

# **INSPECTION REPORT**

## **EARL OF DYSART PRIMARY SCHOOL**

Grantham

LEA area: Lincolnshire

Unique reference number: 120378

Headteacher: Mrs. E. Cuckson

Reporting inspector: Mrs. G. Crew  
22837

Dates of inspection: 11th – 14th June 2001

Inspection number: 197409

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Dysart Road Grantham Lincolnshire
Postcode:	NG31 7PL
Telephone number:	01476 562091
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. R. Anderson
Date of previous inspection:	15 <sup>th</sup> September, 1997

Team members			Subject responsibilities	Aspect responsibilities
22837	Mrs. G. Crew	Registered inspector	English Art and design Geography Physical education Foundation Stage of learning	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
9763	Mr. J. Braiser	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and personal development Partnership with parents and carers
22524	Mrs. S. Innes	Team inspector	Science Information and communication technology Design and technology English as an additional language	
20745	Mr. D. Williams	Team inspector	Mathematics History Special educational needs	Quality and range of opportunities for learning

30128	Mrs. S. Stanley	Team inspector	Music Religious education Equal opportunity	
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## **PART A: SUMMARY OF THE REPORT**

The number of pupils on roll is 293, which is larger than other primary schools. The school serves the local housing estate, which is a close knit community. The ethnic background of pupils is mostly white European. Other backgrounds represented are Sikh and African. There are five Portuguese pupils for whom English is an additional language. Attainment on entry to school is generally below the nationally expected levels, with many children having very low levels of language and personal development. Children begin school part-time when they are four and leave in the year they are eleven. The number of pupils eligible for free school meals is 28 per cent, which is above the national average. The number on the register of special educational need is 26 per cent, which is above the national average. The majority of these pupils have moderate learning difficulties. There are six pupils with a statement of special educational need; this is broadly in line with average figures.

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

This is a good school. The headteacher was appointed to this position permanently following the last inspection. She has developed good leadership and management skills and has a clear vision for the school. The deputy headteacher, staff and governors share this. As a result, the school is successful in creating a happy, caring community in which each pupil is valued for their individuality and their contribution to the school. Teaching is very good overall and this results in pupils learning the right things and making good progress. Although pupils' attainment is not in line with national averages in all subjects, pupils are generally doing their best and achieving well, especially given the low starting point particularly in language and personal development. The trend in improving standards is above the national trend and the school has recently been granted a national award that recognises the improvements made. Good use is made of the financial resources available to help pupils learn well, the environment is stimulating and school development planning links financial resources to priorities. Principles of best value are being carefully applied and value for money provided by the school is good.

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

- The school's aims and values are achieved very well. These are reflected in the work that it does to promote more than just academic learning throughout each day.
- The provision made for pupils' personal development is very good. This is the building block from which the pupils learn and includes very good social and moral development.
- The Foundation Stage provides the pupils with a very good start to their education.
- The quality of teaching and learning is very good overall. Pupils are taught basic skills very well through effective strategies. Pupils are encouraged to do their best and they have very good attitudes to school. As a result, their achievements are good and they make good progress as they move through the school.
- The range of activities available outside lessons is very good and contributes very well to pupils' academic learning and personal and social development.

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

- Standards, where they are lower than the nationally expected levels.
- Teaching, where it is less than satisfactory.
- The support and guidance given to individual pupils so that they can build on what they already know and can do in small, measurable and achievable targets.
- Attendance.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1997. Effective action has been taken to improve on the key issues identified. Improvements in school development planning, the role of the co-ordinators, curriculum planning, assessment and the attention given to providing work at a suitable level for all pupils has had good results. Despite the continuing low levels of attainment when compared to other schools nationally, the analysis of results shows that standards are improving and pupils are making progress. Staff have also implemented national initiatives, such as literacy and numeracy, well and have reviewed provision for information and communication technology to be taught more effectively. The focus the school has placed on developing pupils' basic skills has improved attainment. The staff work together very co-operatively as a team and the involvement of the governing body in this has been enhanced. The shared commitment to further improve the school, especially standards, is very good.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E	C	E	D	Well above average      A average above average      B Average      C Below average      D Well below average      E
Mathematics	E	E	D	C	
Science	D	B	D	C	

By the time they are five, the majority of pupils achieve standards in all areas of learning that are generally below average for their age, although there are some children who do achieve the expected levels in areas other than language development. In the year 2000 tests and assessments pupils in Year 2 attained well below the national average, and the average for similar schools, in reading, writing and mathematics. In Year 6 tests, attainment was well below the national average in English. In mathematics and science, attainment was below the average for all schools. In comparison with similar schools attainment was below average in English and in line with the average in mathematics and science. The improving trend in the school's results in recent years has been above the national picture. The school has set suitably challenging targets and the number of pupils attaining the expected level of attainment or above has improved. Work seen during the inspection was consistent with this trend. The year 2001 end of key stage tests results upholds this. The school places a correct emphasis on developing the key skills of literacy and numeracy, but is unable to fully compensate for the low starting point for all pupils by the time they leave. Pupils with special educational needs and higher attaining pupils generally have work set at appropriate levels.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and this makes a significant contribution to learning.
Behaviour, in and out of classrooms	Good behaviour throughout the school flows from the strong ethos that is evident and attention given to moral and social development.
Personal development and relationships	Very good relationships are characterised by respect, politeness and trust. Pupils work well together and take responsibilities very seriously.
Attendance	Attendance rates are unsatisfactory. Authorised absence is high.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Very 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 very good. In the previous inspection teaching was satisfactory or better in 85 per cent of lessons and the figure is now 93 per cent. During this inspection six excellent lessons were observed. These lessons were powerfully delivered and inspirational. Teachers' expectations of the pupils were high and challenge was given throughout the lesson. Pupils' interest and concentration was maintained and they made very good progress. Four unsatisfactory lessons and one poor lesson were seen. In these lessons, there was insufficient challenge or pace and teachers' expectations were low. Behaviour was not managed well and the children made little progress during the lessons. The quality of teaching was very good in the Foundation Stage. The strength of teaching was in the knowledge teachers and support staff have of how young children learn. As a result, the staff provided appropriate activities that enabled the pupils to make good, and sometimes very good, progress. In Years 1 and 2, when teaching was most effective, an appropriate range of activities was planned for the different abilities in the class. This resulted in pupils improving their knowledge and understanding in a structured way that enabled them to make good progress. Teaching in Years 3 to 6 was very good overall. Lessons were generally taught with enthusiasm and the pupils were inspired to do well and give of their best. As a result, the pupils made good progress in the majority of lessons. Mathematics was taught well and the teaching of English was good for pupil's aged up to seven and very good overall for those aged up to eleven. The quality of this teaching is having a good effect on the standards achieved in these subjects and the good progress that pupils make. Teaching of the basic skills was very good, as teachers provide opportunities for pupils to use literacy, numeracy and information and communication

technology skills to support learning across the curriculum. Pupils with special educational needs, higher attaining pupils and those with English as a second language are provided with appropriate programmes of work. They achieve as well as their peers as a result.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth and balance across the curriculum is satisfactory. However, all elements of the curriculum for information and communication technology are not yet taught due to a lack of the appropriate resources. The range of opportunities for learning is good and enhanced by activities available outside lessons.
Provision for pupils with special educational needs	Provision is good. Work is matched to pupils' needs in class and specific additional support is given to individual pupils. The school provides well for the pupils who speak Portuguese as a first language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. Spiritual, moral and social development are strong aspects of the school's work. Pupils develop a good knowledge of culture and this is developed through the subjects of the curriculum.
How well the school cares for its pupils	All members of staff show a good level of care for the pupils and they know them very well. Monitoring of their personal development is good, although informal. Procedures for monitoring pupils' attendance and supporting academic progress are under developed.

A particular strength of the curriculum is the focus given to providing a language rich curriculum, the development of key skills for learning and pupils' personal development in order that pupils can cope with the curriculum to their best advantage.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is purposeful in her leadership and is supported well by the very competent deputy. The role of other key managers in shaping the direction of the school is good overall.
How well the governors fulfil their responsibilities	The governors understanding of the school is very good. They contribute well to management and fulfil their responsibilities very well.
The school's evaluation of its performance	Monitoring and evaluation are good. There are secure procedures in place for identifying strengths and weaknesses.
The strategic use of resources	The use of financial resources, including specific grants, is good. The school applies the principles of best value well overall and very well in the provision of a relevant curriculum for all pupils.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• Children like school and they make good progress.</li><li>• Teaching is good and the school has high expectations of the pupils.</li><li>• Children are helped to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The parents did not raise any significant concerns.</li></ul>

The inspectors uphold the positive views of the parents and found that their views of the school are good.

## **PART B: COMMENTARY**

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

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

1. Standards of attainment for children on entry to the school are below expectation overall and very low in the key areas of language and personal development. The school has noted that the levels of attainment on entry are becoming lower, particularly in language development. Members of staff work hard to develop children's personal and social education so that they have a firm foundation on which to build as they settle into the school. Children are provided with appropriate activities and experiences that cover six areas of learning. They are frequently provided with opportunities to develop skills and knowledge across several areas simultaneously. For example, when using the sand tray they search for hidden shells and compare their size and shape when they find them. They are developing language, mathematics and their social skills at the same time. The majority of children begin on a part-time basis and this gives the younger pupils the opportunity to have had sufficient experiences to prepare them for full time attendance. By the time they are at the end of the reception year, most of the pupils have made good progress. The majority of pupils achieve standards in all areas of learning that are generally below average for their age, although there are some children who do achieve the expected levels in areas other than language and personal development.

2. In the year 2000 tests and assessments, the percentage of pupils in Year 2 achieving the expected level and above was well below the national average, and the average for similar schools, in reading, writing and mathematics. In Year 6 tests, attainment was well below the national average in English and below in mathematics and science. Trends over time show that the pupils' performance has been well below the national average. When compared to similar schools, attainment was below the national average level in English and in line in mathematics and science. The school is aware that the high numbers of pupils with special educational needs does have an affect on the results achieved in national tests. In addition, there are a high percentage of pupils who transfer into the school part of the way through their school career, especially in Years 3 to 6. However, the trend in performance is improving at a rate above the national trend and the school has recently been given a national award to recognise this.

3. The co-ordinators for English and mathematics have analysed the results of tests and assessments very closely and developed specific initiatives for improving performance. For example, that improving the standards in handwriting would improve the pupils' chances of achieving the expected level of attainment at the end of Year 2. As a result, they pitched teaching in more focused way and this had a positive effect on the standards achieved in the year 2000 tests and assessments. Due to the low levels of ability on entry to school, the number of pupils with special educational needs and the number of pupils who join the school after Year 2, it is more important for the school to analyse the performance of each individual pupil in order to see if they are making progress. The school's procedures for assessing what the pupils know and can do have improved and

there is now sufficient data available to allow them to do this. Satisfactory use is being made of available statistical data to predict how well pupils will do. However, the school has yet to set challenging targets for pupils individually so that their prior learning is built on systematically and they make the best possible progress throughout the school.

4. In work seen during the inspection, pupils' attainments in English and science were below the expected levels overall by the time they are aged seven, although a number of pupils are working at level 2, the expected level. In mathematics work seen, pupils were attaining the expected level of attainment. The progress pupils make in the Foundation Stage is good, however in the work seen for this year there has been insufficient progress in Year 1. The pupils' achievements at the age of five have not been built on systematically. Pupils' attainment in work seen in English, mathematics and science, by the time they are aged eleven, is in line with the expected levels. In science the school has done well to raise the number of pupils achieving the higher levels, level 5. This has been achieved through an increased focus on investigation. After a generally low standard on entry to the school, pupils of all abilities make good progress to reach this level by the end of Year 6.

5. Time is given to developing pupils' speaking and listening skills from the time they start in school and they become more confident to talk in front of the class. By the time they are aged seven, pupils' language has developed, but they have limited vocabulary and do not respond to questions with complex sentences. In Years 3 to 6, pupils are generally confident to contribute their ideas and opinions to class discussion, although a significant number who have special educational needs, do not have a wide vocabulary. In reading, pupils benefit from regular opportunities to read. However, in Key Stage 1 they have more confidence when reading in groups than individually. By the time they are in Year 6, pupils' reading skills are well established and they have a satisfactory knowledge of literature. By the time they are seven, pupils' handwriting is usually formed well. By Years 5 and 6 standards of handwriting are almost always at the expected level for pupils of this age. The standard does not vary significantly when writing in other subjects and this is good. Work seen shows that a significant number of pupils have developed good flair and personal style when writing. Pupils write for a range of purposes and this is frequently linked to work in other subjects. Standards of writing have improved due to the pupils learning to join letters from the time they are in the reception classes and because there are lessons timetabled each week for pupils to do extended pieces of writing. In these sessions, they apply the skills they have learnt during the literacy hour.

6. In mathematical learning by the age of seven, higher attaining pupils have a secure grasp of number. They know the standard written methods for addition and subtraction and work with numbers to 100 with confidence. They can identify odd and even numbers and can count in twos, fives, and tens. Pupils are beginning to use money with confidence and can name and identify the main features of a wide range of shapes including the pentagon, cone and cube. They can measure and draw lines accurately to whole centimetres. Lower attaining pupils are less secure in their skills and understanding. They are taught the appropriate skills, but generally work with smaller numbers and their work contains more calculation errors. By the age of eleven, higher attaining pupils are very confident in using numbers. They have a secure grasp of the standard processes of arithmetic when working with numbers up to 1000 or more. They can multiply and divide decimals by 10 and 100. They can order numbers correctly to three decimal places. Pupils can cancel fractions down to their simplest forms. They use appropriate terminology, for example, numerator and denominator. Pupils of average ability are able to discuss the relationships of fractions, percentages and decimals. Lower attaining pupils have a good working knowledge of the four rules of number. They can multiply by ten, work out fractions of a number and can measure angles using a protractor.



7. In science, pupils in Year 2 are learning about life processes in plants and animals. They observe plant growth, but do not have enough experience of practical investigations to learn about fair tests or to record their observations independently. Achievement is good overall in Years 3 to 6 and is particularly good in Year 6 where pupils have a more appropriate balance of practical investigation work and learning from discussion and books.

8. In Year 5, pupils gain a good understanding of scientific concepts related to evaporation and condensation, but they do not learn enough about planning their own investigations including the concept of fair testing. In Year 6, pupils have a sound understanding of the concept of evaporation and condensation and they are able to discuss issues such as smoking and its effect on the body with confidence and understanding. Because they have a good balance of practical work to support their studies, pupils make suitable predictions and they draw conclusions from the investigations they carry out. Pupils in Years 3 to 6 record written work clearly and appropriately using annotated drawings or graphs and charts and cursive writing with well-formed letters. When they are required to use measurements they do so accurately so that the conclusions they reach, for example about exercise and the heart rate, are meaningful.

9. In information and communication technology, the standard of attainment is in line with national expectations for pupils aged seven and eleven except in the areas of measuring and monitoring as the school does not have the resources available to teach this yet. In the Foundation Stage pupils begin to understand the use of technology, for example by using tape recorders. They understand that they can use the mouse or directional arrow keys. In Years 1 and 2, pupils use simple word processing skills regularly. Work builds on their previous experience and this helps them to make progress. In Years 3 to 6, the standard of work seen was that expected for pupils of this age. All pupils used the computers confidently. By the end of Year 6, pupils have a good understanding of how to use the computers effectively to present information and attainment in this aspect of work is above the expected levels. Pupils know how to control events on the computer screen using appropriate software, but they have no experience of measuring and monitoring conditions, such as light or temperature.

10. In art and design, design and technology, geography, history, physical education and music standards are in line with expectations. At the time of the last inspection, standards in art were reported to be above average. It has been observed by the co-ordinator that the time available for promoting creative work has decreased since the introduction of the literacy and numeracy strategies and it is felt that this has had an effect on standards overall in art and design. Standards in religious education are in line with expected levels as set out in the locally agreed syllabus, which provides clear guidance to help staff with their planning.

11. Pupils with special educational needs and those with English as an additional language make good progress, relative to their prior attainment. Teaching and support is given to pupils, which relates to their individual needs. The progress of higher attaining pupils is in line with their peers. Graded and extension work for more able pupils is usually provided at a level which challenges them. However in English and mathematics lessons in a mixed Year 3 and 4 class, work is insufficiently levelled to match the pupils' ability and the majority mark time during the lesson.

12. The school has put systems in place that are contributing to raising standards and help pupils to make gains in their learning. As a result, many pupils achieve standards beyond what is expected given the low starting point. Throughout the school pupils are taught the appropriate curriculum for their age and are also ability grouped so that all tasks

can be pitched at a level appropriate to their needs. This allows pupils to be challenged to achieve their individual best and make good gains in their learning. In addition, in mathematics in Years 1 and 2 and in English and mathematics in Years 3 and 4 pupils are taught in a set with pupils of similar ability. This means that work can be given at the level of their ability and they can be challenged to improve their achievement. Additional literacy lessons and booster classes in English and mathematics are provided for pupils who are almost achieving the next level of attainment, and this is improving their achievement. The introduction of planned lessons for writing ensures that pupils learn how to use their skills and develop the knowledge of how to use writing for a range of different purposes. This has had a positive effect on standards.

13. The school has introduced target setting in English and mathematics and this is beginning to ensure that work is pitched more closely to the pupils' needs. It has also increased the pupils' understanding of what they need to do to improve and helped them to achieve better standards. However, at the moment targets are not sufficiently specific or measurable. As a result, they are not used to the best effect to move pupils' learning onto the next stage towards their predicted level of attainment. The school has not at present identified any pupils who are gifted or talented. However, when some pupils have been doing very well in mathematics they have been given extra tuition in clubs so that they can experience work at the higher level. The focus on the high staffing levels of classroom assistants is contributing to pupils doing well, especially those with special educational needs. However, the majority of support is given in the morning sessions and many pupils would benefit more if they were supported in the afternoons as well.

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

14. Attitudes, relationships, personal development are very good and behaviour is good. These factors contribute to very effective learning, as the pupils want to do well and please their teachers. This is an improvement compared with the last inspection. These aspects are the fundamental foundation for learning at Earl of Dysart School and are key strengths that reflect the aims and ethos of the school.

15. Pupils enjoy school. They are enthusiastic in lessons and speak highly of their teachers and other adults. They are welcoming to visitors and take an interest in talking to them. Once in class they mainly get down to work well and show a genuine interest in their work, especially in answering questions. This was particularly evident in a geography lesson about Iceland. The lesson unfolded almost entirely through the answers elicited from the pupils. These positive attitudes are due to the very good relationships between pupils and teachers and the enthusiasm shown by teachers for their subjects.

16. Behaviour is good overall. It is very good around the school, at lunchtime, in the playground and in most lessons. However, it is less good in those lessons where there is less emphasis on rewarding good behaviour, in keeping up the pace of learning and making the lessons interesting. Where classroom management is less effective, there is some restlessness and lack of effort. There have been a few exclusions of a temporary nature, all for unacceptable behaviour, and generally it is felt that the pupils need time away from school to reflect on their approach to their schooling. At lunchtime pupils talk to each other socially. They look after the premises and this helps to keep the school in good condition. Oppressive behaviour occurs from time to time and the school is assiduous in tracking down the causes and finding solutions.

17. Relationships are very good. Teachers know their children well and enjoy working with them. Pupils are confident to talk to members of staff about their feelings. For

example, in a personal and social education lesson pupils were happy to share their experiences about disappointments, and how they had overcome, them freely with their teacher. As a result, they produced a long list of things one might do to comfort someone who was distressed. Pupils help each other when this is needed. For example, in science lessons pupils worked well together in groups when examining different kinds of leaf. They are appreciative of each other's work, even to the extent of giving spontaneous applause when other pupils show their work.

18. Personal development is very good. The developing school council is currently concentrating on promoting healthy eating as part of the school's work towards gaining the nationally recognised Healthy Schools Award. This work is contributing effectively to the personal and health education programme. The introduction of the school council is a developing strength of the school. Pupils also produce their own newspaper, raise money for charity, act as buddies to those who need help and have many positions of responsibility, particularly the older pupils.

19. Attendance is unsatisfactory and this is a decline since the last inspection. It is considerably below the average for primary schools and absence has increased from 5.3 per cent at the last inspection to 8.3 per cent this year. This does have an effect on the continuity of pupils' learning and opportunities for them to make good progress consistently. The reported zero unauthorised absence is inconsistent with the current registers that show a number of unexplained absences in the Spring term. The school day starts on time, but sometimes the timetable is allowed to drift during the day. Daily registration is efficient.

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

20. The quality of teaching was very good overall. Teaching was satisfactory or better in 93 per cent of lessons across the school. This is an improvement since the last inspection when the figure was 85 per cent. Unsatisfactory or poor teaching was observed in seven per cent of lessons overall. In the previous inspection fifteen per cent of teaching fell into this band. During this inspection six excellent lessons were observed and the percentage of lessons that were good or better was 75; 38 per cent of these were very good or better. The improvements in teaching are accounted for by a change in staff, staff training and improved monitoring that has led to a culture of discussing strengths and weaknesses. In addition, the school has given good attention to planning suitable tasks for the lower and higher attaining pupils. Generally, work is set to challenge pupils so that they make good progress.

21. During this inspection the quality of teaching was very good in Foundation Stage. No teaching was less than satisfactory and 85 per cent was good or better. Very good teaching was seen in 23 per cent of lessons and one lesson was excellent. The strength of teaching was in the knowledge teachers and support staff have of how young children learn. As a result, the staff provided appropriate activities that enabled the pupils to make good, and sometimes very good, progress. When teaching was very good, the teachers had high expectations of pupils' achievement; they were helped to understand what was expected of them and the tasks set allowed them to use the skills they already had to promote very good learning. Excellent teaching was characterised by energy and enthusiasm that motivated and challenged the pupils to do more and more.

22. In lessons for pupils aged up to seven, 70 per cent of teaching was good or better. Where teaching was most effective an appropriate range of activities were planned for the different abilities in the class and this resulted in pupils improving their knowledge and understanding in a structured way. Where teaching was not effective, ten per cent of lessons, there was insufficient challenge and pace in the lesson. Teacher expectations were low and pupils' behaviour was not managed well. Excellent teaching observed in one lesson began with a very good introduction to a lesson focused on religious education. The teacher created a role-play situation and this made the pupils curious and want to find out more. Throughout the lesson, the teacher presented opportunities for pupils to consolidate their knowledge well. Learning in the lesson was very good because the pupils were learning to respond to artefacts and experience showing a range of feeling. All pupils were

helped to feel special during the lesson and the pupils' understanding of other cultures was deepened.

23. Teaching of pupils aged up to eleven was good or better in 74 per cent of lessons. The number of lessons that were very good or better was 43 per cent of those seen. Seventeen per cent of lessons were satisfactory, but a number of these contained unsatisfactory elements of teaching. In several observations the lesson began effectively, but the pace dropped off and pupils were insufficiently challenged by the quality of teaching in parts of the lesson. In addition to this, less able pupils were not given sufficient direct support from the teacher to help them achieve what it was they were expected to learn in the lesson. Nine per cent of lessons were unsatisfactory and had the same ineffective characteristics as those seen in unsatisfactory lessons for pupils aged up to seven. In the four excellent lessons observed, the teachers had very good subject knowledge and a very clear purpose to the lesson. The strength of the relationships between the teachers and the pupils contributed greatly to the pupils' willingness to learn and eagerness to get on with their tasks. These lessons were powerfully delivered and inspirational. This contributed greatly to the progress pupils made.

24. The school's good strategies for teaching literacy and numeracy are effective and have given consistency to the teaching of English and mathematics. Teaching is good in both subjects for pupils aged up to seven and very good overall in English for pupils aged up to eleven. All staff plan well to ensure that pupils' knowledge, understanding and skills are built on as they move through the school. This results in clear, organised and logical lesson plans. Good planning leads to teaching that is generally well structured and tasks are set at an appropriate ability level, rather than merely matched to the age of the pupils. As a result, all pupils, including those with special educational needs and the higher attaining, make gains in their learning based on what they already know and can do. The school has structured the teaching of literacy to include lessons during the week where pupils are given the opportunity to extend their writing skills. This is associated with comprehension work and some spelling activities are also built into these sessions. The pupils make good gains in learning due to this intensive work that is set at their ability level. For example, in a Year 2 class pupils used common words linked to work about themselves in their writing. They were confident to 'have a go' at spelling new words and used their knowledge about letter sounds to help them. Mathematics lessons have a defined structure, which includes a mental mathematics session, the teaching or reinforcement of a skill, and a group activity. During this time, teachers generally check pupils' understanding through focused questions and give them individual help if this is required. As a result, all pupils are making good progress overall. At the end of the lesson, pupils are confident to answer questions and to give the answer to sums. However, in both numeracy and literacy lessons teachers do not make sufficient use of the time at the end of lessons to encourage pupils to talk about what they have learnt or about how well they think they have done.

25. Teachers' planning is very good in Foundation Stage overall and allows for many areas of learning to be promoted simultaneously. For example in sand and water activities children learn about mathematics and science. In Key Stages 1 and 2 planning is very good. The long-term plans are translated into a good range of activities and adapted very well for different ability groups in the class regardless of age. This results in suitable challenges being set for pupils and the pace of work and the productivity of learning is very good overall. However, the delivery of the plans is variable. When teaching is unsatisfactory or poor the planned lessons are not taught effectively and the pace of lessons is slow, which leads to unsatisfactory learning. This means that the pupils in some classes are not achieving as well as the peer group or are making insufficient progress

within their year. In the majority of lessons pupils understand what is expected of them because members of staff are clear what it is they want the pupils to learn and take care to explain this in precise and understandable language. Pupils achieve well and make good progress overtime. Where lessons are less than satisfactory, the message being given to the pupils is less clear and they are not suitably challenged.

26. Expectations of what the pupils can do are very good in the Foundation Stage. There is a very good emphasis placed on developing a positive climate for learning through a range of activities that excite and enthuse the pupils. This results in a very good level of intellectual and physical learning. Pupils show good interest in their work, keep a very good level of concentration on their tasks and even the youngest think for themselves. This contributes to the good progress they make. Expectations of what pupils aged up to seven can do is more variable. At present too little attention is given to what pupils know and can do as they move from the Foundation Stage into Year 1. As a result pupils' knowledge and understanding is not built on systematically. It is evident from sampling pupils' work and the lessons seen that the expectation of what pupils can do is also undemanding for this year group and this leads to disruptive behaviour. Pupils in Year 2 classes are challenged well whatever their age or ability and the pupils' level of interest and concentration is good.

27. Teachers' expectations of what pupils up to the age of eleven can do are generally high and the majority of pupils face the challenge of tasks positively. Learning is very good overall, particularly when teaching is very good or better, and pupils make good and sometimes very good progress. However, work is not consistently challenging across the key stage. When teaching was unsatisfactory in a Year 3/4 class lessons began in a satisfactory way and sufficient demand was placed on pupils. However, the teacher did not maintain the momentum of this pace following the introduction. As a result, the effort pupils put into tasks dwindled as the lessons progressed and learning opportunities were lost. In addition, there are insufficient opportunities for lower ability groups in Year 3/4 to benefit from direct teaching at the level they require to help them get on well. Pupils become bored or disenchanted and occasionally opt out altogether. Overall, pupils' learning, including the pace at which they work and how much they do in a lesson, is very good in this key stage. The majority of pupils sustain their interest and enthusiasm throughout the lessons and the amount they achieve is good. In lessons when teaching is very good or better teachers' expectations of the pupils are very high and the pupils rise to the challenges set for them. In these lessons the rate of learning is also very good or better and the pupils' achievements are very good. For example, in a physical education lesson in Year 3/4 the pace of the lesson was excellent. This reflected how much the teacher expected the pupils to achieve by the end of the lesson and this resulted in a high level of involvement and enjoyment.

28. In Foundation Stage the use of support staff is very good. Staff are well informed and carry out their support very efficiently and effectively. Throughout the rest of the school the use of support staff, including the technician, and volunteers is good and contributes effectively to pupils' learning. Particularly high quality support is evident in the volunteer help for pupils who speak Portuguese. Adults are generally well briefed and they work as a team encouraging, supporting and praising the pupils, thus giving them consistent messages about how well they are doing. The work of the classroom assistants and the technician ensures that all pupils have the right curriculum presented to them. In addition, the opportunity to work in small groups means that work can be targeted to meet pupils' individual needs. The majority of assistants work in the morning session, which means that in the afternoons pupils, especially those with special educational needs, are not given as much support as they need. This limits their opportunity to make more gains in their learning or improve the standards they achieve.

29. Time is used very well in the Foundation Stage. Sessions are broken down into opportunities for pupils to be involved in tasks directed by their own needs as well as teacher or support staff led activities. This makes the best possible use of resources available. The time available for teaching in Years 1 to 6 is generally used well. This is particularly evident in the morning sessions when two separate lessons are planned. For example, in a Year3/4 class pupils cleared away quickly at the end of a numeracy lesson and grouped together quickly on the carpet for the beginning of an extended writing lesson. No time was lost and continuity of learning was maintained.

30. Overall the quality and use of ongoing assessment is very good and has improved since the last inspection. In the Foundation Stage the staff make very regular assessments of what the children can or can not do within lessons. This is linked to both teacher directed activities or activities initiated by the children themselves. These recordings build up into a very comprehensive profile of each individual pupils' achievements by the time they are five. However, insufficient attention is given to these records in Year 1 and planning does not accurately build on what the pupils already know and can do. In Years 3 to 6 the ongoing use of assessment is very good overall. Opportunities for assessing what the pupils know and can do occur during lessons when teachers ask pupils questions to check their understanding. The final part of lessons is frequently used to review what has been covered in the session. However, these opportunities are not used effectively to help the children understand whether they have achieved what the teacher intended or to explain how they could further improve. Marking of pupils' work is generally consistent and sufficient use is made of the pupils' own work to help them understand their own learning. This is especially evident when teachers or assistants discuss the younger or lower attaining pupils work with them. Teachers ask pupils to repeat work to help them understand and there is evidence to show that this happens and pupils do not make the same mistakes again, particularly in Years 5 and 6. Assessment and evaluation are built in to lesson plans and this information is used effectively to inform teachers' future plans, but less well used to set targets for pupils so that they know what they need to do to improve. The use of homework is satisfactory. It is used to reinforce pupils' learning and to help them improve their skills.

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

31. The quality and range of the learning opportunities provided are good throughout the school and enhanced by the activities provided outside lessons. There has been good improvement in curricular opportunities since the last inspection. The school has placed a good emphasis on developing the basic skills for learning and for promoting the pupils' personal and social development through the curriculum it provides and this gives a good base from which the pupils can learn. The appropriate statutory curriculum is in place and the breadth and balance is satisfactory. However, all elements of the curriculum for information and communication technology are not yet taught due to a lack of the appropriate resources.

32. The teaching of religious education meets the requirements of the Lincolnshire Agreed Syllabus. Provision for pupils' personal and social education, including health education, sex education and drugs misuse awareness, is good. The policy and schemes of work have been recently reviewed and revised and teaching of citizenship is included within the programme. Circle times offer regular opportunities of good quality to discuss issues of a personal nature. For example, older pupils explored together the occasions in their lives that have given rise to fear and those that have made them very happy.

33. Curriculum planning is effective. All subjects now have schemes of work and duplication of units of study as pupils move through the school is avoided. This represents very significant improvement since the last inspection when there were no whole school schemes of work for any curriculum area and when links between long, medium and short term planning were insecure. Members of staff meet regularly to ensure quality and consistency of plans. Teachers' weekly and daily planning is now detailed and provides a clear focus on the next stages for learning and teaching. The senior management team and subject co-ordinators have clear responsibilities for monitoring the quality of planning and teaching in all subject areas. The timetable is well planned overall and provides adequate time for the subjects of the National Curriculum to be taught. However, in the afternoon there are frequently long periods of time allocated to teaching one subject. While the school states that there is some flexibility within these sessions to cover more than one subject or vary the teaching time this does make it difficult to monitor coverage and ensure that the correct amount of teaching time is given to each subject. A revision of these arrangements would be beneficial to ensure full coverage of each subject.

34. The curriculum is suitably adapted for pupils with special educational needs and for those pupils for whom English is an additional language. However, this provision is not yet so well developed for gifted or talented pupils. Arrangements for the identification of pupils who may have special educational needs are led by the co-ordinator and these are good. Policies and procedures meet statutory requirements. Pupils with special educational needs have appropriate individual programmes of work provided for them. The school has access to a range of specialist services, with which it has very good relationships, and they offer support with adapting the curriculum if appropriate. The school is successful in its aim to give all pupils equal access to all activities regardless of their ability, gender, race or special educational needs.

35. The National Numeracy and Literacy Strategies have been implemented effectively. Planning is detailed and the format of lessons follows national guidelines. The use of literacy and numeracy is planned for in other subjects and this gives pupils the opportunity to improve their skills in a variety of ways. For example, in Year 6 athletic achievements are presented in block graphs. Reading and writing skills are used across many subjects of the curriculum, for example, in history pupils read textbooks as sources of secondary evidence before answering questions on their work sheets.

36. The school has established satisfactory links overall with other schools and institutions to improve the learning opportunities for its pupils. Links with the adjacent special school are good. There is an integration programme set up for some lessons so that a pupil from the school can work with pupils of a similar age. The school is involved with other Lincolnshire schools to promote healthy living. The school takes part in a wide range of inter-school sporting activities, including athletics and rounders.

37. The school has good links with the community and these make an effective contribution to pupils' learning. For instance, the community policeman visits on a regular basis to talk to pupils about relevant issues and pupils have visited the magistrate's court. Local clergymen regularly lead whole school acts of worship. Accommodation is provided for a local playgroup and there is a well-equipped family room for parents. Arts and theatre groups work with the pupils from time to time. The range of extra-curricular activities is very good. Teachers give generously of their time to provide pupils with opportunities to supplement learning in normal lessons. These include recorder groups, guitar tuition and a choir. Clubs include French, gymnastics, netball, athletics, rounders and football. Parents and pupils are involved in an after school book club that contributes to pupils learning to love books and make progress with reading. The activities outside lessons make a very



good contribution to pupils' personal and social development and assist in establishing good links between school, home and the local community.

38. The school's provision for pupils' spiritual, moral, social and cultural development is very good and contributes to achievement of the school aims. This aspect is a strength of the school as it contributes to the ethos that is successfully created.

39. Pupils' spiritual development is very good and is provided through good quality assemblies, moments for reflection and daily prayer in assemblies, at lunchtime and during lessons. Opportunities for pupils to experience awe and wonder are planned for and are also developed with the pupils when they happen by chance. For example, they are encouraged to be curious about the growth of flowers around the school and to monitor what is happening in the school butterfly garden.

40. Pupils are taught right from wrong in many ways. In personal and social education lessons they explore real social and moral dilemmas, such as bullying and smoking. Discussion in lessons is helping pupils to make choices and decisions. This aspect of pupils' moral and social development is also promoted through on-going day-to-day ways in which members of staff relate to pupils, correcting behaviour and attitudes through their example of good role models. This is a strong aspect of the life of the school. Another significant aspect is the way in which pupils are encouraged to share and be sociable with each other. They work well in pairs and in groups in most lessons, for instance in physical education, in role-play and on the computers. They are encouraged to be kind to people and animals and the RSPCA have recently voted them one of the most animal-friendly schools in England and Wales. During the inspection week, the pupils were very helpful to visitors.

41. Pupils' knowledge of their own culture and other cultures is good. For example they listen to the music of Edward Elgar and music from Indonesia, Africa and America. In English they read and learn from English poetry and some of the writings of William Shakespeare. The recorder group and singers perform French and Israeli tunes in assembly time. In art they study the works of artists from the Antibes and their work reflects their knowledge of these cultures. The school gives satisfactory attention to preparing the pupils to live in a multi-cultural society.

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

42. Members of staff know the pupils very well and because of this the good quality of care pervades every aspect of the school. This is an improvement since the last inspection. Pupils with special educational needs are well integrated into school life and Portuguese pupils who have more recently arrived at the school have been made extremely welcome and are obviously enjoying themselves. As a result, they are learning well.

43. The school is a secure environment with all the expected safety measures in place and yearly safety inspections recorded. The site manager ensures that any deficiencies are rectified. Child protection procedures are good, the nominated person, the headteacher, is very experienced in this field. She has good contacts and good knowledge of local procedures. Topics and issues covered in the pupils' personal and social education programme help them to know how to look after themselves and also play a significant part in the school's good procedures to counter harassment.

44. The school cares well for pupils with special educational needs and provision for them is good. All the information appertaining to pupils' special needs are maintained in pupil files and gives clear indications of the difficulties of pupils and the action taken to meet these difficulties. All meetings are clearly documented, for example, reviews of individual education plans and annual review meetings. Learning targets in individual education plans are adequate and are usually taken account of in lessons. Occasionally the targets are not in small enough steps or are insufficiently defined to enable progress to be carefully monitored.

45. Procedures for the promotion of attendance are satisfactory, but at present, only 100 per cent attendance is rewarded and letters of concern are only sent home once per term. Telephoning home to make enquiries if no message has been received is only used for a few pupils. The Education Welfare Officer is called in when particular difficulties arise. Classes are made aware of their attendance record and rewarded through the provision of extra playtime. However, more could be done to try and improve attendance. Parents are not advised in the annual report, prospectus or newsletters of how important attendance is for making good progress.

46. The procedures for promoting good behaviour are good. A consistent approach is regarded as essential, with the emphasis on rewards, good training, the use of sessions where pupils exchange experiences with their teacher in a structured environment, circle time, and the examples set by members of staff. This includes work undertaken in assemblies. Procedures for promoting good behaviour are supported by a good programme led by the deputy headteacher that involves the pupils in reviewing the reasons for and the outcomes of their behaviour. These procedures help the pupils to take responsibility for their own actions. Parents are involved where there are behaviour problems and their contribution is valued. Pupils generate class rules, but parents have little involvement and the behaviour policy is not mentioned in the prospectus. House captains are available for advice where pupils do not want to talk to members of staff and there is an 'anonymous box' for any pupil who is being bullied.

47. Procedures for assessing pupils' attainment and progress are satisfactory overall, but good for English and mathematics and very good in the Foundation Stage. Pupils are assessed on arrival at the school and subsequently at half-termly intervals for literacy, numeracy, science and unaided writing. These are recorded in terms of National Curriculum levels pupils achieve. Teachers compare their judgements on National Curriculum levels in order to maintain consistency. Teachers maintain their own assessment records for subjects other than English, mathematics and science, but the school is developing procedures for assessing pupils' attainment against the key learning objectives identified for subjects such as geography and history. In addition, the school is planning to use a more comprehensive computerised assessment system that will help to track pupils' progress.

48. The use of assessment information is also satisfactory. In the Foundation Stage both assessment and its use are very good and make a substantial contribution to children's very good progress. However, it is not clear how effectively the assessments are used to build on what the pupils can already do as they move into Year 1. The quality and depth of information passed on is commendable, but it is not easily accessible for other members of staff who have not contributed to the information gathering process. Elsewhere assessment is used to modify what is taught in the longer term and lessons are varied to incorporate information from previous performance over time. However, this is not used effectively to set targets to improve individual pupils' performance. Assessment is used well to vary the composition of various sets or groups of pupils for literacy and mathematics.

49. The provision for monitoring and supporting pupils' academic progress are unsatisfactory overall. They are very good at the Foundation Stage and there is some good target setting in Years 5 and 6, which contributes to pupils making good progress. However, much of the work the school has done so far is focused on predicting pupils' attainment as they move through the school. These predictions are not broken down into small steps that indicate what the pupils need to do to achieve particular levels. Generally pupils are not aware of targets and when they are set, they are only reviewed once a year. Procedures for monitoring and supporting pupils' personal development are good. They are

almost entirely informal, but this is effective because of the school's emphasis on pastoral care.

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

50. The school strives hard to involve parents in all aspects of their children's education, but the response from parents is no more than satisfactory. There has been some improvement since the last inspection.

51. Nearly 50 per cent of parents returned the questionnaire sent out and the things they like about the school are its high expectations for their youngsters, the high quality of the teaching and the progress made, and the school's approachability. There were no areas of significant dissatisfaction. Only three parents attended the meeting held to talk with the inspectors, but a spot check of 20 parents at home time found that 17 out of 20 parents were pleased with the education provided. The inspection team agrees with the parents' views on the school.

52. The information provided for parents is satisfactory. There are matter-of-fact newsletters, a brief annual report and a well produced prospectus with much curriculum information. None of these promote the school's merits very effectively or provide additional information of value to parents. Pupils' annual reports have good descriptions of what has been achieved, but contain no information on levels of attainment, except in Year 2, and no targets for improvement, apart from the ones provided by the pupils themselves. There is no advice on how parents can help their children improve. There are three evenings per year for parents to discuss their children's progress and these are fairly well attended. The last of these is to discuss the report. Parents who do not attend are approached at the end of school when the parents are in the playground so that they have the opportunity to talk to the teacher. Occasional evening sessions are held on curriculum subjects, such as numeracy and preparations for national tests. Parents are welcome to attend the reading club and a few do. The school nurse and the speech and language therapist provide drop-in sessions. There is a family room in the school that is available for activities such as the reading club.

53. A few parents help in the school. This includes helping in the environmental area and with school trips. There is no formal parents and friends association, but a nucleus of parents make themselves available to help with fund raising events. Homework books are provided and some parents take an active interest in helping their children. There has been a notable increase in the numbers achieving the award for completing all their homework since the homework books were introduced. Parents also help with reading at home. Parents are invited to school performances and some assemblies.

54. Parents are fully involved when pupils develop difficulties with their learning or behaviour. They are invited into school to discuss what action should be taken. Parents of pupils with special educational needs are invited to the termly reviews of individual education plans and annually to the review of statements of educational need. Many of them attend.

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

55. The headteacher has demonstrated a clear vision for the way forward for the school since the last inspection. She has shown good leadership and management skills, for example in analysing current strengths and weaknesses and, in partnership with other key managers, producing a school development plan to provide focused direction. This is an improvement since the last inspection. The headteacher has a high profile within the school on a daily basis and she knows all the pupils and their families well. The good management of the deputy headteacher supports that of the headteacher. Her skills complement those

of the headteacher very well and she is providing good direction in terms of curriculum development and the analysis of data in order to improve standards further.

56. The implementation and achievement of the school's aims and values are very good and they are securely reflected in the daily life of the school. The importance of pupils' personal development, including moral and social development, is at the heart of all the school does and parents appreciate this. The teaching of basic skills is the foundation stone for learning within the school. This is emphasised from the time children begin school in the pre-reception class and contributes to standards pupils achieve. All pupils and members of staff clearly understand the school's aims, which provide a shared vision for the school community.

57. Governors are well informed about the school in general and about the responsibilities they have. The chair of governors is particularly well versed in the running of the school on a day to day basis and in the long term. The governors are enthusiastic and give a high level of support to the headteacher. Their role in shaping the direction of the school is very good as is their understanding of the school's strengths and weaknesses. They achieve this through regular meetings and formal visits and in monitoring and evaluating performance, including setting appropriate priorities for development. For example, members of the governing body have been acting strategically with regard to the future number of pupils on roll and the profile of the school locally. To this end they have made provision within the school for the local play-group, for example. The governors have a good knowledge and understanding of the work that has been done to address the key issues of the last inspection report and their effectiveness in fulfilling statutory duties is good.

58. Since the last inspection, members of staff have spent time implementing national initiatives, such as literacy and numeracy, and reviewing provision for information and communication technology to be taught more effectively. The focus the school has placed on developing basic skills has improved pupils' achievements in English, mathematics and science. Standards in information and communication technology are currently in line with that expected overall within the curriculum being taught. Issues highlighted in the previous report linked to development planning have been fully addressed. The plan, and subsequent action plans formulated by the co-ordinators, drive school improvement. An annual audit ensures that the school sets priorities according to specific needs. The appropriateness of the school's priorities, most particularly the focus on personal development, literacy and numeracy, is very good and the action they have taken to achieve these is good. Overall, the commitment and capacity to improve the school further is very good.

59. Since the last inspection, all teaching staff have had training in the role of the co-ordinator and most are leading the subjects they manage successfully. This is an improvement since the last inspection when the management role of co-ordinators was a key issue for the school to address. The work the co-ordinators for English and mathematics have done to ensure successful implementation of new strategies is commendable. They have produced detailed action plans that set targets for improvement, with set dates by which action will have taken place, and evaluated the success of action by monitoring standards. They are clear how the action taken has had an effect on standards. Work has had a clear focus on improving pupils' performance and this is reflected in current levels of attainment. The key subject co-ordinators have sufficient knowledge of the planned curriculum, they have a defined role in monitoring and evaluating performance data and, when appropriate, teaching. The effectiveness of their work is good overall. The management of provision for special educational needs is good and is

undertaken by the headteacher. A strength is that the headteacher knows all the pupils and their families well and this frequently contributes to good liaison between home and school.

60. Good financial planning supports educational priorities. The development plan is fully costed and the costs incorporated in the budget. Financial administration is efficient and modern technology is used well in accounting. Financial acumen is evident in purchasing procedures. For instance a range of outside caterers has unsuccessfully tendered for the school's catering needs, confirming that the present arrangements are good. The school applies the principles of best value well to make good use of specific grants and other funding. For example, the school administrator and officer responsible for finances compare standards and costs with other schools locally and review the value of contracted-out services, such as ground maintenance. There are also very good examples of how best value is sought in the curriculum, for example, by providing an appropriate language based curriculum and enrichment activities such as reading and French clubs. The headteacher makes good use of the services available through the local education authority to periodically monitor the school's budget. The governing body is fully involved financial planning and monitoring of expenditure. The governing body challenges the justification for new spending and seeks full details of benefits. They evaluate the effectiveness of spending against the outcomes and how this affects performance. The office personnel carry out day to day administration and management of finances very well. The school provides good value for money and this is an improvement since the last inspection.

61. The school is well staffed and the teacher pupil ratio overall is favourable. Staff are suitably qualified and support staff have a range of additional qualifications that are an asset to the school. For example, the site manager is a trained St Johns Ambulance first aider. The technician offers valuable support to teaching information and communication technology. However, there is scope to further develop his role to support learning in other subjects, for example, science. Although there are no new members of staff at present, the most recently appointed teachers confirm that procedures are good for inducting new staff, particularly newly qualified teachers. Accommodation available for teaching is good and is enhanced by such features as the butterfly garden. Resources are satisfactory overall. However, the lack of some specific resources to promote the measuring and monitoring strand of the information and communication technology curriculum is preventing the planned curriculum being taught and therefore restricting pupils' progress in this aspect of the subject. In addition there are insufficient outdoor resources for the children in the Foundation Stage that promote physical development. For example, wheeled trikes and trolleys and climbing equipment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Standards, where they are lower than the nationally expected levels.

*Identified on the school development plan.*

- Teaching, where it is less than satisfactory.
- The support and guidance given to individual pupils so that they can build on what they already know and can do in small, measurable and achievable targets.

*The school has already begun this work and this now needs to be extended for individual pupils and used consistently across the school.*

- Attendance.

*Attendance has been identified by the school as a problem for sometime and there are some procedures in place for encouraging pupils to attend.*

The governors, headteacher and teachers should improve standards achieved by pupils by:

- (1) raising standards of attainment where they are below the national averages by:  
Paragraphs: 2, 4, 5, 6, 8, 9, 11, 13, 27, 28, 61, 75, 77, 78, 79, 81, 85, 93, 94, 96, 97, 117
  - raising expectations of what pupils can do and presenting them with challenge in all lessons;
  - providing a range of opportunities where pupils can use their skills and work independently;
  - diagnosing strengths and weaknesses of the subjects taught:
- (2) improving teaching where it is less than satisfactory by: Paragraphs: 11, 16, 20, 22, 23, 25, 26, 27, 75, 77, 78, 79, 81, 105, 114, 133
  - building pace and challenge into lessons;
  - using the information about pupils' past performance to set appropriate tasks;
  - managing pupils' behaviour consistently;
  - improving teachers' subject knowledge:
- (3) developing the support and guidance given to individual pupils to help them build on what they already know and can do in small, measurable and achievable targets by:  
Paragraphs: 3, 13, 30, 44, 48, 49, 83, 91, 97, 98, 119
  - using the information gained from day to day assessment and formal tests and assessments to set specific targets;
  - monitoring the use of assessment to ensure that pupils' achievements at the end of one year are used to influence teaching and learning in the next class:
- (4) improving attendance by: Paragraphs: 19, 45
  - applying the procedures for monitoring and improving attendance more rigorously;
  - continuing to involve parents in supporting regular attendance;
  - continually rewarding good attendance;
  - talking to pupils about the importance of attending school regularly so they can make the best progress possible.



In addition to the key issues outlined above the governing body should consider the following less significant issues as part of their action plan:

- fully implementing the curriculum for information and communication technology; Paragraphs 9, 31, 61, 117, 119
- providing adequate outdoor resources for promoting the creative and physical development of children in the Foundation Stage. Paragraphs: 61, 62, 71, 73, 73

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	70

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	29	37	18	6	1	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		293
Number of full-time pupils known to be eligible for free school meals		83

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		77

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	92.5
National comparative data	94.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	16
	Girls	13	12	13
	Total	25	26	29
Percentage of pupils at NC level 2 or above	School	64 (74)	67 (87)	74 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	16	19
	Girls	12	12	14
	Total	23	28	33
Percentage of pupils at NC level 2 or above	School	59 (79)	72 (77)	85 (87)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	27	26	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	19
	Girls	19	19	21
	Total	33	35	41
Percentage of pupils at NC level 4 or above	School	61 (69)	66 (57)	76 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	15
	Girls	18	19	18
	Total	33	36	34
Percentage of pupils at NC level 4 or above	School	61 (57)	67 (37)	63 (80)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	233
Any other minority ethnic group	4

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	12.3
Number of pupils per qualified teacher	23.8
Average class size	26

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

Total number of education support staff	11
Total aggregate hours worked per week	184

### ***Financial information***

Financial year	2000/1
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	£
Total income	570450
Total expenditure	583352
Expenditure per pupil	1998
Balance brought forward from previous year	22977
Balance carried forward to next year	10075

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

### **Questionnaire return rate**

Number of questionnaires sent out	293
Number of questionnaires returned	138

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	1	0
My child is making good progress in school.	56	41	4	0	0
Behaviour in the school is good.	42	46	7	1	4
My child gets the right amount of work to do at home.	38	47	13	1	1
The teaching is good.	58	36	4	0	2
I am kept well informed about how my child is getting on.	43	42	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	54	39	7	0	1
The school expects my child to work hard and achieve his or her best.	61	36	4	0	0
The school works closely with parents.	38	45	15	0	1
The school is well led and managed.	46	44	4	0	6
The school is helping my child become mature and responsible.	44	49	5	1	1
The school provides an interesting range of activities outside lessons.	37	40	13	3	7

## **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**

#### **Context**

62. All children have three terms in the Foundation Stage, some on a part-time basis initially, before starting in Year 1. Pupils who are in the Foundation Stage of education were being taught in a pre-reception class and reception classes during the inspection. Information from the results of initial assessments of what pupils can do early after they have settled into school indicate, and inspection evidence confirms, that children's attainment is generally below the expected level when they start school. However, attainment is well below the expected levels in the key areas of personal development and language and literacy. These levels are lower than at the time of the last inspection. The curriculum is good and is suitably adapted cover all the appropriate early learning goals for children under six. Either the teachers or assistants frequently teach the children in group activities. At other times, children work independently on structured tasks or activities they choose for themselves. Scrutiny of past work, along with that seen in the inspection, shows that children make good progress in the first stage of their education. By the time they are five, the majority of pupils achieve standards in all areas of learning that are generally below average for their age, although there are some children who do achieve the expected levels in areas other than language development. Despite the high quality of provision in the Foundation Stage the school is unable to fully compensate for the very low skills on entry. There are no children on the school's register for pupils with special educational needs. However, staff monitor children closely and identify those who may require additional support as they progress through the school. Homework is provided for children. At this stage it is reading and associated activities to develop reading skills. The key feature of provision in this first stage of education is the language rich environment that is provided. Staff working in the Foundation Stage also understand that the pupils need frequent and relevant opportunities for promoting creative and physical development in an outdoor environment, and this is a planned priority for them. However, there are insufficient resources to contribute to children making the best possible progress they could in these areas.

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

63. Children make very good progress in personal and social development because the classes provide a welcoming environment that helps young children to settle in quickly and feel part of the school. The youngest children in the pre-reception class quickly respond to class routines and by the time they are five pupils can work independently and make choices of what they want to do and the materials they want to use. Children show confidence and relate to adults, with each other and with older pupils they know well. All children, even the youngest, are eager to show visitors what they can do although their limited language often restricts them talking about it. Children are confident to try new activities and initiate ideas. For example, when working in the water they used lots of different objects to experiment with floating and sinking. By the time they are five, children have developed a good level of independence in choosing activities, in dressing themselves and in their personal hygiene. Children in the pre-reception class take on class responsibilities quickly, for example registering themselves in the morning, and undertake jobs, such as tidying up, efficiently. The staff who work in the first class sensitively encourage children to participate in activities or to sit and listen to others. By the time they are five, children take responsibility for their own learning by making choices and deciding

when they will tackle particular tasks. They respond quickly when they are working with an adult or on their own. They choose from the range of resources available to them and prepare and tidy up for themselves. For example, when making a collage of the seaside children decided which paper was the best for the job and shared the other equipment sensibly. Children in all the classes are very eager to participate and are sometimes keener to contribute than listen! They learn the 'rules' for classroom behaviour and the understanding that they need to take turns. Higher attaining children demonstrate a good ability to listen attentively and share in turns to talk, for example at story time or circle time when they have the opportunity to express their feelings. The children in the reception classes attend acts of collective worship with the rest of the school and this helps them to get to know pupils in other classes as well as developing the understanding of the different needs of other people. Children have the opportunity to mix with their friends or brothers and sisters at break-times. These opportunities help the children to develop their social skills in a range of different situations and to consider the needs of others as well as their own.

64. Teaching in this area of learning is very good. The teachers and support staff provide a broad range of activities that successfully promote children's development in a variety of settings throughout the day. For example, there are opportunities for children to work alone with construction resources to build a structure, such as a bridge for the train track, or together to find the shells buried in the dry sand tray. Opportunities for children to share news or their feelings together develop turn taking and the good level of interaction from the teachers encourages them to share their experiences. Children's self-esteem is developed as staff value each child's contribution. Activities, such as role-play home corner or in the sand and water, help the children to develop their imagination at the same time as encouraging them to 'play' together co-operatively. Staff set very good examples for children to follow. They work together very well as a team and children can see the value of co-operating with each other as a result. They have high expectations for good behaviour and this encourages the children to behave well. All children are taught to be independent as they are given regular opportunities to select from a range of activities on offer. Some children are quite dependant and reliant on staff choosing for them initially, but they very soon understand that they are 'allowed' to make their own choice a certain times during the day and can change their activities when they are ready to. Good examples of this were seen during the inspection. For example, children moved from the writing area when they had "written a letter to their Mum" and were ready to experience different activity on offer, and moved to the computer.

### ***Language and literacy***

65. By the time they are five, a significant number of higher attaining children are becoming competent in key literacy skills, gaining confidence in speaking and listening, reading simple texts and writing for a range of purposes, and their achievement in this area of learning is good. However, the staff are not able to fully compensate for the very low levels of language on entry for all children. Children contribute to discussions positively and share their ideas and experiences. A significant number of pupils have little vocabulary when they begin school and there are frequently children who have poorly developed speech. By the time they are five, children have acquired new vocabulary from listening to their teachers and each other and their speech improves in fluency and expression. Their ability to use wider range vocabulary is demonstrated by their ability to describe their knowledge of the seaside from their geographical study. They use words that give a description of the seaside features they have seen. All children, including those of lower ability, quickly learn to recognise and link individual letters by name and sound due to the good teaching of a 'fun' phonics programme designed to promote learning in this area.

Consequently, pupils make good progress. Before long children recognise their own names in written form. The higher ability children know their friend's names or can read familiar words around the room. In the pre-reception class children join in the words they remember when listening to stories; the higher attaining pupils join in repeating phrases, for example, when listening to 'The Bear Hunt' or 'The Very Hungry Caterpillar'. At the end of the reception year, they listen with enjoyment to stories and poems and they retell familiar stories. Higher attaining children know that print carries meaning and understand about the importance of the beginning and end of stories, that events happen in a sequence and that information can be found in 'non-fiction' books. However, a significant number have yet to understand the link between written and spoken word. Early writing skills are promoted through the children learning to write their own names, labels and captions. They learn to join letters as soon as they begin writing and this improves the quality of their handwriting and spelling skills. Children use their knowledge of letter sounds and the alphabet to write common words and the higher attaining children begin to construct sentences, sometimes using full stops correctly. At the end of the Foundation Stage, children begin to understand that you can write for a range of purposes and in different ways. For example, children made recognisable attempts to write quite complex words in their work about the seaside.

66. When considering all the evidence available, the quality of teaching is very good in this area of learning. Opportunities to develop speaking and listening skills are linked to all structured learning tasks and play activities from the time children start school in the pre-reception class. All classes in the Foundation Stage provide a language rich environment and the displays around the rooms do much to encourage this. Due to the quality of teaching children are very enthusiastic to participate in discussion when they sit on the carpet for whole group activities or when working in small groups by the end of the key stage. The youngest children in pre-reception class are taught as a group so that they can share rhymes, stories and non-fiction books that help them to learn to use and read familiar words for themselves. The organisation of literacy lessons at this time of the year provides children in the reception classes with opportunities to become familiar with the structure of lessons in Years 1 and 2. A good focus is given to word and sentence work and, as a result, children learn to connect the names and sounds of letters and to understand that these make up words. Questions aimed at the lower attaining children during these times encourage them to respond and give them confidence to participate. This results in good achievement. Children have lots of opportunities for hearing stories that they have chosen themselves or that have been chosen by the teacher to support other learning. For example, the story of 'The Lighthouse Keeper' developed their understanding of the topic about the seaside. Members of staff use this time to promote an enjoyment of words and pictures and develop good reading habits. Children are encouraged to 'write' for themselves from the time that they start school. Gradually, they learn to form letters and spell simple words correctly during specific time slots, which are allocated to teaching these skills each week. Children are subsequently provided with many and varied opportunities to practise the skills they have learned and they make good progress in communicating their ideas and knowledge through forms writing. Members of staff in the Foundation Stage understand the importance of developing the language and literacy skills of the children in their care in order that they can learn other subjects of the required curriculum. To this end they focus on developing language for communication, understanding and thinking. This is the strength of teaching in the Foundation Stage.

### ***Mathematical development***

67. Children develop their knowledge and understanding of number initially by learning about numbers around the classroom. For example, the children in the pre-reception class count how many there are in the class each day. By the end of the Foundation Stage, they



count from zero to ten in order and recognise the numerals associated with the numbers. The higher attaining children are becoming comfortable with counting forward in twos and tens. Early in the pre-reception class children match objects, for example when doing jigsaws, and as their skills develop they sort and match objects to reorder them depending on pattern, size or shape. By the time they are five, children can do this by deciding the criterion for themselves and the higher attaining children can explain their reasoning. Water and sand activities give children lots of opportunities to experiment with volume, when they fill and empty containers of different sizes, and weight, when they compare how heavy containers are when full or empty with sand. Children enjoy joining in number rhymes and these help them to talk about and recreate patterns and use mathematical language, such as 'more than' and 'less than', 'bigger' and 'smaller'. By the end of the Foundation Stage, higher attaining children talk about 'sums', adding to and taking away, the characteristics of shapes and they solve simple problems. As a result of all the experiences the children encounter, a number achieve levels of attainment appropriate for their age by the time they are five. However, for a significant number of children the school is unable to fully compensate for low levels of attainment on entry. Nevertheless, all children make good progress from the time they start at school.

68. The quality of teaching in this area of learning is good. A range of mathematical experiences is provided through the structured play activities that are available on a daily basis and the chance children have to participate in the daily numeracy session. The management and organisation of lessons, or parts of lessons, is good and members of staff are used to the best effect to support children's learning. In a similar way to literacy, children are introduced to the school strategy for teaching mathematics as time in the reception classes progresses. Children are encouraged to participate in the whole class aspect of these lessons at an individual level appropriate to their abilities. Following this, the children take part in group activities that build on their previous experiences at an appropriate level so that their knowledge and understanding of mathematical concepts is taught through practical activities, daily routines, speaking and listening activities and opportunities for structured play. When it is appropriate, children are taught to record their observations or findings in a range of ways, for example as 'sums' or in a graphical form. Examples of this can be seen when children present their findings of a science experiment in a table or graph. When it is appropriate, numeracy work is linked to other subjects and there are planned opportunities for children to explore, think and develop as mathematicians.

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

69. Children learn about how to make sense of the world around them and this lays a good foundation for later work in science, history, geography and technology in its various forms. Children are presented with appropriate activities and consequently progress in learning is good. Most of the activities that contribute to this area of learning are based on practical experiences, which encourage the children to develop skills, knowledge and understanding that are appropriate to their age and individual ability. Children in the reception classes were seen studying seaside environments during the inspection. They could talk about the features of the seaside, the buildings they might see and why they were significant, and the people who might work at the seaside. All children, regardless of ability, say why particular people are important to them and record their findings in some way. The children's sense of the past is also promoted through this local study. During the inspection children were learning scientific skills through their experimentation in water activities. For example, they worked out how a pump worked and why certain equipment floated or sunk. By the end of the Foundation Stage, they can talk about features of the area close to their school that are important to them and their parents and the higher

attaining children can give some indication as to why. Children find out about and use technology. For example, the pre-reception children build route ways with construction equipment and the older children in the reception classes discover how a pump works. During the inspection, children were seen using food ingredients to create and assemble biscuits. This work linked well with the book they were studying in literacy. The youngest children are learning about how technology works, for example they know what buttons to press to start, stop and record when making a tape of their favourite nursery rhymes. Children in pre-reception use the computer to play games that support learning in other areas, for example matching or sequencing. They use the mouse with confidence and a higher attaining child knew how to click on to an icon to change the colour when drawing. Older children are more confident to use the computers, either as a choice activity or when opportunities are planned to enhance learning in other subject areas. For example, they used the directional arrow keys to decide to move 'Noddy' left, right, straight or backwards down a pathway.

70. The quality of teaching is very good. Within this area of learning, a full range of opportunities is made available, which are enjoyable for the children. For the most part, activities are based on first-hand experiences so that exploration, observation, problem solving and discussion are promoted. Children are given many opportunities to express their knowledge and understanding, for example in model making, drawing and by talking about what they know with their friends or members of staff. Pupils develop their understanding of the past and present as teachers provide opportunities for the study of specific topics and by reading and hearing stories associated with these. They are taught to look for clues and to think about what information they might gain from these. Members of staff encourage the children to have enquiring minds through this and through investigation and experimentation in science activities. For example, finding out about the properties of wet and dry sand. Whenever possible staff encourage children to use information and communication technology to help them practise skills or to use their knowledge of other areas of learning to solve problems that are associated with learning in that area. For example, children use the computer independently to practise matching skills that promote mathematical learning. Children are encouraged to think about their culture and beliefs, for example when hearing stories and in acts of worship.

### ***Physical development***

71. In all the classrooms, children move around with confidence and safely as the rooms are organised well and there are distinct areas that are dedicated to promoting pupils' skills, knowledge and understanding in particular areas of learning. Children are taught to handle pencils, crayons, brushes and scissors with control and safety. They have good control when manipulating these tools. A good example of this was seen when children made seaside collages and biscuits decorated with a seaside theme. The importance of exercise is taught through play at break times and through physical education lessons when children learn the skills of jumping, and rolling, and how to make turning movements. The lower attaining can say they move in a circle and the highest attaining can say when they have moved through a half or a quarter. The youngest children have daily sessions of singing and action games outside. When the weather permits, the reception-aged children participate in a range of outdoor activities, such as sand and water, painting and construction activities. These all contribute to improving their fine motor skills. However, there are limited opportunities for children to work on large apparatus and develop the skills associated with this. This is due to the unsatisfactory provision of apparatus for the youngest children that can be used out of doors, including wheeled and climbing apparatus.

72. The quality of teaching is very good, particularly when taking into account the range of daily activities that children can choose from that encourage patience and control. Teachers intervene appropriately to enhance these. For example, many children hold their pencil incorrectly when they start school, but intervention by staff to teach them the correct way helps the quality of handwriting. For example, members of staff were seen to correct this during sessions focused on writing skills and, in addition, attention was given to encouraging improvement when children were working independently in chosen tasks. Physical education lessons are planned carefully so that the learning objective of the lesson is targeted on improving skills. This leads to good progress overall. However, further progress is restricted, as the resources available do not allow pupils to develop the skills necessary to work well on large or wheeled apparatus well.

### ***Creative development***

73. Evidence available indicates that children make good progress from the levels they have on entry to those attained by the time they reach the end of the Foundation Stage. The higher attaining children, and some in the middle ability group, achieve levels appropriate for their age by the time they are five and this means that they have built appropriately on their prior learning well. Children have good opportunities to 'play' in the role-play area. This stimulates their ability to make believe and be creative and enhances many other areas of learning, for example, in writing and number. However, children have insufficient opportunities to develop their imaginative and creative thinking when working in the outdoor environment due to the lack of appropriate resources to promote this. Examples of children's paintings and collages show that they have been encouraged to consider style and presentation when doing their own work following the study of creating colours by mixing. Creative development is also fostered through the music curriculum. This begins in the pre-reception class when children 'hum' to warm up their voices and learn simple songs and rhymes. In the reception classes, children learn about rhythm, through clapping and tapping, and by using percussion instruments. They participate in singing by joining in the words they are familiar with initially.

74. Evidence shows that the quality of teaching is very good overall. Art activities are matched well to children's interests and stage of development. Demonstration by members of staff is planned if it is required, which contributes to pupils' knowledge and understanding. Following this, they are provided with more opportunities to consolidate learning, if this is required, and children have the chance to experiment. Teachers plan tasks that allow children to explore colour, texture, shape and form. For example, when preparing a seaside collage children can choose the paper they use, whether they use paint, shells and which glue. They work with individuality and with only occasional guidance. When making seaside biscuits they present designs that are imaginative, attractive and individual as the staff provide a range of different resources for them to use. During the inspection, children were provided with many opportunities on a daily basis for pupils to 'act out' either make believe or real scenarios that contributed to their creative, and frequently social, development and this was due to good planning. Even when an activity may be a 'choice' by the children, a good level of interaction from staff is always provided if required to further promote learning and develop children's ideas. The co-ordinator for art feels that pupils are coming through the school with less well-developed basic skills, such as cutting. This can not be attributed to the range of activities provided in the Foundation Stage, which is rich and exciting. However, the pupils' basic skills on entry are low and although the children make good progress the school cannot make up for this.

## **ENGLISH**

75. Pupils' performance in the end of year tests and assessments in year 2000 indicated a decline from previous years. The number of pupils working at levels below those expected was higher than the average and the number attaining the higher levels, level 3 in Year 2 and level 5 in Year 6, was below average. The school has identified a higher number of pupils with special educational needs than usual in both Years 2 and 6. Many of these pupils' key learning difficulty was with the acquisition and use of language. In addition, a significant number of children, over 40 per cent, joined the school after Year 3. Overtime, standards in English have been improving and inspection evidence upholds this. A significant number of pupils are working at the expected level in reading and writing by the end of Year 2 and their achievement since coming into the school is good by the time they are aged seven. There is evidence to show, however, that the progress made in Year 1 does not build sufficiently on that achieved in the reception classes. Pupils continue to make good progress in the majority of lessons in Years 3 to 6. By the time they are eleven, achievement is good. The majority of pupils are working at the expected level by the end of Year 6.

76. Pupils of differing ability are achieving well because work is suitably matched to build on their earlier attainment and they receive sufficient individual attention in the majority of lessons to contribute to progress being made. There is particularly good support given to pupils with English as an additional language by a volunteer who speaks the pupils' language, Portuguese. This helps them to understand the objectives and tasks of a lesson and also contribute fully to discussion and in their written work. In reading, the majority of pupils achieve well, because of the intensive support that they receive in well-targeted group reading sessions during literacy lessons. Pupils' progress in spelling is enhanced through the use of structured programmes that teach pupils from learning individual sounds to recognition of common spelling patterns matched to pupils' personal needs. Furthermore, writing skills have improved since the school has been teaching joined script from the reception classes. The number of pupils achieving the expected levels of attainment has improved as a direct result of this. In addition the school sets aside time each week for periods of extended writing. In these sessions pupils put to use the skills they have learnt and the knowledge they have about the use of language in writing for a purpose.

77. Pupils build on the language and literacy skills they have at the end of the Foundation Stage in Year 1 and are currently making satisfactory progress during this year. By the time they are aged seven, pupils make good progress with achievements in line with their abilities. The less able pupils point to pictures in books and say what they are, and perhaps who the people in the pictures are. They recognise their name, based on the initial letter. Other pupils read simple sentences in their reading books, or words on cards or captions around the room. They copy individual words, and some sentences. Some make up their own sentences linked to the text they have studied. For example, pupils write simple instructions in the correct sequence. Handwriting is generally well formed, but the lower attaining pupils in Year 1 write with very large letters, spread over the page instead of being on or near the line, and on occasion some letters that are not recognisable. In Year 2, pupils think carefully about the size of letters and generally join them with care. The less able pupils attempt their own writing, trying hard to put their thoughts onto paper creatively, and read their efforts to the staff afterwards. Higher attaining pupils begin to write with some feeling and imagination. All pupils listen well by the time they are aged seven, although in Year 1 pupils are not consistently managed well enough to ensure that they all have listened as attentively as they are able to. Pupils enjoy stories and can mainly recount who did what, and the higher attaining pupils can give reasons why things might have happened in stories. They will discuss matters of immediate interest with each other, and with members of staff, and work alongside each other well.

78. Pupils' progress is good overall in Years 3 to 6. However, scrutiny of pupils' work, and that seen in the inspection, shows that as a result of unsatisfactory teaching the coverage and depth of content of work is not consistent with the rest of the year group in the lower attaining set in Year 3/4. This results in standards that are not as high as they should be and pupils do not make the progress of which they are capable. By the end of the Year 6, the higher attaining pupils read a range of texts fluently, often with real confidence, expression and enthusiasm. They have sufficient research skills to look up information in library reference books, but have more limited experience doing this on the computers. They understand the purpose of writing in different styles for different effects, such as comedy, dramatic effect, or information. They make a good effort in such styles themselves. In one lesson, for instance, pupils in Year 5 understood that 'The Tempest' by William Shakespeare had been written in a particular style because the author wanted to express the magical powers of one of the characters. Pupils demonstrate understanding of implicit and explicit references in different texts.

79. By the end of Year 6, pupils write expressively, in stories and in poetry, and this shows imagination and flair in the use of language. They have opportunities to write for different purposes, such as writing out instructions or a letter. In lessons other than those dedicated to literacy, pupils use their skills to write about a science experiment or to present geographical data. Pupils' handwriting is almost always good, except in a Year 3/4 class. Although some pupils in this class can write neatly, few choose to do so except in specific handwriting lessons, as the teacher's expectations are not high enough. These pupils do not bother themselves about presentation as much as their peers in other classes. The majority of teachers tend to insist on good presentation and neatness when pupils are using their writing skills in other subjects. This leads to most written work looking effective and better than it actually might be in its content when the pupils are the lower attaining groups. By the time they are eleven, the majority of pupils write using sound Standard English grammar and punctuation, but the lower achievers struggle with aspects such as speech marks. Pupils listen to explanations and stories, and generally understand the point that is being made. They are mainly able to act upon instructions they have heard, whether in English lessons, science or art, for instance. Most pupils recall the main points of a story or written text, and recount what they understand to be the most important features by paraphrasing accurately. Many speak aloud to an audience with confidence, whether from a prepared text or from the heart, about personal matters at times when the whole class has the opportunity to join in discussion.

80. Teaching and learning are good for pupils aged up to seven and very good for pupils aged up to eleven, when teaching was very good in seven per cent of lessons and excellent in eleven per cent. This is an improvement since the last inspection. The introduction of the literacy strategy, since the time of the last inspection, has contributed very well to teaching standards. Planning is mostly very good and teachers are clear about what it is they want the pupils to learn as a result. For example, a good literacy lesson in Year 2 was well planned with clear aims and a good structure throughout. The teacher made it clear to pupils what they were going to do and how this would link to other work. Pupils understood the purpose of the tasks and what they had to do to achieve this. As a result, they had a good understanding of their own learning at the end of the lesson.

81. Pupils are taught in ability groups for literacy lessons and where there are sufficient numbers in a year group to make it possible they are taught in sets. However, due to the variability in the quality of teaching not all pupils have the same opportunities to learn as well as each other. When teaching is unsatisfactory, or there are unsatisfactory elements of teaching in satisfactory lessons, teachers' expectations do not challenge the pupils

sufficiently and the pace of the lesson does not contribute to good learning. Pupils' behaviour deteriorates when pupils are not interested and this is not managed well enough for pupils to make good progress in the lessons. However, in the same year group an excellent lesson was observed. The teacher maintained an excellent rapport with the pupils, which encouraged them to want to learn. The pace at which the lesson was taught and the variety of activities kept the pupils interested and alert and productivity was very good as a result. The pupils had their esteem raised at every opportunity through the use of very effective, honest praise and the pupils felt good about themselves. As a result, they could read with good expression and spoke confidently with understanding about what they had read. The majority of lessons have a period at the end for the pupils to discuss what they have done. When teaching is good or better, the teacher's review of what has been learnt was very good. For example, in one lesson, the teacher reinforced the need to use imaginative language when speaking and writing by using examples of pupils' work and a series of lively questions. Several pupils had found their task quite difficult and the teacher used their experience sensitively to reinforce the initial objective of the lesson. However, in other lessons it is not clear exactly what the pupils know at the end of a lesson, as it is not evaluated to see if pupils have learnt anything new.

82. Classroom assistants give a good level of support to lower attaining pupils and those with special educational needs. The intensive, well-focused work helps pupils to learn well, and the majority of pupils are achieving the expected levels of attainment in Year 6 work. This is good achievement for the school, gained through literacy sessions, through silent reading, shared reading, handwriting and extended writing sessions. This is further supported by the general expectation that pupils will use their literacy skills in other subjects. This is beneficial in promoting pupils' learning in literacy.

83. The leadership and management of English are very good and there has been very good improvement since the last report. At the time of the last inspection, there was not a scheme of work or guidance to ensure continuity between key stages. This has been rectified and the literacy strategy has been implemented very well and adapted effectively to the school's individual circumstances. The co-ordinator has a very good understanding of the strengths and weakness of the subject and there are very good priorities for further development. There is very good commitment to further improve standards. There are effective systems for assessing pupils' attainment and for using assessment to modify plans. This is an improvement since the last inspection. Marking has also improved and contributes to the assessment process and gives pupils guidance on how to improve. However, assessment is less well developed for monitoring progress and guiding pupils' subsequent performance. Pupils are set some individual and group targets and these are focused on predicting attainment rather than focusing on the level that needs to be achieved next. Targets are not yet sufficiently focused and measurable so that the progress of each individual can be closely monitored and further targets set according to individual achievement. Pupils' achievements are generally reported to parents well.

84. The co-ordinator monitors teachers' plans, and the implementation of the strategy throughout the school. Pupils' work is sampled regularly and the co-ordinator has a very good knowledge of standards across the school. These are improvements since the last inspection. Expectations, especially of handwriting, spelling and presentation have generally improved. The study of literacy makes a significant contribution to pupils' cultural and spiritual development. For example in Year 5 when studying 'The Tempest' a pupil said they would keep a magic book to "for treasured memories". Homework is used in a satisfactory way to reinforce or extend learning, although not all parents contribute to the pupils' reading diaries. The reading club, booster classes and homework clubs also contribute positively to improving pupils' achievement. The resources have been developed

very well and are used most effectively to support pupils' learning. As a result of all the improvements, and the quality of leadership, standards have improved.

## **MATHEMATICS**

85. National test results for the year 2000 show that the number of pupils achieving levels expected of seven and eleven year olds is well below the national average. However, at eleven years of age the number of pupils achieving the higher level, level 5, is close to the national average. Pupils' performance, when compared to that of pupils from schools of a similar background, is in line with the average. The improvement in standards achieved in mathematics over the last three years has been recognised by the Department for Education because they are above the national trend. Evidence from lessons observed, during the inspection, shows that standards in mathematics are in line with expected levels and that pupils' achievements are good. Inspection evidence also shows that the school's target for improving the number of pupils achieving level 3, the higher level in Year 2, by ten per cent and to maintain the number of pupils achieving level 5, the higher level at age eleven, are realistic. This is despite the fact that the school has a significant problem with a percentage of pupils joining the school other than at the beginning of a key stage. For example, fewer than half the pupils in Year 6 have been at the school since Year 1. Additionally, over a quarter of pupils are on the special needs register. This is above the national average. Taking account of prior attainment there is no significant difference between the performance of boys and girls. Most pupils with special educational needs and those with English as an additional language achieve well.

86. By the age of seven, higher attaining pupils have a secure grasp of number. They know the standard written methods for addition and subtraction. They can add and take away. Pupils work with numbers to 100 with confidence. They can identify odd and even numbers. They can count in twos, fives, and tens. Pupils are beginning to use money with confidence. For example, they can suggest to the teacher a variety of ways to arrive at a given amount of money such as £2.52. They develop knowledge of how to present data, for example, they represent the frequency of birthdays on a block graph. When doing this they can measure and draw lines accurately to whole centimetres. Pupils learn about shape and can name and identify the main features of a wide range of shapes including the pentagon, cone and cube. Lower attaining pupils are less secure in their skills and understanding. They generally work with smaller numbers and their work contains more calculation errors. For example, in a lesson at Key Stage 1 a pupil in a group of lower attaining pupils was given the 'money' work sheet prepared for the top group. She was immediately aware that the work was too difficult for her and asked for the sheet to be changed. Once this was done she was able to be successful and to achieve the work set.

87. By the age of eleven, higher attaining pupils are very confident in using numbers. They have a secure grasp of the standard processes of arithmetic when working with numbers up to 1000 or more. Pupils can multiply and divide decimals by 10 and 100 and can order numbers correctly to three decimal places. They cancel fractions down to their simplest forms. They use appropriate terminology, for example, numerator and denominator. Pupils of average ability are able to discuss the relationships of fractions, percentages and decimals. Lower attaining pupils have a good working knowledge of the four rules of number. They can multiply by 10 to 10,000. They can work out fractions of a number, for example half of 400. They can put fractions in order of size. In work on shape, pupils use their knowledge of number to calculate the perimeters of shapes, for example rectangles. Most pupils can recognise and name acute and obtuse angles. They use protractors proficiently to measure angles accurately. Lower attaining pupils have a good knowledge of basic shapes. In work on data handling, pupils construct and interpret pie

charts, bar charts and line graphs to illustrate data. Pupils use their mathematical knowledge in other subjects for example, in physical education each pupil tested their abilities in a range of athletic events such as the long jump. They recorded their scores, averaged them and recorded their results on the computer

88. The quality of mathematics teaching is good and pupils learn well as a result. In over half of lessons teaching is very good or excellent. The achievement and progress made by pupils in mathematics lessons reflects the high quality of the teaching they receive. Teaching has improved significantly since the last inspection when it was judged to be just satisfactory and only occasionally good.

89. Mathematics lessons are generally of high quality because teachers have a very thorough knowledge of the National Numeracy Strategy and are very confident in its use. Their training has been very effective. Lessons are frequently monitored and teachers are advised individually how to improve their teaching skills. Every teacher has an aide-memoire sheet, which emphasises important teaching strategies for the effective delivery of the numeracy strategy. Planning is very thorough over the longer term and within lessons. As a result of high quality training and planning, teachers know what to teach and how to teach it. Across the school in mathematics lessons, pupils are most often grouped according to attainment. This enables teachers to pitch and pace lessons appropriately to the needs and prior attainments of the pupils. Within these groups different work is set to meet the range of attainment to enhance achievement even further. Teachers' expectations are generally high regardless of the set they are teaching. Pupils respond very well to these arrangements and have very good, sometimes excellent, attitudes. They are very enthusiastic learners. They generally behave well. Mathematics lessons make a good contribution to pupils' personal development. Lessons are organised to enable pupils to experience success and fulfilment and as a consequence self-esteem and self-confidence is enhanced. Where they are available, classroom assistants give very good support to lower attaining pupils and those with special educational needs, further enabling these pupils to take a full part in lessons and to make progress.

90. The highest quality lessons were characterised by excellent rapport between teacher and pupils and by teaching skills of the highest quality. For example, in one very good lesson for pupils in Year 3 and 4 the teacher explained to the pupils that the previous day's lesson on the relationship between multiplication and division had not been fully understood by them. As a consequence, it was necessary to go over the work again. The pupils accepted that that this was so and co-operated very well. The lesson was conducted at a very good pace. Pupils responded very well to skilful questions on their white boards. This ensured that the teacher knew immediately which pupils were secure in their understanding and who were not. Group work was carefully differentiated to ensure that pupils across the ability range made very good progress. The teacher used praise very well to encourage further effort. Pupils responded by behaving very well and staying on task for the whole of the lesson, which created an excellent atmosphere for learning. By the end of the lesson obvious progress had been made and this achievement gave both the teacher and pupils a sense of pride and satisfaction.

91. Systems for assessing and recording pupils' attainment are good. Pupils' learning is accurately assessed and their achievements are accurately recorded. The standard of teachers' marking is good; it is up-to-date and teachers encourage pupils with positive comments. However, assessment is less well developed for monitoring progress and guiding pupil's subsequent performance. Pupils are set some individual and group targets, but these are not yet sufficiently focused so that the progress of each individual can be closely monitored and further targets set according to individual achievement. Homework is



used well to reinforce the numeracy skills learned in lessons. Resources are sufficient and of good quality and they promote learning well. Mathematics lessons give a good range of opportunities for pupils to enhance their social and cultural development. For example in a Key Stage 1 lesson pupils clap in appreciation of the good achievement of a pupil for whom English is an additional language. In group work pupils learn to work together and share ideas and equipment. The work set for pupils with special educational needs reflects the targets set in their individual education plans. Opportunities to use information technology to enhance learning are limited as the majority of computers are out of the classroom in a computer suite. The headteacher has plans to site these in classrooms in the future. The school takes positive action to involve parents in pupils' learning, particularly at Years 3 to 6 when parents are sent an information leaflet detailing the end of year targets for each year group.

92. Mathematics is very well managed by the co-ordinator who has a very clear vision for both the development of the subject and for improving standards. This is an improvement since the last inspection. The co-ordinator is very well supported by the parent governor responsible for numeracy. Since taking over responsibility for the subject two years ago a full audit has been completed. The need to raise standards of achievement through improving the quality of teaching and learning has been a priority objective and there is a shared commitment to improve further. The policy has been re-written. Planning and assessment procedures of high quality have been introduced. Procedures for monitoring the planning and teaching of lessons are now very good. Teachers give very good support to the co-ordinator and there is a shared commitment to improve standards. Teachers use the good quality resources well in lessons. The spacious classrooms allow a variety of teaching methods to be used. The profile of mathematics has been raised with parents and pupils through the school newsletter and through a specially written booklet. An extra curricular mathematics club has been organised to promote the improvement in achievement for higher ability pupils.

## **SCIENCE**

93. In the national tests, standards overall have been below average in Year 6 over the last 3 years. However, the proportion of pupils gaining the higher levels has been consistently above average. In current work seen, pupils in Year 2 are working below the expected levels of attainment. By the time they are eleven, pupils work at the expected levels. In Year 6, pupils are reaching higher standards because of increased provision of experience of investigative work.

94. Achievement is satisfactory in Years 1 and 2. Pupils build on knowledge and understanding of the world learned in Foundation Stage and make satisfactory progress with learning about life processes in plants and animals. They learn to observe plant growth for example, but do not have enough experience of practical investigations to learn about fair tests or to record their observations independently. By the end Year 2, pupils have a satisfactory knowledge of the topics they have covered, such as the conditions needed for plants to grow, but their weak language skills and insufficient experience of practical investigation work limits the standards they are able to reach. They need skilful prompting from teachers to answer questions about what they have learned in previous lessons and to relate it to current work.

95. Achievement is good overall in Years 3 to 6 and is particularly good in Year 6 where pupils have a more appropriate balance of practical investigation work and learning from discussion and books. Because of the stronger focus on practical investigations now established in Year 6, progress has been accelerated and pupils have reached more

appropriate standards for their age and ability. In Year 5, pupils gain a good understanding of scientific concepts related to evaporation and condensation but they do not learn enough about planning their own investigations including the concept of fair testing. Pupils make good progress with recording their work and setting it out clearly. They take pride in presenting work well and maintain their books in good order. By the end of the Year 6, pupils have a sound understanding of the concept of evaporation and condensation and they are able to discuss issues such as smoking and its effect on the body with confidence and understanding. Because they have a good balance of practical work to support their studies, pupils make suitable predictions and they draw conclusions from the investigations they carry out. Pupils record written work clearly and appropriately using annotated drawings or graphs and charts and cursive writing with well formed letters. When they are required to use measurements they do so accurately so that the conclusions they reach, for example about exercise and the heart rate, are meaningful.

96. The quality of teaching is good. Teachers plan their lessons effectively to challenge pupils appropriately, including those with special educational needs, so that all make good progress. Subject knowledge varies, but is usually satisfactory and sufficient to teach the subject effectively. Pupils have good attitudes to learning and they are well behaved and attentive in lessons. They are interested, ask questions to learn more about topics and use the Internet to extend their learning. In the best lessons teachers have very clear communication skills, so that older pupils in particular gain good understanding of scientific concepts. For example, when Year 6 discuss such issues as the effects of smoking, they are sensible and tolerant of the views of others but are confident in expressing their concerns about the associated health risks of smoking. Teachers use effective teaching methods so those pupils recall previous work and build on this to make good progress in lessons. Pupils are given clear guidance on how to present their work clearly so that the oldest pupils are able to organise and use their work for revision purposes. Very good relationships with pupils lead to their co-operation and good progress in lessons and pupils are well managed. In most classes, teachers do not include enough practical investigation work into their lessons so that pupils are disadvantaged by not having sufficient visual memory which would help them to make their own judgements and draw conclusions about the topics being studied.

97. Pupils follow a broad and balanced curriculum for science and they cover the topics in sufficient depth and detail. Experience of practical investigations is the main area in need of improvement and the school is aware of this. Large classes and lack of technician support are inhibiting factors when teachers consider planning practical work. The school is well resourced to cover all the work required to support pupils' learning. Pupils' work is assessed appropriately and is linked to National Curriculum levels. Assessment information is used to plan lessons for classes, but the monitoring of individual progress and setting of individual targets for improvement is unsatisfactory.

98. Co-ordination of the subject is satisfactory, except for the monitoring of progress and the use of data for subject development and the monitoring of standards. Satisfactory progress has been made since the previous inspection in the raising of standards at the end of Year 6 and in the provision of good schemes of work for teachers to plan their lessons.

## **ART AND DESIGN**

99. Only three lessons were seen during the inspection, but evidence available to inspectors shows that standards are in line with expectations by the time pupils are seven and eleven. This is a decline from the time of the last inspection when they were reported

as being above average. The co-ordinator feels this is due to the pupils' lack of practice in basic skills due to the implementation of the literacy hour. While this may be so, timetables do show that the subject is given the appropriate teaching time and it seems more probable that the decline is linked to the low levels of pupils' attainment on entry.

100. Scrutiny of pupils' work in Years 1 and 2 shows that they have opportunities to develop basic skills and improve their control of materials through drawing, painting and collage activities. Through these activities they are taught about colour, pattern and texture. By the end of Year 6, scrutiny of pupils' work shows that they have had sufficient experiences in these elements of the subject. Evidence was seen of work that showed methods of designing and making images and artefacts or of pupils comparing ideas, methods and approaches and adapting or developing work further as a result. Evidence of pupils' knowledge and understanding of materials and processes used in art, craft and design and the roles and purposes of artists and craftspeople in different times was not available for inspectors to see. However, the co-ordinator is confident that pupils do have these experiences.

101. The quality of teaching was good in 75 per cent of lessons and very good in 25 per cent. Where teaching is good in Year 2, the lesson was well structured with a range of activities provided to keep pupils interested and involved. The tasks were clearly explained and challenges were set so that the pupils could aim for high standards. Pupils made good progress in the lesson due to the quality of teaching. However, pupils' drawing skills were not sufficiently developed to communicate images and ideas at the appropriate level. They needed much prompting to identify the key features of their work and evaluate it to recognise differences. This indicates that the pupils make insufficient progress from standards attained in the Foundation Stage when in Year 1. When teaching was good in Year 5, the pupils learnt new techniques for creating interesting shapes and textures and made good progress with learning to plan and evaluate their work. The teacher managed the class well and pupils were very well behaved in quite cramped conditions. The ability to exercise self-discipline meant that they were able to carry out activities successfully. A very good lesson for pupils in Year 3/4 built on homework that the pupils had done. The session was very well prepared and excellent management was due to the teachers' enthusiasm that was transmitted to the pupils. Pupils sketched well using a pencil and used a frame to focus on the area they were drawing. They retained spatial relationships to a certain degree and could say what they liked about the finished picture. The pupils were fully involved, interested and applied creative effort to their work.

102. Co-ordination of the subject is satisfactory. The school has adopted national guidance as a scheme of work for the subject, but is not entirely happy that it suits their needs. As a result, a review is currently being undertaken. The co-ordinator takes the lead and gives direction to the curriculum. The action plan for the subject shows that the strengths and weaknesses of the subject have been identified. There are no formal systems in place for assessing what pupils know and can do, but artwork is often evaluated by the pupils themselves in discussion with the teacher or as a group if appropriate. Many of the sessions for art on the timetables given to inspectors indicated sessions were art or design and technology. It needs to be clarified that the subject of art and design and design and technology are both taught as discrete subjects and that time allocations are correct. It is not clear whether this is monitored by the co-ordinator. The subject makes a significant contribution to promoting pupils' understanding of culture, through the study and appreciation of famous works of art, and to developing multi-cultural knowledge and understanding. For example, by understanding the importance of colour in celebrations such as weddings.

## DESIGN AND TECHNOLOGY

103. Standards are in line with expected levels at the end of Year 2 and Year 6. Achievement is good in Years 1 and 2 as the younger pupils make good progress with learning to design and in representing their ideas with annotated drawings. They build on the good progress made in Foundation Stage when they learn about nutrition and use a range of materials to design and construct models. At the end of Year 2, pupils design products creatively and make sketches of their designs, which they use to make such things as finger puppets. They evaluate finished work, describing the techniques used and how they might be improved. Pupils have sound construction skills and use a range of simple hand tools safely and sensibly. They use construction kits to build sturdy structures, consolidating their learning in mathematics when, for example, they construct cubes and triangular shapes.

104. Achievement is good in Years 3 to 6. Older pupils continue to make good progress when they design and make more advanced projects because work is often relevantly linked to other subjects, pupils extend their knowledge of the topics they are studying in mathematics and information technology. They extend their language skills when new words in technology are introduced, such as 'evaluation' and 'designing'. At the end of Year 6, pupils have good construction skills and continue to design creatively. For example, they design and make slippers using a range of fabrics and decorative features. They have an awareness of consumer needs and wants which they take good account of when they design products and when they evaluate their finished articles against their original intentions. Pupils enjoy opportunities to work creatively and have a sense of achievement when they make products, which are unique to them. They extend their skills and knowledge of information and communications technology when they make picture frames in which they place digital photographs of themselves. Higher attaining pupils demonstrate flair and imagination in their designs and have good construction skills. Pupils with special educational needs make good progress because they are well supported by teachers and classroom assistants and they are provided with work to meet their individual needs.

105. There was very little direct teaching observed during the inspection so the judgements about the quality of teaching are based on looking at pupils' work, including photographs of completed projects, written evaluations which pupils have made and talking to pupils. On this basis, the quality of teaching is good. Teachers encourage pupils to work creatively and there are high expectations of good standards of finished work and of methods of working. They learn to make independent decisions about the materials they use and how their products will look. This is well rooted in the reception class when children develop attractive designs and colours using icing and other sweet materials for biscuits. Teachers select imaginative projects, which enthuse pupils, and they maintain useful photographic records of work. They have a good knowledge of the design process, which they communicate effectively to pupils. As a result, pupils have good attitudes to their work, which influence the good progress they make and lead to increased confidence and pride in themselves. This has led to good progress in this aspect of the work since the previous inspection. Occasionally teaching is unsatisfactory and pupils are given work, which is insufficiently challenging and identified learning targets are not met.

106. The co-ordinator provides appropriate schemes of work based on national plans, which enable teachers to prepare their work effectively. Resources for the subject are good so that teachers are not constrained in their choice of projects and offer a well-balanced range of experience for pupils. Monitoring of teaching and learning is not carried out by the co-ordinator, which reduces awareness of standards reached in other classes and restricts

opportunities to support teachers in raising standards further. There has been satisfactory improvement since the previous inspection in design and evaluation skills.

## **GEOGRAPHY**

107. On the basis of the lessons seen, scrutiny of pupils' work, teachers' planning and displays around the school, standards of attainment are in line with expected levels for pupils at the end of Years 2 and 6. Standards have been maintained since the last inspection.

108. Pupils in Years 1 and 2 are developing a sense of place in relation to home, school and places further away. They draw maps showing the human and physical features. They understand the difference between man-made and natural landscapes, the reasons for different house constructions and the materials used. They know about physical features such as geysers, volcanoes and hot springs and use geographical language to describe these. Pupils make good use of their literacy skills when they write about Britain and Iceland. They are developing the use of geographical vocabulary and use terms, such as left, right and straight on when describing directions. In Years 3 and 4, pupils learn about transport and the effects on our society. They gather information through observation and collating data through the use of questionnaires. They are confident to interpret and express their findings in spoken word and through the presentation of data in charts and graphs. Pupils make good observations and reason why well, for example, deciding why people more frequently travel to restaurants by taxi or private car than on a bike. Pupils in Year 6 have worked successfully to understand the water cycle and how rivers affect their environment. They make use of appropriate fieldwork techniques and are developing their map skills by using grid references to identify places and through orienteering activities.

109. In lessons seen teaching and learning was good in one third of lessons and very good in two thirds. Careful planning, good use of questioning and good class control exemplified the good teaching. The lesson was effective because the pupils were interested, they concentrated well and were keen to answer questions. As a result they made good progress in the lesson. Pupils got down to work quickly and the quality of the writing indicated a good level of understanding. The lower attaining pupils were helped through the task by the use of photographic evidence as a prompt. In very good lessons, pupils were very involved, enthusiastic, keen to work and interested in what the teacher had to say. Due to good planning and presentation of the lessons, good resources and very good use of appropriate questions to challenge pupils' thinking the pupils were quick to get down to work and enjoyed completing the tasks. Pupils were learning the right things about the use of data and achieved very well during the lesson. Levels of understanding and geographical knowledge were used very effectively to research and explain findings.

110. Management of geography is satisfactory. A new co-ordinator for the subject is keen to build up the profile of the subject and to develop the curriculum. An appropriate action plan is in place. The school is currently using national guidance for planning the delivery of the subject and this is satisfactory improvement since the last inspection. There are no formal procedures for assessment at present, but the co-ordinator has a good system ready to put into place in September. This will help him to make sure that pupils are covering the whole syllabus and also that they are achieving the appropriate levels. It will also be a tool through which the staff can monitor the progress of individual pupils and the co-ordinator can identify strengths and weaknesses of the subject, teaching and standards of attainment. Resources are good and are used effectively to promote pupils' learning.

## **HISTORY**

111. During the inspection no lessons were observed in Years 1 and 2 and only a limited number of lessons were observed in Years 3 to 6. From an analysis of work samples, displays of work and discussions with the co-ordinator, it is clear that standards are in line with those expected nationally by the time pupils are seven and eleven and pupils' achievement is good. Standards at the time of the last inspection were similar. Teachers are aware of the varying attainments of pupils and make good provision to meet the needs of both higher and lower attaining pupils in the task pupils are set. Pupils with special educational needs and those pupils for whom English is an additional language achieve as well as their peers.

112. By the age of seven pupils are developing an awareness of the passing of time and demonstrate a developing awareness of the differences between past and present in their own and other people's lives. They know that aspects of daily life change over time. They look at photographs of seaside holidays from the 1920's to the present day and note the difference in dress and the different activities being enjoyed. Pupils say which photographs were taken long ago and which were taken more recently. They are beginning to realise that they can obtain information about the past from a variety of sources such as photographs, newspapers, books and artefacts. In Years 3 to 6, pupils use the Internet to find out more about life in Ancient Greece and to find answers to questions set by the teacher. They write extended essays recounting the story of the Trojan Horse. Pupils use their art skills to create a good quality collage of life in Tudor Times. By the age of eleven, pupils have a good understanding of the Vikings and life in Anglo-Saxon times. They have completed a topic on the Ancient Greeks. They know the origins of the Olympic Games and through this know the origin of phrases, such as 'starting from scratch'.

113. The overall quality of the teaching and learning observed in Years 3 to 6 is good. This is overall an improvement since the last inspection. However, teaching ranged from very good to unsatisfactory. The best lessons are very well planned and well structured enabling pupils to make very good progress. Teachers engage the interest and enthusiasm of the pupils. For example, in Year 3 pupils were introduced to the Viking alphabet and were interested in artefacts of the period with messages engraved on them. They understand the work of archaeologists. They take great interest in writing their names in 'Runic'. Pupils co-operate well together and behaviour is very good, which helps to create a very good atmosphere for learning. In a very good lesson in Year 6 pupils are encouraged to work independently, for example, to use reference books to discover information for themselves. Time is well used. The plenary session is used very effectively to consolidate new learning, pupils' knowledge and understanding and to praise pupils for their hard work and good effort. Teachers make satisfactory use of homework to supplement the teaching and learning in lessons.

114. In the one lesson where teaching was unsatisfactory, planning was inadequate and the teacher failed to engage the interest of the majority of pupils. The pace of learning was very slow and as a result many pupils did not listen to the teacher, preferring to talk amongst themselves. The written task was undemanding. Pupils were listless, disinterested and bored. Behaviour and attitudes deteriorated as a result. The quality of learning and the progress made by pupils were both unsatisfactory. The unsatisfactory lessons at the time of the last inspection were very similar in that they were characterised by low expectations and that pupils were given insufficient opportunities to work independently.

115. The management of history is satisfactory. The range and quality of learning opportunities is satisfactory. Teachers have worked together to agree a syllabus and schemes of work. Time allocated to teach history is adequate. This is an improvement

since the last inspection when there was no scheme of work. Resources make a satisfactory contribution to pupils' learning. Artefacts on specific topics are loaned from the local museum. Arrangements are occasionally made for pupils to visit places of historic interest in the community. From time to time visitors come into school to talk to the pupils about times past. For example, a former headteacher of the school talked about changes over the years in their school. Information technology makes a satisfactory contribution to learning as the Internet is used to research information.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Standards of attainment are in line with expectations at the end of Year 2 and Year 6. Achievement is good in all years. Pupils with special educational needs make good progress with presenting their work and improving their literacy skills because they are well supported and are provided with work which is appropriately challenging.

117. In Year 2, pupils word-process their work when, for example, they write poems and stories and they use computers confidently. They draw pictures to illustrate their work and draw block graphs to visually present numerical information effectively. Pupils are introduced to using computers to present their work from Year 1. They quickly learn to complete simple word processing tasks because they are taught as part of their topics in other subjects and tasks are very clearly explained. Pupils in all years derive a sense of pleasure in their achievement when they print out work, which looks attractive and professional and they are keenly motivated to aim for high standards. Younger pupils make good progress with learning to draw pictures and to present information as graphs. Pupils build on this in Years 3 to 6 so that they become confident and competent in using computers to present information and to research topics. At the end of Year 6, pupils have a good understanding of how to use computers effectively to present information and in this aspect of the work most pupils reach standards that are above those expected for pupils of this age. For example, they set out work on the page clearly using features such as emboldening text, underlining words and sentences and changing font styles and sizes to communicate information very effectively. They combine graphics and text to illustrate their work and they save and print their work. Pupils have a satisfactory understanding of how to control events on computer screens using logo software, but they have no awareness or experience of measuring and monitoring conditions such as light and temperature because the school does not have resources for this aspect of the work. They do not make progress with data logging due of the lack of resources for this.

118. The quality of teaching is good. Teachers have at least satisfactory subject knowledge and have benefited from recent training to improve their skills and knowledge of using computers in lessons. They very clearly communicate high expectations of work and behaviour in lessons and pupils are well behaved and sensible when they use the computers. They respect equipment and recognise it as an effective tool for learning as well as an enjoyable and challenging experience. Teachers' plan lessons effectively for pupils to use computers as an integral part of their learning and because work is relevant and challenging the quality of learning is good. Pupils are making good progress with learning independently and exploring the potential of computers, making relevant decisions about the presentation of their work. Staff provide pupils with experience of using book and computer based information to research their topics. Teachers have very good relationships with pupils and almost always manage pupils well in lessons, which leads to the interest and co-operation of pupils and a positive learning atmosphere. The technician provides very good support in lessons.

119. Co-ordination of the subject is good and teachers are provided with effective support for teaching information and communication technology. The co-ordinator monitors teaching and learning and has a good awareness of the standards pupils reach. Appropriate priorities have been identified for future development, including the provision of resources to teach the measurement aspect in the subject. Systems for assessing pupils' work are appropriate, but the use of assessment information to monitor the individual experience and progress that pupils make is unsatisfactory. There has been good improvement in the quality of resources overall and standards reached by pupils in presenting and researching information. There is effective on-going consideration of the location of resources to provide most appropriate access by teachers and pupils.

## **MUSIC**

120. Standards in music are in line with expectations and achievement is satisfactory for seven and eleven year olds by the end of the school year. A small minority of pupils achieve higher standards. These pupils are supported in their learning by extra curricular activities and instrumental lessons.

121. Pupils show enthusiasm for singing in class, assemblies and choir. Attention is given to diction and rhythm, but there is insufficient attention given to pitch except in pre-reception classes where children hum the starting note and tune in preparation for singing.

122. Opportunities for pupils to compose, perform and evaluate are limited in Years 4 to 6. However, the youngest pupils are able to put sounds and music to a sequence of pictures that tell a story. For example, in one lesson seen all children discussed the story of Humpty Dumpty and how their instrument could be used to convey the story. They particularly enjoyed creating the confusion for the last line 'that you couldn't put Humpty together again'.

123. The quality of teaching and learning is overall good. Teachers are good role models and are able to demonstrate their musical skills to good effect especially when leading singing and recorders. Lessons are well planned and pupils know what they are expected to learn. They are given many opportunities to handle instruments. In one Year 2 lesson seen, pupils were able to name the string instruments of the orchestra. They enjoyed the 'hands on' experience of being able to touch guitars and a banjo and listen to the 'cello. During the lesson, they became knowledgeable about the way in which the instruments made their sounds and after experimenting with elastic bands pulled across yoghurt pots, most pupils were able to describe the differences in sound between thick and thin strings on the instruments. Pupils made unsatisfactory progress in one lesson seen because teaching failed to capture their interest.

124. The management of music is in a period of transition. Current arrangements are satisfactory in the short term. Teachers are dedicated to raising standards and giving pupils the opportunity to learn about music through enjoyment. This has resulted in standards having been maintained overall. There are insufficient instruments in school. At the time of the last inspection resources were good. However, staff willingly bring in many resources of their own to improve the pupils' knowledge and understanding.

## **PHYSICAL EDUCATION**

125. Pupils are attaining in line with national expectations by the end of Year 2 and Year 6. Standards have been maintained since the last inspection. By the end of Year 2, pupils participate in good aerobic exercise during the warm-up aspect of the lesson. Pupils move



around the hall in different directions and at different speeds. They also alter the level at which they work and change their body shape in response to a signal from the tambourine. They copy movements and then use these to create a pattern linking gymnastic movements together to produce dance sequences.

126. By the end of Year 6, pupils have developed their confidence and competence soundly, especially in team games, where they have learned to co-operate well with each other, are well organised, and understand ideas of team tactics and team spirit. They are appropriately competitive with each other in individual activities and games. In lessons observed, pupils used attack and defence skills and considered their footwork and movement around the space. They also recognised and responded appropriately to the signals of the teacher. Pupils have experience of athletics in the form of throwing and running events. During the inspection pupils were practising relay skills, including the correct way to pass a baton. Swimming is undertaken at the local pool. During the past year pupils have almost all managed to swim the expected distances and can jump into deep water. Some can dive, a few can swim distances of well over a hundred metres and they can float in different positions. Dance and gymnastics are built into the programme of class work and after school activities.

127. Teaching is good overall, with very good teaching in two fifths of lessons seen. Since the last inspection the school has developed a scheme of work to guide planning and extends this through the use of several published schemes. This has given teaching of the subject continuity across the school and pupils' knowledge and skills are being developed systematically as they improve their performance. Pupils with special educational needs are given support and encouragement. In a lesson observed in Key Stage 1, where teaching was very good, links to previous lessons are established well and pupils use their knowledge well as a result. Teaching gave clear direction to the pupils and also opportunities for the development of imagination and self-expression. The lesson is sequenced effectively to include good teaching points and demonstration followed by practise and performance. As a result, pupils consolidated their knowledge throughout the lesson. Pupils are involved in evaluating their own performance and that of their friends as the teacher asks questions such as, "would anybody like to say something about the pattern of those movements?" This leads to all pupils responding positively and improving their performance. For example, one boy was particularly imaginative when moving in a zigzag pathway. He had obviously pictured this clearly and changed his body around quickly at each corner, thus preparing for the next part of his movement. Pupils behave very well and respond to the teachers' directions quickly, with enthusiasm and confidence.

128. Good lessons for pupils in Year 3 to 6, were well structured with good opportunities for aerobic exercise built in throughout. Teachers were clear in their explanations and the pupils knew what was expected of them. Time was allocated well to demonstration, trying movements out and performance so the pupils remained motivated. Pupils were learning what skills they needed to improve their ability to carry out a movement effectively. For example, in holding the racquet correctly or in standing in the correct position to carry out a chest pass accurately. Lessons are well organised and good use is made of time and resources. Pupils are very responsive. They work safely, but show enjoyment in the fun of physical education lessons.

129. Leadership and management of the subject are very good. This is an improvement since the last inspection when there was no one to guide the development of the subject. The scheme of work is based on local and national schemes and has been adapted to match the school's needs by the co-ordinator. This is also an improvement since the previous inspection. There is a policy for teaching the subject, teaching has improved, and

resources are good. There is a good range of extra-curricular opportunities provided at the school. Pupils participate in local competitions and tournaments and this helps to improve their individual and team performance and develop their social skills. Although there are no formal assessment procedures, pupils' achievements in physical education, either in school or out of school, are celebrated and this has a positive impact on pupils' positive attitudes to the subject.

## **RELIGIOUS EDUCATION**

130. Standards in religious education are in line with national expectations and have been maintained since the last inspection. Teachers have a good knowledge of the subject. The school meets the statutory requirements of the locally Agreed Syllabus.

131. In Years 1 and 2, pupils learn about Christian and Jewish festivals. They learn the importance of special places to different religions. They have visited the local Church. They extend their knowledge by learning about other important world religions and the artefacts, books and teachings related to these. In lessons seen, many pupils can explain the meaning of words like worship, custom, tallit, Shabbot, prophecies, and can explain the meanings. There are limited opportunities for pupils aged seven to use their literacy skills to research and record information.

132. In Years 3 to 6, early learning is built upon and pupils increase their knowledge of Bible stories and understand the message in the teachings of Jesus. They learn the significance of prayer in all faiths and relate this to their own lives. They learn what is important to different religions and the make comparisons between the similarities and differences. For example, in Year 6 work seen, pupils discussed the similarities and differences between Christian, Jewish and Sikh ceremonies such as weddings. By the end of Year 6, pupils have learned significant aspects of major faiths. They have had opportunities for using their literacy skills to find information from reference books and the Internet and this supports their learning in religious education.

133. The quality of teaching and learning is good overall. In one lesson where the teaching was less effective, pupils did not make enough progress because the pace of the lesson was too slow leaving the majority of pupils' work unfinished. In one Year 1 lesson, where the teaching was excellent, pupils made very good progress building on their good knowledge of the things that are important in Jewish faith. They then spent some quiet time thinking about the things that are important to them and afterwards shared their thoughts with others. In most lessons pupils' knowledge and understanding is built upon progressively as pupils move through the school. For example, in Years 3 to 6 early learning is built upon and pupils increase their knowledge of Bible stories and begin to understand the message in the teachings of Jesus. In most lessons work is planned to match the attainment of all pupils. The quantity of artefacts has improved since the previous inspection and staff make full use of them. Pupils' work is assessed and marking is consistent.

134. The management of religious education is good. Planning is good and detailed good support is given to the teaching staff. The curriculum is based on the Locally Agreed Syllabus. The co-ordinator and staff are committed to raising standards and awareness in the subject. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural education because pupils are given the opportunity to pray, think and consider in many lessons.