

## INSPECTION REPORT

### **BARRY LOWER SCHOOL**

Northampton

LEA area: Northampton

Unique reference number: 121939

Headteacher: Lynne Pugh

Reporting inspector: Richard S Moseley  
16886

Dates of inspection: 28-31 January 2002

Inspection number: 196625

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Barry Road Northampton
Postcode:	NN1 5JS
Telephone number:	01604 234574
Fax number:	01604 639687
Appropriate authority:	The governing body
Name of chair of governors:	Ann McCarron Shipman
Date of previous inspection:	30 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	Richard Moseley	Registered inspector	Science Equal Opportunities English as an additional language	Characteristics of the school The school's results and pupils' achievements How well the school is led and managed How well the pupils are taught
19374	Wendy Sheehan	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
22452	Mary Farman	Team inspector	Mathematics Information and communication technology Design and technology The Foundation Stage	
18027	Sheila Mawer	Team inspector	English Music Religious Education	How good are the curricular and other opportunities offered to pupils
22545	Valerie Hobson	Team inspector	Special Educational Needs Art and Design Geography History Physical Education	

The inspection contractor was:

HeadStart & Associates  
Higherland Bridge  
49 West Street  
Gargrave  
Skipton  
North Yorkshire BD23 3RJ

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Barry Lower School is bigger than most other lower schools, with 313 pupils, consisting of 175 boys and 138 girls aged from three to nine years. There are 62 children who attend the nursery part time. A lower than average number of pupils, six per cent, are entitled to free school meals. The school serves an area of mixed social backgrounds, with an increasing number of parents who live outside the immediate local area and choose to send their children to this school. Attainment on entry to the nursery is below average and attainment on entry to the school is average; this is confirmed by local education authority analysis. The percentage of pupils speaking English as an additional language is 11 per cent, which is high. The number of pupils from ethnic minorities is 28. There are three full time and five part time pupils with significant learning difficulties. The number of pupils on the school's register of special educational needs is broadly in line with the national average. There are seven full time pupils with a statement of special educational needs, which is also average.

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

This is a successful school, with many good and very good features. Pupils are reaching very good standards in art and good standards in many subjects, including mathematics, science and aspects of English, by the time they leave the school. A majority of the teaching is good, with a significant amount of very good or excellent teaching. The school's arrangement to ensure equality of access and equal opportunities for all its pupils is very good. Pupils' attitudes to their work, their behaviour and relationships are very good. The school is well led and managed and provides good value for money.

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

- Effective teaching helps pupils learn well.
- Standards in reading, mathematics, science, information and communication technology, design and technology, music and physical education are above the national expectation for pupils' ages by the time pupils leave the school at age nine. In art and design they are well above.
- The provision for social and moral development is very good. Pupils have very positive attitudes to their work, are very well behaved and have very good relationships. They are developing the skills of independent learning, very well.
- The provision for pupils who speak English as an additional language and pupils with special educational needs is very good. The school has very good arrangements to ensure equal access for all its pupils to all aspects of school life.
- There are very effective links with parents. The impact of parents' involvement and their contribution to children's learning at school and at home is very good.
- The leadership is effective, and provides a clear educational direction for the school.

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

- Standards in the writing aspects of English, by the time pupils leave the school.

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

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

The school was last inspected in June 1997. With reference to the key issue in the last report, the governors' annual report to parents now complies with the requirements to report on the allocation of resources to pupils with special educational needs. Some of the minor weaknesses pointed out in the last report have been only partially addressed. For example, handwriting and presentation skills are still in need of further development. In addition, good leadership has resulted in other improvements. For example, there is a significant improvement to the school's provision for outdoor learning activities. Children in the nursery and reception classes have covered outdoor facilities that give them opportunities to experience outdoor learning in all weathers. The number and quality of computers and software have improved and standards in information and communication technology are now above the national expectation by age seven and by the time pupils leave the school. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	C	A	B
Writing	A	D	C	D
Mathematics	A	C	A	B

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

In the National Curriculum tests in 2001, standards in reading and mathematics were well above average. In writing, they were average. Although the results over the last few years have been variable, in line with the abilities of the different cohorts, they show very good results in reading and mathematics at which the school excels, and average results in writing, an area identified by the school for further development. When the results are compared to similar schools, they are not quite as strong and again show weaker results in writing. Nevertheless, as the attainment on entry to the school is broadly average, the results demonstrated that in reading and mathematics, pupils achieved very well and in writing, their achievement was sound. Teacher assessments in science indicate that attainment in science was average and pupils' achievement was sound.

The inspection findings indicate that for this year's pupils, in Year 2, attainment in reading and in mathematics is again well above the standards expected for their age. In writing and science, it is in line with the standards expected. Pupils are achieving very well in reading and mathematics and soundly in writing and science. The inspection finding indicates that for this year's pupils, in Year 4, attainment in English is in line with the standards expected for their age. Within this, attainment in speaking and listening and reading is above average but in writing it is below the national expectation. Attainment in mathematics and science is above average. Pupils are achieving well in reading, speaking and listening, mathematics and science. They are not achieving as well as they should in writing. Attainment in information and communication technology, design and technology, music and physical education, is above the standards expected for pupils in Year 2 and Year 4 and in all these subjects pupils are achieving well. In art, Year 2 pupils are attaining standards that are above the expectation and are achieving well. Attainment in art and design in Year 4 is well above expectations and pupils are achieving very well. One of the main reasons for the good standards in these subjects is the development of very good attitudes to learning and effective teaching linked to the development of strong independent learning skills. In religious education, history and geography, attainment is in line with the standards expected for their age and pupils are achieving soundly. It must also be pointed out that all attainment levels for pupils in Year 4 are a considerable achievement as over one third of the pupils have some level of special educational needs. Attainment in literacy is above average for pupils in Year 2 and average in Year 4. In numeracy, they are well above average in Year 2 and above average in Year 4. The school has attained or exceeded all of the targets it has been set.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils are eager to learn. They are responsive and show very positive attitudes to learning. Their abilities to carry out their work, independently or in groups, is very good and a strength of the school.
Behaviour, in and out of classrooms	The behaviour of most pupils in lessons and around the school is very good. They are polite and courteous to each other and to adults.
Personal development	Very good. Relationships at all levels are very good and contribute very



and relationships	effectively to pupils' personal development and to very good racial harmony.
Attendance	Good.

Most pupils, including those with special educational needs, those with significant physical difficulties and those speaking English as an additional language, show a great deal of confidence, at a level well above their age, by the time they leave the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Aged up to 5 years	Aged 5 – 7 years	Aged 7 - 9 years
Quality of teaching	Very good	Good	Good

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

The quality of teaching is good overall, with a significant amount of very good or excellent teaching. The level of teaching in the Foundation Stage is almost all very good. No unsatisfactory teaching was observed during the inspection. This is an improvement since the last inspection. The present level of teaching ensures that learning is good or very good in many areas as pupils successfully acquire skills, knowledge and understanding in all the subjects they are studying. Particular strengths are the effectiveness of the methods and ideas teachers use. These interest pupils and motivate them well. Most teachers have good skills to develop pupils' independent learning. This is successful and pupils develop a great deal of confidence to work on their own or in small groups. Lessons usually proceed at a good pace and therefore most lessons are productive. Teachers use their very good relationships with pupils to support and encourage them. All these strengths develop pupils' intellectual, physical, creative and independent effort. Teachers manage pupils very well and achieve high standards of discipline. On a few occasions, the pace of lessons is slower. This happens in some of the group activities, where the guidance given to pupils is not as clear and the teacher is working with another group. Also, in Years 3 and 4, although teachers' planning is mainly good, sometimes very good, it does not always emphasise in some subjects the further development of literacy skills, such as extended writing, re-drafting, handwriting and presentation. This means that the skills of writing and the quality of presentation and handwriting are not as high in subjects like history, geography, religious education and science, as they are in English lessons. This is resulting in missed opportunities for the further development of literacy skills. Computers are used in many subjects to support learning well. The skills of numeracy are taught well and used effectively throughout the school. The work planned for pupils with special educational needs and pupils with English as an additional language is very good and teachers are very well supported by classroom assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced and relevant curriculum. The curriculum for children in the Foundation Stage is also good. The quality and range of learning opportunities is well enhanced by visits out of school and visitors into school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Pupils are very well supported both in the classroom and on the few occasions when they are withdrawn for extra help. These pupils, as well as those with significant physical difficulties, are cared for and totally integrated into all aspects of school activities.
Provision for pupils with English as an additional language	The support for these pupils is very good. Specially trained staff work with these pupils in small groups or in the classroom. A number of well thought out activities enable these pupils to develop their understanding of English very well in order that they are fully included in school life.
Provision for pupils' personal, including	Very good. The provision for pupils' spiritual and cultural development is good. The provision for moral and social development is very good and is

spiritual, moral, social and cultural development	resulting in very good behaviour. The personal development of pupils is therefore a strength and pupils have a good degree of confidence by the age of nine.
How well the school cares for its pupils	Good. The school cares for its pupils well.

The procedures for child protection are good. There are very good links with parents and the contribution of parents to pupils' learning at school and at home is also very good and this enhances the quality of learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, leadership and management are good. Within this, the headteacher provides a clear vision and educational direction for the school. She is ably supported by her deputy headteacher. Some subject leaders have developed their role well. Others are in the early stages of developing their subject.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. For example, the chair of the governing body works very closely with the headteacher. The governors with a responsibility for special educational needs, literacy and numeracy, are very effective.
The school's evaluation of its performance	Good. The headteacher, staff and governors are fully aware of the school's performance and this enables them to plan for the future effectively.
The strategic use of resources	Very good. Resources are readily available and used very well. All money available to the school is spent very wisely and carefully. In this, the school is very well supported by the bursar and the chair of the governors' financial committee. The school applies the principles of getting best value for money.

Teachers and support staff are well matched to the demands of the curriculum. The accommodation and learning resources are good. The headteacher, with the support of the governors, has been successful in identifying the school's priorities. For example, there was an urgent need to provide a covered area for the extension of physical development and play for the nursery and reception classes. These are very effective areas and used well to promote learning. Also, the further development of assessment procedures and target setting in English and mathematics are beginning to be effective in producing work more closely matched to pupils' needs. The priorities that have been identified for the future, both in this year and in the years ahead as the school is extended into a full primary school are appropriate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their child likes the school.</li> <li>• Their child is making good progress.</li> <li>• The teaching is good.</li> <li>• They can approach the staff with any problems.</li> <li>• Their child is expected to work hard and do their best.</li> <li>• The school is well managed.</li> <li>• The school helps their child to become more mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> <li>• Their child gets the right amount of work to do</li> </ul>	<ul style="list-style-type: none"> <li>• Very few parents felt that their children were not getting the right amount of homework.</li> <li>• Very few parents felt that the school does not provide an interesting range of activities outside lessons.</li> </ul>

All parents' views expressed at the parents' meeting and in the questionnaire were brought to the attention of the headteacher. Inspectors support parents' positive views of the school. They also judged that the school does provide an adequate amount of homework and a good range of interesting activities outside lessons.

## **PART B: COMMENTARY**

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

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

- 1 In the National Curriculum tests for seven year olds in 2001, pupils' attainment in reading and mathematics was well above average, and in writing, it was average. Teacher assessments in science indicated average standards. When these results are compared to similar schools, based on the numbers of pupils claiming free school meals, they do not read quite as strongly. Nevertheless, they still indicate above average results in reading and mathematics. In writing, they indicate below average results. The school has recognised this relative weakness and has targeted writing as an area for improvement. Also, the percentage of pupils receiving free school meals, 7.3 per cent, almost puts the school in the next category where comparisons to other schools would have been more favourable. All these results, however, indicate that in 2001, pupils aged seven were achieving soundly in science and writing and very well in reading and mathematics, from an attainment on entry to the school, which is average. Over the last three years from 1999, although the results have been very variable with a below average result in writing in 2000, all others have either been in line with the national average or well above.
- 2 A significant minority of children enters the nursery with social, language and mathematical skills that are below the expectations for most three year old children. Although attainment on entry to the reception class varies, it is broadly in line with what is expected for children of this age. By the time they leave the reception class most children have social skills that exceed expectations and have well developed movement skills. Development in all other areas meets what is generally expected.
- 3 In English, for pupils in Year 2, attainment in reading is again well above the national expectation. For example, pupils read "Owl Babies" with very good expression, paying very good attention to punctuation marks as they read. Attainment in reading in Year 4 is above average, even though there are a high proportion of pupils with special educational needs. Pupils are therefore achieving very well in reading in Year 2 and well in Year 4. In speaking and listening, attainment is above the national expectation throughout the school. Pupils are encouraged to speak clearly and join in and contribute to discussions. Pupils answer and ask questions well and listen and follow instructions accurately. Throughout the school, pupils are achieving well. In writing, standards are in line with national expectations by age seven. By the age of nine, attainment in writing is below the national expectation. Although a more structured approach with a number of improvements is now in place, this has not yet had time to raise attainment by the time pupils leave the school. Pupils are not yet achieving as highly as they should in writing by age nine. Handwriting and presentation of work is improving in Years 1 and 2 but is still below the national expectation by the time pupils leave the school at age nine. Teachers are, however, beginning to develop a more structured approach to handwriting and presentation but because this has not been an emphasis in the past, attainment is still below expectations for pupils' ages. The teachers are aware of these weaknesses

and have targeted writing as an area for further development. Standards in literacy are above average at the end of Year 2 and average at the end of Year 4.

- 4 In mathematics, by age seven, most pupils achieve standards well above the national expectation. They use and apply mathematics very well in problem solving activities. Pupils have very good levels of skill in number work. Knowledge of different shapes and measuring ability is developing very well by the end of Year 2. Standards by the end of Year 4 are not quite as high, as there is a high proportion of pupils with special educational needs. Nevertheless, pupils are still attaining above the national expectation. Pupils demonstrate a good ability to explain their work well. For example, a pupil explained how “a quarter of a kilogram is 250g because a kilogram is 1000g, half of that is 500 and half of that is 250. A quarter is half of a half.” Pupils in Year 4 understand the connections between decimals, percentages and fractions. Pupils are achieving very well in Year 2 and well in Year 4. Standards in numeracy are well above average by the end of Year 2 and above average by the end of Year 4.
- 5 In science, attainment is in line with the national expectation in all aspects at the end of Year 2 and pupils are achieving soundly. For example, within the area of physical processes, pupils are able to explain the forces of pushing and pulling and describe the movement of familiar things like toy cars as they speed up when falling down a slope or slowing up because of the friction of the carpet. By the time pupils are in Year 4, they have a knowledge of all areas of science above the expectations for pupils’ ages and pupils are achieving well. Pupils’ skills in experimental and investigational science are particularly strong and almost all pupils understand the importance of setting up a fair test and predicting the outcome. Pupils’ ability to write up the results of their experiment clearly and logically is not as well developed, mainly because of weaker writing skills and a lack of emphasis on structured presentation.
- 6 In information and communication technology, standards at the end of Year 2 and Year 4 are above the national expectation and pupils are achieving well. For example, pupils in Year 2 confidently access information to support work in mathematics. In Year 1, pupils plot routes for a robotic toy well. By age nine, the majority of pupils have well developed abilities on computers. They control them accurately and have good data handling skills. Pupils have a clear idea of the value and use of computers in life today and use computers often to support learning in different subjects.
- 7 In religious education, attainment is in line with the requirement of the locally Agreed Syllabus at the end of Year 2 and Year 4 and pupils are achieving soundly. At the end of Year 2, most pupils have a reasonable knowledge of Judaism and Christianity. For example, they know the purpose of special features in the local church. They know that Jewish people worship in a synagogue and why Moses and Abraham are important leaders. By the end of Year 4, pupils understand how Christians show a commitment to their faith. Pupils participate well in discussions of moral and social issues and have a strong respect for each other’s views.
- 8 Within the remaining subjects, pupils attain standards above the national expectation in design and technology, music and physical education at the end of Year 2 and the end of Year 4. Their achievement in these subjects is good. In art and design, pupils’ attainment at the end of Year 2 is above the national expectation and at the end of Year 4, well above. Pupils therefore, are achieving well at age seven and very well by age nine.
- 9 The school provides for pupils who have a wide range of special educational needs. This includes pupils with significant physical difficulties, as well as pupils with emotional

or behavioural difficulties. These pupils achieve very well in the supportive environment created by all staff. Staff review the challenging targets regularly to ensure pupils make consistently good progress appropriate to their learning difficulties.

- 10 Pupils, who have English as an additional language and need extra support, make very good progress because of the special arrangements the school makes. For example, very good work by support assistants working closely with the classroom teacher produces individual targets for language acquisition. Both teacher and support assistants work closely to these targets whether the pupil is withdrawn for specialist sessions or remains in the classroom.

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

- 11 Pupils' attitudes, behaviour and personal development are very good and a strength of the school as reported at the time of the last inspection.
- 12 Children in the nursery and reception classes quickly develop very positive attitudes to their learning. They are respectful and polite. They enjoy their work and concentrate for suitable lengths of time. They relate well to one another and to adults, are sensitive to the feelings of others and behave very well. In lessons, they are calm, quiet and sociable. They are interested, well motivated to join in and listen attentively to adults and others.
- 13 Pupils' attitudes to learning are very good and they enjoy coming to school. Pupils are very mature in their attitude to work. They are able to work independently for prolonged periods with minimal supervision. This strong attitude to independent learning pervades all aspects of school life and results in minimal rules required. In lessons, pupils display an extremely keen interest in activities and invariably find lessons stimulating. Pupils make a significant contribution to discussions in class. For example, in a Year 2 design and technology lesson, all pupils reached high levels of design work during an animated discussion. They are able to concentrate and work very well in lessons. They have a great ability to generate their own ideas and solve problems for themselves and this is often well developed during the group activity. For example, during a design and technology lesson in Year 3, they settled quickly to their work without fuss, were very focused on their tasks, and took real enjoyment from their success in coping with challenging work. They maintained high levels of concentration and worked cooperatively and collaboratively together. All pupils are able to organise their own work with little adult support and they take great delight in both shared learning with partners, in groups as well as working by themselves. However, their pride and maturity is not always reflected in the standards of presentation of their work.
- 14 Pupils behave very well. Behaviour, both in and out of school is very good and this has a positive impact on pupils' achievements. The school aims for pupils to develop their own moral code and this is reflected in the way pupils have developed mature standards of self discipline. Incidents of poor behaviour are rarely seen and no bullying or signs of harassment were observed during the inspection. In discussion with pupils, they feel that on the whole incidences of poor behaviour are rare and sorted out well through talking with teachers. Pupils are usually polite, readily offering to help each other and adults. There was one fixed period exclusion which occurred last year and this was an exception in a school that prides itself on developing caring tolerant pupils.
- 15 Pupils' personal development and relationships are very good. The ability of teaching and support staff to work as a strong team provides a good role model for pupils and makes a strong contribution to the positive relationships within the school. Pupils work

very well together and share resources and equipment sensibly. The large majority are confident to talk to their friends about behaviour, feelings and experiences. For example, in a Year 3 religious education lesson, pupils were able to give reasoned thoughtful views. The youngest children are able to express their thoughts and feelings. Older pupils are given opportunities to be involved in extra curricular activities, and look after younger pupils in the playground and at lunchtimes. They have entertained in local hospices, and show care during the senior citizens weekly visit for a coffee morning. All pupils show a good level of care and tolerance to those pupils with significant physical difficulties or special educational needs.

- 16 Attendance at the school is good. Levels of attendance have risen since the last inspection and are now well above the national average. Registration is taken quickly and efficiently. Almost all pupils arrive at school on time but the school is concerned about a small number of pupils who are persistently late as this affects their learning. The good attendance of the majority of pupils reflects their very positive attitudes to school and contributes greatly to their levels of attainment and progress.
- 17 Pupils with special educational needs and those pupils who have English as an additional language are enthusiastic about school. Staff are aware of the more difficult social situation for pupils with significant physical difficulties who attend school part time. Teachers ensure that they are fully included in class lessons and group work and give them excellent opportunities by providing them with appropriate support and apparatus.

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

- 18 The quality of teaching and learning has improved since the last inspection. This is mainly due to observation, monitoring and evaluation carried out by the headteacher and deputy headteacher, the coordinators for literacy and numeracy, and the local authority inspector. The guidance given from all this monitoring has been noted and acted upon. During the inspection, no unsatisfactory teaching was observed and in almost eight out of ten lessons, throughout the school, it was good or better. In one third of lessons, it was very good or excellent. At the last inspection, only two out of ten lessons were very good or better and there was a small amount of unsatisfactory teaching. The steady improvement in the quality of teaching has resulted in a steady improvement in learning. Pupils of all abilities, including those with special educational needs and pupils with English as an additional language, acquire skills, knowledge and understanding in all of the subjects they are studying. This improved level of teaching is the main reason why pupils are achieving well in a majority of subjects.
- 19 The teaching of literacy has been a major focus for the school during the last two to three years and it is now well established. The quality of teaching is good overall. All the teaching in Years 1 and 2 is good or better, while in Years 3 and 4, teaching ranges from satisfactory to very good. An effective feature of all lessons is the successful introductory sessions, the whole class activities and the concentration on reading. However, there is insufficient emphasis in some lessons in Years 3 and 4 on improving pupils' work through them drafting and redrafting their writing, or developing their handwriting and presentation. Currently, literacy skills are not being practised as effectively as they could be across science, history, geography and religious education. In all these subjects, there is a limited amount of written work and in most cases the literacy objectives are not being met through work in these curriculum areas. Consequently, standards, although sound, are not always as high as they could be.
- 20 The teaching of numeracy has received specific attention and a good format for lessons has been established throughout the school. The quality of teaching is mainly good with

some very good and excellent teaching and it is well planned and linked to pupils' specific needs. This was seen in a numeracy lesson for pupils in Year 2. The objective of the lesson was to break a sum down to manageable proportions in order to find the answer quickly. The teacher guided pupils well depending on pupils' ability and understanding. This resulted in all pupils working at a challenging level. The teaching also encourages problem solving in numeracy lessons, wherever possible, linked to examples in real life. Pupils are also encouraged to work independently on mathematical problems; this is effective and pupils develop different ways of solving problems in line with their own abilities.

- 21 Teachers have good subject knowledge in all of the subjects of the National Curriculum. In religious education, subject knowledge is satisfactory. In all subjects, schemes of work are clear and have helped to extend teachers' subject knowledge well. This ensures that teachers are able to ask relevant and challenging questions and answer more searching questions with authority. This is particularly important, as pupils have highly developed skills in speaking and listening; class discussions with question and answer sessions feature highly in most lessons and are an important part of learning.
- 22 Teachers' short term lesson planning is mainly good. It is planned in carefully structured learning steps with clear learning objectives and well thought out activities. For example, pupils in Year 4, during a literacy lesson on "The Invisible Beast" were asked to say which were the frightening words in the text. This caused a great deal of interest and competition between pupils as they successfully stated how the words described the beast and which lines they liked and those they disliked. This well thought out activity caught the pupils' imagination well. On occasions, however, teachers' planning does not emphasise the need to develop the literacy skills of writing within other subjects. Also, there is sometimes a lack of guidance as to how to present the work in a tidy, clear and logical form, while still maintaining individual flair.
- 23 The management of pupils in lessons is usually very good. This ensures very good behaviour in almost all lessons and pupils are encouraged to be strong, independent learners. They are given every opportunity to develop these skills. This is the strongest feature of the teaching, resulting in pupils developing a great deal of confidence by the time they leave the school. The pace of learning is also usually good, resulting in most pupils making good progress in their learning by the end of the lesson. On a few occasions, usually during the group sessions, the pace of learning of the groups not being led by the teacher is not as good and, although there is rarely any poor behaviour, nevertheless progress is more moderate.
- 24 Teachers have sound knowledge of the needs of all pupils they teach and their day to day assessment of how well pupils are learning is usually right. Longer term assessment records are beginning to be used well by teachers in English and very well in mathematics, and these are linked to individual targets. However, the school has recognised that its use of assessment records and individual targets are in need of further development. This is particularly important in the writing aspects of English. The quality of marking is satisfactory throughout the school, with some good, helpful comments provided on occasions. This helps pupils to see what they have to do to improve. Homework is given appropriately with the age of the pupils and contributes well to pupils' learning.
- 25 The quality of teaching for children in the Foundation Stage of learning is very good. This high standard is consistent in the nursery and reception classes. All members of staff have high expectations of children's achievements. This ensures that they learn and achieve well.

- 26 Pupils with special educational needs generally have work that is very well matched to their needs so they make significant steps in their learning during lessons. Staff are fully aware of pupils' targets and support staff and class teachers plan very well together. Support staff are very well organised and use time very effectively to ensure pupils are fully involved in learning. In the majority of lessons staff support pupils with special educational needs sensitively, giving them independence to attempt tasks while helping them to succeed.
- 27 The quality of teaching for those pupils with English as an additional language, who need support, is very good. Teachers and classroom assistants have detailed knowledge of these pupils who have very good individual targets, which are constantly used to direct their teaching. Teachers and assistants are particularly skilled at building up the confidence and self esteem of these pupils. They are totally included in the full life of the school.

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

- 28 The school makes good provision for children in the Foundation Stage of learning. The curriculum covers all areas of the Early Learning Goals and places a suitably strong emphasis on children's social development. The provision for outdoor learning opportunities is particularly good and this promotes children's physical development well. All children receive a high level of support in developing their personal and social skills. This is particularly effective for children with English as an additional language. It ensures that they take a full part in all classroom activities.
- 29 Curricular opportunities are good. The school has been very successful in ensuring that inclusion is at the very heart of the curriculum, with equal access and opportunities for everyone to the full range of learning experiences. Very good procedures are in place to support the small number of pupils with significant physical difficulties enabling them to take a full and active part in all aspects of school life. A further strength is the way in which all pupils are helped to take responsibility in lessons for their own learning and to develop initiative and confidence. The school continues to offer the broadly based and relevant curriculum that existed at the time of the previous inspection in 1997. Good quality policy documents and schemes of work have been revised in most cases to successfully incorporate national guidelines.
- 30 The school provides a good programme of extra curricular activities, which enriches the experiences of many of the pupils in Years 3 and 4 and adds significantly to their learning. Many of the staff are involved in these activities, which include music, sports, and art activities. The commitment to inclusion is clearly seen in the way in which the pupils with physical difficulties are included in the country dancing club by providing adults who act as the 'pushers' of the wheel chairs. A good variety of educational visits and visitors help to successfully widen the curriculum. Older pupils also have the opportunity to take part in a residential visit to a centre in a nearby village. As well as developing a sense of independence and learning important outdoor education skills, the pupils also study the area as a contrasting location for geography.
- 31 Links with the community are very well promoted. An active involvement with the fire service, volunteer readers, local churches, shops and museums, are just a few of the many associations that make a strong contribution to enriching the curricular experiences of pupils and are having a positive impact on standards. There are close curriculum links with other local schools and especially with the nearby special school



from which some of the pupils with physical difficulties are transferred. Pupils sometimes join neighbouring schools to take part in sports and musical sessions. The willingness of the school to actively embrace further links with the local community is seen in the regular use being made of the school accommodation by the senior citizens of the area and the local playgroup. So settled are the senior citizens, that they hold their Christmas lunch in the school each year, prepared by the school and parents.

- 32 Personal, social and health education as well as citizenship receives a high profile in school. The provision is good and appropriate for the ages and needs of the pupils. Sex education and keeping safe and healthy are planned and taught effectively within the science curriculum. Personal and social education is taught informally in many lessons including 'circle time'. There are a good range of resources to support topics such as bereavement, bullying, family and friendships. Although drug awareness is not currently taught, the school is shortly signing up to a 'Healthy Schools' initiative, which includes this aspect in its provision.
- 33 The provision for pupils' spiritual, moral, social and cultural development is very good. It is better than at the time of the last inspection. Spirituality is good and promoted well in assemblies and circle time, where a positive sense of community and shared values are celebrated together. Pupils are given many opportunities to reflect on a range of issues and to talk openly on aspects of their own lives and the world around them. In one 'circle time' session in Year 2, the teacher gave the pupils time to think together in their pairs and formulate their ideas of what makes a good friend. Assemblies are carefully planned to help pupils develop a mutual respect for a range of faiths and beliefs. In the recent assembly on Solomon, a candle was lit to help the pupils reflect on the story and its significance to them in sorting out their problems at home and at school. Although other faiths are studied in religious education lessons, visits to other faith centres and visitors from different faiths are limited. There are, however, some good opportunities for pupils to explore their feelings and emotions in literacy, art, music and science lessons. A very good example of this was seen in a Year 4 lesson in which the pupils were studying the text of 'The rainbow bear.' The very good discussion and questioning by the teacher on the use of words to create the mood of the text gave the pupils the opportunity to explore and develop what animates themselves and others. The high profile of music and the very good art work on display shows clearly the strong creative and expressive emotions often felt by the pupils in their work and the very good climate and ethos for learning in these subjects.
- 34 The school provides very well for pupils' moral development, which is developed successfully through the caring relationships between pupils and staff. This encourages pupils to approach adults confidently for support and advice. There is a clear code of conduct both in school and in the playground, which the pupils have helped to initiate. In encouraging pupils to take responsibility for their own actions in the 'adventure playground' outside and the 'fairy tale castle' inside, pupils have gained a strong moral awareness and respect for others. This is extended to the local area, where pupils discuss solutions for improving the environment. Opportunities to consider moral dilemmas in literacy, assemblies and 'circle time' are a regular part of school life and help pupils to explore and develop their own values. The staff provides very good role models in reinforcing high standards of behaviour and sharing positive principles with the pupils. The school is a well ordered community where pupils are taught to know the difference between right and wrong. Achievement assemblies are used to praise pupils for their positive behaviour and kindness to others, as well as to celebrate their good work. Various events are organised through the year to raise money for charities. Occasionally these events are organised by the pupils. This gives them a good sense of their responsibility for those less fortunate than themselves.

- 35 There is very good provision for social development. A very positive feature is the way in which pupils are actively encouraged to take responsibility for their own actions without being too closely monitored and supervised by adults. This gives the pupils very good opportunities to develop independent study and research skills. The success of this is clearly seen in the way they confidently use their initiative to find information on the computer or plan a group composition together to accompany a song they have learnt. Older pupils are sometimes given additional responsibilities around the school. In fostering a sense of community in the school, an informal 'buddy' system is used in which new pupils are supported and fully integrated into the life and work of the school. There are very good opportunities for pupils to develop team spirit through the focus on small team games in physical education lessons, extra sporting activities after school and occasionally sporting events and competitions with other schools.
- 36 The cultural provision for pupils' learning is good. The school ethos is one of total inclusion where everyone's differences and strengths are recognised. This approach was celebrated recently when a local artist worked with all the pupils to produce a series of murals for the hall, portraying the life and work of the school. The school also celebrates a good range of cultural festivals and customs in assemblies. During the time of the inspection, the Chinese New Year was the topic of focus. At the moment, within the curriculum, there is a stronger emphasis on western cultural traditions than raising an awareness of the diversity and richness of different cultures. For example, teachers plan opportunities in religious education lessons to learn about life in a multi cultural society through the teaching of Christianity and other faiths. However, at the moment, the only faith centres that have been visited are the local Christian churches. In art, the important traditions of non European art are not drawn upon sufficiently in the teaching and this is an area for further development in order to raise its profile and awareness for the pupils in the school. In music there are much stronger links and the establishment of a drumming club after an African Week held in school some time ago, has extended pupils' cultural awareness very well.

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

- 37 The school has sustained the good standards of care for its pupils. The school is a caring community where pupils flourish and develop in an atmosphere, which supports, encourages and values pupils as individuals. Pupils feel safe and secure and able to seek help and support whenever they need it.
- 38 Arrangements for child protection, safety and welfare are good. Significant emphasis is placed on helping pupils to protect themselves and others. The school complies with local authority Child Protection procedures and has a designated Child Protection coordinator. The welfare of pupils on the Child Protection register is well monitored, but the regular training and updating of staff on the knowledge and understanding of procedures is not completely in place. The school's health and safety policy is good and reflects the schools requirements well. The school promotes the awareness of health and safety issues well especially in physical education lessons. The school has well established arrangements for dealing with accidents, and sufficient members of staff are trained in first aid procedures. Representatives of the governing body and the site supervisor regularly monitor the premises for any health and safety concerns.
- 39 Procedures to monitor and promote good attendance are good. The reporting and recording of attendance meet statutory requirements. There is a clear commitment to continually improving attendance. The school has good links with the educational

welfare officer, who visits the school regularly. Parents are constantly reminded of the need for punctuality through regular newsletters.

- 40 The procedures for promoting and monitoring positive behaviour are very good. An appropriate behaviour policy is well established and the school implements this policy consistently. The whole school ethos of promoting self discipline is very successful, leading to minimal school rules. Arrangements for monitoring and reducing instances of inappropriate behaviour are well established and records are kept when required. If a pupil's behaviour causes concern, individual programmes are devised to encourage positive behaviour. This recognition of each pupil's individual needs is a strength of the school. The school is alert to any racist incidences and records are carefully monitored.
- 41 Pupils' personal development is mostly monitored in an informal way, based on the very good knowledge the headteacher and all teachers have of the pupils. The headteacher has also monitored pupils' personal development during lesson observations to ensure a consistent approach throughout the school. Achievement is consistently acknowledged, for example, through celebration assemblies, to encourage further progress.
- 42 The Foundation Stage staff keep careful and detailed records of children's personal and academic achievements. They share and discuss the records with parents and each other. This ensures parents know how well their children are doing and that there is no unnecessary repetition of work between the nursery and reception classes.
- 43 Procedures for assessing pupils' attainment and checking their progress are good. The school analyses the national test results well to check on the progress of boys and girls and ethnic minority pupils, which is impacting on the work planned for all pupils. There are very good procedures in information and communication technology, mathematics and newly developed records in science. Revised procedures to assess pupils' skills and knowledge more effectively in geography, history and art are developing. The procedures for special educational needs provision are very good and comply with the previous Code of Practice. The staff have applied for training to update their knowledge of the new code. Records of pupils' achievements and needs are very well organised and rigorously reviewed for all pupils with special educational needs, including those with statements. Meetings with other agencies are very well documented and all relevant personnel, including parents, are informed about decisions. Procedures for assessing children in the Foundation Stage are very good. Staff keep clear records of children's development in all the areas of learning and use them very well to plan appropriate activities.
- 44 The use of assessment to develop the curriculum is satisfactory. They are used particularly well in English in Years 1 and 2 and in mathematics throughout the school. The good assessment procedures in science and information and communication technology are in an early stage of implementation. Teachers keep detailed records of pupils' achievements in specific activities across all the subjects. Lesson plans are not always evaluated to set targets for the next lesson. Pupils are not involved sufficiently in setting their own targets and assessing their own progress towards them. Where the school has begun to set clear targets, for example in writing, these are not used consistently in all classes in Years 3 and 4. This is a key area for development. Pupils in Year 2 are clear about their class targets for writing.
- 45 Provision for pupils with special educational needs is very good. The curriculum is adapted to their needs if necessary taking their physical and emotional needs into account. Pupils' individual education plans are very good and used very effectively by all staff to plan appropriate tasks. Wherever possible, all pupils participate in all lessons.

When Years 3 and 4 go on a residential visit, pupils with significant physical difficulties go on day visits to join in with adventure activities with their class. Those pupils also take part in country dancing during lunchtime if they want and have “pushers” to help them make the moves. The school is very committed to equality for all pupils in the provision it makes and regularly reviews pupils achievements and needs. Pupils with English as an additional language have full access to a broad, balanced and relevant curriculum, through careful modification of work to meet their specific needs. For example, they are only withdrawn from the lesson for specialist support when it is considered absolutely essential. Otherwise, they remain on the same task in class and are well supported.

- 46 The school cares for pupils who have English as an additional language very well. They identify their individual needs by the use of very careful assessment.

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

- 47 Almost all the parents have very positive views about the school. All parents who replied agreed that their child likes school, makes good progress and is expected to work hard and achieve their best. The overwhelming majority of parents felt that the level of behaviour was good and that they are kept extremely well informed about the progress their children are making. Some parents felt that the homework provision was not appropriate, however, the school provides homework in line with its policy and it is satisfactory.
- 48 The school has established very wide links with its parent community. Children entering the nursery settle quickly into the routines and new children joining are handled sensitively. All members of staff in the Foundation Stage of learning forge strong, close and effective links with parents and carers. This begins with home visits in the nursery and continues through to the reception classes. The school makes detailed arrangements for transferring pupils to various middle schools in the area. Parents receive good information from the school, and the prospectus and annual report from governors provide detailed information on how the school works and what parents can expect. The termly home school information leaflets provide parents with clear information about the work that their child will be covering and good guidance on how they can support the work of their child. The annual written reports about pupils' progress are of good quality, and generally, but not consistently, include detailed targets for pupils' improvement.
- 49 The contribution of parents to children's learning at school and home is very good. The informal start to the day where parents are invited to read with children provides pupils with a positive image of parents as educators and helps them develop effective reading habits. The reading diary provides very good opportunities for two way communication between home and school. The Friends of Barry Lower School make a very significant contribution to school life. They raise substantial sums, for example, through the Christmas Bazaar and Summer Fun Day, which enrich the learning opportunities for pupils. Their contribution of new playground equipment effectively supports pupils' opportunities to develop their physical and social skills.
- 50 Some pupils with special educational needs have special transport arrangements and parents are not seen regularly. To ensure they are fully informed they receive detailed home/school books that tell them what the child has done during the day. Staff also ensure that part time pupils have school newsletters so parents can participate in school events.

- 51 Parents of pupils with English as an additional language are fully involved in all aspects of their children's education.

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

- 52 Overall, the quality of leadership is good. Within this, the headteacher is an effective leader. She provides a clear vision and a distinct educational direction for the school. It was a similar picture at the last inspection. The deputy headteacher, governors and administration staff support her very well. She has developed a team spirit and an agreed sense of purpose amongst all staff. There is a shared commitment to high achievement. Above all, the development of independence and confidence in all the pupils is outstanding and a great strength of the school.
- 53 The headteacher, with the help of staff, governors and the local authority inspector, monitors the performance of teachers well. There is an agreed timetable of observation of all staff, during which judgements are made on the quality of teaching and learning, set against an established range of criteria. Feedback is provided and the outcome of the observation discussed with teachers. Monitoring of the teaching has been effective, as the quality of the teaching has improved since the last inspection. The monitoring of standards is done well. All national test results are carefully analysed to be able to identify strengths and areas for development. This has resulted in the setting of targets for improvement. All these targets have been achieved or exceeded.
- 54 The role of the curriculum coordinators is only partly developed. The school has focused on some subjects and in these areas their roles have been developed well. For example, the coordinators for literacy and numeracy have been closely involved in the observation of lessons in their subjects. Subject coordinators also support teachers by advising on the planning and some are involved in the analysis of pupils' work. However, some coordinators are new to their responsibilities and others have still to develop their role fully. The headteacher is aware of this and has plans to bring further subjects to the forefront of development over the next few years as identified in the school development plan.
- 55 The governing body is very supportive and effective in many ways. The chair of the governing body is fully committed to the school. She is involved in the life of the school, is a regular visitor and often engages in professional dialogue with the headteacher. A number of other governors visit the school and are involved in aspects of the curriculum. For example, support from the governors with a responsibility for special educational needs, literacy and numeracy, is particularly effective. Some have been involved in the process of observing and monitoring teaching and learning. Most governors have a good understanding of the strengths of the school and they all support the headteacher and the aims of the school well. They are involved in the setting of performance management targets for the headteacher, which they have devised through careful analysis and advice.
- 56 The school's aims, values and policies are implemented very well. The yearly school development plan gives a clear framework for action. It is evaluated regularly by the staff and the governing body. They are fully aware of the implications of changing from a Lower school to a Primary school, which is due to begin September 2003. The leadership has developed a very good ethos in the school where there is a commitment to ensure that all pupils are given equal opportunities and are included in all aspects of school life. Pupils have developed very good attitudes to learning: there are very good relationships throughout and a commitment to raise standards further.

- 57 There are good numbers of qualified and experienced teachers and support staff to meet the school's needs. The match between teaching qualifications and subjects taught is good. The non teaching staff make a very valuable contribution to the smooth running of the school, and support teachers' work very effectively. The staff functions well as a team. Teachers and staff are very aware of their roles and responsibilities. Administrative and other staff are well deployed, and very good use is made of their talents.
- 58 The school accommodation is good. The nursery and reception classes are spacious, with areas for both indoor and outdoor play. Classrooms are all of a good size. However, the use of the corridor for role play can sometimes be noisy and reduce the learning in some lessons. The hall is small but sufficient and the outdoor playgrounds have been well developed to create an exciting environment for pupils to explore. The school has a small grass play area, however, a local sports field nearby is used when necessary. The school is also fortunate to have a swimming pool on its site and pupils in Key Stage 2 have frequent opportunities to swim, resulting in very good standards. The dedicated site supervisor ensures that the accommodation is extremely well maintained. Resources are good in most subjects. They are very good in music and for pupils with special educational needs or with significant physical difficulties. Resources are good in range and number, and are well matched to pupils' age and needs. The library is situated in the main corridor and contains a good range of books. Computers are provided in all classrooms and are often in use for both whole class lessons and independent research. Resources in religious education are insufficient at present because a new scheme of work has only just been adopted. Good use is made of the various museums in the Northampton area as well as nature reserves and residential visits to enrich pupils' learning.
- 59 The leader for the Foundation Stage of learning provides strong and clear leadership. This results in all children receiving an education that meets their emerging needs and abilities effectively.
- 60 There is very good leadership by the special educational needs coordinator and the coordinator for pupils with significant physical difficulties. Special educational needs provision is a strength of the school in which all staff members and outside agencies play key roles and are very effective. This ensures a secure environment in which all pupils, including those with special educational needs develop academically and socially. The support staff has a very good understanding of pupils' different learning needs and has additional training to deal with issues arising, such as dyslexia. The accommodation is adapted well to pupils' physical needs providing a discrete changing area to maintain pupils' dignity and long wide corridors for wheel chair access. Corridors are used well to provide small teaching areas for groups of pupils with special educational needs and most classes have a smaller quiet corner for individual teaching sessions. Specialised equipment is acquired as necessary to support physical needs and detailed learning programmes are supported well with pictures and large texts.
- 61 The role of the specialist coordinator for those pupils with English as an additional language is very well developed and she manages the school's provision very effectively. She has very good relationships with the specialist staff and outside agencies. They all work very well together to ensure that all those pupils feel totally integrated into school life, as well as making good progress with their language acquisition. She maintains a very good set of records, files and individual pupil targets.
- 62 Very good financial planning and school administration by the school bursar and secretary support educational development and priorities very well. The quality of

financial control through the school's bursar, headteacher and chair of the governors' financial committee is very good. They target money for special purposes very well. For example, there was an urgent need for a covered area for outdoor play for children in the nursery and reception class. The school set money aside and provided this facility. As a result of this excellent resource, the provision for physical and social development is now very good. Also, the headteacher and chair of the governors' financial committee is very aware of the spending that will be needed for the extension of the present school to become a primary school. The school uses all money at its disposal very well, gives good value for money and is fully aware of the need to get the best value for its pupils. The management systems now in place have ensured a number of improvements since the last inspection, have maintained an effective school and have the capacity to introduce further improvements.

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

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

- (1) Continue to raise attainment in the writing aspect of English, especially within Years 3 and 4 by:
  - Further development in literacy lessons of those areas that focus on the accuracy of writing, such as giving more opportunities for drafting, redrafting and extended writing.
  - Refining the use of pupils' individual targets in writing to provide work more closely matched to pupils' needs.
  - Further development of the strategies to improve handwriting and presentation skills.
  - Extending the opportunities to use all the skills of writing, handwriting and presentation developed in the literacy lessons to other subjects, especially in science, history, geography and religious education.

(These are outlined in paragraphs 3, 19, 22, 44, 74, 75, 82, 86, 107 and 110)

In addition to the above issue, the following more minor weaknesses could be considered for inclusion in the action plan:

- The further development of the leadership role of some subject leaders.
- Consolidation of the revised assessment procedures in a number of subjects.

(These are outlined in paragraphs 24, 43, 44, 97, 111, 121 and 108)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
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
Number	2	22	31	17	0	0	0
Percentage	3	31	43	23	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	31	252
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	3	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.6

#### Unauthorised absence

	%
School data	0.4



National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	21	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	19	20	18
	Total	47	48	47
Percentage of pupils at NC level 2 or above	School	90 (89)	93 (86)	90 (88)
	National	84 (84)	86 (88)	91 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	30
	Girls	19	18	17
	Total	47	47	47
Percentage of pupils at NC level 2 or above	School	90 (89)	90 (85)	90 (90)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	8
Indian	0
Pakistani	1
Bangladeshi	5
Chinese	2
White	197
Any other minority ethnic group	9

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	12.4
Number of pupils per qualified teacher	20.3
Average class size	26

#### **Education support staff: YR – Y4**

Total number of education support staff	12
Total aggregate hours worked per week	298

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32
Total number of education support staff	3
Total aggregate hours worked per week	72
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	2.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/01
	£
Total income	669,942
Total expenditure	681,604
Expenditure per pupil	2,408
Balance brought forward from previous year	19,990
Balance carried forward to next year	8,328

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	312
Number of questionnaires returned	80

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	59	39	0	1	1
Behaviour in the school is good.	49	45	0	1	4
My child gets the right amount of work to do at home.	34	48	9	1	9
The teaching is good.	69	25	1	0	5
I am kept well informed about how my child is getting on.	60	35	1	2	1
I would feel comfortable about approaching the school with questions or a problem.	81	16	1	1	0
The school expects my child to work hard and achieve his or her best.	48	50	0	0	2
The school works closely with parents.	74	21	2	2	0
The school is well led and managed.	64	30	1	0	5
The school is helping my child become mature and responsible.	66	30	0	1	2
The school provides an interesting range of activities outside lessons.	30	40	5	4	21

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

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

- 64 There has been a significant improvement to the accommodation for children in the Foundation Stage of learning since the previous inspection. The school has covered outdoor learning areas for children in the nursery and reception classes. This enables all the children to extend their learning outside the classroom. The leader for the Foundation Stage checks the teachers' planning to ensure the reception classes build on the work of the nursery without unnecessary repetition. The quality of teaching is very good in the nursery and reception classes. This helps children achieve well, develop enthusiastic and eager attitudes to learning and develop good relationships with each other and adults. Children with special educational needs receive effective and sensitive support throughout the Foundation Stage. This enables them to learn at a similar rate to their classmates and achieve very well. They join in all the class activities and relate well to adults and other children. The school makes very effective use of specialist teachers and support staff to work with children who have English as an additional language. This increases the children's understanding, gives them confidence in using English and enables them to talk with their classmates. All members of staff measure children's progress against the 'steppingstones' of progress within the Foundation Stage of learning. This gives a clear picture of achievement and what the children need to learn next. The school shares this with parents and carers so that all concerned can work together in the children's best interests.
- 65 The school admits children to the nursery after their third birthday. Children transfer to the reception class in the September after their fourth birthday. A significant minority of children enters the nursery with social, language and mathematical skills that are below the expectations for most three year old children. By the time they leave the reception class most children have social skills that exceed expectations and have well developed movement skills. Development in all other areas meets what is generally expected.

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

- 66 Children settle very quickly into the welcoming security of the nursery and make very good progress in developing their personal and social skills. The caring attitudes of the teacher, nursery nurse and other support staff, give the children confidence. Children are unconcerned when their carers leave them, and move around the nursery and outside area confidently. Most children share and take turns happily for example, when using outdoor equipment. The children concentrate hard on their tasks, for example, a group of children worked for 20 minutes sorting and sequencing toy cars. They showed much delight in their achievements. Children clearly enjoy their work in the nursery. They cooperate happily with each other and adults. All children learn to take care of classroom equipment and to tidy up after themselves. They continue this level of progress in their personal development as they move into the reception classes. The teachers and support staff encourage the children to organise their own work and carry out simple investigations. This ensures that they work well independently and together. For example, children cooperate cheerfully when they use water, sand and construction kits. They make thoughtful and sensitive responses in class discussions. An example of this is when the class teacher asks children to think and say one sentence about a friend. One child says, "I don't like it when my friend's not there because it's lonely". Children quickly understand the routines of school life and move quietly and sensibly around the school. They walk confidently to the main hall for assemblies and play

happily together at break times. Children already exceed the expected levels in the development of their social skills. The quality of teaching is very good.

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

67 The provision for and teaching of communication, language and literacy skills are very good. Children have a rich range of stimulating experiences in the nursery and reception classes. This ensures they develop an increasing love of books and interest in reading. They make very good progress in developing enjoyment of listening to stories. All adults ensure that the children have ample opportunities to handle and explore books. This enables children of all abilities to handle books correctly and understand that pictures and print convey meaning. All children receive a very effective level of support to increase their speaking skills. The adults speak clearly and precisely and make sure the children understand what is being said. This gives the children positive speech models and increases their ability to speak clearly. They act out favourite stories; for example, the reception children use an imaginative castle area. This increases their ability to recall stories and speak to an audience. All children in the Foundation Stage increase their early writing skills in a range of activities that encourage their hand and eye control. They achieve well from a low starting point but their skills in writing are still below the expected levels. The reception class teachers use carefully adapted elements of the national literacy strategy very effectively to develop further children's listening, speaking and reading skills. Children enjoy this work and make rapid progress in learning letter sounds. The children achieve well in developing their communication skills and are on target to attain the Early Learning Goals by the time they enter Year 1.

### **Mathematical development**

68 All members of the Foundation Stage staff make very good provision to develop and increase children's mathematical knowledge and skills. Most children learn and achieve well in consolidating and developing their number awareness. They are likely to meet the requirement of the Early Learning Goals by the time they enter Year 1. The members of the nursery and reception staff develop children's early learning skills effectively. They use a carefully structured programme of work that includes the early learning goals for mathematics and the reception element of the National Numeracy Strategy. All children use construction kits and arrange objects in sequence to develop their control skills. They make very good progress in developing their knowledge of numbers. When they enter the reception classes, children have a short session of structured number work each day. Most children know and recognise the place of numbers up to 9 on a number line. All children recognise and know how to add on one more to a given number. Skilful teaching enables the majority of children to understand the meaning of 'one less'. The children use suitable mathematical language to describe processes, such as 'bigger'; 'smaller'; 'one more' and 'one less'. Children consolidate, build on and increase their early mathematical experiences in the Foundation Stage. Their achievement reflects the findings of the previous inspection.

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

69 The teaching in this area of learning is of a high quality. This has a positive effect on the development of children's knowledge, understanding and skills. The nursery and reception classes make very good provision for developing children's awareness of the world around them. Children achieve well throughout the Foundation Stage of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man made world. For example, children in a reception class describe what happens to porridge oats when liquid is added. "It got soggy and soggy when it was

cooking". "I thought it was going to dissolve". The nursery nurse uses questions very effectively to increase children's understanding. This provides firm foundations for future work in science. Children use computers and listening centres as a matter of routine. This is particularly helpful for children with English as an additional language. They make rapid progress in learning how to use a mouse to control movement on the computer screen. This increases their ability to work independently. Most children are on target to reach the end of the Early Learning Goals by the time they enter Year 1.

### **Physical development**

70 The Foundation Stage classes make very good provision for children's physical development and the children achieve high standards. The very good direct teaching of skills and techniques enable the vast majority of children to increase their ability to climb and balance on a range of apparatus. This includes the use of outdoor and indoor equipment. All children develop a good level of awareness of how to use large spaces as they move. For example, children practise to improve their performance in a carefully structured dance lesson. They listen attentively to the music and move rhythmically. This prepares the children very well for work in Year 1. Careful teaching of pencil and brush control skills increases the children's ability to write and paint. They all have access to pencils, crayons, scissors, and glue from the beginning of their time in the nursery. The children continue to develop their skills in the reception class and they become increasingly competent. This is evident in their ability to cut out shapes and hold pencils correctly. Most children are likely to exceed the expectations of the Early Learning Goals by the time they enter Year 1.

### **Creative development**

71 The teaching and provision for children's creative development is good. Children make good progress throughout the Foundation Stage as they learn basic techniques. This enables them to use and control materials such as paint and glue effectively. They apply paint to paper with increasing confidence and use brushes correctly. All children enjoy experimenting with paint to make patterns. They are confident in their use of modelling material and talk sensibly as they work. For example, children making aeroplanes to support their work on transport say; "Birds have wings as well". "Ladybirds have wings". "Helicopters don't. They have things on the top which go round and round". As they progress through the reception classes, children increase their awareness of shape, pattern and colour. The teachers give them ample opportunities to experiment with materials. This increases their confidence in using paint, crayons and pastels. Children sing a variety of songs from memory and show a suitable awareness of melody. They have above average rhythmic skills, enjoy using instruments and learn to hold and play them correctly. This is clearly evident in lessons where the children compose and play accompaniments to the 'Bear Hunt' story. Most children achieve well and are likely to reach the level of skill necessary to achieve the outcomes of the Early Learning Goals by the time they enter Year 1.

## **ENGLISH**

72 The results of the 2001 National Curriculum tests and teacher assessments at the end of Years 1 and 2 show that pupils' attainment in reading were well above the national average. When compared to similar schools they were above average. This represents a significant improvement over the previous year. Teacher assessments for speaking and listening were above average.



- 73 Inspection findings for pupils currently in Year 2 are similar to the test results in 2001 in all areas of English. The standards over the past few years have been variable, ranging from well above average to below average. When the school was last inspected in 1997, they were well above average. This variability can be explained by the slightly differing standards of attainment on entry each year but more significantly by the fluctuating number of pupils with special educational needs. Standards are rising in writing, with more pupils predicted to reach the higher grades in the tests this year. Inspectors agree with this judgement.
- 74 At the end of Year 4, inspection findings show that standards in reading and speaking and listening are above average, but in writing they are below average. The school has recognised that writing is a key area for further development. It has already begun to put into place the strategies that are needed to improve the writing in Years 1 and 2 and as a result, standards are rising. These improvements have yet to be embedded fully into practice in Years 3 and 4. A further weakness that has not been addressed sufficiently from the last inspection is the presentation and neatness of work in Years 3 and 4.
- 75 Pupils in Years 1 and 2 make good progress and achieve well in all aspects of English. In Years 3 and 4 they make good progress in reading and speaking and listening and achieve well. However, in writing, pupils are not yet achieving as highly as they should. Very good additional support is provided for pupils with special educational needs and for those for who English is an additional language. In all literacy lessons teachers and support staff approach inclusion in a positive and proactive way for these pupils. As a result, they often make very good progress and achieve very well.
- 76 Attainment in speaking and listening by the end of Year 2 and Year 4 is above average. Valuable opportunities are provided for the pupils in Years 1 and 2 to extend their spoken language in creative role play activities. The topic covered at the moment is an imaginary fairy tale castle. In this area, often supported by adults, the pupils receive high levels of stimulation and learn to express their ideas fluently. In addition, teachers in the whole class session of the literacy lesson and on many other occasions provide challenging experiences for the pupils to explain their ideas and talk clearly about their experiences. For example, pupils who are studying the text of 'The Owl Babies' talk very skilfully and confidently about the setting of the book and use a wide range of interesting vocabulary. Pupils show that they have listened very carefully to adults and each other in the relevant answers they give and are particularly considerate in waiting for their turn to speak.
- 77 By the end of Year 4, most pupils speak with increased fluency and confidence. In one lesson they gave constructive opinions on how best to achieve the mood and atmosphere of a story through the good use of words in sentences. Teachers use very good texts and challenging questions and this helps all pupils to develop their ideas and increase understanding. Furthermore, good opportunities are found for pupils to discuss their ideas together in pairs or groups, and give them time to think and gather their ideas together. In one Year 4 class during the inspection, choral speaking was taking place to help all pupils to practise the expression of their spoken language and to build up their vocabulary. In addition, pupils have very good opportunities to speak more formally in celebration assemblies and at concert times. Because of the very good relationships in the school, there is a climate where pupils feel comfortable to express their opinions, knowing adults will always value them.
- 78 Throughout the school, pupils develop their reading skills successfully and achieve well above average standards by the end of Year 2 and above average standards by the end of Year 4. The school has worked very hard to encourage a love of reading and provides

a wide range of books that appeal to pupils' interests and are appropriate for their reading abilities. Also, the strategies that pupils need to become successful readers have been taught particularly well in the literacy lessons. Additional time is given to reading each morning throughout the school. Parents often stay and hear their children read and at the same time teachers, support staff and voluntary helpers hear individuals read. Very detailed and developmental records are kept of the progress pupils are making in their reading and these are monitored carefully. Home school diaries and reading workshops also help parents to become more involved in their children's learning. These very successful initiatives are having a very positive effect on standards and achievement in reading.

- 79 By the age of seven the higher and average attaining pupils read fluently and accurately and use expression when they read aloud. They are generally confident in reading unfamiliar words. Pupils read with good understanding, which enables them to talk about the content and the characters in the stories they read. Lower attaining pupils enjoy books and are using their knowledge of letters and sounds to build unfamiliar words. Study skills are promoted very well and pupils have made good progress in their use of alphabetical order and are confident in choosing books from the school library.
- 80 As they move through the school, pupils read with increasing accuracy and understanding to achieve above average standards by the age of nine. Many of the higher attaining pupils are beginning to understand the significant ideas of more challenging texts, such as the Harry Potter books and have started to compare and contrast the settings and characters from different authors. A strength of provision is the way pupils have been taught to take responsibility for their own learning in selecting books and information on the computer for independent research. They are confident in successfully using the classification system in the library.
- 81 By the age of seven, standards in writing are average and pupils are achieving soundly. Handwriting is now improving well with regular handwriting practice. There is now a positive and structured approach to writing and pupils' written work reflects this good progress. Individual targets have recently been set for pupils to help develop their writing further and marking is linked more closely to these targets. This is helping teachers to monitor the progress pupils are making in their writing and to plan work at the correct level for each pupil. The higher attaining and average pupils are able to write for different purposes, including some personal accounts in letter and diary form and to retell simple stories. Presentation of work is not always consistent however, particularly when pupils are producing unaided writing. The style and content of pupils' writing is improving and, through regularly practising their punctuation skills, the use of question and speech marks is being established in the work of the higher attainers. Pupils sequence events and write instructions, such as the rules for playing a dice game correctly. Some of the lower attaining pupils and those with special educational needs are still at a very early stage in their writing, but with the very good levels of support they receive, they are being helped to use simple words and phrases and join them together well.
- 82 By the age of nine, attainment in writing is below average. Handwriting skills are weaker, with many of the pupils being reluctant to use a joined script by Year 4, apart from in their handwriting books. A few average attaining pupils in Year 4 are still confused over lower and upper case letters in their writing and these are not always corrected. Teachers' expectations for handwriting and presentation are variable and, because of this, pupils develop careless and untidy habits at times. Teachers are now beginning to use a more structured approach to the teaching of writing, with some good methods used particularly in Year 4 to plot the map for a story and to focus on the opening sentences. Different authors are sometimes used to help pupils improve the ideas, structure and

style of their writing, but this is insufficient. Although pupils have written for a reasonable range of purposes, there are fewer examples of reporting on real events at school and further afield. Not enough time is given for shared writing, the redrafting of work or developing the different types of writing in more extended studies. Although individual targets for writing have been set in some classes, there is no consistent approach yet to using them. While the procedures for assessment are good, their use in providing the correct level of work for individual pupils is still being developed. These improvements, some of which the school has already identified are necessary to raise standards further in writing and to build on the good improvements being made in Years 1 and 2.

- 83 Pupils show positive attitudes to their work and maintain very good levels of concentration and effort through the school. They enjoy the many opportunities they have to work together and show remarkable initiative in planning and organising their work.
- 84 The quality of teaching overall is good. All of the teaching in Years 1 and 2 is good or better, while in Years 3 and 4, teaching ranges from satisfactory to very good. An effective feature of all lessons is the good introductory session that is used to revise previous work and set a clear focus for the learning of important skills. The best lessons move on at a brisk pace that maintains pupils' interest and challenges them well through good questions and discussion. On occasions, in Years 3 and 4, the pace is not as strong in the writing task and no time limits are set. Occasionally the transition from one part of the literacy lesson to another takes too long. This slows the pace and the pupils become restless. Teachers use the concluding part of the lesson successfully to reinforce learning by using examples of pupils' work to question them further and assess their understanding. Homework is sometimes set at this time and linked well to the focus of the lesson and the skills that pupils need to develop their learning further.
- 85 The school has implemented and developed the National Literacy Strategy well in Years 1 and 2 and to a satisfactory level in Years 3 and 4, because of the further developments needed in writing. The use of information and communication technology to support English has been successfully implemented, but its use specifically for editing writing in Years 3 and 4 is limited. Pupils in Years 1 and 2 learn to combine a series of sentences with graphics while pupils in Year 4 use different fonts for their poems. Currently, literacy skills are not being practised as effectively as they could be across science, history, geography and religious education. In all these subjects there is a limited amount of written work and in most cases the literacy objectives are not being met through work in these curriculum areas. For example, written work in history and science does not reflect well the accurate use of punctuation, spellings and strategies for report writing that are covered by the Literacy Strategy. Standards and skills in these subjects would also improve from more focused writing.
- 86 The subject leader is working hard to develop the teaching of literacy across the school and is a good teaching model. Teaching and learning has been monitored recently and a general plan for improvements in writing has been drawn up. The school is aware that this plan needs to be more specific in identifying clearly the areas for development in writing needed to raise standards and achievement. The subject leader shows a good commitment to the continued improvements.

## **MATHEMATICS**

- 87 Standards in mathematics are similar to those of the previous inspection. There is an improvement in the quality of pupils' presentation of their work. Pupils throughout the school achieve well, particularly in their investigative and problem solving skills. This is a result of the current focus on developing pupils' enquiry skills. The successful

implementation of the National Numeracy Strategy is having a positive effect on pupils' ability to manipulate numbers confidently and accurately. The scheme of work provides clear steps of progress for all abilities and age groups. This ensures an effective match of work to pupils' identified abilities and extends the learning of all, including higher attaining pupils. The school provides a very good level of support for pupils with learning and physical difficulties. This enables them to make very good progress in their learning. There is a high quality of support for pupils who have English as an additional language. They flourish because of this and quickly become competent in the use of English and join in all classroom activities. The school has clear and very effective procedures for assessing pupils' achievement and progress. It analyses results of the national tests by gender and ability and uses the findings to provide work that meets pupils' differing needs and interests. This ensures there is no noticeable difference in attainment between boys and girls.

- 88 The subject leader's enthusiasm ensures that pupils enjoy their work and teachers are confident in their teaching. The quality of teaching is good overall and reflects teachers' increased confidence. The current standards and achievement represent good progress and achievement since 2000 when standards were average and well above average in 2001. It is a direct result of the quality of teaching and the sharp focus on number and on quick mental recall of facts. The mathematics curriculum is broadly based, well balanced and relevant to the needs and interests of pupils. The school ensures that pupils of all abilities, including those with English as an additional language, achieve high standards.
- 89 By the end of Year 2, attainment in mathematics is well above the national expectation and pupils are achieving very well. Most pupils leave the reception classes with an average range of skills in number. They develop and increase these effectively in Year 1 and achieve well. The teachers ensure that all pupils build effectively on their early work. They increase their use of accurate mathematical language and work practically to solve problems. The majority of pupils are confident in explaining the reasons for their answers. They increase this rate of learning achievement in Year 2. Their standards in the investigative element of mathematics and number are well above average and these pupils are achieving very well. Most pupils know and use inverse operations for finding missing numbers involving computation to 100. Teachers use questions skilfully to involve all pupils in discussion sessions. This is particularly effective when pupils with special educational needs work on understanding tens and units. It enables them to integrate successfully into the whole class work. The higher attaining pupils develop a clear understanding of the beginnings of probability when they use dice. This generates much excited discussion; "Three's come up again". "Yes, but not every time". All pupils are secure in their use of numbers and in their understanding of the principle of multiplication. Careful teaching ensures that all pupils name and recognise regular and irregular two and three dimensional shapes accurately. They use correct mathematical vocabulary, such as edge and corner, to describe the properties of shape. Skilful questioning enables pupils to describe the properties of quadrilaterals; "It's got four sides but it's not a square or a rectangle". This makes a positive contribution to increasing pupils' use of mathematical terminology. Pupils' attainment in numeracy is well above average.
- 90 By Year 4 the continuing high quality of teaching ensures that most pupils have very secure skills in their ability to use and apply mathematics. The teachers encourage them to find different ways of solving problems. For example, Year 3 pupils explain how to plot and use coordinates to find hidden objects. The teacher challenges pupils to clarify and justify their work as the lesson progresses. This increases the pupils' self confidence, enjoyment of mathematics and their ability to work independently. By Year

4, pupils attain above average standards and achieve well. This is not quite as high as at the end of Year 2 but the present Year 4 class has over one third of pupils with special educational needs. The teachers use questions skilfully to develop pupils' thinking and reasoning skills. This is evident in pupils' ability to explain their work clearly. For example, a pupil explains; "A quarter of a kilogram is 250 grammes because a kilogram is 1000 grammes, half of that is 500 grammes and half of that is 250 grammes. A quarter is half of a half". Teachers work hard to increase pupils understanding and use of vocabulary specific to mathematics. This is particularly effective in increasing the skills of pupils who have English as an additional language. It improves the competence of all pupils, including those with special educational needs, to deal with numbers mentally and in writing. Most pupils exceed the standards expected from pupils of similar age in their number skills. The analysis of work shows that most pupils understand the correlation of decimals, percentages and fractions. Most pupils find the perimeters and areas of simple shapes accurately. All pupils represent collected data on tables and bar charts. The higher attaining pupils use frequency tables and interpret information accurately. Overall, pupils' attainment in numeracy is above average.

- 91 The effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a summing up session. This enables pupils to understand what they have learnt. It gives teachers a good knowledge of what the pupils understand. They use this knowledge effectively to reinforce their teaching and improve pupils' standards. The school makes effective use of information and communication technology to support work in mathematics and this provides interest and stimulation for mathematics and develops pupils' computer skills.
- 92 The quality of learning and achievement in mathematics reflects the quality of teaching. It is, overall, good throughout the school. Some teaching, where class control is not as effective, has an adverse effect on pupils' achievement and slows their learning. A high proportion of teaching is very good. Some teaching, for the older pupils, is excellent. A direct result of the teaching is the speed with which pupils acquire new skills and their ability to consolidate previous learning. They relate these skills to their current tasks and to other areas of the curriculum. For example, Year 4 pupils apply their knowledge of science to their understanding of horizontal lines. All teachers use questions carefully to ensure that pupils give logical reasons for the problem solving strategies they use. This is particularly noticeable as they progress through Years 3 and 4. Not all teachers use marking regularly to show pupils how to improve their work. This does not help pupils to know what they have to do to increase their skills. Teachers respect and value pupils' contributions. This increases pupils' self esteem, respect for each other's contributions and cooperation skills. It ensures that pupils behave well in lessons, concentrate hard and enjoy their work. All teachers have a secure knowledge and understanding of the subject. They teach the basic skills of computation well. This makes a positive contribution to pupils' learning and achievements.

## SCIENCE

- 93 Standards in science are in line with those expected by age seven. Pupils of all abilities, including those with special educational needs and those who have English as an additional language, are achieving soundly. Although the standards for this age were above average at the last inspection with a different group of pupils, they are similar to the National Curriculum assessments in 2001 where the percentage of pupils reaching Level 2 or above was average. By the end of Year 2, most pupils have a sound knowledge of all aspects of science. For example, they study the properties of different materials and know that some are suitable for some purposes whilst others would be completely unsuitable. Work seen in their books indicated that they are able to explain why a slipper made of glass, a pan made of plastic or a stool made of rubber, would not work too well. Pupils have a sound knowledge of forces and are able to investigate the basic effects of gravity and friction. For example, pupils in Year 2 are able to measure the different distances travelled by a toy car down slopes of different angles. They explain that they go further on a smooth surface than on a rough one like carpet. These pupils are also aware of the importance of healthy foods in the diet of human beings and know about the need for exercise to keep healthy. Pupils in Years 1 and 2 are developing their independent learning skills well by being involved in setting up and devising some of their own science investigations.
- 94 At the end of Year 4, standards are above those expected for pupils of this age. It was a similar picture in the last inspection. Pupils of all abilities, including those with special educational needs and those with English as an additional language, are achieving well. This is a particularly good achievement when it is considered that over one third of the year have special educational needs. Pupils have a good understanding of physical properties, life processes and living things and materials and their properties. For example, pupils in Year 4 have a good knowledge of those materials, which will conduct electricity, and those that will not and therefore make a good insulator from electricity. One girl in Year 4 explained that the reason an electric wire was covered in plastic was because it would not let the electricity through and is therefore safe.
- 95 Pupils' skills in setting up and devising their own investigations in science are very good and often well above those expected for pupils of this age. Pupils in Year 3 were involved in investigating different types of paper to see which remained strong after being soaked with water. They devised their own methods of testing, predicted what might happen and knew that they had to make the test fair. They proceeded to carry out the test and were even capable of improving the testing method when they found that their original idea did not work as well as expected. They work very well together with others in their group and their discussions of how to improve the approach was of a high quality. However, pupils' ability to write up the results of their investigations in a clear, neat and logical manner is much weaker. This makes it more difficult for pupils to look back and identify any progress they have made, or do any revision of past work. The skills of numeracy and the skills of reading and speaking and listening are, however, well developed in science.
- 96 The quality of teaching and learning is at least satisfactory, mainly good and, occasionally, very good. Particular strengths in the teaching are found in the way experimental and investigation science is taught. Planning for these lessons is particularly good. Teachers make instructions and objectives clear. They encourage pupils to predict what might happen, insist they make the test fair and ensure the pupils are given a sound range of resources. Also, they do not over prescribe to the pupils what to do but encourage them to make suggestions during the introduction and planning session. This ensures that pupils usually become totally involved and

interested and work hard, often in small groups, to carry out their own investigations with a great deal of independence, enthusiasm and enjoyment. This was seen to good effect in a lesson for pupils in Year 4. Pupils were investigating the best way to manufacture a switch in an electric circuit. The teacher had provided plenty of resources and pupils worked in pairs or individually, each trying to make a switch in many different ways quite independently of other groups or individuals. They were able to use their previous knowledge of insulators and electrical circuits to construct some highly imaginative switches to light up or turn off a bulb.

- 97 In most lessons, plenary sessions summarise this work well. Teachers usually exercise very good class control and make lessons interesting and fun. This results in very good behaviour. On a few occasions, usually in the group sessions, the pace of working is slower and pupils do not concentrate quite as hard when the teacher is focused with another group and, although there is never any poor behaviour, their progress can be slower. The skills of reading, speaking and listening and independent learning are well developed in science lessons but the skills of writing up their work and the results of investigations in a clear, neat, precise and logical manner, are underdeveloped. New and good assessment procedures are just being introduced. The homework set in science is appropriate.
- 98 The coordinator, who has only been in this position since September, has made a good start to her leadership role. She has reviewed all the resources and devised new and good assessment procedures, which are just being implemented. There is a good policy and scheme of work. The number of visits out of school, or visitors into school to enhance the science curriculum, are limited. However, pupils do visit the local park to investigate the scientific forces involved in play equipment and theatre group visits the school occasionally to give performances related to aspects of science.

## **ART AND DESIGN**

- 99 Standards in art are above those expected for pupils in Year 2 and well above those expected for pupils in Year 4. Pupils achieve well in Years 1 and 2 and very well in Years 3 and 4. It was a similar picture at the last inspection for pupils aged seven but is a significant improvement for those in Year 4. Pupils discuss their work and are able to make critical comments about how to improve from the time they enter Year 1. Teachers help them to identify what they like about the work of others and incorporate these ideas into their work. Pupils have a good sense of pattern when printing and use colour well. Pupils in Year 2 make tones and shades of colours well. Observational drawings form the basis of every piece of artwork in all year groups and pupils develop very good observational skills by the time they are in Year 4. They use shading and tone in black and white sketches to create the form of brushes and trainers. Pupils draw and often translate their ideas into other media such as paint or fabric. Pupils use computer programs to produce designs of buildings and make greetings cards. Three dimensional wire sculptures are very effective. Pupils with physical difficulties are well supported in lessons and they are given independence to try tasks while help is nearby if needed.
- 100 The quality of teaching is often good and sometimes very good enabling pupils to develop their work to a very high standard. Teachers plan interesting lessons and use other areas of the curriculum, such as history or science, well, to provide a stimulus for artwork. Teachers have very high expectations and good subject knowledge; they manage their pupils well so that the maximum amount of time is spent developing their work. However, occasionally discussions take too long and time could be used more effectively. Pupils explain their ideas fully giving reasons for their choices. In Year 3,

pupils describe characters after they have looked at a range of portraits by other artists and make silhouettes of their best friends and write sensitively about the importance of friendship. For example. "Without you I am like a bird without wings". The subject makes a strong contribution to pupils' spiritual development and the pupils respond well. They work with concentration and persistence to improve their work. Cultural aspects are less well developed. Although pupils learn about Indian festivals and experience some African art through textile work, opportunities are missed to include more non European art. The use of sketchbooks is underdeveloped and does not provide pupils with an opportunity to collect ideas and choose from a wider range of examples.

101 Assessment is satisfactory and new procedures are developing to assess pupils' skills and knowledge. The enthusiastic coordinator monitors the subject well and provides very good support to staff in the use of materials and equipment. The subject has a very high profile in the school and teachers display work very well giving added value to pupils' work. Visits to an art gallery and the visiting artist provide pupils with very good opportunities to see how artists work. The subject has made good improvement since the last inspection.

## **DESIGN AND TECHNOLOGY**

102 Standards are higher than those expected for most seven and nine year old pupils. This reflects the findings of the previous inspection. The scheme of work in place gives helpful support and guidance to teachers. The school is continuing to maintain the standards and improve the provision identified at the last inspection. The subject leader monitors pupils' work and teachers' planning to ensure there is clear development of design and making skills. This makes a significant contribution to the high standards pupils achieve. The school takes great care to ensure that all pupils have full access to the curriculum for design and technology. There is very carefully planned support for pupils who have special learning or physical needs. The high quality of this support enables these pupils to make very good progress in learning and using new skills. The school has a number of pupils who have English as an additional language. It provides them with skilful teaching that ensures they understand their work and make rapid progress in learning.

103 By the age of seven, all pupils make carefully labelled plans for products. Teachers constantly ask the pupils how their design is going to work. This leads to thoughtful and clear explanations. For example, a group of girls discussed how to get the mouse to the top of the clock. "We're going to get a cotton reel, wind some string round it, put a handle through it and fix the mouse on the end of the string". The vast majority of pupils work independently and confidently and produce accurate plans and lists of components. They carry out careful evaluations of their designs and products and give reasons for improvements. In this lesson the teacher developed pupils' thinking skills when they summed up work at the end of lessons. This enables pupils to share their learning, bounce ideas off each other and increases their rate of learning.

104 By Year 4 pupils have well developed skills of enquiry. They use these effectively to investigate the uses of different torches. The teacher used questions very skilfully to promote thinking and reasoning. An example of this was when pupils discussed why a caving torch twists to switch on. "If you're in the dark already it's easier to twist it on than to find a switch". Enthusiastic and lively teaching interests and motivates pupils to learn. They enjoy their work and have sensible discussions on how to make a torch that will work. This links effectively with work in science on electrical circuits. All teachers ensure that pupils build effectively on previous knowledge and skills of evaluating plans and products. Pupils select suitable materials carefully, explore their properties with



regard to use, and cut and shape carefully. An example of this was seen when they made photograph frames. Work on moving toys, around the school, indicates that pupils test and amend their designs as they work and refer to their original designs.

105 The quality of teaching is good throughout the school. This has a positive effect on pupils' achievements and learning. It makes an effective contribution to their good behaviour in lessons and positive attitudes to work with each other and adults. There are occasions in the group activity sessions when pupils who are working by themselves do not always work as hard. This slows learning. However, most of the time they are good independent learners.

## **GEOGRAPHY**

106 Standards are in line with those expected for pupils' ages throughout the school and their achievement is sound. It was a similar picture at the last inspection. By the time they are seven years old, pupils identify good and bad points in the environment and make constructive comments about how to improve it. They draw simple plans of Mr Gumpy's route in the story and progress to identifying their routes to school by simple maps. By the time they are nine years old pupils demonstrate a good knowledge of geographical language such as features of landscapes and use them appropriately. They use keys to maps and identify key buildings en route to the local church and to school. All pupils, including those with special educational needs, are encouraged to research independently and teachers provide a wide range of resources to meet different learning needs.

107 Teachers plan interesting lessons linked appropriately to other subjects. Artwork supports pupils' knowledge of landscapes and information and communication technology is used to research facts about fossils, minerals and rocks. Pupils' reading and research skills are well supported in lessons. For example, in a Year 3 class, pupils used magazines, textbooks and travel brochures to find out about Jamaica. They discuss differences they find in the way people live and the climate. Pupils' speaking skills are developed well in lessons but less use is made of developing pupils' writing skills. Work is poorly presented at times. The skills developing in literacy lessons are not transferred into writing for geography. There is limited evidence of pupils carrying out extended written work on topics in geography. Teachers make links between topics in mathematics and geography. Year 3 pupils begin to learn about coordinates and successfully apply their knowledge to maps of the Northampton area. The curriculum is sound and builds on previous knowledge so younger pupils learn about their immediate environment while older pupils investigate the local area. The emphasis on research encourages independent learning and pupils are very good at working together in groups and sharing out the work.

108 The coordinator is new and has yet to develop her role. She is very enthusiastic and has begun to match resources to planning. Resources are satisfactory but very good use is made of the local area to develop pupils' knowledge and understanding. A digital camera is used well to provide photographs of different buildings in the locality. Computers are also used effectively for research when studying Kenya. New assessment procedures are developing satisfactorily to identify pupils who have achieved the key skills of geography.

## **HISTORY**

- 109 Standards in history are in line with those expected for pupils' ages throughout the school and their achievement is sound. It was a similar picture at the last inspection. By the end of Year 2 pupils know that changes happen over time. By looking at their personal histories and observing the changes that have happened to them pupils learn change happens over time. They learn about famous people such as Florence Nightingale and the effect she had on life in hospitals. Pupils learn about how life has changed with new technology. They handle Victorian household items such as washday equipment and jars and bottles. They have good speaking and reasoning skills and make sensible suggestions as to the uses of different items. Pupils in Years 3 and 4 learn about earlier periods of history. They research independently using pictures, texts and CD-ROM's and understand the information is from a secondary source. Computers are also used to trace family trees, which has led to a contact in America. They understand the work of archaeologists and primary sources.
- 110 The quality of teaching is never less than satisfactory and occasionally excellent. Teachers plan interesting lessons that develop pupils' independent research skills well. Pupils discuss in groups and listen to each other's ideas. In a Year 4 lesson pupils worked in pairs with one pupil taking notes about the Ancient Greeks and supporting lower ability or pupils with special educational needs. However, limited use is made of writing and opportunities are missed to develop pupils' literacy skills in extended work, for instance in writing as an historical character. Presentation of work in their books is sometimes untidy. Pupils with special educational needs are generally supported well in lessons but on occasions the work for the lower ability group is insufficiently well planned to ensure they achieve the history learning objective. Pupils have positive attitudes to the subject and are interested in finding out. In a Year 4 lesson all pupils were actively involved in finding out about Ancient Greeks and were totally involved to the end of the lesson.
- 111 The headteacher is currently the coordinator. She is developing assessment procedures to identify the appropriate skills and knowledge pupils need for history. This is in the early stages of development. Resources for the subject are good. The school has a large number of artefacts, including its own swimming pool, as an example of early 1900's architecture. Good use is made of local museums and the local area to bring the subject to life.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 112 By the ages of seven and nine pupils achieve standards that exceed the expectations for pupils of similar age. This is an improvement since the previous inspection where standards were in line with the expectation. It is clear that there has been a considerable improvement in provision, hardware and software, and the quality of teaching since then. Pupils achieve well and make good progress in their learning because of the effective teaching. The enthusiasm, knowledge and commitment of the subject leader have a positive effect on increasing teachers' confidence. This and the priority the school gives to the use of information and communication technology in most subjects contributes to pupils' achievements. There is careful assessment of the development of pupils' skills and teachers use this information to plan future work. This ensures that pupils build effectively on their previous learning.
- 113 Teachers plan their lessons carefully to develop pupils' skills. They ensure that pupils link their work with other areas of the curriculum. For example, pupils in Year 2 confidently access information to support work in mathematics. They thoroughly enjoy

their work and are proud of their achievements as they search a database for information. Teachers are confident in their teaching and this leads to increased confidence amongst the pupils. In a Year 1 lesson the pupils plot routes for a robotic toy and programme it accurately. This is a direct result of the teacher's clear instructions and level of personal knowledge. All teachers take care to teach the basic skills of how to use information and communication technology. Teachers build on these skills effectively and, by the time they are in Year 4, the majority of pupils have well developed abilities in using computers. They control them accurately, have good data handling skills and learn how to use spell check. Careful teaching in a Year 4 lesson ensures that all pupils, including those with learning and physical difficulties, join in the discussion. This successfully deepened pupils' understanding of how to amend text. By the end of the lesson all pupils knew how to delete, insert and replace text. Pupils respond positively to their work and are keen to learn.

- 114 The consistently good quality of teaching is an improvement since the previous inspection. It is having a clear effect on the increase in pupils' learning, knowledge and understanding. Teachers plan pupils' work carefully to support work in other lessons. This enables pupils to use their skills in information and communication technology across the curriculum. An example of this is the confidence with which pupils experiment to produce computer generated melodies in music.

## **MUSIC**

- 115 Pupils at the end of Years 2 and 4 exceed the standards expected for their age. All pupils, including those with special educational needs and those who are learning English as an additional language make good progress. The picture was similar at the last inspection for Year 2 but is well above the standards reported at the end of Year 4.
- 116 Music has a high profile and is a real strength in the school because of the commitment and expertise of the coordinator. Not only do pupils benefit from her expertise and enthusiasm in lessons and singing practise, but they also have the opportunity to perform together in assemblies and concerts and take part in workshops from visiting musicians. Some also play in the recorder and drumming club as well as learning the violin from a visiting teacher. Although the coordinator is only responsible for the teaching of her own class and one other, she has worked very effectively with all teachers, to help them improve their knowledge and understanding of the subject through in service sessions and demonstration lessons. Because of this focus all teachers are confident in their teaching and deliver a broad and balanced curriculum, covering all of the elements of music. Furthermore, the coordinator has prepared a very good scheme of work for teachers to follow that extends the pupils' learning of skills progressively. A very good range of resources also helps the teachers to deliver their lessons successfully. All of these positive features enable pupils to achieve well.
- 117 By the end of Year 2 pupils sing tunefully and with good expression. They often compose their own accompaniments to well known songs and make up visual scores with symbols. During the inspection, the pupils in Year 1 prepared an accompaniment for the story of 'Jack and the Beanstalk'. In groups they worked very productively, even without adult supervision and prepared their compositions to reflect the different characters in the story. One group decided after much discussion that they needed different instruments to achieve the correct pitch for their character. Another group prepared a very good composition to contrast the different footsteps made by Jack and the giant while descending the beanstalk. Afterwards, with help from their teacher they made further improvements to their work. Well known stories are often used for this purpose in lessons and are of benefit in extending the literacy skills of pupils. In Year 2,

pupils in their performances recognise and explore the ways that sounds can be combined and used expressively. They skilfully use the tuned percussion to perform different rhythmic patterns that use a limited range of notes. In lessons and assemblies, they listen to a good range of music from different times and cultures. After listening to Handel's 'Firework' music, several of the pupils recognised and named some of the instruments being played in the music.

- 118 By the end of Year 4, the quality of pupils' singing is good. They are introduced to a wide range of songs, including those from other countries, which develops the cultural understanding of pupils. Phrasing and tone in the singing is particularly good and nearly all pupils sing tunefully and with good diction and control. Two part singing is a feature of many lessons in Year 4. There is a good focus in helping pupils to develop the skills they need to improve their singing. Pupils are very skilled at using the correct vocabulary when appraising their own and other music they hear. Words, such as dynamics and crescendo are used in the correct context when listening to two contrasting examples of 'Stairway to Heaven', which was sung first by Rolf Harris and then performed by Led Zeppelin. In their compositions, the pupils have a good awareness of the structure of music and the combined effect of playing together. They maintain their own ostinato patterns and rhythms very well. The teachers in these sessions provide a good balance between instruction and valuing and using the pupils' own ideas. This approach gives the pupils a lot of opportunity to show initiative and take responsibility for their own learning.
- 119 Good opportunities are made to introduce information and communication technology into the music curriculum. Year 3 pupils use 'Music Explorer' regularly for their compositions, while other year groups use the CD-ROM to research information on the instruments of the orchestra. Throughout the year, pupils often record their own compositions and these are used to help them to improve their work further.
- 120 The quality of teaching and learning throughout the school is good. Lessons are well planned and provide a wide range of stimulating opportunities for the pupils to make good progress. The focus of the teaching is to involve all pupils in making music to a high standard and improving their performance. Everything is done to make sure that the small numbers of pupils in the school who have physical difficulties are fully included in every aspect of the lessons. This is achieved by increasing the level of staffing support.
- 121 The coordinator is trialing some assessment procedures for the rest of this year and these will be monitored and evaluated for their usefulness in helping to raise standards even further. Pupils really enjoy the opportunities they have to work together and show considerable levels of motivation and interest in their work. They receive a rich and challenging curriculum. This not only improves their attainment but it considerably enhances their personal, spiritual and cultural development.

## **PHYSICAL EDUCATION**

- 122 Standards for pupils are above those expected for pupils' ages throughout the school. This is not quite as high as they were in the last inspection with a different group of pupils. Pupils aged seven years understand the importance of exercise and warm up appropriately before lessons. They practise their movements and watch others carefully to see how they can improve. They have good spatial awareness and use the hall space well moving with care amongst others. They gain control over balls and throw and catch with increasing accuracy. By the age of nine, pupils talk in more detail about the effects of exercise on their bodies. They dance expressively to well chosen music

and are careful to hold their hands and feet in good positions. In gymnastics they balance and climb confidently and prepare good starting and finishing positions. The school swimming pool is an excellent resource used to promote well above average standards. Pupils in Years 3 and 4 swim regularly and in 2001 all pupils swam at least 25 metres and all but three achieved 50 metres.

123 The quality of teaching is never less than satisfactory and often very good. Teachers use well established schemes of work to plan and build securely on pupils' previous skills. They have good subject knowledge and are very clear about the health and safety issues arising from working in a small hall. Hall time is used well with lessons often starting before pupils leave the class with teachers giving them their first task. In Year 1, pupils were asked to make themselves into a letter shape in a space when they arrived in the hall. Pupils respond well to teachers' high expectations and strive to perfect their movements. Teachers observe carefully in lessons and ask pupils to demonstrate good movements in gymnastics and dance. Pupils make interesting suggestions as to how to improve and watch others carefully for new ideas. They are very enthusiastic about the subject and generally work hard in lessons. Pupils with special educational needs are well supported in lessons by teachers and support staff. Where appropriate special apparatus is used to meet individuals' needs. In some lessons, pupils in wheel chairs are pushed around the hall to be part of the warm up and cool down. In a Year 3 lesson a pupil with English as an additional language and very limited spoken English was able to participate fully because of the well structured lesson.

124 The coordinator is enthusiastic and has good subject knowledge. She has planned appropriately for further development of the subject. Satisfactory assessment procedures are in place and teachers regularly evaluate pupils' work. The curriculum is well planned and covers the full range of activities. Extra curricular activities such as country dancing and basketball are available to Year 3 and 4 pupils. Sometimes these involve pupils in wheelchairs with other pupils helping them to move around. The subject makes a very good contribution to pupils' social skills, giving them confidence in themselves and the opportunities to help others. The hall area is small but is used imaginatively making best use of space when large apparatus is used. Although there is no school field, arrangements have been made to use the local rugby field for sports days or team games.

## **RELIGIOUS EDUCATION**

125 The standards in the school are in line with the expectations of the locally Agreed Syllabus at the end of Year 2 and Year 4. All pupils including those with special educational needs and those who are learning English as an additional language make sound progress as they move through the school. At the last inspection similar standards were found. It was also noted then that pupils produced little writing in the subject. This is still the case, and where there is written evidence it is sometimes poorly presented. However, speaking and listening opportunities are promoted well in lessons. The coordinator has recently introduced some new topics to widen the Agreed Syllabus. The resources to support these topics are only gradually being purchased. This has meant that some teachers are delivering lessons with limited materials to enhance their teaching or to motivate the pupils enough to learn well.

126 At the end of Year 2, most pupils have an appropriate knowledge and understanding of Judaism and Christianity. They visit the local church and learn about some of the special features there. They know that Jewish people worship in a synagogue and why Moses and Abraham were important leaders. Pupils confidently express their own ideas and remember their previous learning well in stating that 'Abraham shouldn't kill Isaac

because in the Ten Commandments it says you shall not kill'. Pupils often celebrate special religious festivals in assemblies and this helps to increase their understanding further of different faiths. In the lessons that explore moral and social issues, such as the story of 'The prodigal son', pupils make good connections between the stories they hear and their own attitudes to life. They have a very strong moral awareness and a good understanding of forgiveness, tolerance and care for others.

- 127 At the end of Year 4, pupils have gained a satisfactory knowledge and understanding of how Christians show a commitment to their faith. Their knowledge of other faiths is more limited but they remember a few relevant facts about Islam and Judaism. Their visit to a group of Christian churches is followed up with a brief study of the history and special features of the churches. However, a very good feature of the visits in extending knowledge and understanding of Christianity, were the questions that the pupils prepared beforehand to ask the different vicars. Pupils have not had the same chance to visit either a mosque or synagogue to enhance their understanding of these other faiths that they are studying.
- 128 The quality of teaching and learning is satisfactory. Scrutiny of pupils' work shows, however, that teachers do not always fully develop in the written work which is outlined in their planning. At times there is a lack of challenge in the work that pupils are given to do, such as colouring in a work sheet of a stained glass window. This was a weakness at the last inspection that has not been addressed fully. However, relationships are good, and teachers value pupils' individual contributions to lessons and encourage them to express their own opinions. Some valuable discussions of moral and social issues take place in which pupils have a strong respect for each other's views. Their feelings and emotions are reflected well in the prayers that Year 4 have produced on the computer and displayed as a prayer tree. The subject makes a very good contribution to pupils' moral and social development and a sound contribution to their spiritual and cultural awareness.