

# INSPECTION REPORT

## HEATH FIELDS PRIMARY SCHOOL

Hatton

LEA area: Derbyshire

Unique reference number: 112679

Headteacher: Mr Mike Gould

Reporting inspector: Mr Keith Homewood  
21627

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> June 2001

Inspection number: 196442

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Field Avenue Hatton Derbyshire
Postcode:	DE65 5EQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Thornhill
Date of previous inspection:	15 <sup>th</sup> -18 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21627	Keith Homewood	Registered inspector	Science Design & technology Physical education	Characteristics of the school How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9736	John Brasier	Lay inspector		Special educational needs Equal opportunities How well does the school care for its pupils? How well does the school work in partnership with parents?
10120	Philip Crookall	Team inspector	Mathematics Information and communication technology Geography History Music	How good are the curricular and other opportunities offered to pupils?
14732	Enid Korn	Team inspector	Foundation Stage English Art Religious education	Pupils' attitudes, values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

Heath Fields Primary School is situated in the large village of Hatton, Derbyshire. It is a school of average size with 123 boys and 117 girls of 4-11 years of age. The school mainly draws from a wider catchment area than the ward it is in, which contains a mix of older, traditional private housing, well-established local authority housing, mostly private owned, and newer private developments. The proportion of pupils eligible for free school meals is broadly in line with the national average. A very small proportion of pupils are from minority ethnic backgrounds and none speaks English as an additional language. Throughout the year the school supports a small but inconsistent number of pupils from the travelling community. The percentage of pupils with special educational needs is lower than what is found nationally. Pupils' attainment on entry is broadly average.

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

Heath Fields Primary School is an improving school. Standards of attainment in the 2000 national tests by the end of Key Stage 1 have consistently improved. However, this is not always seen in the work carried out in class. By the end of Key Stage 2, whilst standards in the national tests were improving, they dropped in 2000 due to an influx of pupils with special educational needs prior to the tests. Without these pupils, standards were better, but in mathematics they were still below average. Attainment in lessons is mostly average with improvements in mathematics in Key Stage 1, science, design and technology, information and communication technology and physical education in both key stages. Standards in English written work have dropped slightly, and in religious education the provision in Key Stage 2 limits pupils' learning and achievement. The quality of teaching is mostly satisfactory and frequently good and very good. However, standards of teaching and the curriculum provision in the Foundation Stage are less effective. The leadership and management are mostly satisfactory with good features, but there are areas that could be improved. Overall, despite its limited budget the school uses its resources and finances well and provides at least sound value for money with good features.

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

- There is some good and very good teaching in Key Stages 1 and 2.
- The management of pupils is good and ensures pupils' positive attitudes and good behaviour.
- The attitudes, values and personal development of pupils are good.
- The literacy and numeracy strategies are taught effectively.
- The range of extra curricular activities provided is good.
- The school provides a good ethos, cares well for its pupils and provides for good moral and social development.
- The day to day administration of the school is excellent.
- There is a shared commitment to improve and the capacity to succeed.
- The school's monitoring and evaluation of its performance is good.

- The school manages its resources and finances well.

### **What could be improved**

- The curriculum provision and teaching for children in the Foundation Stage is unsatisfactory and consequently children do not achieve as well as they could.
- The teaching and learning in English across the curriculum does not cater for the full range of pupils' abilities, and standards in English written work are not high enough, particularly by the end of Key Stage 2.
- Monitoring of teaching and learning by key staff is not effective in ensuring the provision in classrooms meets pupils' needs and addresses areas of weakness. High attaining pupils are not consistently challenged.
- The governors are not fully effective in monitoring and evaluating all aspects of school life.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Most key issues from the previous inspection have been successfully addressed and the school has made good improvement. Over the last four years, standards in science, design and technology, information and communication technology and history have improved along with physical education in Key Stage 2. Schemes of work for all subjects except for children in the Foundation Stage are in place and used mainly effectively. The curriculum is secure and based effectively on the National Curriculum. Assessment of standards at the end of each year is very effective and targets accurately set. However, daily assessment to aid the next stage of learning is not well established. The quality of teaching has improved in both key stages and there is now more good and better teaching. Resources are good in mathematics, geography, information and communication technology, and adequate in all other areas, except music where they are barely sufficient.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

In the 2000 tests at the end of Key Stage 1, the number of pupils reaching Level 2 or above was above the national average in English and mathematics. The numbers achieving the higher Level 3 were well above the average in English and mathematics. The percentage of pupils reaching Level 2 or above in science was close to the national average and those reaching the higher Level 3 were well above the national average. The Key Stage 2 tests for 2000 show that the percentage of pupils achieving Level 4 or above was below the national average in English and well below in mathematics. The school's performance in science was close to the national average. The percentage of pupils reaching the higher Level 5 or above was below the national average in all three subjects. In comparison with similar schools, the English and mathematics results were well below average and those for science were also below. The drop in attainment levels for 2000 is due to a small cohort with a significant number of pupils with special educational needs joining within days of the tests. When these pupils are removed from the analysis, the

results show that attainment in English and science, compared with national benchmarks, was above average, but below average in mathematics.

On entry to the Reception class, children's attainment is broadly average. During their time in Reception the children are not provided with the full range of the Foundation curriculum and therefore they do not achieve many aspects of the Early Learning Goals. Generally, children's achievement is satisfactory. Achievement is at least satisfactory in all subjects at both key stages, although in English standards are not sustained in Key Stage 2. Achievement is good in mathematics, science in Key Stage 2 and in information and communication technology in both key stages. Overall, standards are improving and the school is on line to meet its targets for 2001.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good attitudes to school. Pupils are willing to learn and they participate well in lessons in both key stages, particularly when teaching is good or better.
Behaviour, in and out of classrooms	Good in lessons and around the school. Behaviour is good in the playground and at lunchtimes. Pupils know and follow expected routines well.
Personal development and relationships	Good. Pupils work and play well with each other. They care for one another and respect each other's feelings, values and beliefs. The school provides good opportunities for personal development.
Attendance	At least satisfactory. Unauthorised absences are low.

Pupils have positive attitudes to school and show enthusiasm for school life. They are interested in their activities and work well together. They are confident and they show respect for property and resources. Pupils enjoy taking on responsibilities and are polite and courteous. Extra curricular activities are well supported. Pupils' presentation of their work is not consistently good. There are few opportunities for most pupils to show initiative.

## TEACHING AND LEARNING

Teaching of pupils:	of	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons overall	seen	Unsatisfactory	Satisfactory	Satisfactory

*Inspectors make judgments 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.*

Overall, the quality of teaching is satisfactory. Teaching was satisfactory or better in 94 per cent of lessons; in 41 per cent it was good, and very good in 12 per cent. Teaching was unsatisfactory in six per cent of lessons. Teaching for children in the Foundation Stage is, overall, unsatisfactory. Unsatisfactory teaching occurs equally in both key stages. However, the best teaching is found in Key Stage 2 with 48 per cent of lessons being good and 15 per cent being very good. The teaching of literacy is satisfactory overall in Key Stage 1 and good overall in Key Stage 2. In numeracy teaching is at least satisfactory in both key stages and good in Key Stage 1.

Where teaching is good or very good, teachers' knowledge and understanding are effective in ensuring that pupils acquire good skills, knowledge and understanding. In all good and better lessons, teachers plan well, have high expectations and use effective teaching methods, which include good use of resources. However, even in the best lessons, there are frequently too few opportunities for pupils to develop

independent learning and for high attaining pupils to take greater responsibility for their learning. In satisfactory lessons teachers have sound subject knowledge and their planning is mostly effective in identifying learning objectives. However, not all tasks are modified to suit the range of abilities in classrooms. Where teaching is unsatisfactory, lessons lack pace and challenge and the quality of learning and participation required from pupils is limited. These lessons weaken the progress pupils make as they become too passive and attitudes and behaviour deteriorate. In many lessons, the use of assessment to help short term planning is not secure.

Pupils with special educational needs and those from the travelling community are appropriately taught and this ensures their achievement is at least satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum lacks sufficient breadth and balance. The Key Stages 1 and 2 curriculum is broad and balanced and meets the requirements of the National Curriculum.
Provision for pupils with special educational needs	Satisfactory provision for all pupils with special educational needs.
Provision for pupils' personal development, including spiritual, moral, social and cultural, development	Good provision for personal development. Good provision for moral and social development, sound for spiritual and cultural development.
How well the school cares for its pupils	Good. There are satisfactory procedures for promoting attendance. Procedures for monitoring pupils' achievements are good. The use of assessment to aid planning is still under developed.

The school's links with parents are good and they are mostly supportive of the school. The curriculum for children in the Foundation Stage lacks breadth and balance. There is equality of access to the curriculum for all pupils in key stages 1 and 2. There is a good range of extra curricular activities and effective use of off site visits. The school provides a good ethos in which the pupils are positively valued. The Locally Agreed Syllabus for religious education is under developed in Key Stage 2.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides strong leadership. Staff with management responsibilities lack opportunities for monitoring and evaluating teaching and learning in lessons.
How well the governors fulfil their responsibilities	Satisfactory. They meet their statutory responsibilities and are aware of the school's strengths and weaknesses. They do not meet parents enough. Regular monitoring and visits to the school at work are too infrequent by most governors.
The school's	Evaluation is good, but the limited budget, whilst used very

evaluation of its performance	well, does not enable the school to achieve greater effectiveness in classroom provision. This impacts on some standards.
The strategic use of resources	Good and effective financial planning ensures that the school's resources are used well.

The headteacher provides clear educational direction and is a strong manager. Whilst governors are very supportive of the school they mainly rely on the headteacher and senior staff to keep them informed. Links with key subject coordinators are good. Senior staff provide the headteacher with effective support. There is an appropriate match of staff to meet the needs of the pupils and curriculum. The accommodation is satisfactory and learning resources are at least adequate. The school's application of the principles of best value is good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The pupils like school.</li><li>• The school promotes the right values.</li><li>• Behaviour and attitudes are good.</li><li>• The school listens to parents' views and links are good.</li><li>• Teaching is good and high expectations set.</li><li>• The school helps all pupils to do their best.</li><li>• The parents feel this is an improving school.</li></ul>	<ul style="list-style-type: none"><li>• Better links with governors.</li><li>• Greater consistency in homework.</li><li>• Better range of activities outside school.</li></ul>

The inspectors agree with the positive comments made by parents. Links with governors do need improving. Whilst the school does provide opportunities for pupils to do work at home and a good range of extra curricular activities is provided, the school has not ensured parents are consistently informed about these. The school is aware of these issues and is actively seeking further ways to keep parents informed.

## **PART B: COMMENTARY**

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

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

1. In the 2000 national tests at the end of Key Stage 1, the number of pupils reaching Level 2 or above was above the national average in English and mathematics. The number achieving the higher Level 3 was well above the national average in English and mathematics. The percentage of pupils reaching Level 2 or above in the science teacher assessments was close to the national average. The percentage of pupils reaching the higher Level 3 or above in science was well above the national average. The average results in comparison with all schools nationally in English and mathematics, and when compared to similar schools, were above average in reading and well above in writing and mathematics.
2. The end of Key Stage 2 tests for 2000 show that the percentage of pupils achieving Level 4 or above was below the national average in English and well below average in mathematics. The school's performance in science at Level 4 or above was close to the national average. The percentage of pupils reaching the higher Level 5 or above was below the national average in all three subjects. The average results for all pupils were below the national average in English and science and well below average in mathematics. In comparison with similar schools, the English and mathematics results were well below average and those for science were below average.
3. Trends and results over time show that attainment in Key Stage 1 has been one of continuous improvement since 1998. The Key Stage 2 results for 2000 are against the general trend seen since 1998, which was showing improvement. The drop in attainment levels for 2000 is explained because this small cohort had a significant number of pupils with special educational needs who joined the school within days of the tests. When these pupils are removed from the analysis, the results show that attainment in English, compared with national benchmarks, was above average in English, below average in mathematics and above average in science.
4. Attainment on entry to the Reception class is broadly average. During their time in Reception children are not provided with the full range of the Foundation curriculum. Therefore they do not achieve many of the Early Learning Goals. This is a weakness. There is an emphasis on reading, writing and mathematics and in these areas children, including those with special educational needs, make satisfactory progress. Higher attainers make good progress in reading and writing. Children's progress in physical development and in personal, social and emotional development is satisfactory overall, although some of the aspects of the Early Learning Goals are not achieved. There is an under emphasis on other areas of the curriculum, such as use of language for communication, knowledge and understanding of the World and creative development. In these areas children do not make sufficient progress to achieve the majority of the Early Learning Goals.
5. Inspectors' findings indicate that in lessons, compared to the last inspection standards in Key Stage 1 are improving in mathematics, science, design and technology, history and particularly information and communication technology. In English, art, geography, music, physical education and religious education standards have remained broadly similar to last time. Whilst standards in English have

remained similar overall, compared to the 2000 national test results for seven year olds in writing have declined. In Key Stage 2, since the last inspection, standards have improved in mathematics, science, design and technology, particularly information and communication technology and physical education. Standards are similar in art, geography, history, and music. Standards have declined in English and are now slightly below the national average. Standards in religious education are below those indicated in the Locally Agreed Syllabus and therefore lower than in 1997.

6. By the end of Key Stage 1 and Key Stage 2, standards of attainment are in line with the national standard in speaking listening and reading. Writing is in line with the national standard at the end of Key Stage 1, but by the end of Key Stage 2, standards of attainment in writing are below the national standard. Compared to the last inspection, this is a similar picture for pupils at the end of Key Stage 1, but lower in writing for pupils at the end of Key Stage 2.
7. By the end of Key Stage 1, pupils listen well and respond positively to questions. They use more formal vocabulary in drama lessons. However, not all pupils are confident in explaining their ideas. By the end of Key Stage 2, pupils' achievement is sound and many competently develop ideas, describe events and convey opinions effectively. High attaining pupils speak with confidence. They are responsive to the views of others and vary their vocabulary appropriately. Throughout the school pupils show enthusiasm for reading and this is a strength. By the age of seven, most pupils are independent readers at their level with high attaining pupils reading with considerable accuracy. In Year 6 pupils read with some expression. They read from a range of texts and confidently name their favourite genre. However, they do not have favourite authors and do not evaluate the styles of writing. In Year 2, high attaining pupils write independently, but average and low attaining pupils require support from their teachers. This is partly due to that the way the sounds of letters are taught has been slow developing and is not consistent with the latest national recommendations. This impacts on pupils' development of independent writing skills. In Year 6, pupils do not use precise and expressive language in their writing and they are not adventurous enough. Pupils lack opportunities to develop writing for a range of audiences and purposes. Attainment by high attaining pupils is not good enough. This is a weakness.
8. At the time of the last inspection achievement was judged to be good in all three aspects of English. Overall, achievement is only satisfactory this time. Whilst pupils in Key Stage 1 generally make secure progress, pupils in Key Stage 2 do not make such steady progress and this affects their overall achievement. The low achievement in English, particularly in writing, is frequently hidden by the efficient way in which the national literacy strategy is taught through setting pupils in ability groups. It becomes more obvious when pupils are class based, not challenged enough and literacy skills not transferred effectively in other subjects. There is lack of effective communication of ongoing assessment between the various teachers responsible for each pupil's English teaching. This is a weakness.
9. By the end of Key Stages 1 and 2, inspectors' findings show that standards of attainment in mathematics meet the national average. By the end of Key Stage 1, pupils cover all strands of the mathematical curriculum and are developing their mathematical vocabulary well. They show secure understanding of the subject and they record their work satisfactorily. Pupils add and subtract single figures to tens and units and count on and back with confidence. Their knowledge of number

patterns is secure and they readily identify odd and even numbers. Simple two and three-dimensional shapes are correctly named and they handle data effectively, including sound use of relevant charts and graphs. They competently use Venn and Carroll diagrams. Pupils clearly have strength in numeracy, which is reinforced by a variety of activities, including puzzles and games. By the end of Key Stage 2, most pupils have a good knowledge of multiplication tables and are making good progress in number. Oral and mental skills are secure and they order and count accurately. Pupils' understanding of place value is good. Most pupils work successfully with different types of fractions, ratio and proportions. Pupils' measuring skills are sound and they are successful solving problems and investigations. Pupils know two and three-dimensional shapes. Whilst investigations in probability are well used, pupils' ability to carry out statistical calculations is underdeveloped. Knowledge of coordinates is good, but pupils' lack development in using computers to extract data and make comparisons of graphical displays. Numeracy skills are used well in other curriculum areas such as data handling in geography and science, weights and measures in their study of Egyptians and comparing this with the metric system, and measuring in design and technology. Overall, achievement in mathematics is good, although achievement by pupils in the younger Key Stage 2 classes is only satisfactory. Achievement in the development of number skills is particularly good by pupils in Key Stage 1. The best achievement in Key Stage 2 is seen in the older classes. Achievement by higher attaining pupils is not as good as it should be. This is because they are not given opportunities to extend their abilities as activities frequently lack challenge.

10. By the end of Key Stage 1, standards in science are in line with the national average. By the end of Key Stage 2, standards of attainment are at least average and frequently higher. Pupils in Year 2 use experimental and investigative skills competently when studying plants and growth. They are beginning to make sound observations and give secure reasons as to why insects develop through different stages compared to mammals. General knowledge of plants and animals is above average and higher attaining pupils have the skill to use terms such as reproduction when answering questions. Pupils correctly name different materials, but they do not classify them according to type, for example man made or natural. Pupils clearly state that magnets have an affect on some materials and not others and they are beginning to identify these objects. Pupils' levels of attainment are confirmed by the assessment tasks they carry out. Year 6 pupils sometimes attain levels higher than the national standard, although high attaining pupils are not consistently challenged. Most pupils' experimental and investigative skills are good, for example when carrying out soil investigations and investigating light. Pupils understand life processes and there is good understanding of photosynthesis and the importance of healthy life styles. Whilst their understanding of materials and their properties are average, it is above average in physical processes. Pupils' use of scientific terms enhances their work.
11. Generally, pupils have made good progress in science and this has ensured that standards are now mostly better than at the time of the last inspection. However, achievement in all the science study areas is not consistent. Whilst pupils still attain above average levels in life and living processes this is not sustained in all other areas, but progress is never less than satisfactory.

12. In other subjects standards are generally average, except in information and communication technology where they are higher by the end of both key stages. Standards in geography and physical education are also higher than national expectations by the end of Key Stage 2. However, in religious education standards by the end of Key Stage 2 are lower than those expected in the locally agreed syllabus. Progress in these subjects is at least satisfactory. It is good in design and technology, information and communication technology and physical education.
13. There are no significant differences in the attainment of boys and girls or those from minority ethnic backgrounds. Pupils with special educational needs achieve appropriately and the standard of their work is broadly average. They are identified early and this intervention ensures that their needs are met. However, in some lessons, tasks are insufficiently adapted to the needs of these pupils, which means that suitable attainment and progress takes longer than it should. This happens in science where they cover exactly the same work as all other pupils. Pupils from the travelling community arrive with a range of abilities. Generally, these pupils attain satisfactory standards and make at least good progress because of the school's good inclusion policy. However, if they join the school close to tests, their assessment scores can, at times, adversely affect the overall judgments on levels of attainment, particularly at the end of a key stage.
14. Generally, the school sets challenging targets. Whilst its monitoring of standards shows that pupils' attainment levels are not consistent by the end of Key Stage 2, due to pupils from travelling families joining at different times of the year, the school is on course to meet them for most other pupils.

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

15. Throughout the school pupils' attitudes to their learning are good, reflecting and maintaining the good response reported by the previous inspection. Pupils are keen to come to school. They like school and their teachers. Many arrive very early in order to participate in school clubs. Pupils are interested in the range of activities provided during their lessons and express enjoyment. Most pupils concentrate on their tasks, but they do not always try to present their work well or use their English skills to achieve their best work at all times and across all subjects.
16. Behaviour is good. Pupils are generally well behaved in lessons and in the playground. They play cooperatively at these times and treat the school's playtime equipment well. Pupils are generally courteous, polite and trustworthy. They undertake the duties given to them seriously and reliably. There has been one short-term exclusion for poor behaviour. No incidents of bullying, racist or oppressive behaviour were seen, and pupils' attitudes to these important aspects of social behaviour are very good.
17. Relationships within the school are good. Teachers show respect for the pupils, listening to what they say and taking account of their views. They frequently inject humour into lessons and encourage pupils to talk to them informally as well as in formal lessons, to enable pupils to form good relationships. Pupils model and reflect their teachers' attitudes. All groups of pupils, regardless of ethnic background, ability or gender mix well together. They form constructive relationships with each other and work well together to achieve their tasks. All groups of pupils are included well and they respect the views and feelings of each other. Girls and boys work well together. Pupils reflect and comment constructively on their work and that of others,

understanding the impact of their words on others. Reflection at times of worship is less well developed.

18. The personal development of the pupils is good. Children in the Reception year are familiar with school routines and try hard to follow these. Throughout the school pupils follow the class and school rules and they know right from wrong. The oldest pupils discuss rules sensibly and recognise the need for these in society. Pupils show some initiative, but do not always get the opportunity to develop this in lessons. Pupils in Key Stage 2 discuss and implement ways of maintaining and enhancing the school environment, for example influencing the playground markings and painting attractive murals in the entrance. Older pupils have started a school magazine.
19. Attendance is at least satisfactory. Few pupils arrive late for school and they are quickly integrated into lessons. Attendance is monitored centrally and class teachers are aware of pupils who are absent. Administrative arrangements sometimes fail to inform all teachers of pupils who are absent.

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

20. Overall, the quality of teaching is satisfactory. During the inspection, teaching was satisfactory or better in 94 per cent of lessons, in 41 per cent it was good and very good in 12 per cent. Teaching was unsatisfactory in six per cent of lessons. Whilst this is an improvement since the last inspection, teaching for children in the Foundation Stage is overall unsatisfactory. Unsatisfactory teaching occurs equally in both key stages. The best teaching is found in Key Stage 2 with 48 per cent of lessons being good and 15 per cent being very good.
21. Overall, teaching has improved since the last inspection, but not consistently so. Since the previous inspection the school has introduced the national strategies for literacy and numeracy and teaching of these subjects is at least satisfactory and frequently good. Good teaching in these subjects is having a positive impact on levels of achievement. Whilst teaching of English is satisfactory in Key Stage 1 it is far more variable in Key Stage 2 and less successful. Therefore, pupils' achievement at Key Stage 2 is not consistently satisfactory and standards are not as good as they might be. This is mainly due to the lack of effective communication about ongoing assessment between the various teachers responsible for pupils' English teaching. Tasks are sometimes not modified to suit the range of pupils in the class. Therefore, appropriate expectations are not applied to all pupils, particularly higher attainers. Where this impacts most is in the lower standards of achievement of pupils' written work across subjects. This is a weakness. Teaching of mathematics is better overall in Key Stage 1 than Key Stage 2. Where unsatisfactory mathematics teaching is seen it is towards the beginning of the key stage. It is due to lack of knowledge of the class and their attainment by temporary staff and, therefore, pupils are not challenged enough.
22. The teaching of science has improved in Key Stage 1. Teaching has also improved in information and communication technology and physical education. Teaching is satisfactory in other subjects. In Key Stage 2, the quality of teaching has improved in science, information and communication technology and physical education. It is good in art and geography and satisfactory in all other subjects.
23. Where teaching is good or very good, teachers' knowledge and understanding is effective in ensuring that pupils acquire good skills, knowledge and understanding.

Good teaching ensures that pupils maintain interest in their work and are able to sustain concentration. For example, in mathematics lessons in Key Stage 1, the pace of lessons was good and teachers supported all ability groups with appropriate tasks and moved between activities encouraging and motivating pupils to do their best. In Key Stage 2, very good teaching in science is characterised by thorough planning and delivery. Pupils are challenged and inspired to do their best. For example, in a Year 6 lesson the teacher had very secure subject knowledge, and very good knowledge of pupils' understanding, gained from assessments, enabled the teacher to pitch questions at exactly the right level, even extending into Key Stage 3 work for high attainers. This was seen in a practical lesson on body systems. In all good and very good lessons, teachers plan well and use a range of methods that enable pupils to do their best, for example setting high expectations and including the good use of resources. The best teaching in Key Stage 2 ensures that pupils remain interested, concentrate effectively and reach the lesson objectives, for example when developing jumping techniques in physical education lessons. However, even in the best lessons, there are frequently too few opportunities for pupils to work independently and sometimes high attaining pupils are not given opportunities to take greater responsibility for their learning.

24. Overall, assessment based on internal and external tests is very good, and forecasts and targets are set for each pupil. However, the use of day-to-day assessment starting with diagnostic marking is not secure. Teachers therefore do not consistently plan suitable tasks for the range of pupils in their class. For example, in science pupils with special educational needs consistently do exactly the same work as average and high attainers, with the result that they have greater opportunity to experience failure than success. They can clearly see that their work is not as good as that of other pupils. In some special needs pupils' books there was little evidence of a constructive written comment by the teacher to help them make better progress.
25. In all lessons, staff are caring and considerate to their pupils. This is a strength. Relationships are good and this encourages pupils' good attitudes and behaviour and enhances their learning. From the scrutiny of work and discussions with staff and pupils it is evident that satisfactory use is made of homework. Parents raised concerns about the consistency of homework and little was set during the inspection. Whilst all pupils have individual targets, they do not effectively understand what their targets are because the targets are not readily available to them on a daily basis and more specifically on a subject basis. This limits their ability to understand what they need to do to improve. However, in the best lessons, teachers introduce the objectives well and ensure pupils understand what they will be doing.
26. Pupils with special educational needs are taught appropriately. The provision of educational care officers ensures that pupils are supported well enabling them to achieve their best. All teachers have secure knowledge of pupils' individual education plans and keep accurate records.
27. Pupils from the travelling community are included effectively. They are quickly integrated into the class and given as much support as possible to ensure they make progress and work well with other pupils. Teachers strive hard to ensure that their needs are met and actively encourage them to share their cultural heritage. A good example of this was giving them opportunities to teach other pupils and teachers how to make paper flowers and providing opportunities for individual topic work based on their life as a traveller.

28. In lessons where support staff are available, they are deployed well and they effectively support pupils' learning. In all lessons teachers use resources effectively and this includes the use of the computer room. However, the use of class-based information and communications technology is underdeveloped.

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

29. The planned curriculum for children in the Reception year is unsatisfactory and a weakness. It lacks sufficient breadth and balance. There is too great an emphasis on meeting the requirements of the first stages of the National Curriculum, rather than achieving all of the Early Learning Goals of the Foundation Stage. Consequently too much of the curriculum is teacher directed with an over emphasis on children completing pencil and paper tasks. Planning for the exploration of basic materials such as sand, water and dough, for the use of tools and for exploring and choosing materials for creative development is not sufficient. Teachers undertake detailed planning to meet the requirements of the literacy and the Numeracy Strategy.
30. In the Foundation Stage, there is insufficient planning and provision to develop the wider aspects the language and mathematics learning goals such as the use of spoken language to develop thinking and imagination and for activities that develop mathematical thinking and problem solving within a real context. Higher attainers are viewed as having entered the Key Stage 1 programme of study in all areas. Their needs to cover the broader Foundation curriculum with its emphasis on learning through play, discovery and real experiences, are not addressed.
31. The school has maintained an appropriate balance of time between most subjects since the previous inspection, but insufficient time is allowed for religious education in Key Stage 2. This is a minor weakness. Since the last inspection the school has maintained an appropriate balance despite increased emphasis on literacy and numeracy. All subjects now have coordinators to plan and manage areas of the curriculum, but monitoring of teaching and learning is not consistent. The careful planning and staff training for literacy and numeracy have ensured the effective implementation of these strategies. Personal, social and health education is promoted well throughout the school. Sex education and important aspects of the physical development of young people are fully covered. Drugs awareness is dealt with on a regular basis by visits from outside agencies and through the curriculum where appropriate. Statutory requirements are met for all subjects.
32. All subjects have satisfactory policies and schemes of work although many make too much use of worksheets. Work in comparative geography and history in Key Stage 2, however, shows good use of extended writing. The school uses a range of helpful and appropriate schemes. Most of these offer clear guidance on the development of pupils' knowledge and skills, but in some subjects not all aspects are fully developed. The range of writing opportunities in English and listening skills in music are areas which are currently under developed. The school is effective in fostering pupils' intellectual and physical development, preparing them for the next stages of education. Very good links have been established with the local high school, which ensures a smooth transition between stages.
33. Strategies to ensure that all pupils have equality of access to the planned curriculum are securely in place. Pupils with special educational needs and those from the travelling community are fully included and make valuable contributions to the life of the school. In Key Stage 2, a special group of pupils is withdrawn from numeracy

and literacy lessons for their own lessons on the same subject. These lessons are specially adapted to suit pupils with low attention spans and include elements of personal and social development. This is an effective provision. A praise and reward system is well used to recognise good progress and pupils receive badges and certificates from the headteacher in weekly assemblies.

34. A good range of extra-curricular activities enhances pupils' attainment, especially in physical education. Musical activities include the teaching of instruments by peripatetic tutors, a recorder group and a choir. Sports activities include netball and football and competing in leagues of cluster schools. After school clubs include art, mathematics and eco. There is a thriving French club before school.
35. The school makes effective use of off-site visits and has strong links with the village and church. Visits to Shugborough Hall, Winmarleigh Hall, Lancashire, Matlock and other sites contribute handsomely to pupils' understanding and awareness of life and work outside school. The yearly residential visit for pupils in Years 5 and 6 contributes significantly to their knowledge, skills and understanding in outdoor and adventurous activities and information and communication technology.
36. Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school's provision for pupils' moral and social development is good and it is satisfactory for spiritual and cultural development.
37. The school provides a good ethos, in which pupils are seen as unique and positively valued. It fulfils all requirements for a daily act of worship on a Christian basis, but with the exception of religious education and art, there are few planned opportunities for spiritual development in other curriculum areas.
38. A strong sense of morality underpins the aims and ethos of the school, and provides pupils with a strong sense of right and wrong. Pupils are aware of the responsibility they have for their own actions, and show a concern for the well being of others. Rules for behaviour in school are clearly displayed in each classroom. Opportunities are provided in religious education, geography, history and English to explore moral issues. For example, pupils in the upper school meet to take part in discussion and activities to promote concern for the environment in the eco club. Older pupils take responsibility for simple tasks in assembly, ringing lesson bells, milk delivery etc.
39. Pupils develop effective social skills as they move through the school. All staff provide good role models for them. Pupils recognise the expectation made of them in terms of behaviour and respond in a positive manner. Their understanding of good citizenship is well developed by fundraising activities for charities, both local and national. For example, money to pay for the painting of the playground was raised by pupils in the school. In many subjects, pupils have the opportunity to work collaboratively and develop good inter-personal skills, for example working together in the computer suite in information and communication technology. Sporting activities also promote a good understanding of fair play and sportsmanship.
40. The quality of provision for pupils' cultural development is satisfactory. Most pupils share a common cultural background and appreciate their local heritage through an exploration of the area in which they live. Opportunities to compare a wider range of alternate life styles, cultures and beliefs are underdeveloped. Travelling pupils are well integrated in school. They are provided with numerous opportunities to share their culture through discussions, showing other children how they make artefacts

such as paper flowers and they are given room to display a range of other artefacts and photographs. The study of Islam and Judaism in religious education provides opportunities to contrast and compare these with Christianity. Areas of the curriculum such as music and art do not make provision for a wider range of cultural development and the school does not have the resources to support it.

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

41. Overall, procedures for child protection and for ensuring pupils' welfare are satisfactory. The school cares well for its pupils, as it did at the last inspection. The school environment is a much safer and secure place for pupils. This is an improvement since the last inspection.
42. The school provides good supervision at break times and before and after school. All the expected safety measures are in place and regular safety inspections are held. These are recorded and action taken as necessary. Child protection procedures are satisfactory. The nominated person is newly appointed, supervised by the headteacher, and about to undergo training. She is aware of the local procedures and has contacts with the local agencies. Staff and newly qualified teachers are familiar with the warning signs of abuse and know how to proceed if a pupil starts to divulge details of abuse. This training is about to be extended to the midday supervisors. There are no pupils on the 'at risk' register. The school is fully aware of any pupils whose circumstances suggest that they may need extra support. There is a medical room and prescribed medicines are administered according to school policy. The school's policy and procedures for pupils who require special care and attention ensure that they are well known and all new and temporary staff are briefed about them. Teachers have been trained in the necessary procedures.
43. There are satisfactory procedures for promoting attendance, including telephone contact with home if no explanations are forthcoming, some rewards, and regular examination of the registers. It is very rarely necessary to approach the education welfare officer.
44. Good behaviour is well promoted through effective classroom management. An important part of this is the establishment of the class behaviour rules by the pupils themselves, which are then sent home to parents and each pupil has a copy to keep. When class rules are broken it is spoken about in terms of the impact on others. There is an effective system of marking poor behaviour on the board. The teachers also provide a chance for pupils who misbehave to reflect away from the class for five minutes. It is found that this is generally effective in solving problems. Parents are involved if serious difficulties arise, but this is rare. In Key Stage 2 an effective nurture group has been established to help the less able pupils with literacy and numeracy. There are a number of pupils in this group with challenging behaviour, which the staff involved manage very well. The school is alert to the need to create an environment where oppressive behaviour is minimal, and it does this through assemblies, sessions where the pupils sit in a circle and discuss their own experiences, and personal and social education lessons.
45. Pupils' personal development is well provided for. It flows from the caring nature of the school. Teachers know their children well, have good relationships with them and give them good guidance and support. Much of this is done informally, with little written down, but teachers talk very knowledgeably about their pupils and how they are developing.

46. The school's monitoring of pupils' academic performance and the assessment of their progress are mostly satisfactory. Pupils are assessed on arrival at the school and subsequently towards the end of every academic year. These results are recorded to show progress through the school and are used to identify those needing special encouragement. There is less attention to higher attainers. At the start of Year 6, there are special tests to assess pupils' academic potential and extra help is given to those who are identified as performing below their potential. Class teachers maintain their own records of progress through the year but there is no consistent format. The records are usually good for the core subjects of English, mathematics and science, but often thin for other subjects, except information and communication technology. Teachers compare their judgments on the National Curriculum levels in order to achieve consistency.
47. The use of assessment to modify what is taught and plan the next stage of learning has a number of individual strengths, but overall it is unsatisfactory because it is not applied consistently. In particular, where several teachers are teaching the same subject to the same year group or pupils move between different teachers, there is insufficient collaboration to determine how they need to modify the teaching. This, for example, impacts on the development of writing skills. Assessment is used well to vary the composition of the various groups for the core subjects, but these variations are not always accompanied by good information on current progress being passed to pupil's class teacher.
48. The provision for pupils with special educational needs is satisfactory. Pupils with special educational needs are identified, initially by staff or parents, and then assessed by special tests to determine the level of need. There is often a considerable delay caused by external agencies before the pupils with the greatest needs are provided with statements. This delays the provision of the extra support they need, as the school is not sufficiently well funded to provide its own support. Annual reviews for pupils with statements of special educational need are carried out efficiently and the local authority provides for the provisions in their statements. Individual Education Plans are provided for all pupils on the special needs register, including those at Stage 1. Targets in individual education plans are mainly specific and often measurable. They are reviewed two or three times a year. Parents are notified of all reviews and are encouraged to become involved.

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

49. The school's links with parents are good. At the meeting with parents they were mostly supportive of the school, but the response to the questionnaire was less positive. Parents particularly like the approachability of the school, they feel that their children make good progress, and consider that the school expects their children to work hard and that the teaching is good. A substantial minority felt that opportunities outside lessons were inadequate and a quarter considered that the school did not work closely with parents. The inspection team finds that pupils make satisfactory progress, that children have good attitudes to their work, that the majority of the teaching is good or better and agrees that the school is approachable. The inspection team considers that the provision of activities outside class is good. Heath Fields compares favourably with many similar schools in this respect. The comment about the school not working closely with parents is difficult to understand in view of its approachability and the number of parents who are contributing to school life. Comments at the meeting and written on the questionnaire shed no light on this

concern. Only one parent commented adversely on the mixed age classes. It is the inspectors' judgment that the school does everything it can to encourage parents and work closely with them.

50. The school provides helpful information for parents. There are informative newsletters and a useful prospectus. Reports have good information on pupils' achievements and contain targets for improvement. There is no guidance on how parents can help their children, but this is given verbally at the progress meeting held at the school. There are three such meetings per year, which are well attended. Curriculum meetings on numeracy and literacy were also well attended. The school is concerned to keep all parents informed including those who live away from the child's home, and the very few parents who never come to school are contacted by telephone. Where appropriate parents can be given advice on behaviour management or other similar issues.
51. There is no parent teacher association, but an effective and hardworking nucleus of parents who are happy to help organise fund raising events. There is a larger group of sympathetic parents that the school can count on when it needs other help. Parents help in school in a variety of ways – reading with the children, helping with art or design technology, on trips, decorating and helping with sports – and these all assist with raising attainment. At home, parents help with reading and spellings and encourage computer-based activities, for instance one pupil used desktop publishing to produce a school magazine. They attend some assemblies, such as those where awards are given, and come to concerts and other shows. Parents' views are taken into account; for instance where parents are reluctant to allow their children to go on visits, care is taken to present the activity in a favourable way that will encourage participation.
52. Parents of pupils with statements of special educational needs attend their annual reviews and parents of all pupils on the special needs register are informed if their individual education plans are changing and asked whether they would like to be involved.
53. Induction procedures for children new to the school are good. They have 'taster sessions' while their parents are given information about the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Overall, the quality of leadership and management of the school is satisfactory. However, there are good and unsatisfactory features.
55. The leadership and management provided by the headteacher are good. The headteacher has been in post for the last four years. He provides strong leadership and continues to have a significant impact on school development and improvement and in managing effectively the school's limited budget. He has an accurate understanding of the school's strengths and weaknesses and has clear vision for developing the school further. He communicates this effectively to staff, governors and parents. Senior members of staff loyally support the headteacher. They share his vision and use their complementary skills effectively to ensure the smooth running of the school on a daily basis. Currently, the school does not have a deputy headteacher and the two key stage coordinators share the responsibility on a termly basis. A new deputy starts in September.
56. The headteacher has given key staff clear roles and responsibilities for supporting school improvement. Staff with curriculum responsibilities have worked hard to support school development with variable success. Whilst there has been an improvement since the last inspection, monitoring has yet to prove effective in ensuring standards in teaching and learning are consistently appropriate for the school's mixed year group classes in all subjects and for pupils who move between teachers. Monitoring is proving increasingly effective in literacy and numeracy and in providing information to governors on the school strategies for teaching literacy and numeracy. In non-core subjects, due to financial constraints, most coordinators are unable to monitor and compare teaching and learning in classrooms and this has to be done by the headteacher. This weakness is having an impact on the coordinators' ability to ensure they are familiar with standards and pupils' achievements. As a result, they are unable to give stronger feedback to colleagues on strengths and weaknesses and develop more effective action plans for their subject. In a significant minority of lessons the range of learning opportunities is too restrictive and pupils in older classes sometimes repeat previous work. This impacts on the levels attained, in particular by pupils with the potential to attain higher than average levels.
57. No one currently has delegated responsibility for ensuring that the Foundation Stage is appropriate. The present curriculum does not meet the needs of all children and is too frequently influenced by Key Stage 1 work. There are limited opportunities, for example, for constructive play in and outside the classroom. The school is aware of this weakness and the new draft school improvement plan highlights this area for discussion and improvement.
58. The school works hard to ensure effective use of its resources and the funding it receives. Pupils have to be organised in mixed year groups, for example with Year 5 pupils spanning three classes either with Year 6 pupils or Year 4 pupils. Whilst the school does everything it can to ensure that the needs of pupils in Key Stage 2 are met in literacy and numeracy, through employing a part-time teacher, setting and the headteacher taking groups, it is unable to sustain this provision across the curriculum. Therefore, the sharing of information between classrooms, particularly that of ongoing assessment to ensure pupils achieve their full potential, is not consistently achieved. The impact of this is mostly seen in the lower standards achieved in writing. The school is acutely aware of this weakness and is continuing to look for better ways of improving provision in classrooms.

59. The governing body efficiently fulfils its statutory responsibilities and has a secure understanding of the school's strengths and weaknesses. Whilst their meetings are well planned, well attended, and minuted with clear action points, they rely too heavily on the headteacher to keep them informed. Visits to see the school at work and monitor its effectiveness are too infrequent by the majority of governors. This limits their ability to make more informed judgments about the quality of education provided and the standards pupils achieve. This is a weakness. Effectively led by the chair of governors, they are currently evaluating their performance and have correctly identified the areas for improvement.
60. The governors have met their responsibilities for providing a performance management policy and in reviewing the performance of the headteacher, but targets have not been finalised. The school improvement plan is comprehensive and clearly identifies the areas for improvement. It is very carefully costed and regularly monitored with the support of the local education authority. All staff are involved in developing the improvement plan and governors get involved once the draft has been produced. However, governors have identified the need to be more actively involved at an earlier stage.
61. The school is successful in applying best value principles. With the support of the Local Education Authority there is good comparison of its standards with other schools and clear targets for improvement. It is now far more cost effective than it was at the time of the previous inspection and there is now no deficit budget. The provision of extra curricular activities is good and the school's partnership with other institutions is good. The governing body follows clear guidelines when tendering for work and is shrewd in ensuring that the best services are obtained without compromising their wish to improve in spite of a limited budget. However, they do not consult with parents enough, relying too much on contact through individual governors.
62. Relationships between all staff are very good and they work very effectively as a team. The day-to-day administration of the school is excellent and a strength. All non class-based staff provide the school with high quality support and this contributes very effectively to the smooth running on a daily basis. The school is well organised, clean and tidy. Pupils are safe and secure. The support from the school's limited number of education care officers is very good.
63. There are sufficient staff to teach the National Curriculum and religious education. All teachers are suitably qualified and involved in their professional development. The school's professional development system, including the induction of new staff, but excluding monitoring, is sound. In the recent threshold assessment cycle, all staff that applied met the criteria. This is a significant achievement as it applies to 63 per cent of the teaching staff. The school's professional development cycle is up-to-date and all staff receive regular appraisal either through the key stage coordinators or by the headteacher.
64. The accommodation is satisfactory and includes suitable playgrounds with quiet areas and a large field. The internal areas are attractive with good displays of pupils' work and displays of artefacts. The school has efficiently overcome the problems caused by the severe flooding in the spring term. It is commendable how hard the school and local community worked to get the school running again with as little disruption as possible to the pupils' education. Resources are at least satisfactory in

most areas, and good in mathematics, geography and information and communication technology. Resources for music are barely adequate because necessary instruments have yet to be purchased.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standards of work and the quality of education provided, the governors, headteacher and staff should

- (1) ensure that the curriculum provision and teaching for children under five is appropriate to their needs by:
  - i. providing a suitably balanced curriculum, based on the Foundation Stage of learning, that meets the needs of all children;
  - ii. ensuring that children's learning is not restricted by the Key Stage 1 programme of study;
  - iii. introducing elements of Key Stage 1 only when children are ready.  
(Paragraphs 4, 29, 57 & 67-75.)
  
- (2) strengthen teaching and learning in English across the curriculum by:
  - i. ensuring that there is effective communication of ongoing assessment between the various teachers responsible for each pupil's English;
  - ii. ensuring that the curriculum provision meets the full range of pupils' abilities and consistently raises standards in English and the development of literacy skills;
  - iii. raising standards in writing for a range of purposes.  
(Paragraphs 5, 7, 8, 78, 83, 86 & 88.)
  
- (3) strengthening the monitoring of teaching and learning by key staff to ensure that
  - i. all curriculum provision meets the needs of mixed age classes and pupils of different abilities;
  - ii. teachers use assessments and lesson evaluations more effectively to help them plan daily lessons which will meet the range of abilities in their classrooms;
  - iii. the needs of the school's higher attainers are consistently met.  
(Paragraphs 88, 90, 104, 105, 107, 112, 129, 142, 150 & 158.)
  
- (4) ensure that governors develop more effectively their role and responsibility by:
  - i. actively seeking greater opportunities for meeting parents formally and informally and keeping them informed;
  - ii. regularly visiting the school to meet staff and pupils;
  - iii. planning a more active and effective programme of monitoring of all aspects of school life which will improve their understanding of the school, its strengths and areas for improvement.  
(Paragraph 59.)

### In addition the school should address the following minor weaknesses

- Ensure that the locally agreed syllabus for religious education is implemented consistently, particularly in Key Stage 2 (*paragraphs 3 & 151*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12%	41%	41%	6%	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		234
Number of full-time pupils known to be eligible for free school meals		32

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		44

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	12
Pupils who left the school other than at the usual time of leaving	11

### Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	12	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	11	11	12
	Total	20	21	22
Percentage of pupils at NC level 2 or above	School	87 (86)	91 (93)	96 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	11	12	12
	Total	20	22	21
Percentage of pupils at NC level 2 or above	School	87 (86)	96 (90)	91 (90)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	9
	Girls	13	11	15
	Total	20	16	24
Percentage of pupils at NC level 4 or above	School	71 (91)	57 (80)	86 (84)
	National	75 (90)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	8
	Girls	13	13	14
	Total	20	18	22
Percentage of pupils at NC level 4 or above	School	71 (86)	64 (83)	79 (83)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	7

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	25.3:1
Average class size	30

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

Total number of education support staff	6
Total aggregate hours worked per week	80

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	25.3

Total number of education support staff	6
Total aggregate hours worked per week	80

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
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	£
Total income	385493
Total expenditure	384302
Expenditure per pupil	1622
Balance brought forward from previous year	4137
Balance carried forward to next year	5328

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	112

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	54	38	9	1	0
Behaviour in the school is good.	36	56	4	3	2
My child gets the right amount of work to do at home.	26	58	9	4	4
The teaching is good.	47	44	4	3	3
I am kept well informed about how my child is getting on.	42	42	11	4	2
I would feel comfortable about approaching the school with questions or a problem.	65	24	10	1	0
The school expects my child to work hard and achieve his or her best.	58	37	4	1	1
The school works closely with parents.	34	39	18	5	4
The school is well led and managed.	36	46	8	5	5
The school is helping my child become mature and responsible.	46	42	4	4	4
The school provides an interesting range of activities outside lessons.	19	36	22	14	9

### Summary of parents' and carers' responses

The inspectors agree with the positive comments made by parents. Links with governors do need improving. Whilst the school does provide opportunities for pupils to do work at home and a good range of extra curricular activities is provided, the school has not ensured parents are consistently informed. The school is aware of these issues and is actively seeking better ways to keep parents informed.

## **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**

65. Children enter Reception prior to their fifth birthday. There are two entry dates. Older children join the school in September and the younger children, born after April, enter in January. At this point the number of children rises above thirty, the limit for one class. As a consequence the school places the higher attaining pupils into a Year 1 class. At the time of the inspection there were twenty-two children in the Reception class and nine Reception year children in the mixed age class. The two classrooms with Reception children are not adjacent and there is no contact between the two groups of children.
66. Children's attainment on entry to Reception is broadly average. During their time in Reception they are not provided with the full range of the Foundation curriculum. Therefore, they do not achieve all of the Early Learning Goals. This is a weakness.

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

67. Children achieve most of the Early Learning Goals for this area of learning. They concentrate well but at times they are easily distracted. Children undress independently for sport. They confidently take their milk. Teachers provide limited opportunity for children to work collaboratively, and to learn how to share. Relationships with the children are good and this ensures children respect the classroom routines, take turns and obey rules in order to please their teacher. Most children are confident when talking to their teacher, but in groups some children are reluctant to participate. Children are generally considerate of others. Teachers often use praise well to develop children's self-confidence and self-esteem. However, children are not always involved and excited by their learning and rarely choose activities themselves because teachers do not give them enough opportunities to do so.

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

68. Children are on course to reach the Early Learning Goals for reading and writing and the higher attainers are exceeding these. However, children are not reaching all the goals for spoken language. Children generally speak audibly, responding clearly in sentences, following the conventions of conversation. These skills are successfully developed by their teacher. In other areas children are still on the intermediary stepping-stones and by the end of the Foundation Stage are unlikely to meet the goals. Children initiate conversation and take account of what others say. They plan together but do not have enough opportunity to play and work with each other on story making and role play and problem solving. Teachers do not provide many opportunities to develop these skills. Children enjoy and listen to stories with attention.
69. Teachers do not place sufficient emphasis on the development of spoken language skills. They question children in order to develop understanding of sentences in the context of sharing a big book and encourage children to discuss the story and make predictions, but their intention is to support future reading skills. Consequently when children initiated spontaneous conversation related to the story it was not developed. Children have not experienced the rich range of language opportunities

recommended for the Foundation curriculum to develop imaginative expressive language and to answer more complex questions. Consequently children are under achieving.

70. Teachers provide a clear focus and emphasis on reading and writing, but their methods are not always appropriate such as half an hour of practising 'joining up' letters with pupils in Year 1. All children are established on the road to reading. High attainers read very well. Lower attaining children tell a story fluently from picture cues. Teachers provide all children with reading books and listen to children read regularly. They involve parents and a good partnership has been developed which supports children's achievements. All children know most of the letter sounds although phonics are not well taught, particularly in the Reception class. This restricts children's progress in reading and in independent writing. Children's ability to control a pencil is good. Many children form letters with considerable control and precision and write their name. High attainers write a sentence independently, but much of their writing is on phonic worksheets.

### **Mathematical development**

71. Children are meeting the Early Learning Goals for most aspects of mathematical development and in most aspects their achievement is satisfactory. Teachers use counting rhymes well to introduce objects on a number line. The majority of children are counting above ten and towards twenty independently. They count forwards and, with support from their teacher, backwards along a number line. They are familiar with the sight of numerals to ten and through a skilful demonstration the Reception teacher showed them how the number system worked, enabling them to predict how numbers to twenty are written. In this activity children's achievement was good. Children have experienced two and three dimensional mathematical shapes and simple pattern work. They are starting to understand the concept of addition and subtraction. However, they are not given sufficient opportunities in their play to develop these mathematical ideas. They rarely have opportunity to use these skills to solve simple everyday problems thereby establishing vocabulary and experiences for later learning.

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

72. Children are not reaching all the Early Learning Goals. Teachers provide some special activities for children such as visits from paramedics to stimulate their curiosity and at these times children are inquisitive to learn and to role play. At more normal times children do not exhibit curiosity. For example, in the Reception year children exhibited little interest in how their puppets worked. Teachers do not encourage children to look and observe and to enquire into why things happen and consequently children do not meet the Early Learning Goals in these areas. Children are beginning to use computers, and control a mouse. Through their visitors children were finding out features of the locality, but teachers do not provide first hand experiences so that children could experience planning a journey and evaluating their preferences. Teachers read Bible stories to children and help children to recall and talk about past events in their lives.

## **Physical development**

73. Children are reaching most of the Early Learning Goals. They have a good understanding of the importance of exercise on health. They run well. Teachers successfully use music and movement lessons to develop children's sense of space. Balance is developed in gymnastic sessions. In the half term of the inspection some inappropriate activities such as preparation for sports day dominated teacher's planning and the experiences provided for children. No opportunities for children to use small apparatus to develop throwing and catching skills were seen, nor were there opportunities for children to develop imagination in their movement apart from that prescribed on their taped programme. Children's fine motor control when using pencils is good.

## **Creative development**

74. Opportunities for creative role play and exploration of materials and sounds are limited. A good balance between directed tasks and child-initiated activity is not well established. Spontaneous, imaginative and creative language development such as when children start to talk with puppets is curtailed rather than encouraged. Lack of regular opportunities for creative play limits children's attainment. There are playtimes but children lack opportunities for creative play using outdoor apparatus and equipment, for example riding tricycles and pedal vehicles around a road way.
75. Overall, the quality of teaching is unsatisfactory, although there are examples of satisfactory teaching. Teaching is not as effective as it was at the previous inspection. Teachers' ability to engage children's interest when telling a story, to develop routines and to teach number is satisfactory. However, teachers are not fully aware of how young children learn and consequently they do not give them sufficient time to explore and investigate, to consolidate learning through practical and tactile experiences, to develop language by role play and in imaginative settings, and to make choices. Children have insufficient opportunities to develop and extend their learning by returning to activities. The Foundation Stage curriculum is not yet fully implemented. This impacts on children's learning and is a key factor in why teaching is not secure and not all elements of the Early Learning Goals are achieved.

## **ENGLISH**

76. In 2000 in the national tests at the end of Key Stage 1, pupils' attainment was in line with the national average in reading and above the national average in writing. In comparison with schools in similar contexts the results were well above the average for writing and above the average for reading.
77. At the end of Key Stage 2, attainment in English was below the national average. Compared to similar schools, results were well below the average at both Level 4 and at the higher Level 5. The apparent fall in standards is largely due to the comparatively small numbers taking the test and a large proportion of pupils joining the school just before the test who had special educational needs. With these pupils removed from the statistics, attainment was above the average. The progress made by pupils throughout Key Stage 2, based upon their attainment at the end of Key Stage 1, was well below the average for similar schools.
78. Work seen during the inspection shows that by the end of Key Stage 1 standards are around the national average, and by the end of Key Stage 2 they are slightly below

the national average. By the end of both key stages, standards in speaking and listening and reading are average. Standards in writing are close to the national average in Key Stage 1 but below in Key Stage 2. This represents a decline since the last inspection and therefore, achievement in writing is now unsatisfactory.

79. By the end of Key Stage 1, pupils listen carefully to their teachers' comments, follow instructions well and respond positively to questions. In drama lessons, pupils are starting to use vocabulary well and with expression but teachers do not develop these skills enough. By the end of Key Stage 2, high attainers are confident to participate in class discussions. Most pupils describe events and convey opinions effectively. High attaining pupils are responsive to the views of others and vary their vocabulary appropriately. In formal class discussions high attainers recognise technical vocabulary and explain such ideas as ambiguity and identify aspects of persuasive writing, but they do not use these terms in their own speech. Pupils use specific vocabulary in their numeracy and science lessons. Average pupils in Year 5 find it difficult to express their ideas and to explain their work. In Years 3 and 4, pupils do not receive enough support from their teachers to clarify and express their feelings and observations in a more formal class setting.
80. Throughout the school pupils show enthusiasm for reading and this is a strength. Pupils enter Key Stage 1 established on the reading scheme and high attainers read with some fluency. By the age of seven most pupils are independent in reading texts suitably graded to match their reading attainment and are starting to access information. Average pupils do not always recognise errors. High attainers read with considerable accuracy, speed and comprehension, but with little expression and inflection.
81. By the end of Key Stage 2, most pupils, apart from those with special needs, read longer texts silently with good concentration. They read aloud fluently with some expression and understand the main ideas and events of the text. They name their favourite genre of writing, but do not have a favourite author or evaluate the style of the writing. They read from a range of books and are encouraged to select from both fiction and non-fiction. They read poetry, but rarely plays or diaries, and some cannot describe the current class reader as an historical novel. Younger pupils read expressively in shared reading with the class teacher. Pupils' achievement in reading is monitored through reading record books which are regularly used at home and school.
82. By the end of Key Stage 1 achievement in writing is broadly satisfactory. In Year 2, high attaining pupils write independently and with some coherence of thought. Average and low attaining pupils require support from class teachers. High attaining pupils in Year 1 use clear, well-punctuated sentences. Phonics teaching is not consistent and this restricts better achievement in independent writing, particularly by low attaining pupils, because they are not given enough opportunities to write for a range of purposes. Standards of spelling and punctuation are average. Pupils' handwriting is frequently untidy.
83. Overall, writing by the end of Key Stage 2 is below national standards. This is because pupils are not given enough opportunities to develop writing skills in other subjects or for a range of purposes for example, linked to art, history and geography. The quality of the written work in other subjects is not always to the level of work produced in the dedicated literacy lesson. In Year 6 teachers do not probe and extend pupils sufficiently, enabling them to use precise and expressive language.

Pupils' vocabulary choices are not often adventurous. When studying texts, pupils do not sufficiently analyse style or make comparisons with other work they have studied in order to influence their own work. Pupils do not write analytical book reviews. In Year 6, pupils' handwriting is variable and not always joined. Pupils' spelling is generally accurate, but some simple spelling rules are not mastered. Younger pupils in the key stage compose good persuasive letters in a formal style in literacy lessons. Overall standards of handwriting and presentation are too low in everyday work and do not come up to the standard even in displayed work.

84. Achievement in Key Stage 2 is not consistent because standards are not maintained by the end of the key stage. Pupils in Year 5 are more familiar with aspects of English grammar than those in Year 6. There is some lack of challenge for higher achievers in most year groups. Some work is presented twice to the younger Key Stage 2 pupils and methods of supporting their work in the English lessons can be too restricting. Consequently achievement over time throughout this key stage is unsatisfactory.
85. Teaching is satisfactory overall for the younger pupils up to seven but far more variable for the older pupils up to eleven. Whilst no unsatisfactory teaching was seen in Key Stage 2 lessons, some had elements that were not fully secure. However, the scrutiny of pupils' work across subjects in exercise books and topics showed that teachers are not providing enough opportunities for pupils to develop writing skills. All teachers manage their classes well and involve all pupils in class activities. Lesson objectives are shared with pupils at the start of sessions. Teachers are well prepared and use resources efficiently. Comments when marking pupils work are good, informative and help pupils to progress, as do their daily spoken assessments. However, in the main teachers do not create an appropriate sense of urgency in their pupils and this restricts progress. On occasions work is not modified to meet the needs of all pupils. Good teaching is characterised by teachers helping pupils to master basic skills such as composing a text and gathering information from a text, and the plenary session is effective in consolidating learning. In satisfactory lessons, teachers practise but do not extend skills and learning to the same extent. In the one very good lesson seen the teacher challenged and extended the pupils' horizons and skills when she introduced pupils to haiku poetry. Teachers incorporate information and communication technology into the planned curriculum using this as a tool for learning. Little English homework was seen being set or returned during the inspection.
86. Due to its intake numbers and financial constraints, the school has a complex structure for positioning pupils in teaching groups, with many pupils being taught by two teachers, one for literacy and the class teacher teaching additional English and being responsible for English development across the curriculum. The lack of effective communication of ongoing assessment between the various teachers means that pupils are not always being taught at the appropriate levels and receiving suitable challenge in lessons, particularly in the development of writing skills. Consistently appropriate expectations are not applied to all pupils, in particular the higher attainers.

87. National initiatives to support low attaining pupils who are under-achieving have been successfully implemented and have raised their attainment. Pupils from travelling families are supported through the traveller support staff, particularly in reading. Pupils with special needs are satisfactorily supported by a system of withdrawal groups and they make satisfactory progress. There is also an effective special needs literacy class. Pupils are set by ability in literacy classes from Year 1.
88. Assessment arrangements are under developed. There is no system to share information related to pupils' progress in literacy and the extended English lessons. This restricts teachers' ability to set modified tasks that are well matched to the individual pupil's ability and needs. Pupils' progress is monitored throughout the school. End-of-year records are passed between teachers, and are used for the written reports. The school is developing a portfolio of work, but this needs to be annotated in order to help teachers to assess their pupils' attainment according to National Curriculum levels.
89. The attitudes of pupils throughout the school are generally good although older pupils can be restless and lose concentration when the work lacks challenge. The vast majority of the pupils work with good concentration but not with a real sense of urgency. Pupils' ability to collaborate in small groups is satisfactory. Pupils are considerate of one another and older pupils particularly listen carefully to each other's comments.
90. All teachers have implemented the National Literacy Strategy and the coordinator has ensured that there are good resources to support the planned programme. Although teaching in lessons is monitored there is no monitoring of pupils' work or monitoring to ensure that planned work is all taught and evaluated. The school's library books are shared between classes and graded to enable class libraries to develop and to help teachers effectively encourage and monitor pupils' library skills. There is an adequate central resource area for staff.

## **MATHEMATICS**

91. In 2000 the National Curriculum tests at the end of Key Stage 1, the percentage of pupils reaching level 2 was above the national average. The percentage of pupils reaching the higher Level 3 was well above the national average. The school's performance in the mathematics tests, at this stage, was above average in comparison with similar schools. These results are better than those achieved at the last inspection when attainment was just in line with the national average. The trend over the last four years has risen steadily and for the past two years has continued above the national trend. Over the last three years there has been very little difference in the performances of girls and boys.
92. In 2000 the National Curriculum tests at the end of Key Stage 2, pupils' results were well below the national average in comparison with all schools and also when compared with similar schools. These results are also consistent with predictions based on their prior attainment at the end of Key Stage 1. However, a significant number of pupils of low ability joined the year group just prior to the test and lowered the school's overall performance. When these pupils are removed from the calculation it raises the overall performance to just below national average. This is still below the performance recorded at the previous inspection. Standards dropped dramatically in the last year after a period of steady improvement. The school's

tracking records and assessments indicated that the 2000 cohort would not achieve as well as the previous year because it contained fewer pupils of higher ability.

93. By the end of Key Stage 1, inspectors' findings show that attainment is average and achievement is satisfactory. Pupils show a satisfactory understanding of the subject. The lower levels seen for this group of pupils compared to 2000 are explained because there are fewer pupils of higher attaining ability. Pupils develop their mathematical vocabulary well. Simple calculations are carried out satisfactorily. Pupils count with confidence, for example, competently adding and subtracting single figures to tens and units. They count up to 20 objects and beyond and ably tell the time by half and quarter hours. They know number patterns and sequences and readily identify odd and even numbers. They correctly name regular two and three-dimensional shapes and are familiar with corners, faces etc., using the appropriate language. They name and identify regular polygons, pyramids, cuboids etc., including "silly cylinders" and other fun mnemonics. Data handling activities include sound use of bar charts and the use of sets to sort numbers and objects in Venn and Carroll diagrams. Work in problem solving and investigations is being developed and there is good use of mathematical language. Pupils are encouraged to think mathematically and describe their strategies for solving problems. Clearly, the strength is in number work, which is reinforced by a variety of activities, including puzzles and games.
94. By the end of Key Stage 2, standards and achievement are broadly average and achievement is satisfactory. Most pupils have a good knowledge of multiplication tables and are making good progress in number. In oral and mental activities they develop secure strategies for calculations. Pupils are familiar with different ways of adding large numbers including partitioning, where they demonstrate a good understanding of place value. They use multiplication grids successfully and calculate in short multiplication and division using two and three digit numbers. Most pupils work successfully with vulgar and decimal fractions and understand ratio and proportion. They use standard and non-standard units effectively, measure and calculate areas and perimeters of rectangles and triangles. Pupils work well in problem solving activities and investigations and know the names and properties of two and three-dimensional shapes. Some statistical calculations, such as different kinds of averages, are underdeveloped but investigations in probability are well used. Pupils are familiar with the need to represent information in graphs and they use coordinates well, but are not given opportunities to use computer software to extract data and make comparisons of graphical displays.
95. Achievement is mostly good in Key Stage 1, particularly in the application of number skills and the use of key vocabulary. Achievement in Key Stage 2 is satisfactory overall but better in the older classes. However, younger classes within this key stage are less successful and one has had three different teachers during the year. The daily sessions of mental arithmetic are effective in helping all pupils to rehearse and apply knowledge in the increasing use of investigatory activities. There are no marked differences in the performance of girls and boys. Higher attaining pupils are not always given opportunities to extend their abilities, but pupils with special educational needs generally make satisfactory progress and achieve appropriately. Classroom assistants play an important role in ensuring the inclusion of these pupils in class activities and this supports achievement and learning.

96. Numeracy skills are well used in other subject areas. In addition to data handling and using graphs in geography and science, the introduction of Egyptian weights and measures in history produced valuable work in comparing these with present day metric units. Pupils also use sound numeracy skills when measuring individual performances in physical education.
97. The quality of teaching is good overall at Key Stage 1 and satisfactory overall at Key Stage 2. Good teaching was observed in 40 per cent of lessons and only one lesson was unsatisfactory. All teachers are observing the structure, content and principles of the Numeracy Strategy. Most lessons have good pace and teachers support all ability groups in the group tasks with appropriately chosen tasks, efficiently moving between activities. Pupils generally acquire new knowledge and skills at an appropriate rate and consolidate these by completing relevant examples. All teachers include effective use of plenary sessions to review progress and reinforce learning objectives. The lower levels of teaching in Key Stage 2 are directly linked to the lack of knowledge of the class and previous attainment levels and current targets by temporary staff.
98. Pupils' attitudes towards mathematics and their behaviour in class are good in general and, at times, very good. They work well individually and are eager to answer questions in oral and mental sessions. Pupils enjoy using their number cards to display answers in oral and mental activities and are confident in sharing ideas with peers and reporting back to the class in plenary discussions. When called upon, they work collaboratively and take turns. They are polite in their relations with adults and take responsibility for handing out books and equipment when asked.
99. The subject benefits from strong leadership and efficient organisation with a sound overview of achievement in the school. The coordinator has played an important role in preparing teachers for the Numeracy Strategy and was given time to observe teaching to ensure that the structure of planning was appropriate. She has also worked with and visited other schools. Assessment of pupil achievement is ongoing. Tests are taken annually throughout the school and are analysed by the senior management team. The information is used to group pupils by ability for their mathematics lessons. Resources are good, well maintained and continually upgraded to meet the needs of the subject. However, information and communication technology is not used to enhance learning in mathematics although all classrooms have a computer and software available and in Key Stage 2 are linked to the school network.

## **SCIENCE**

100. The results of the 2000 teachers' assessments at the end of Key Stage 1 show that overall the percentage of pupils achieving Level 2 or above in science was close to the national average. The percentage of pupils reaching Level 3 or above was well above the national average. The school's results are also close to schools in similar contexts.
101. Results at the end of Key Stage 2 are in line with the national average but fewer pupils than average reached the higher Level 5. These results do not compare favourably with similar schools and are contrary to the school's trend from 1997. This shows a marked improvement to levels well above the national average by 1999. Whilst the school states that the 1999 cohort was particularly good, the drop in standards for 2000 was mainly influenced by 11 per cent of pupils with severe special

educational needs joining the school within days of the tests. When these pupils are removed from the calculation, the results show that 92 per cent of pupils reached Level 4 or above as against 86 per cent. This figure is higher than the national average and close to the 1999 results.

102. By the end of Key Stage 1, standards of attainment are in line with the national average and achievement is satisfactory. This is similar to results seen in the last inspection. Pupils use experimental and investigative skills competently when looking at plants and growth. General knowledge of plants and animals is above average because of good teaching. For example, pupils clearly recognise that insects change through three stages before becoming an adult, chickens hatch from eggs and cows have live young. Higher attaining pupils have the knowledge to use terms such as reproduction when answering questions. In materials and their properties, pupils correctly name different materials, but they are not consistent in identifying whether they are man made, mixed fibres or from natural sources. In physical processes, pupils clearly state that magnets attract some materials and not others and they are beginning to identify these objects. In worksheet assessment tasks pupils' answers are mostly correct. The use of computer skills in their work is underdeveloped.
103. By the end of Key Stage 2, standards of attainment are in line with the national average and achievement is satisfactory and sometimes better. However, standards attained by higher attaining pupils are frequently not in line with their ability. Consequently, their achievement is not as good as it could be. This is mainly due to lack of challenge in teaching and extension in learning opportunities. Most pupils' experimental and investigative skills are good. They select appropriate equipment for their investigations and use accurate scientific lines of enquiry, for example when carrying out soil experiments and investigating light. In life processes and living things, pupils understanding of life cycles is accurate, as are their diagrams of plants and the main features. There is good understanding of photosynthesis and the importance of a healthy life style. Attainment in materials and their properties is average, but in physical processes it is better than average. Pupils' investigations of light, for example, show that they have carried out a suitable range of tests and arrived at accurate conclusions about the length of shadows throughout a day. Their use of scientific terms enhances this work. In a lesson at the end of the Key Stage 2, due to very good teaching, the level of attainment in a practical lesson on body systems was above average and pupils' knowledge and understanding was extending into Key Stage 3.
104. The quality of teaching is mostly good and this ensures that learning is at least satisfactory and frequently good. However, not all teachers are consistently challenging higher attaining pupils and this affects their achievement. In the pupils' written work seen during the inspection, teaching appears to be at least satisfactory and sometimes better. Where teaching is good teachers probe and challenge pupils' thinking and this skilled process also enables them to make accurate assessments of pupils' knowledge, skills and understanding. Where teaching is less effective tasks lack challenge and pupils follow the same work irrespective of their ability and this affects pupils' learning. In books and files, the range of activities covered is broad and balanced, but higher attaining pupils lack challenge and extension in their learning and pupils with special educational needs do not always have suitably simplified tasks. Whilst pupils develop sound learning skills, for example working collaboratively when carrying out plant investigations in Key Stage 1 and completing charts in Key Stage 2, standards of presentation are frequently no more than satisfactory because lack of care has been taken over handwriting and pupils change from pencil to biro to

note writer within a few pages. Whilst teachers have secure subject knowledge and convey this well to pupils, marking is inconsistent because it does not always contain guidance and targets for improvement. In all lessons, teachers manage pupils well and use time and resources effectively. Pupils show interest in their learning and this contributes positively to their concentration, ability to remain on task and achievement. In the lessons seen the pace ensured that pupils worked productively, for example in a Year 3 and 4 revision and assessment session on plant growth.

105. In the 1997 inspection assessment opportunities were not included in some teachers' planning and assessment was not generally used to inform planning. The range and quality of assessment in science are now satisfactory. Teachers' planning includes more assessment opportunities. There are frequent review and assessment activities within a series of lessons and this includes oral questioning and written assessments. This is an improvement since the last inspection. However, teachers have yet to consistently ensure that the range of activities are suitably modified to meet the needs of the full range of abilities and age groups within classes.
106. The attitudes and behaviour of children are good overall. Most pupils are enthusiastic about their science. Pupils in Key Stage 1 listen well and join in positively with whole class sessions. In Key Stage 2 pupils are keen to share what they know and remain on task. In all lessons pupils cooperate well with one another and there are good relationships with staff. Pupils' good attitudes and behaviour support their learning and the progress they make.
107. The coordination of science is mostly secure but there are very limited opportunities for monitoring teaching and learning in classrooms. This issue was identified in the last inspection. However, the school has improved its analysis of pupils' attainment. Pupils' attainment can be tracked accurately as they get older and forecast and target levels set. The policy for science is well established and planning based on the nationally recommended scheme of work. Basic resources for science are adequate and better than seen in 1997.

## **ART AND DESIGN**

108. Due to timetable constraints it was possible to see only a limited number of lessons, all in Key Stage 2. No teaching was seen in Key Stage 1 and in Key Stage 2 no teaching of the practical aspects of this subject was seen. In the few displays around the school, and examples of the work done over the year, standards in art are in line with national expectations by the end of Key Stage 1 and Key Stage 2 and achievement is satisfactory. Standards are broadly similar to those reported at the last inspection.
109. At the time of the inspection, pupils in Year 6 were in the process of planning their next major piece of work, using textiles. They were using their knowledge of the rain forests and of the Ancient Greeks to develop designs in a range of visual forms. By the end of Key Stage 2 skills of observation are satisfactory and pupils competently apply shading techniques, using pencil, chalk and charcoal, and they successfully introduce perspective into their work. Pupils model using clay and in Years 6 and 5 they apply decorating techniques. By the end of Key Stage 1, observational drawing is developed well through the technique of using a viewing frame. Pupils are introduced to colour mixing techniques and are encouraged to find the right tone for observational paintings of plants.

110. Pupils' attitudes to art are good. They enjoy their lessons and work well together in groups making corporate decisions on the layout of their design and evaluating the effect of various fabrics as they make their choices. They manage this process well, listening and respecting each other's views. When evaluating the work of other pupils they are concerned to be objective and are considerate of the feelings of others. Art makes a satisfactory contribution to pupils' spiritual development. While pupils do find out about art from other cultures, learning in this area has not been fully exploited. Art contributes well to pupils' social development and makes a sound contribution to pupils speaking and listening skills.
111. Overall, the quality of teaching in Key Stage 2 is good. In two thirds of lessons, teaching was good and in the remainder it was satisfactory. Pupils are successfully encouraged to plan their art work carefully and to evaluate and modify their finished products. Teachers are well prepared and the pace is appropriate. Good teaching is characterised by teachers being secure in their subject knowledge and this leads to pupils making good progress. Through skilful questioning teachers expand pupils' imagination and their planning and evaluating ability thus enabling pupils to acquire the skills necessary to achieve the learning objectives. Teachers effectively assess and evaluate pupils' work as it proceeds, making helpful comments to individuals and groups to move their pupils' work forward. All pupils are well integrated into the class activity. Pupils with special needs are given additional support and their work is praised, and consequently these pupils progress well. Teachers use resources well to give pupils an understanding of the final product, sometimes using traditional work to illustrate a concept and to expand their pupils' understanding.
112. Good decisions have been taken by the coordinator for the development of the medium term planning in order to make maximum use of the time available. This has led to the maintenance of satisfactory standards and an expansion in the breadth of the curriculum. At present no practising artist comes into the school. There is no differentiation in the medium term planning for the two-year groups of the class and no assessment system to monitor the development of pupils' skills and knowledge. The coordinator is keen to address these issues. There is an art club for a small number of pupils in Year 6 and the activities provided expand and enrich pupils' understanding of art and design.

## **DESIGN AND TECHNOLOGY**

113. Due to the school's timetable arrangements, it was not possible to observe many lessons. Judgements are made from limited lesson observations in both key stages, the scrutiny of work, displays and talking with teachers and pupils and looking at planning and records.
114. By the end of Key Stage 1, standards of attainment are in line with national expectations and achievement is satisfactory. This is an improvement since the last inspection where standards of attainment were judged to be below average. Pupils' clearly recognise different types of puppets and are beginning to give accurate names, for example marionette, glove puppet and finger puppet. Pupils make secure observation, which they describe in simple terms and drawings are clear with the main features correctly identified. Through their work on string bags, linked to art and design, they demonstrate developing skill in joining materials using suitable methods, for example a running stitch and backstitch. Four-wheeled card vehicles are well made and work.

115. By the end of Key Stage 2, standards of attainment are at least in line with national expectations and at times higher. Achievement is frequently good. This is an improvement since the last inspection where attainment was judged to be equal to the national expectation. Pupils' observations are sound and they confidently describe the main features of a musical instrument that are important for it to work properly. Pupils' sketches and plans are well thought out and they work securely within their design brief, for example, using only card, plastic containers, elastic bands and drafting tape. Pupils use tools safely and select them appropriately according to the process required. Through discussion pupils demonstrate the importance of review and modification in their designs. Finished products are generally well made and meet the design brief. Where attainment is better than expectations, pupils make clear comparisons with commercial products and identify the strengths and weaknesses in their own designs. They confidently discuss and suggest changes that will improve many aspects of their work, for example in the design stage as well as in the finished product.
116. Overall, the quality of teaching is never less than satisfactory, but examples of good and very good teaching were seen, particularly in Key Stage 2. Pupils' learning is good overall and they make good progress. The most effective teaching promoted good and sometimes very good learning because it challenged and inspired the pupils to achieve their best, maintained pace and kept pupils on task. In both key stages, good opportunities are provided for collaborative work and the acquisition of skills, for example in Key Stage 1, teachers provide a varied and interesting selection of artefacts to encourage pupils' concentration and observation skills prior to making puppets. In Key Stage 2, teachers encourage regular discussion and review and instil in pupils the need for creative effort if their finished products are to be well made and meet the design criteria. In both key stages, teachers ensure that pupils make appropriate progress. Inspectors' findings show that teachers make sound assessments of ability. This is used effectively in planning task modifications in the classroom and in organising group activities to enable pupils to support and learn from one another. Teaching strategies ensure that there are no differences in attainment between boys and girls. Pupils with special educational needs and those from the travelling community make sound progress.
117. In all lessons seen, pupils demonstrated positive attitudes to their learning and their behaviour was at least good. Teaching methods and the range of activities provided ensured that pupils in both key stages were interested and enthusiastic about their work. Pupils help one another, use resources with care and have positive and respectful relationships with staff.
118. The coordination of the subject is sound. This is an improvement since the last inspection when there was no coordination, just a shared responsibility. The policy and schemes of work are effective in ensuring the effective delivery of the curriculum. Resources are adequate. The coordinator has secure knowledge of standards throughout the school and has been successful in making sure that design and technology is taught effectively.

## GEOGRAPHY

119. By the end of Key Stage 1 standards are in line with national expectations and achievement is satisfactory. By the end of Key Stage 2 standards are better and achievement is good. These judgements are similar to those reported in the previous inspection.
120. By the end of key Stage 1, pupils develop a good understanding of their local area and from maps of their classroom and school extend their experiences to include reading maps of the United Kingdom. Pupils make good use of the 'Barnaby Bear' project to develop an understanding of different environments. They securely identify places, distances and main lines of communication. Pupils talk confidently about the local area and places they have visited. They make good use of atlases to locate places and higher attaining pupils exploit their knowledge of the index to speed up their searches. Studies of the local environment include traffic counts and an assessment of car-parking problems in the school. This and their study of the weather and climate have provided good links with mathematics and information and communication technology for producing graphs and charts.
121. By the end of Key Stage 2, pupils develop their knowledge of the local area further and produce a sound questionnaire to assess the reaction of the community to the building of a by-pass round the village. They show a good understanding of the differences in life in other communities within their own county and in other countries. Work on climate and the water cycle hold particular significance due to the flooding of the area in November. Pupils' have made good use of this first hand experience to study these features, which also provide links with science and mathematics. Older pupils develop an understanding and make use of Ordnance Survey symbols in their map work. A study of the rain forests makes good use of video and the Internet allowing pupils to develop their research skills to investigate the implications of exploitation and to empathise with local residents.
122. Pupils behave well in lessons and have good attitudes to learning. They are well motivated and greatly enjoy their field visits to outside places of interest. They collaborate well when working in groups and enjoy discussing together in a constructive and focused way. They use resources well and handle them with care.
123. The quality of teaching is satisfactory overall with some good teaching in Key Stage 2. Teachers have a sound basic knowledge of the subject and plan effectively. The time given to the teaching of geography is appropriate in all years. A well-written policy and scheme of work are now in place and the deficiencies indicated in the previous report have been corrected. The scheme is now in the second year of a two-year cycle and will be reviewed later in the year. Work for pupils with special educational needs is differentiated according to their abilities. Information and communication technology resources are used well. Teachers have a good rapport with their pupils and each other and introduce cross-curricular links when ever possible.
124. The management of geography is shared between the key stage coordinators who work well together. Resources are well established and give good support to the subject. The local environment is well used and residential visits provide extended opportunities to develop field skills.

## HISTORY

125. Standards of attainment in history are in line with national expectations and achievement is satisfactory at both key stages. These findings are an improvement from those reported in the last inspection at Key Stage 1 but similar to those at Key Stage 2.
126. By the end of Key Stage 1, pupils are developing an understanding of past events and the changes that have taken place since. They competently discuss changes from their observations of pictures and photographs. A study of Samuel Pepys led to links with English through keeping diaries to record free writing and good descriptions of The Fire of London and other events. They develop secure knowledge and understanding of past events through visits to Tutbury Castle to enact life in Stuart times by wearing clothes of the period and 'meeting' Mary Queen of Scots.
127. By the end of Key Stage 2, pupils study life in Roman times and look in detail at the living conditions and transport problems. The problems of the occupational army keeping law and order are well understood and empathy with the Romans well established. The Roman viewpoint is soundly expressed on the death of Boudicca, with individually composed letters written to friends and families celebrating the event. Links with English and art are well established. In studying ancient Egypt a detailed examination of the flooding of the Nile relates well to local experiences and geography. Comparisons with the metric system also give pupils a good understanding of the weights and measures used at the time. Older pupils make good use of their research skills to find and record information on the gods and goddesses worshipped by the Egyptians and send messages using hieroglyphs. In Year 6, pupils make good deductions from the evidence of old Victorian photographs. In some lessons, higher attaining pupils are given the opportunity to display good skills in independent research and record this in extended written work. Often, however, pupils produce only short sentences or fill in missing words on work sheets with little differentiation in difficulty. Chronological understanding is developed in the early years of Key Stage 2 with pupils able to place correctly events on a time scale. Achievement in lessons is satisfactory and levels of attainment have been maintained over time.
128. Pupils' attitudes to learning are satisfactory overall, but range from unsatisfactory to very good. In most lessons they show enthusiasm in discussions and are eager to express opinions and ideas. They show interest in historical research and work collaboratively when required. However, in a few lessons, pupils do not concentrate enough and this affects the quality of their work and the standards they achieve.
129. Teaching overall is satisfactory with some elements being very good. Lesson plans are well prepared with clear objectives and are delivered at a good pace in most cases. Assessment is underdeveloped and there are no formal procedures for recording pupils' progress. Further attention needs to be given to seeking ways of ensuring the progress of all pupils in mixed year group classes. In some lessons teachers talk too much and do not allow enough time for written or independent work.
130. Since the last inspection, considerable improvement has been made to the school's provision in history. The headteacher acting as coordinator has produced the policy and scheme of work. Resources, though not generous, are now adequate to teach the National Curriculum effectively and plans are in hand to continue this development. Although teachers check pupils' progress and have a sound

understanding of what pupils know and can do, procedures for recording progress are in the early stages and require further development.

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

131. By the end of Key Stage 1, standards in information and communication technology are good. These findings indicate a significant rise in the level of achievement from those reported in the previous inspection. Pupils make good use of the computer to write short pieces of work and develop keyboard skills. They use lower and upper case letters and different fonts satisfactorily and are developing sound coordination in moving the cursor on the screen. Skills in using the computer are competently developed through strong links with other curriculum areas. Pupils use a simple art program well to create pictures involving shapes and colour, providing early links with mathematics. Work in geography is well illustrated in weather charts and graphs where pupils show good skills in moving and positioning symbols on the screen. Historical links are made through an appreciation of 'the office now and then', highlighting the role of information and communication technology. Work in control, using the floor turtle and the screen turtle, is well established.
132. By the end of Key Stage 2, standards are also above average and indicate good achievement made since the last inspection. The quality of work shows an improvement and a wider range of experiences offered to pupils. In addition to developing skills in word-processing, pupils confidently interrogate and retrieve information from a database and illustrate their results graphically. They make informed judgments to choose appropriate graphical displays from a selection of icons and menus, recognising the nature of information and the intended audience. In geography, pupils confidently explore the Internet and discover information about the rain forests.
133. Progress in information and communication technology is good because there is now an up-to-date policy. Teaching ensures pupils make progress in the development of their skills. Planning for the whole school sets out recommended topics for each year and term. Coverage of the subject is enhanced by the good use made of the new computer suite. Each pupil has a folder of work stored on the computer providing a continuous profile. They access this well to show what they have learnt. Pupils with special educational needs are fully integrated into the lessons and make progress appropriate to their ability. Higher attaining pupils are challenged at an appropriate level and this aids their attainment. In a discussion session with the inspectors they demonstrated clear skills in accessing relevant ICT packages and explaining the processes involved, for example, word-processing, data packages, spreadsheets and accessing the Internet.
134. The quality of teaching is good overall and based on secure subject knowledge and good lesson planning. Teachers' expectations are high and they use effective methods to achieve their objectives. Teaching takes place mostly in the new suite with computers linked by network. Teachers have adapted well to the new technology, but need to make greater use of the ICT facilities in the classrooms. However, some staff do use web sites to help with their planning.

135. Pupils have a positive attitude in lessons and the standard of behaviour is good. They work well in pairs, sharing ideas and taking turns to operate the computers. They enjoy the tasks and use their knowledge well to meet the challenges offered. Pupils join in discussions sensibly and are prepared to listen to others' views. The younger pupils, in particular, enjoy the excitement and wonder of the world of technology. Pupils' positive attitudes and good behaviour enhance their learning and aid progress.
136. There is strong leadership in the subject. The coordinator effectively monitors teaching and learning and is well situated to give help and support if needed. Assessment procedures require further development, but pupils' files stored on the network provide complete records of their progress. Planning for progression and continuity is good. Resources are good and the purpose built suite is well used. Areas for improvement are in the greater use of the classroom-based computers to give more immediate enhancement of the curriculum and in the development of software and equipment to further the work in control technology.

## **MUSIC**

137. Overall standards by the end of each key stage are in line with national expectations. Pupils' achievement is on the whole satisfactory throughout the school, but many opportunities to enrich learning are overlooked.
138. Pupils in Key Stage 1 competently relate sounds to words expressing different moods and meanings. They effectively sing simple songs to express different feelings. When this was used in a weather theme, pupils illustrated thunder, lightning, rain, and snow well using a chosen percussion instrument. They follow the class teacher closely as she conducts the class, developing skills in playing their instrument according to the mood required. The pupils work well together combining their performing, composing and listening skills. They know the names of the common percussion instruments and describe the sounds they make. They sing enthusiastically, but receive little help in producing vocal sounds in a range of styles and combinations.
139. By the end of Key Stage 2, pupils listen carefully to recorded music to analyse and compare. They competently explore and express their own feelings about the music they hear and use musical vocabulary meaningfully. Pupils record instrumental compositions making good use of simple symbols to indicate the appropriate percussion instruments. Older pupils use standard notation accurately to invent and record Victorian street cries and they accompany their compositions with tuned percussion instruments. Others refine their singing with breathing and phrasing making good use of 'crescendo' and 'diminuendo' to create effects. They sing accurately in class and combine ascending and descending scales effectively.
140. Pupils' attitudes are satisfactory overall and good in half of the lessons observed. They behave well on the whole and work constructively together in pairs or groups when asked to do so. Pupils enjoy participation in musical activities and sing with enthusiasm. The quality of singing is lacking in tuning and articulation and would benefit from improved posture and tuition in the rudiments of voice production. Pupils with special needs take a full part in the musical activities of each class. Pupils' attitudes and behaviour enhance their learning skills and the progress they make.

141. The quality of teaching is mainly satisfactory, but ranges from unsatisfactory to good. Good teaching is well planned and includes a variety of activities and stimuli. Video, paintings and recorded music are well used to illustrate learning objectives. All teaching takes place in the classroom and therefore the hi-fi equipment in the hall is not exploited except for hymn singing instruction. Where teaching is unsatisfactory there is little development in skills and techniques because lessons lack challenge.
142. The policy for music and the scheme of work follow the requirements of the National Curriculum. The coordinator monitors plans but not teaching. This is due to lack of release time caused by the financial constraints of the school's limited budget. Music time in Key Stage 1 is allotted in small amounts on the timetable. This inhibits continuity of activities and affects the development of teaching and learning. Assessment opportunities in both key stages are under developed and pupil's progress is not monitored.
143. Opportunities to make a significant contribution to pupils' cultural development are under used. Pupils rarely listen to music during assembly and the number and range of instruments are barely adequate, with no reference to instruments from other cultures. Two small portable trolleys house the schools' percussion instruments with one glockenspiel and no xylophones. There are no electronic keyboards and no links with information and communication technology. The compact disc library has a limited supply of musical examples.
144. Extra curricular provision includes a choir, which takes part in local festivals, and a small recorder group in Years 5 and 6. A small number of pupils receive private tuition in woodwind instruments. Annual musical productions, for example Joseph and his Technicolor Dreamcoat, are staged with the help of musicians from the neighbouring secondary school. Outdoor concerts in the summer are a regular feature.

## **PHYSICAL EDUCATION**

145. Standards of attainment in physical education are in line with the national expectation at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils' achievement is mostly good throughout the school. This is an improvement since the last inspection where standards were broadly in line.
146. By the end of Key Stage 1, pupils recognise the need for sensible exercise before physical activities and the need for space when warming up. Simple skills of dodge and twist are used effectively to avoid cones and complete tasks successfully. Pupils refine and develop coordination through repeated opportunities to apply their skills in a variety of ways, for example, when racing against one another in small sided team games. When throwing and catching small balls, pupils show developing accuracy in direction, distance and retention of the ball without dropping it. Pupils are beginning to understand simple tactics, such as throwing to a cone to stop a runner or only running when it is safe to do so.
147. By the end of Key Stage 2, pupils warm up well and understand the need for doing this gradually. They practise skills of coordination appropriately and the skill of jumping over greater distances. They work hard on developing precision and control when developing triple jumps. When discussing their performance and that of others they recognise the skills that bring about improvement and where their own are successful or not. Measurement techniques are used well to assess their

performance. In outdoor and adventurous activities pupils use their knowledge of compass work learnt in geography and mathematics to successfully solve clues when orienteering.

148. Overall, the quality of teaching is good and never less than satisfactory. This ensures that pupils' learning is mostly good and they make good progress. Daily planning is clear and opportunities for pupils to work as individuals, in pairs and in groups contribute positively to their acquisition of skills, knowledge and understanding, for example, when throwing tennis balls over varying distances, seen towards the beginning of Key Stage 2. All teachers use pupils well to aid demonstrations and when discussing technique and performance. This positively aids pupils' learning as they see practical examples of key teaching points. In most lessons, boys and girls work well together. Where teaching is less effective, groupings do not ensure that boys and girls work together. This limits their opportunities to develop social skills and the avoidance of issues such as different levels of performance. In all lessons teachers' subject knowledge is secure. The best lessons are effectively planned and managed and this maintains pupils' interest and ensures progression in learning. For example, pupils use a range of previously acquired skills to help them develop new skills and refine old ones in athletics. Not all plenary sessions give pupils enough time to reflect on what they have learnt. This limits teachers' ability to assess if all pupils have reached the learning intentions and gained better self-knowledge. Pupils with special educational needs and those from the travelling community learn and make progress as well as all other pupils.
149. In all lessons pupils' attitudes and behaviour are at least good and frequently very good. This supports positive learning and aids progress. All pupils are prepared for lessons and have the appropriate kit. They listen attentively to their teachers and concentrate well. Relationships are good and pupils help and encourage one another. Years 5 and 6 pupils, about to participate in the outward bound residential visit to Lancashire, spoke with enthusiasm and excitement about the wide range of physical activities they would experience.
150. Physical education is coordinated well by two members of staff who work very closely together. They have had a positive impact on raising the subject profile and pupils' attainment. The range of extra curricular activities provided is good. This is enhanced through working with a cluster group of schools for more competitive activities as well as pooling teaching skills and resources. The accommodation for physical education is good. Resources are adequate and improving. Opportunities to monitor teaching and learning are limited due to the school's financial constraints, but when it does happen it is effective in supporting teaching and learning.

## **RELIGIOUS EDUCATION**

151. By the end of Key Stage 1, standards of attainment are in line with those expected in the locally agreed syllabus for religious education. By the end of Key Stage 2, standards are below those normally expected for pupils of this age. This represents a decline in standards at Key Stage 2 since the previous inspection. In Key Stage 2, the amount of time devoted to religious education is significantly less than the time stipulated in the agreed syllabus. Whilst work seen in pupils' books is of an appropriate depth, considerable aspects of the planned work are not covered. Each year pupils concentrate on one religion and intersperse work on other religions. This year the school focus is on Islam and last year it was on Sikhism. However, pupils in

Year 6 have not developed a clear distinction between these two faith groups and are underachieving.

152. By the end of Key Stage 1, pupils' achievement is satisfactory. They are taught in mixed Year 1 and 2 age groups and because there is no difference in the planning for the two age groups younger pupils make good progress. Pupils recognise some of the symbols of other leading world faiths. Throughout the key stage pupils' understanding of the concept of prayer is successfully developed through exposure to prayer in assemblies, opportunities to compose their own prayer, their reflections on peace, and the practice in some classes of reciting a prayer at the end of the day. In literacy lessons, pupils recorded the Christmas Story, and in this activity there was higher attainment in the work of the Year 1 pupils than in Year 2.
153. All pupils in Key Stage 1 learn about special things at the start of their work on the importance of objects and ideas to followers of faith groups. Many pupils already understand that family members are special to them and the importance of Jesus. They recognise that celebrations such as Christmas and Easter commemorate events in his life. Through the good use of several decorated boxes and objects, teachers successfully expand pupils' understanding of why objects are important to individuals. At earlier times in the year pupils in Key Stage 1 had learned about important features in places of worship and had visited churches and a mosque.
154. By the end of Key Stage 2, pupils discuss rules and aspects of right and wrong. This is focused on citizenship and personal and social education, rather than religion, and does not take into account pupils' former learning of basic religious rules. At previous times pupils in Years 5 and 6 have studied some aspects of the development of Christianity and the basic teachings of Islam, particularly the Five Pillars of this faith, and the number of times Muslims pray each day. Learning of Judaism is not fully covered. At the time of the inspection younger pupils in Years 3 and 4 were successfully developing an understanding of what it means to devote one's life to the work of God through looking at the life of Mother Teresa. Through skilful questioning teachers develop pupils' learning skills to satisfactory levels. Progress over time of these younger Key Stage 2 pupils is not satisfactory. There is little written work and, for some pupils, the emphasis is too much on pattern and design, rather than religious content.
155. Pupils' attitudes to religious education are generally good. Throughout the school pupils are keen to participate in class discussions. Their interest is developed by teachers' enthusiasm, their relationship with the pupils and, for Key Stage 1 pupils, the interesting resources teachers bring from home.
156. Overall, the quality of teaching is satisfactory and sometimes good. Planning is generally secure. Good teaching is characterised by a good balance between the teacher directly teaching and allowing the pupils to express their ideas. In all lessons, the information presented to the pupils is informative and often appropriately challenging, helping them to understand the beliefs and actions of members of faith groups, such as Mother Teresa. Through the ensuing discussions, teachers help pupils to develop their understanding of the need for rules in society and to consider the views of others. However, teaching under-emphasises the underlying lessons that pupils can take from religion when making decisions in their own lives. Teachers' subject knowledge is satisfactory and they relate well to the pupils. Teachers include all pupils in discussions and give some individual support so that pupils with special educational needs make satisfactory progress. Teachers mark pupils' work well, but

do not assess previous learning at the start of a topic in order to use this information in their future planning.

157. The supportive relationship between the school's assembly programme and the religious education provided is not as strong as it was at the time of the previous inspection. This is because the school has yet to develop the syllabus. Planned visits by members of the faith groups being studied are rare. Visits to places of worship, particularly for pupils in Key Stage 2 are limited. Some visits are undertaken to the local churches, and in Key Stage 1 to places of worship being studied, and these occasions leave a lasting impression on the pupils. The school is aware of the shortcomings in the curriculum and is addressing them in its new action plan.
158. There are good links with the school's personal social and health education programme. The coordinator is enthusiastic and is leading the development of a full scheme of work for the school. She monitors the planning, but has no opportunity to monitor the teaching or the work pupils produce. Religious education has a low profile in the school, with only one small low impact display in one classroom. The quantity and range of resources such as artefacts and books in the library are satisfactory but they are not sufficiently used and seen around the school.