory. During the inspection most of the lessons seen were good. The good management skills and positive relationships with pupils that the teachers have are common features. All staff are familiar with the National Numeracy Strategy and use the recommended structure when planning lessons. Most lessons start with a good mental session before the main teaching is done and they also finish with some form of recap of the objectives. Lessons are generally conducted

at a brisk pace especially during the oral and mental sessions when teachers challenge their pupils with a wide variety of number facts. However, in some lessons, tasks given to the pupils are not well matched to pupils' prior attainment, particularly that of the higher-attaining pupils. As a consequence, these pupils are not sufficiently challenged. There is an over-dependence on published workbooks and textbooks in some classes with all pupils expected to complete the same work whatever their ability. Although teachers mark the pupils' work regularly, this usually consists of just a tick with few examples of teachers identifying what the pupils need to do to improve further.

84. No opportunities were seen of pupils using ICT to extend and develop their mathematical skills and knowledge. Some teachers provide opportunities for pupils to use mathematics to help their learning in lessons such as science where, for example, pupils in Year 6 measure friction, using Newtons and record their findings in tables and graphs. However, this area is not developed as well as it might be across the school.

85. Pupils' attitudes towards mathematics are good overall. In lessons they are enthusiastic but well behaved, joining in with mental sessions and showing enjoyment in their work. They concentrate well and are well motivated. Pupils also respond to challenge very positively when they are set problems, as in Year 5 when pupils were learning how to use two methods to calculate multiplication of two digit numbers by two digits. They found some elements of the given tasks difficult at first but persevered until they recognised and were able to describe the methods they were using. Pupils take care with the presentation of their work, which is an improvement since the last inspection.

86. Sound systems for assessing pupils' attainment and progress are in place. Teachers use informal observations which they record on their lesson planning sheets and there are also regular formal tests which are used to set school targets. They are not yet used to set targets for individual pupils, which are then shared with them. The school has started to analyse the statutory tests and this information is being used to identify and target weaknesses.

87. The co-ordinator manages and leads the subject effectively. She has largely been responsible for ensuring that the National Numeracy Strategy is securely in place. She has evaluated the results of national tests and other tests used across the school. However, she has not had recent opportunity to monitor the quality of teaching and learning across the school. There is generally insufficient support staff within mathematics lessons, particularly for the younger pupils. Resources for the subject are satisfactory and used well to assist pupils in their learning.

## **SCIENCE**

### Strengths:

- Pupils have good attitudes towards learning;
- teaching is satisfactory.

### Areas for improvement:

- Reviewing the curriculum to ensure that skills, knowledge and understanding are taught progressively;
- developing further the use of assessment to match work more closely to the abilities of all pupils;
- clearer and more specific lesson objectives in teachers' planning;
- opportunities for the co-ordinator to monitor the teaching and learning through the school.

88. By the end of Years 2 and 6 standards in science are in line with those expected. Standards for pupils in Years 3 to 6 have improved since the previous inspection and are now in line with expectations. This is similar to the achievements of Year 6 pupils in the national tests in 2001, when standards were close to both the national average and that of similar schools. Trends in average results over the past five years indicate that except for one year, standards are around average. In the 2001 National Curriculum teacher assessments in science for Year 2, teachers assessed standards as being well below average compared to those of other schools nationally and of schools in similar contexts. Inspection finds that pupils are approaching the expected standards by the end of Year 2.

89. Because of the arrangement of the school's long-term planning over a two-year rolling programme, both Years 1 and 2 pupils cover similar units of work. By the end of Year 2 pupils develop an understanding of the properties of materials. They understand the terms 'opaque' and 'translucent' as they are used to describe some of the materials. They predict which objects are magnetic and then carry out a simple test of their predictions. They discover through investigation that not all metals are magnetic. These pupils have a basic understanding of forces and know some of the distinguishing features of living and non-living objects. They learn about the human senses and make graphs to show the results of their investigations about the colour of eyes of the children in their class. When looking at plants they recognise that plants have similarities and differences and know that most plants have a stem, roots, leaves and flowers. Pupils of all ability levels often complete work that is identical using published work sheets; this means that work is not clearly matched to the ability levels of the pupils, particularly the high attaining pupils who are insufficiently challenged. Those pupils with special educational needs receive extra support from the teacher to enable them to complete the same tasks. An analysis of pupils' previous work indicates that pupils achieve satisfactorily as they move through Years 1 and 2 taking account of their attainment on intake. However, progress is slower the development of the skills of scientific enquiry.

90. Standards in Year 6 indicate that pupils are in line to attain national standards. When revisiting their work about forces, they carry out an investigation using forcemeters to measure friction. They have a good understanding of scientific vocabulary and the importance of carrying out fair testing in their investigations. They carry out their investigations appropriately after predicting the possible results of their tests based on their scientific understanding. Pupils' previous work indicates that they have a good understanding of the functions of the skeletal system and the major organs of the body. They know that some materials can be separated by filtering and that changes can be made to materials. Pupils have a good understanding of solids, liquids and gases. Although pupils have carried out some investigations, such as measuring the length of shadows at different times of the day, there is limited evidence of the clear progression in pupils' skills in carrying out an investigation as they move from Year 3 to Year 6. Pupils do not have sufficient opportunities to devise their own experiments to test out their theories.

91. The quality of teaching is satisfactory overall, which represents an improvement since the previous inspection. This enables most pupils to achieve as they should. However, although the overall progress of the pupils is satisfactory, as they move through the school, this progress is not always even, particularly in Years 3 to 6. This is because the curriculum plan follows two, two-year rolling programmes-one for Years 3 and 4 and the other for Years 5 and 6. This means that pupils do not always access the subject at an appropriate level and do not build on their skills, knowledge and understanding progressively. Assessment is not used as well as it could be to plan work that matches the needs of all pupils. Work is usually planned to match the needs of average pupils. Teachers do not always target work closely enough to meet the needs of the higher attaining or the lower attaining pupils. Consequently the higher attaining pupils do not always learn as well as they

should. Tasks set are usually the same for everyone, with too much dependency on pupils completing the same worksheet or task.

92. Teachers have good management skills and positive relationships with the pupils. They plan their lessons satisfactorily with learning objectives that are shared with the pupils. These are not always as specific as they could be or sufficiently based on what pupils already know, understand and can do. Teachers revisit prior learning before moving to new learning through questioning and discussion. There are standardised systems in place for recording investigations; however, there is too little emphasis on this element of the curriculum. Pupils do not make sufficient use of CD-ROMs and the Internet to assist individual research and do not use ICT facilities to record the results of investigations as graphs or charts. There is a need for more software to enable ICT to be used effectively for teaching and independent research. Pupils' learning is assessed at the end of each unit of work; teachers record these independently for as yet there is no common method of recording pupils' achievements as they move through the school. The school has recognised the assessment of pupils' work and recording of their achievements as areas for further development.

93. Since the previous inspection when improvement in science was a key issue, the school has focused on developing the subject and raising standards by improving teachers' subject knowledge through staff based training and has also purchased additional resources for the subject. The school has not yet adequately addressed the issue of developing pupils' understanding and acquisition of skills.

94. The subject is well managed by the co-ordinator, who has a clear view for the further development of the subject. Although she has monitored some of the work in science, she has not had the opportunity to monitor teaching and learning across the school. She has introduced the new scheme of work based on the National Curriculum 2000 and some elements of Qualification and Curriculum Authority's recommendations. Resources are adequate and of sound quality.

## **ART AND DESIGN**

Strengths:

- Pupils in Years 5 and 6 currently have opportunities for extra curricular art (provided for schools in the area through New Opportunities Funding);
- all pupils have positive attitudes to art and design and enjoy their lessons;
- relationships are good.

Areas for improvement:

- The co-ordinator is not given authority to fulfil her management role;
- teachers do not have an overall agreed plan showing what is to be taught throughout the year;
- monitoring of what is being taught and assessment procedures are under-developed.

95. The standard of pupils' work in art and design in Years 2 and 6 is broadly average. This is similar to the judgement reported in the previous inspection. Throughout the school pupils make satisfactory progress. There is insufficient evidence to make a judgement on teaching in the upper part of the school because only one lesson was seen. However, the teaching in this lesson in Year 5 was good because the class was well managed and there were good opportunities for pupils to work together as they developed and compared ideas. The teacher's planning was cleverly linked to the limerick 'The Owl and the Pussy Cat' by Edward Lear. Learning was good because relationships were good and all pupils worked with enthusiasm and enjoyment.



96. Teaching in Years 1 and 2 is good and this is an improvement since the previous inspection. The teachers have good relationships with their classes. Lessons are carefully planned; activities are interesting and result in pupils developing positive attitudes to art and design. When teachers have support, as was seen in the Year 2 lesson, it is used well. The classroom assistant gave good quality support to a group of pupils. Completed work was used well in both lessons to promote the learning objectives and to show pupils how they could improve their own efforts. There were good links with literacy as pupils in Year 1 produced paper collages after listening to the story of 'Lucy's Picture' by Nicola Moon. In Year 2 they printed using paints and sponges, used crayons and made patterns in plastic clay as they experimented with pattern. The making of collages and the development of pattern were well promoted by both teachers.

97. Past work in all classes shows that pupils work with a wide range of materials, techniques and media. As well as pencils, paints and crayons pupils have many opportunities to develop three-dimensional art. In Year 3 pupils are currently planning three-dimensional sculptures. Pupils in Year 5 have looked at the sizes and shapes of different containers and then designed and made their own from papier-mâché which they then painted. In Year 6 pupils have carefully made colourful hats using a range of papers and fabrics.

98. Discussions with pupils in Year 6 show that they have been introduced to the work of famous artists such as Pablo Picasso and Vincent Van Gogh. They talk confidently about pictures they have looked at and know that the original paintings are precious and hang in art galleries around the world. In Year 4 pupils have developed their own artwork after studying the work of Paul Klee. Sketchbooks are used in the upper part of the school and show that pupils have had opportunities to draw from observation. However, they do not show that observational drawing skills have been taught progressively as pupils have moved up the school.

99. ICT is beginning to be used to support the curriculum and pupils have used art programs to produce their own pictures and patterns on the computers. There are some opportunities to use art skills in other subjects but these are often colouring worksheets, for example in history. There are two opportunities each week for pupils in Years 5 and 6 to take part in extra art and design lessons. The pupils enthusiastically support them both. One takes place at lunchtime and is taken by the co-ordinator. A recent topic undertaken was a group 'Abstract Art' picture. The school houses an extra art and design session after school each week which involves three local schools which each send a group of pupils. They are working on making impressive kites using willow sticks, tissue paper and lots of glue. This is funded by some national funding because of rural deprivation in the area. Resources are satisfactory. There are few visits which are related to art and design however, pupils in Year 6 spoke very enthusiastically about visiting an art gallery in Peterborough and listening to a piece of music and then transferring their thoughts to paper.

100. Management is unsatisfactory. The very recently appointed co-ordinator is caretaking the subject but there are no opportunities for her to fulfil her management role. Since the previous inspection, the school has decided to trial the national guidance as a scheme of work but at present no monitoring of what is being taught is taking place and assessment procedures are under-developed. This results in skills, knowledge and understanding in all areas not being taught progressively.

## DESIGN AND TECHNOLOGY

Strengths:

- Standards in 'making' are satisfactory throughout.

Areas for improvement:

- The development of a programme of work that increases pupils' skills progressively as they move through the school;
- developing procedures for assessing and recording pupils' achievements;
- improvement to resources particularly of tools and construction kits for older pupils;
- use of ICT to aid learning in design and technology;
- opportunities for the co-ordinator to carry out her management role more fully;
- raising the confidence of teachers in teaching the subject.

101. During the week of the inspection it was not possible to see any lessons in design and technology. Judgements are based on the examination of previous work, work on display, teachers' planning and separate discussions with pupils from Year 6 and the co-ordinator. From the evidence available, it is clear that by the end of Years 2 and 6, pupils attain standards in making that are in line with those expected. Standards in planning and evaluating are less secure.

102. Since the previous inspection there have been some improvements in the planned provision for teaching the subject. The school has recently adopted the guidance of national guidelines to ensure planned coverage of the required curriculum. This is to be evaluated at the end of the year. However, there is not yet sufficient guidance on where pupils are to learn the required skills as they move through the school.

103. In Year 2 pupils have made finger puppets in material. They first examined a completed puppet before making their own. They practised their skills in sticking materials together and decorated them to give them character. They have also made a range of simple vehicles in connection with their work about transport. They first of all drew the vehicle they wished to make before constructing them using reclaimed materials. Pupils in Year 3 have developed their work in food technology by designing and making a range of sandwiches. They have written instructions as part of their work in writing. In Year 4 pupils have designed and made purses from fabrics, with fasteners. These are sewn together and decorated with a range of designs. On completion they have evaluated their products using criteria such as 'what worked well', 'what was easy to do' and 'how it could be improved'. They have also designed and made pop-up cards, which they then evaluated. Pupils in Year 6 talked enthusiastically about the boxes they had designed and made. They first of all drew a plan of the box they wished to make and used wood to make a solid frame. They used a range of materials to cover their boxes and added details such as hinges made from masking tape. They have also designed and made a range of hats linked to their work in art and design. Although their work shows evidence of designing, there is no evidence of evaluating their finished products using set criteria.

104. As no lessons were observed it is not possible to make a judgement on the overall quality of teaching. An analysis of pupils' work, however, indicated that progress is satisfactory overall, particularly in making. Overall, pupils have few opportunities to design and evaluate items. There remains insufficient use of construction kits as noted at the last inspection and there is no evidence of the use of ICT to assist in pupils' work in design and technology.

105. The subject co-ordinator has devised an overall plan to deliver the curriculum based on the recommendations of the national guidance documents. She is aware that many of the staff lack confidence in the teaching of design and technology, particularly in using simple tools. She tries to ensure that all units of work are taught but has not yet had opportunity to monitor teaching and learning. There are currently no formal procedures for assessing and recording pupils' achievements and as a result teachers do not have a secure understanding of what pupils already know and can do and where they may have difficulties. The range and quality of resources are adequate, although there remains a shortage of construction kits and ICT programs.

## **GEOGRAPHY**

Strengths:

- Pupils' positive attitudes and obvious enjoyment of the subject;
- good attention paid to developing pupils skills within the subject.

Areas for improvement:

- Provide more software so pupils can make better use of ICT within the subject;
- put assessment procedures in place;
- allow the co-ordinator time and authority to check on the quality of teaching and learning in the subject.

106. At the time of the last inspection, standards were seen to be above those expected for seven and 11 year olds. The findings of this inspection are based on examination of a sample of pupils' work from all year groups, discussions with pupils and observation of one Year 5 lesson. This evidence shows standards are in line with those expected. The strengths in pupils' knowledge and understanding of geographical skills noted in the last inspection, remain. Since the last inspection, the introduction of the literacy and numeracy time has meant that less time is spent on geography.

107. It is not possible to give a definitive judgement on teaching as only one lesson was observed. In this good Year 5 lesson, pupils used their skills to make good comparisons with their own locality and that of Scarborough where they are going for their residential visit. Pupils could discuss, knowledgeably, the sort of evidence they may look for – types of buildings, land use, economic activity and leisure activities. In this interesting and very relevant lesson, pupils made good use of maps, pictures and brochures about Scarborough to gather evidence. They worked well together to present their findings to their class and listened attentively to the other groups.

108. Examination of pupils' books shows a satisfactory coverage of the National Curriculum programme of study. Year 6 pupils study rivers and their features and name capital cities of predominant world countries. They have studied the weather and use weather symbols correctly. All pupils cover the same work and a high proportion of worksheets are used. Little evidence was noted of ICT being used to extend and enhance pupils' knowledge. In Year 2, pupils identify Scotland, England and Wales on a map of the United Kingdom and study island life on Struay. They had completed good maps of their journeys to school. Year 2 pupils have just started studying Kenya and, in discussions, showed a good understanding of comparing their own lifestyle with those of children in Kenya. They are developing their understanding very well of the effect of climate on the way people live and farm. Year 3 pupils make thoughtful observations about their environment and what needs to be done to keep it safe and good to live in.

109. Management of the subject is sound. The co-ordinator provides good support for her colleagues but does not have designated time to check on teaching and learning in the subject. Resources are adequate. However, there is a need to increase the software available so pupils can develop ICT skills through the subject. There is no useful system of assessment in place to record pupils' attainment as they move through the school.

## **HISTORY**

Strengths:

- Pupils' positive attitudes;
- good emphasis on developing and using enquiry skills.

Areas for improvement:

- review the organisation for the teaching of history in the school;
- agree a scheme of work for all staff to follow;
- appoint a co-ordinator and provide them with time and authority to check on the quality of teaching and learning.

110. Standards attained by seven and 11 year-olds are in line with those expected. At the time of the last inspection, standards were above expectations. Since the last inspection and the introduction of the national strategies for literacy and numeracy, the school does not allocate as much time to history. Examination of pupils' work shows secure coverage of the National Curriculum programme of study and good use of ICT, particularly by older pupils, to support learning.

111. Seven year-olds develop a good understanding of famous people of the past when they learn about Florence Nightingale among others. Pupils can make reasonable comparisons between hospitals in the time of Florence Nightingale and today. Pupils learned how Samuel Pepys' diary was a good record of the Fire of London. Pupils' literacy skills were developed appropriately when they wrote their own accounts of the Fire of London. Pupils made appropriate use of a word processing program to present their work about Guy Fawkes and a 'paint' program to make firework pictures.

112. Year 6 pupils have learned about the Tudors and Ancient Egypt in the course of the year and have made good use of ICT to find information on the Internet. Pupils found information on the early Tudors and pictures of Tudor costumes to include in their work, although from examination of pupils' work not all had had the same opportunities. Pupils know Shakespeare is a prolific playwright of the era and that Queen Elizabeth I was an important monarch. Pupils decided life on board a ship with Francis Drake was a very hard life, without much comfort. Much work was done with the use of worksheets which limits pupils' opportunities to develop literacy skills within the subject.

113. It is not possible to give a definitive judgement on teaching as only two lessons were observed. In these two good lessons in Year 3 and 4, both classes had started the topic of Ancient Egypt. A strength in pupils' learning is their ability to look at pictures of artefacts and make deductions from the evidence. In Year 3, a pupil looking at a picture of farming in Ancient Egypt noted the farm 'machinery' was made from - wood 'so that must mean there are trees', but also knew that few trees grow in the desert so they 'must grow near the River Nile'. Year 4 pupils concluded that it would be much easier living by the River Nile because you could grow food easily, have water to wash and use the river for transport. In both lessons, pupils worked very well together in groups, sharing books and helping each other kindly. They concentrated for good lengths of time. Pupils' literacy skills were developed appropriately, especially in their use of contents and index pages to locate information.

114. Management of the subject is unsatisfactory. The co-ordinator has been caretaking the subject for one month and is not continuing in the role in the next school year. There is no clear scheme of work to guide staff and no assessment procedures in place to keep track of what pupils have learned.

115. The way that history is taught in the school relates to when the school had mixed age classes. There is a need to review this now this organisation has ceased in order to ensure a clear progression of skills through the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Strengths:

- Knowledgeable co-ordinator who supports colleagues very well;
- Pupils' very positive attitudes.

Areas for improvement:

- Provide software so pupils can undertake the control technology part of the programme of study;
- put in place assessment and record keeping procedures;
- increase the amount of software for use in the computer suite so that ICT can be used effectively across the curriculum;
- provide software to support learning for pupils with special educational needs;
- provide the co-ordinator with time and authority to check on the quality of teaching and learning.

116. In some year groups there was very limited evidence available to form a judgement on standards. However, there is enough evidence to show seven year-olds attain standards in line with those expected for their age. Eleven year-olds also attain the expected standards but in some areas of the subject they exceed these. In the last inspection report, again on limited evidence, it was stated that standards for seven and 11 year-olds were above those expected. It was stated that planning promoted the use of ICT across the curriculum, and that teachers had good knowledge and understanding in the subject.

117. Since the last inspection it would appear that the school has not kept abreast of changes, initiatives and availability of software. There are computers in each class although during inspection little use of these was noted. The software for these computers is not up-to-date. The ICT suite has been in use since October 2001 and is going some way to improving standards, although the range of software is very basic. Some staff are not confident in teaching ICT but are very well supported by the co-ordinator who 'rehearses' lessons with them and guides them in the use of suitable software. The findings of this inspection indicate that standards have declined over time but are picking up again since the suite has been in use. Currently little, if any use is made of ICT in mathematics and science, and word processing is only beginning to be used in English. Evidence of some use of ICT was noted in history.

118. From the evidence available, it is not possible to give a definitive judgement on teaching overall as only two lessons were observed. Where teachers' subject knowledge and confidence is high, teaching is very good. When teachers' knowledge is sound and confidence insecure, teaching is satisfactory.

119. In a very good lesson, Year 6 pupils used their good knowledge of how to change the size and type of font, click and drag, insert pictures and text to very good effect to make a multi-media page presentation suitable for the Reception class. A few pupils also applied animation to their presentations. Pupils worked in pairs at a very good rate with a high level of

discussion as to what would appeal to the age group. They shared, took turns and supported each other with praise in a very mature manner. In this area of the programme of study, pupils demonstrated standards above those expected, mainly as a response to knowledgeable and carefully planned teaching. These pupils also have the opportunity to attend the ICT club to extend their knowledge further.

120. In a satisfactory Year 3 lesson, pupils listened attentively to their teacher's clear explanation and demonstration of the program they were to use. They showed good understanding of how to use the mouse to click and drag, follow on-screen instructions to access the program and many managed to find out for themselves how to turn the sound down. Pupils were very confident in their use of the program and had a go, often successfully, at solving problems they encountered in making the program work.

121. Pupils with special educational needs achieve satisfactorily. However, for pupils with specific learning difficulties such as dyslexia, the school does not have an adequate range of up-to-date software to help them, especially with writing. In the main, resources are adequate but there is a lack of software to support learning in all areas of the curriculum.

122. Management is sound overall. The co-ordinator has very good subject knowledge and supports her colleagues very well. There are no assessment and record keeping procedures in place to keep track of the skills pupils learn. The co-ordinator does not have dedicated time to check on the quality of teaching and learning in the subject.

## **MUSIC**

Strengths are:

- Year 6 pupils' very positive attitudes and enthusiasm for the subject.

The main area for improvement:

- Appoint a co-ordinator and provide them with time and authority to gain an understanding of the strengths and areas for improvement in teaching and learning.

123. Due to timetabling, not enough lessons were observed to be able to give a definitive judgement on standards, teaching, learning or improvement since the last inspection.

124. In the only lesson observed, very good teaching and Year 6 pupils' very positive and enthusiastic attitudes promoted very good learning. Not a moment was wasted. Their teacher's very good questioning helped them recall what they had learned in their last lesson and set the scene for pupils to create their own 'mood music' in groups. Groups settled very quickly to their tasks and made very good use of a suitable range of instruments to compose their pieces demonstrating the use of texture to portray feelings and emotions. Pupils listened very carefully to each other's compositions and made perceptive comments to help others improve their performance using subject specific vocabulary well. Pupils had time to refine and practise their performances and used the time very effectively, showing determination to improve. In this lesson, standards were above those expected for pupils' age.

125. Currently, management of the subject is unsatisfactory. Two teachers are sharing the caretaking of the subject and do their best to support colleagues. However, there is no clear direction for the subject.

126. The last inspection reports standards above those expected across the school. In addition, the report noted '*Pupils' understanding and, in particular, their enjoyment of music are well developed by a good range of activities which include recorder and violin playing, choral singing and the formation of a penny whistle band*'. In this inspection it was noted that a

small number of pupils, whose parents pay for the lessons, learn to play the violin, cello and brass instruments.

## **PHYSICAL EDUCATION**

Strengths:

- Good opportunities to swim;
- visits which include adventurous activities.

Areas for improvement:

- The hall is a health and safety hazard;
- the co-ordinator is not given authority to fulfil her management role;
- no clear guidance for teachers to follow which enables them to teach the necessary skills, knowledge and understanding in the subject;
- monitoring and assessment procedures are under-developed.

127. The previous report judged pupils to reach the expected levels by the ages of seven and eleven in physical education. During the summer term, the school focuses on swimming by using the pool on site. As a result, most of the lessons during the week of the inspection were developing water safety and stroke technique. By age eleven, nearly all pupils reach the expected level for swimming, which is to swim 25 metres. Progress in swimming is good. The other lesson observed was a games lesson in Year 2. Standards in games by the age of seven are satisfactory and pupils make satisfactory progress. Lack of evidence in other aspects of physical education prevented the inspection team from making any other judgements on attainment and improvement since the last inspection.

128. There is too little evidence to make a judgement on the quality of teaching. However, teaching in the swimming lesson in Year 6 was good. The teacher emphasised the importance of good stroke technique and the pupils behaved sensibly and responsibly, which resulted in good learning. The teacher had insufficient support because there was only one adult in the pool area during part of the lesson. Teaching of games in Year 2 was satisfactory. Pupils were given a suitable warming up session and all instructions were clear. Pupils listened well which enabled them all to develop their understanding of moving with a bat and ball around the field, changing their direction as they moved. All pupils in Years 5 and 6 have opportunities to take part in extra curricular activities such as netball and rounders. A residential trip is arranged each year for Years 5 and 6 which involves some adventurous activities.

129. There is a yearly overview and teachers use different published information to plan lessons. However, there is no clear guidance which shows the progressive teaching of skills knowledge and understanding in the subject. In addition there are no assessment procedures and the monitoring of what is being taught is under-developed and this continues to be an issue since the previous inspection. The co-ordinator is not given time to fulfil her management responsibilities and this is unsatisfactory. The quality and amount of small and large apparatus is satisfactory but some gymnastic equipment attached to the hall walls is old. Resources are satisfactory overall but access is made difficult because they are either stored untidily in a shed situated outside the hall or, sometimes, around the inside of the hall. Accommodation is good for physical education lessons and consists of a large playground, field, swimming pool and hall. However, around the edges of the school hall there are numerous pieces of furniture, small equipment and other items such as music stands which are extremely hazardous when physical education lessons take place. As a matter of urgency, the hall must be cleared of extraneous and hazardous articles.

## RELIGIOUS EDUCATION

Strengths:

- Pupils' positive attitudes to the subject;

Areas for improvement:

- Appoint a co-ordinator for the subject;
- introduce assessment.

130. No lessons were observed in religious education therefore a definitive judgement on the quality of teaching and learning and improvement since the last inspection cannot be made.

131. Examination of pupils' books and discussions with groups of Year 2 and Year 6 pupils show that they cover the appropriate work as laid down in the locally agreed syllabus for religious education.

132. Year 1 pupils learn about welcoming a new baby into the family and that there are special occasions belonging to the Christian community, such as christenings. Year 2 pupils have very positive attitudes and talk enthusiastically about their visit to the church for the Christingle service. They know that the church has kneelers 'to say your prayers on' and 'lots of crosses' and that the font is used for Christening services and describe how the vicar makes a sign of the cross with water on the baby's forehead to say he or she belongs to the church. Pupils know the Bible is important and has stories about Jesus in it and can recount some of their favourites such as the Good Samaritan, the Feeding of the Five Thousand and the story of Moses leading his people through the Red Sea. Pupils also know about Jewish celebrations such as Sukkoth and that Jewish people go to a synagogue to pray.

133. Year 6 pupils have positive attitudes. They learn about the creation from the view point of different religions and can discuss similarities and differences at a mature level. They learn about Guru Nanek and write their own thoughts on 'My perfect world'. In discussions with pupils, they are beginning to understand how personal beliefs influence the way people live their daily lives. In their class assembly for the whole school, pupils demonstrated a good understanding of the need for rules to keep us 'safe and happy'. Their small plays showed a very good understanding of the effect of their actions on others and that you need to have courage to stand up for your beliefs.

134. Management is unsatisfactory. Currently there is no permanent co-ordinator for religious education. The school follows the locally agreed syllabus for the subject which it has linked to the national guidance for the subject. There is no useful system for assessment to record pupils' attainment in the subject.