

## INSPECTION REPORT

**ST BARNABAS CHURCH OF ENGLAND  
CONTROLLED PRIMARY SCHOOL**

Market Lavington

LEA area: Wiltshire

Unique reference number: 126380

Headteacher: Mr. D Jopling (Acting Headteacher)

Reporting inspector: Jennie Willcock-Bates  
1967

Dates of inspection: 26<sup>th</sup> –30<sup>th</sup> March 2001

Inspection number: 197410

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11 Years
Gender of pupils:	Mixed
School address:	Drove Lane Market Lavington Devizes Wiltshire
Postcode:	SN10 4NT
Telephone number:	01380 813436
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M Tripp
Date of previous inspection:	15 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered Inspector	English, Music, The Foundation Stage curriculum	What sort of school is it? The school's results and achievements; How well are the pupils taught? How well is the school led and managed?
1329	Kevern Oliver	Lay Inspector		Pupils attitudes, values and personal developments; How well does the school care for its pupils?* How well does the school work in partnership with parents?
11227	John Moles	Team Inspector	Science, Information and communications technology, History, Religious education, Special educational needs	Assessment of academic performance part of *
26571	Peter Dunn	Team Inspector	Mathematics, Art, Design and technology, Geography, Physical education, Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

St Barnabas CE Primary is a smaller than average school with 190 pupils on roll aged four to eleven. Attainment on entry is broadly average but there are wide variations with some children already reading and writing and others who are only making marks on paper and who cannot sit and listen. Pupils come from backgrounds that are neither advantaged nor disadvantaged. There is very little unemployment, but some families are on low incomes. An average number of pupils are eligible for free school meals. A third of the pupils are on the special educational needs register, which is above average. An average proportion has statements of special educational needs. Five per cent of the pupils joined the school between Key Stage 1 and 2 during the last year. However, a significant proportion of pupils in Years 5 and 6 have joined the school since they were seven, many with special educational needs, which affects the results of national tests. Almost all pupils are white United Kingdom heritage and one pupil is mixed race Black African Caribbean. None speak English as an additional language. There have been significant disruptions because of long-term staff illness, including the headteacher. A recently appointed acting headteacher is managing the school.

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

This is an effective school. Overall, standards of work seen are average by the end of Key Stage 2 and pupils of all abilities, heritage, social class and gender learn and achieve appropriately because the teaching is good and they are fully included in all its activities. Standards in English and mathematics and science are rising due to improved teaching and learning. However, standards in mathematics are still not as good as they could be. Teaching in Key Stage 1 is very good. The quality of education is good overall. The school is lively and friendly and pupils are interested in their work and behave well. The governors, acting headteacher and staff work effectively as a team to raise standards. Despite the good teaching and quality of education, the school gives unsatisfactory value for money, because of a large overspend related to problems with previous systems of financial management and control. The governors are aware of this and are taking quick and appropriate steps to rectify the situation.

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

- Throughout the school standards in art, reading, science, design and technology and physical education are above average because they are very well taught.
- The recently appointed acting headteacher has made significant improvements to the management and organisation of the school in a short time and has strengthened the management roles of key staff.
- The provision for the pupils' moral and social development is very good and consequently, relationships are very good.
- The provision for the many pupils with diverse special educational needs is good and consequently they make good progress.
- Teaching is good overall and very good in Key Stage 1; as a result, the pupils concentrate, are interested in what they are learning and work hard.

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

- Standards in mathematics at the end of Key Stage 2 are not as good as they could be.
- The procedures for child protection are unsatisfactory.
- Financial planning and control are unsatisfactory and consequently the governing body is not fulfilling its financial responsibilities.

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

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

Since the school was inspected in September 1997 there have been changes to the staffing including the headteacher. Consequently, improvements since the previous inspection are sound but the rate of improvement is slower than governors expected. The recently appointed acting headteacher is bringing the school back on track. The serious weakness in teaching at Key Stage 1 has been removed and

teaching at that key stage is now very good; standards in information and communications technology and design and technology have been significantly improved. Standards in all subjects have either risen or been maintained. Monitoring and evaluation of teaching and learning and the curriculum are now sound and there are strengths in the monitoring role of the governing body. The provision for the pupils' spiritual development has been improved and that for cultural development is now good. Both marking and assessment are now good and improvements to the length of the school day and assembly mean that there is more teaching time.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	B	D	C	C
Mathematics	C	D	D	D
Science	B	A	B	B

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

In the 2000 tests at Key Stage 1, results were well above average in reading, and above average in writing and the teachers' assessment in science. They compared very favourably with similar schools. Results in mathematics were below average. While results in English tests for eleven year olds were in line with the national average, and above average in science, pupils did not perform well in mathematics tests and results were below the national average and did not compare favourably with similar schools. This apparent fall in results is due largely to the relatively small numbers and the ability of the pupils taking the test. Despite these variations there is a rising trend that is close to the national trend. The school slightly exceeded its English and mathematics targets in 2000. The difficulties faced by the school are that a third of the pupils at the top of Key Stage 2 have changed and many have diverse and multiple special educational needs. Standards are still not as high as they could be in mathematics because the new teaching programmes have not had time to work through the school. There is a slight difference in the attainment of boys and girls in tests and lessons at the end of Key Stage 2.

Attainment on entry is average but there are wide variations. The inspection findings indicate that standards are above average in reading, writing, and science at the end of Key Stage 1 and average at the end of Key Stage 2. Standards in mathematics are above average at the end of Key Stage 1 and close to the expectations at the end of Key Stage 2. Spelling is good, but sometimes, careless mistakes are made with spelling and punctuation. Standards in information and communications technology, history and religious education at both key stages and geography at Key Stage 2 are sound. In art and design, design and technology and physical education at the end of both key stages and geography at the end of Key Stage 1 standards are good and pupils achieve well. There is not enough evidence to make a secure judgement about standards in music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: they work hard and enjoy school.
Behaviour, in and out of classrooms	Good: the school is orderly. Pupils understand and accept school rules.
Personal development and relationships	Good: they enjoy responsibility and proudly take on classroom routines.
Attendance	Above average but there is a larger than normal incidence of unauthorised absence.

The school is a happy place and the pupils' attitudes, their behaviour and personal development make a significant contribution to their learning.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen: 37	Good	Very good	Good

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

The quality of teaching is good; it is never less than satisfactory and pupils learn effectively. Teaching is good or better in seventy six per cent of lessons, in twenty seven per cent it is very good or better, and in four lessons it was outstanding. Teaching is good in the Foundation Stage and the provision is effective. Interesting tasks are planned to motivate children and provide them with a good range of learning opportunities. Examples of very good and excellent teaching were observed at both key stages. The school successfully meets the needs of different pupils. Pupils with special educational needs are effectively taught. Teaching is good in English and mathematics, contributing to the rise in standards in reading, writing and numeracy.

Teachers generally have good subject knowledge, which enhances the quality of learning and pupils work hard. They ask very skilful questions that stretch and challenge the pupils, enabling them to make effective assessments of what pupils are learning. Sometimes teachers talk too much and this leaves limited time for practical work. Lessons are carefully planned to extend the learning of the different abilities but, in a few lessons, planning was not detailed enough. Activities throughout the school are varied and interesting, motivating both boys and girls to work at a steady pace and produce a considerable amount of work. Pupils are managed very well; consequently their behaviour is very good. Marking is sound but there are confusing variations about homework. Very able teaching assistants fulfil a range of functions in the school, supporting both teachers and pupils very effectively.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum at each stage is broad and balanced. Very good range of extra- curricular activities.
Provision for pupils with special educational needs	Good: pupils diverse individual needs are well supported and they are successfully taught and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: moral and social development are very good and the provision for cultural development, which is now good.
How well the school cares for its pupils	Well, but the procedures for child protection are unsatisfactory and staff have not been trained.

A good range of visits and visitors and use of the local environment is used imaginatively. Close attention is paid to the welfare of pupils but arrangements for child protection are too new to be fully understood by all. A small number of parents reported difficulty with getting the school to take notice of their concerns. Most parents feel that they are welcomed and that staff are approachable. Parents are keen to be involved in their child's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the acting head is keen and enthusiastic and has already made significant improvements.
How well the governors fulfil their responsibilities	Unsatisfactory: while the governing body supports the school well, some statutory responsibilities are not fully met
The school's evaluation of its performance	Satisfactory: information from monitoring and analysis of data is beginning to be fed back to help teachers develop their teaching skills.
The strategic use of resources	Satisfactory but there are weaknesses in financial planning and control.

The school is beginning to apply procedures to get best value out of its management and use of resources. However, the governing body does not fulfil its financial responsibilities. The accommodation is good and resources and the numbers of staff are adequate to meet the demands of the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The vast majority of parents feels that their child likes school and is made to work hard.</li> <li>• A majority feels that behaviour is good and that their child is making good progress.</li> <li>• They like the family atmosphere.</li> <li>• Most feel that there have been significant improvements in the way they are treated if they have concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• They feel that there are inconsistencies in homework.</li> <li>• Some parents feel that they are not kept well informed about their children's progress.</li> <li>• A significant percentage feels that the school does not work closely with them</li> <li>• Many feel that the school does not provide an interesting range of activities outside lessons.</li> </ul>

Parents are generally happy with the school but they are concerned about the disruption with changes of staff. The inspection team supports their views about what pleases them. The children are happy, well behaved and enjoy school. The acting headteacher is aware of the concerns about homework and plans are already in place to clarify arrangements. The school keeps parents informed in a number of appropriate ways. The range of extra - curricular activities, including visits, is very good particularly for Key Stage 2. A small number of parents were concerned about bullying but none was observed during the inspection and procedures for eliminating bullying are good.

## **PART B: COMMENTARY**

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

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

1. The attainment of children under five on entry to school is generally average but there are wide variations. While a few children start school recognising simple words, writing letters and counting to ten, several others, despite having worthwhile experiences at playgroup, are just making marks on paper and found it difficult to sit and listen as part of a class. Assessment on entry shows that speaking skills, number and shape and space are not well developed. Teaching is effective and the children get a good start to their schooling. Consequently they achieve well and nearly all children will reach the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world by the time they start Year 1. They are on course to exceed the learning goals in personal, social and emotional development and physical development because they are well taught and are involved in a good range of interesting activities.

2. Overall, this school performs reasonably well in national tests for seven year olds. Although results at the end of Key Stage 2 are broadly in line with the national average, there are many pupils with special educational needs who achieve well. In the 2000 tests, for pupils at the end of Key Stage 1, results in reading were well above both the national average and the average of similar schools. Results in writing were above average. In the teachers' assessments in science, the pupils' performance was well above average. Results in mathematics were below the national average and the average of similar schools. There have been variations in results over the last few years that reflect the abilities of the different groups of pupils taking the test, but there are clear signs of improvement. Historically, girls have performed better than boys at the end of Key Stage 1, although boys appear to be catching up in reading and to some extent mathematics. The school's analysis revealed these differences and successful steps are being taken to raise the standard of boys' writing, which is one of their weaknesses.

3. The results in English tests for eleven year olds at the end of Key Stage 2 are in line with the national average and with the results gained by similar schools. This indicates sound achievement over the key stage. Results in science are above average and the good standards in Key Stage 1 have been successfully maintained. In the 2000 mathematics tests, pupils did not perform well and results were below the national average and the standards of similar schools. Although pupils have made sound progress over the key stage, their attainment is still not as good as it could be. The school, with the help of the governors has tried to identify why the pupils do not do as well in mathematics as in English and science. Although most pupils read well they make careless mistakes when interpreting questions. In lessons, pupils are well supported and achieve well because they are confident, particularly in the more practical aspects of subjects. However, in the mathematics test some did not complete the papers and several did not apply what they had learned in lessons to the test questions. In addition, a weakness in data handling was identified. While these results are not conclusive, appropriate plans have been made to rectify these weaknesses within the revised mathematics programme.

4. There are variations in results year on year. There appears to be a decline in results over the last three years, due in part, to the relatively small number of pupils taking the tests and the increasing number of pupils with significant special educational needs. Despite these variations there is a rising trend that is close to the national trend. When analysing the tests taken by this year group when they were seven years old, it would appear that those pupils may not have made sufficient progress as they moved up the school. One of the

difficulties faced by the school is the significant turnover of pupils at the end of Key Stage 2. Nearly a third of the pupils in Years 5 and 6 have changed. In addition, while there are signs of improvement in Years 3 and 4, the many pupils with special educational needs continues to have a significant impact on results because the year groups are relatively small.

5. Overall the standards of work seen are above average at the end of Key Stage 1 and in line at the end of Key Stage 2. Pupils of all abilities, including the most and the least able, achieve appropriately throughout the school and, because they build progressively on what they already know, many achieve well. This marks a significant improvement in Key Stage 1 since the previous inspection; standards in Key Stage 2 have been maintained. The test results broadly reflect the inspection findings at the end of both key stages. Any differences between the test results and the inspection findings are largely due to the good teaching and effective support of the many pupils with special educational needs. Several initiatives are beginning to improve standards. For example, the National Strategies for Literacy and Numeracy have been successfully implemented. Additional lessons, to boost pupils' attainment in literacy and mathematics, are now underway and are beginning to have a positive impact on pupils' attainment and achievement.

6. Overall standards in all aspects of English are average for this age group and achievement is good. Pupils enter school with average language skills but assessment on entry shows that speaking and listening are not always well developed. By the end of Key Stage 1, in the current Year 2, speaking and listening are at least in line with expectations for this age group and sometimes above. By the end of Key Stage 2 pupils' speaking skills are well developed. They achieve well and are able to plan and enter into a debate about the validity of turning the local shops into a shopping precinct. Pupils have many effective opportunities to express their views and ideas. In a history lesson in Year 1, pupils questioned a local historian about the artefacts they were investigating speaking clearly and precisely. Some of the pupils with special educational needs do not have a broad range of vocabulary to express their ideas. Teachers are patient and, through good modelling of speech, provide words to challenge and extend what they know.

7. Reading is well taught throughout the school resulting in standards that exceed expectations at the end of Key Stage 1. Although standards are generally in line with expectations at the end of Key Stage 2, about a quarter of the children are reaching higher than average standards. There are innovative activities to capture the interest of the younger pupils who enjoy reading and talking about books. They achieve well because they are taught a good range of strategies such as letter sounds, building up words within words and clues from text and picture to help them read. By the end of Key Stage 2, pupils have a good understanding of plot and character of the books they are reading. They act as reading partners to younger pupils and act as good models, reading with expression and flair. The strong emphasis on reading in each year group has a positive effect on the pupils' achievement.

8. Standards in writing are good at the end of Key Stage 1 and while they are sound at the end of Key Stage 2, there are examples of very effective writing from high attaining pupils. This signifies good achievement, particularly for those pupils with special educational needs. The girls are better writers than the boys, and the school is trying to boost the boys' achievements by making tasks relevant for them to improve their confidence and self esteem. By the end of Key Stage 2, there are wide variations in attainment in writing but pupils use good beginnings to stories to capture the interest of the reader. They have a good understanding of punctuation, but only a few use paragraphs. While spelling remains generally good some work is not well presented, by boys in particular, and they make careless mistakes with spelling and punctuation. Handwriting is carefully taught after having been identified as a weakness. There are examples of high quality handwriting but some

pupils write well in handwriting lessons and do not transfer those skills in their other written work. Teachers skilfully plan work in other subjects for pupils to practise their literacy skills. For example, pupils in Year 2 created a mini-beast dictionary in science. In Key Stage 2, pupils carefully labelled their designs, wrote myths and legends and used the word processor to present them in attractive ways.

9. While overall standards in mathematics are generally close to average and achievement is sound, standards at the end of Key Stage 2 are not yet as high as they could be. The school knows this and is planning work to raise standards further. The perceptible improvement in attainment is largely due to the impact of the numeracy strategy, focussed teaching, and the effective support provided for pupils with special educational needs. Very good teaching in Years 1, 2 and 3 ensures good progress for the majority of pupils and successfully builds on the very good start made in the Foundation Stage. Pupils' numeracy skills are good including the recall of pairs of numbers that make ten. By the end of the key stage, the seven year olds work confidently with numbers up to fifty and the high attaining pupils have a good understanding of numbers up to one hundred. By the end of Key Stage 2, the more able pupils in the top set investigate the properties of numbers and develop their ability to calculate. They measure angles in degrees and convert fractions to percentages. Pupils in the bottom set accurately subtract three digit numbers, divide using two, four, five and ten. The high number of pupils with special needs pupils in this group is well supported by both the teacher and teacher assistants. Consequently, the attainment of the majority is becoming close to the national average. There are good examples where teachers enable pupils to enhance their numeracy skills in other subjects such as measurement in science and design and technology, handling and representing data about favourite foods in information and communications technology.

10. In science by the end of both key stages, pupils are attaining standards that are above the national average and the achievement of all pupils, whatever their ability, is good. At the end of Key Stage 1, pupils make good gains in their knowledge and understanding as they carry out investigations into how plants grow and the conditions needed for successful growth. They carefully examine pairs of plants and record predictions of the effect of light or water deprivation. By the end of Key Stage 2, pupils successfully build on a good base of scientific knowledge and understanding. They carry out investigations into angles of incidence and refraction. They sensibly use equipment, such as an oscilloscope to observe wave patterns in work on sound.

11. Standards of attainment in information and communications technology at the end of both key stages are in line with national expectations and pupils' achievement is sound, marking an improvement since the previous inspection. By the end of Key Stage 1, pupils use the mouse and keyboard confidently and follow simple screen instructions well. Most pupils are aware that information and communication technology can be used to express ideas in different ways including the use of tape recorders to play stories or the video recorder and camera. They know how to delete or alter words and print or save their work. By the end of Key Stage 2, pupils download information from the Internet and produce fact sheets by combing a selection of texts and illustrations. For example in history they produced a fact sheet on Nelson and the Nile. They use an appropriate range of control technology to support work in science producing a variety of light sequences, and in design technology when controlling the flash of light from a lighthouse.

12. Standards in art and design, design and technology and physical education at the end of both key stages and geography at Key Stage 1 are good and pupils achieve well. Some of the artwork is of a very high standard. Physical education lessons contain examples of excellent achievement. In history, at both key stages, and geography in Key Stage 2 standards are sound and pupils achieve appropriately. Standards in religious education at

the end of both key stages are in line with the locally Agreed Syllabus. Too few music lessons were observed to make a secure judgement about standards in music overall.

13. The reasons for the good standards and rate of learning are the good teaching and the very positive attitudes of the pupils. In all subjects, the teachers plan a variety of tasks that take into account the different abilities of the pupils. This makes them achieve well especially if they have special educational needs. Individual Education Plans for pupils with special or additional educational needs are detailed, contain appropriate targets and are regularly reviewed. The school benefits from a team of highly skilled teaching assistants who liaise well with teachers and support pupils effectively. Able pupils make good progress throughout the school because activities are invariably challenging and teachers' expectations of them are high.

14. For some time the deputy headteacher has gathered and carefully analysed the results of assessment on entry, statutory and non-statutory tests to inform the school targets in national tests with the local authority. Valuable comparative information about the school's performance, supplied by the Local Authority, has been analysed to predict what levels pupils are likely to reach if challenged and appropriately taught. Targets in literacy and numeracy match the needs of the pupils and are appropriately challenging. However, they were exceeded in 2000. Until recently this bank of valuable information has been used to inform teaching and learning at Key Stage 1 but was prohibited from being used in work in Key Stage 2. The acting head is now able to use the information to set pupils in Years 5 and 6, write reports and develop the curriculum and teaching and learning. Governors, teachers and teaching assistants have a very clear idea of what has to be done to raise standards further and there is a determined commitment to raising standards. Consequently, the school is well placed for further improvement.

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

15. The school is a happy place. Pupils' attitudes to school are very good and they behave well. These are strengths maintained since the previous inspection. The children in the Foundation Stage work and play happily together, responding very well to each other because the teacher and the teaching assistant act as good role models for them. The way their contributions are valued by adults helps the children listen to each other. The children with special educational needs are fully included in all the activities and they show consideration for one another. Each child has to sign in each day, helping them become independent. A 'special person for the day' shares out the jobs very seriously and confidently undertakes duties such as changing the day and date and checking the weather. This contributes significantly to the pupils' personal and social development. As a result, children are interested in what they are doing and enjoy their time in school.

16. The majority of pupils like coming to school. They make responsible and insightful contributions to their end of year reports. Pupils have very good attitudes to their learning because the work is interesting. They work hard on their own and in groups and are capable of long periods of concentration. In a Year 2 mathematics lesson, for instance, when reading the time from analogue and digital clocks, pupils, including those with special educational needs, eagerly responded to all their teacher's questions and successfully completed their worksheets. As the teacher attended to the needs of one group, the others conscientiously got on with their work. In a challenging Years 5 and 6 lesson about light rays, pupils listened very attentively and worked well together when the teacher was attending to the needs of particular pupils. Pupils' attitudes are enhanced by the positive way teachers manage them in lessons. Consequently, pupils know exactly what is expected of them.

17. The standard of behaviour is good. It has improved since the previous inspection. In class it is very good because pupils are fully aware of teachers' high expectations of them. As a result, pupils and teachers are able to put all their energies into teaching and learning. The school is orderly and there is a strong and positive ethos creating an atmosphere where pupils' behave well and support each other. Behaviour in the playground and around the school is sometimes boisterous but no bullying, racism or sexism was seen during the course of the inspection. Pupils of all ages confirm that bullying is not a problem and they have confidence in their teachers' ability to deal with any which does arise. Well-established school rules and codes of conduct are posted throughout the school. Pupils understand and accept the rules and think that they are fair. They are appalled and embarrassed at the prospect of being reported for bad behaviour to the headteacher and their parents.

18. Pupils enjoy responsibility and willingly contribute to the smooth running of their classes and the whole school through, for instance, their roles as register monitors. Reception pupils proudly take on routine classroom tasks such as shutting the door. Pupils in Key Stage 2 escort children in Reception and Key Stage 1 into assembly. This means that pupils of all ages sit together and this enhances the pupils' moral and social development. In Year 6 pupils are rapidly learning more about responsibility and authority through the recently introduced Year 6 Leaders' scheme and are already willing and eager for more. Their current work rota includes the setting up of equipment for assembly, organising the storage and distribution of lunch boxes and opening doors at the beginning of the school day. A selection of pupils' letters on road safety was an important part of a very recent successful bid for a special grant to improve the safety of the roads and footpaths around the school site.

19. The adults in the school provide the pupils with good role models and they work well as a team. As a result relationships are very good. Most pupils are confident and have good self-esteem. For example, a Year 3 history class made a visiting expert on Roman history, very welcome. They asked her a wide range of mature and insightful questions and then listened politely and enthusiastically to all her answers. Pupils display a mature and caring approach to each other and older pupils were seen comforting younger children when they had fallen over or were distressed. Pupils with special educational needs are effectively included in lessons and in the playground. All groups of pupils, including boys and girls work and play happily together. They are delighted with each other's successes and in the weekly celebration assemblies they enjoy seeing and hearing examples of other people's real effort and good work.

20. Attendance is above the national average but unauthorised absences are worse than the national average due to problems with two families. The school has dealt appropriately with the situation and works closely with the education welfare services. Punctuality is good. Lessons start on time and pupils quickly settle to their work. There have been no exclusions in the last school year.

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

21. Despite the considerable impact of recent staff illness, including that of the headteacher and staff changes, teaching has improved considerably since the previous inspection. Overall the quality of teaching is good and this has a positive impact on the standards, achievement and the quality of learning. There is no longer a serious weakness in teaching at Key Stage 1 and it is now very good. During the inspection teachers on temporary contracts were working with the reception class and the mixed Year 5 and 6 class. In both classes teaching was good.

22. Teaching is at least satisfactory and in seventy six per cent of lessons it is good or better. In twenty seven per cent of lessons teaching is very good or better. Four lessons

were outstanding. Teaching is good in the Foundation Stage and the provision is effective. Interesting tasks are planned to motivate pupils and provide them with a good range of learning opportunities. Children's achievement is good because the teacher and teaching assistant work successfully together, constantly encouraging children to be confident about what they can achieve.

23. Teaching is good in Key Stages 1 and 2. While examples of very good and excellent teaching were observed at both key stages, there was proportionately more very good teaching in Key Stage 1 particularly in Year 2. In half the lessons observed in the Year 3 class, teaching was outstanding. Teaching is good in English and mathematics, contributing to the perceptible rise in standards in reading, writing and numeracy. Literacy lessons are generally well planned and meet the recommendations of the National Literacy Strategy but, in a few lessons, planning is not detailed enough. Different activities are carefully planned to meet the different abilities in each class. This helps all pupils, whatever their ability, to achieve well in English. The teaching of numeracy is good and planning in most classes clearly defines what the pupils are going to learn. However, planning is less effective in the lower set of pupils in Years 5 and 6 because the focus to the pupils' learning is not always clear which slows their progress. Teachers generally have good ideas for activities to motivate pupils; consequently, the quality of learning is good overall. A good example of this is the washing line of numbers that match cards with pictures in the Foundation Stage. They get excited and concentrate hard to get the numbers in the right section of the line.

24. Good quality activities are provided in other subjects for pupils to practise their number, such as measuring in science and design and technology and data handling using computer technology. Good links are forged between English and other subjects. For example, in the Reception class, children sign on every morning to practise writing their name. In geography in Year 1, pupils used street maps to write pupils' addresses and, in Year 2, icy and windy poems accompany their lively paintings of a winter landscape. In Key Stage 2, pupils' reading skills are developed appropriately through research, both in books and on the Internet. Opportunities for pupils to extend their writing skills by recording their findings in science are missed. Pupils do not show the same clarity in understanding of scientific ideas in their written science as in their discussion and debate. Teaching in history, physical education and religious education is good. There is not enough evidence to make a secure judgement about the quality of teaching in art and design, design and technology, music and geography.

25. Overall, the school meets the needs of different pupils, whatever their ability and gender by effective planning. Those pupils with special educational needs are successfully taught. In withdrawal groups, the teaching assistants have good relationships with their pupils. They use praise and timed tasks effectively to motivate and sustain their interest. Skilful questioning stimulates their thinking. Learning occurs at a good pace and all available opportunities are seized to reinforce pupils' learning and where relevant, behaviour or physical development. For example, a pupil with multiple needs including reading, behaviour and fine motor control, was set timed reading and writing targets identified in his Individual Education Plan with a clear behaviour target for the session. He received gold stars for his improvement in reading and writing but failed to achieve the agreed high expectation of behaviour. The teaching assistant discussed the behaviour target with the pupil and a new target was agreed for the following day. Such care and attention raised that pupil's self esteem because praise had to be earned. Such strategies have a high impact on the success of the provision in the school. In classrooms, activities are well matched to pupils' needs and teachers make effective use of teaching assistants to guide pupils through their learning. Pupils of different abilities are fully involved at all times in classroom activities because teachers take considerable care to ensure that all pupils, including the most and the least able, have equal access to the curriculum. Some pupils who leave lessons for



additional tuition, for example in music, to read or additional literacy support, sometimes miss the start to lessons and have to find out what they have missed.

26. Teachers generally have good subject knowledge that enhances the quality of learning and challenges pupils to work hard. For example, in the reception class, when children use real money to calculate money in their purses, they concentrated hard. In Year 2, pupils were enthralled by the way the teacher introduced the text about Grandpa the Mountaineer in the role of 'Grandpa' and maintained their delight at the story in their own writing. The challenging investigations undertaken by pupils in Key Stage 2 reflect the confidence of teachers' knowledge in science. Teachers effectively use technical language in subjects and insist that pupils use the correct terms when describing their work. This is particularly successful in English, mathematics and science.

27. Teachers ask very skilful questions that stretch and challenge the pupils enabling them to make effective on-going assessments of what pupils are learning. There are many examples in lessons where questioning had a positive impact on the pupils' achievement. One such example was in science in Key Stage 1. Through skilful questioning, the teacher drew on the pupils' knowledge and understanding of materials and the structure of the body, then challenged pupils to put forward scientific hypotheses and give reasons why polar bears are well suited to an extreme climate. In the introduction to literacy lessons thoughtful probing by the teachers checks what pupils remember from previous sessions. At the end of some lessons, question and answer sessions help teachers to know what they must teach next to reinforce what pupils know before they go on to the next lesson. As a result the pupils have a clear idea about what they have achieved and what they need to do to improve.

28. Overall, lessons are carefully planned to extend the learning of the different abilities and gender in each class. There are examples of very good planning in each key stage. Consequently, pupils are clear about what they are going to learn because teachers discuss the objectives of lessons with them. In a few lessons planning is not detailed enough. For example, in a few lessons in mathematics in the bottom set in Years 5 and 6, the pupils' progress slows when there is no clear framework to the lesson and pupils were not clear about how much they were expected to achieve. Activities throughout the school are varied and interesting and motivate the pupils to work at a steady pace and produce a considerable amount of work. Resources are well organised to support pupils' learning and information and communications technology is appropriately planned to extend activities and reinforce learning, marking an improvement since the previous inspection. Time is generally used well, although literacy and numeracy lessons tend to dominate the school day too much for some pupils. However, sometimes teachers talk too much, leaving limited time for pupils to undertake their practical work. Time is lost in a few lessons in Key Stage 2 when pupils make a fuss when settling down to their group or independent work.

29. Pupils are managed very well and consequently their behaviour in lessons is very good throughout the school. Teachers have high expectations of pupils' learning and behaviour. Clear boundaries are set and the teachers expect to be listened to. In addition, activities are interesting and sufficiently varied to capture the imagination of the pupils. A good example of this was in a history lesson in Year 1 when pupils were challenged to handle, describe and judge the use of a number of Victorian artefacts. The lesson was very well managed to capitalise on the pupils' curiosity, enabling them to question a local historian and become historians themselves. There was a high rate of the acquisition of skills and knowledge because the resources were of good quality and the teacher was careful to promote enquiry through discussion. Group work is well developed throughout the school enabling pupils to share their ideas and views with each other.

30. On-going assessment is successfully used in lessons to enhance pupils' learning and plan what they need to do next. Teachers generally know the pupils well. Marking is sound overall and there are examples of good quality marking that is helpful and directs pupils to what they need to learn next, particularly in English and mathematics. There is little evidence to show that pupils have time to read, discuss and act upon teachers' comments in their work. The acting headteacher is aware of the parents concerns about homework. While some lessons are supported by homework in Key Stage 1 and the lower part of Key Stage 2, there are confusing variations. The policy states that there is no structure for homework in Key Stage 2. Some teachers use homework to support the pupils' work in lessons but it is inconsistent across Key Stage 2 and this is confusing to parents. The policy and practice needs reviewing and clear guidance given to parents.

31. Very able teaching assistants, who fulfil a range of functions in the school, support teachers and pupils very effectively. They work closely with teachers to support individuals and groups of pupils. They work well as a team with the teachers, who direct their work. They use their many skills to the full, interacting successfully with pupils helping them to learn.

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

32. The curriculum is broad and balanced and suitable to the ages, needs and interests of the pupils. The curriculum contributes to pupils' learning very well. Several improvements have been made to the curriculum since the last inspection including extending the school day to provide more teaching time, better provision for design and technology, information and communications technology and human geography. The intellectual and physical needs of pupils are well met and the school curriculum meets all the statutory requirements of the National Curriculum, Early Learning Goals of the Foundation Stage and the locally Agreed Syllabus for religious education. All curriculum requirements are met for special needs pupils with Individual Education Plans targeting literacy and numeracy where appropriate.

33. Revised curriculum policies and schemes of work effectively support teachers' planning and subject delivery. Overall, the curriculum is carefully planned, ensuring that each subject receives the designated amount of teaching time each term and within each key stage. Good links are made between subjects to complement pupils' learning. For example, mathematical skills are used along with information and communications technology skills to produce various graphs to illustrate the results of surveys or to classify information. The school also has its own web site. The implementation of the literacy and numeracy strategy is good. Both strategies are well understood by staff, used consistently throughout the school and successfully support teaching and learning. As a result, standards are being raised in literacy and, in particular, numeracy. Work is generally well matched to pupils' learning needs and builds on their previous experience.

34. The provision for pupils with special educational needs is successful. The identification of needs is good. Individual Education Plans are effective in helping pupils make good progress. Class teachers and teaching assistants work well together to support pupils as they work alongside others in the class, in a small group or on a one-to-one basis with a teaching assistant. Other pupils regard this work as a perfectly normal occurrence due to the sensitive way in which it is handled by staff. Pupils have full access to the whole school curriculum because of this effective support. Older pupils contribute to their Individual Education Plans and set targets for themselves. Plans are of good quality and reviewed regularly, with parents fully involved in the review process. Pupils, who have been identified as requiring additional support in literacy, numeracy and science, are taught in 'booster' classes at appropriate times in the year. A wide range of appropriate outside agencies

include, for example, educational psychologist, psychiatrist, speech and language therapist, behaviour support guidance, social services, paediatrician, child and family guidance, autism support and occupational therapist as well as other medical services. They are involved with pupils, many of whom have multiple needs. The school has yet to identify pupils who are gifted or talented and make specific provision for them but work for the most able pupils is challenging and teachers' expectations of what they can achieve are appropriately high.

35. There is a very good range of extra curricular clubs including gardening, design and technology, netball, football, athletics, French, sewing and "kwik cricket" with plans to start guitar and chime bar clubs. Enthusiastic staff, parents and pupils support all activities very well. School teams successfully enter a wide range of sporting tournaments. Pupils in Year 4 enjoy a residential field study visit and Year 6 pupils attend an activity week in Ross-on-Wye. These activities contribute well to pupils' personal, social and cultural development and serve to enrich their experience and relationships with each other and additional adult helpers.

36. Local educational visits and the imaginative use of the environment in the school vicinity enrich the curriculum, particularly in history, geography, religious education and art. The school enjoys very good links with the community including the on-site pre-school group, the after-school club and the local secondary school to which most pupils transfer. Visitors to the school help bring the curriculum to life. For example, a famous children's author visited last year and a parent, who had cycled three hundred miles across Jordan, joined an assembly during the week of the inspection to relate the journey and to thank the pupils for helping to raise money through sponsorship for the Anthony Nolan Trust. There are very good links with St. Barnabas Church with a number of clergy involved in leading acts of worship on a weekly basis. Pupils visit the church and last June took part in the annual pilgrimage day.

37. The provision for pupils' personal, social and health education is satisfactory with some good features. The acting headteacher has recently introduced the "seven Cs", that include 'having character', 'being confident and courteous', to further develop pupils' personal and social skills. More opportunities, such as a school council, are being developed to enable pupils to discuss matters that concern them. Health issues, including drug misuse, are planned across the curriculum using the school's personal and social education policy. Sex education is taught as an integrated part of the school's personal and social programme with the support of the school nurse.

38. The school makes good overall provision for pupils' spiritual, social, moral and cultural development. This represents a significant improvement since the previous inspection, where the provision for cultural development was a key issue. Aims relating to the pupils' development in these areas are very clear and well supported by the day to day routines of the school. This contributes to a positive atmosphere of friendship and harmony, helping all pupils to develop self-confidence and an enthusiasm for life-long learning.

39. The provision for spiritual development is sound and has improved since the last inspection. Pupils reflect on significant events in their lives and the wonders of nature. The dissection of exotic fruits in one class led to the young children exclaiming excitedly at the sight of the seeds inside a kiwi fruit. Opportunities for quiet reflection are provided in some assemblies when pupils play their musical instruments for others to enjoy. High expectations of pupils are matched by generous praise and encouragement, which is developing self-esteem and increasing pupils' desire to do their best. A good example of the value attached to pupils' work is the way it is attractively displayed in classrooms throughout the school. The variety and quality of worship, supported by the local church, is an important aspect of pupils' spiritual growth.

40. Pupils' moral development is very good because the school works hard to promote good behaviour. Through its aims and policies the school encourages pupils to understand the difference between right and wrong and positively encourages an awareness that individual behaviour affects others. Pupils are involved in a number of national and international charity activities. They are encouraged to celebrate the success of each other through achievement displays and a "Golden Book" in the entrance foyer.

41. The school promotes a very good sense of social awareness. Adults provide valuable role models of responsibility and team working in the classrooms and around the school. Pupils in turn have a positive attitude to their school environment and the wider community. They value the variety and range of opinion that surrounds them. They are proud of their Records of Achievement and enjoy looking through and sharing with others the work they have achieved. During assemblies there is a very strong sense of school community and a welcome to visitors. The practice of older pupils taking the younger children into assembly does much to create and support this feeling of togetherness.

42. Good provision is made for pupils' cultural development in the taught curriculum and through extra curricular activities including visitors. A range of literature, including stories and poems from many countries, raises pupils' awareness of other cultures. Artefacts from around the world such as Aboriginal art and design stimulate discussions about other peoples' cultural heritage. "Tina Ted", who lives with the pupils, often travels to places such as Sri Lanka or Jordan and brings back photographs, stories and items of interest to share and display around the school. In discussions pupils demonstrate a considerable knowledge and awareness of the cultural diversity around them. They find differences in custom, language, clothes, food and religion very exciting.

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

43. The governors, acting headteacher and staff are totally committed to taking good care of all their pupils. Consequently, the arrangements for the pupils' general welfare are good. The school is a safe and secure place in which pupils are closely supervised throughout the day. Arrangements for the care of pupils when they are taken ill at school are good and accident records are kept. Close attention is paid to all aspects of health and safety. There is always at least one person qualified to administer first aid on-site during school hours. The quality of the provision has been maintained since the previous inspection.

44. Arrangements for child protection are unsatisfactory and there is no evidence of the procedures identified by the previous inspection. The acting headteacher is fully aware of this and he has already taken appropriate steps to rectify this situation. However, the new arrangements are not yet an integral part of the day-to-day running of the school. As yet teachers are not fully informed and have not had training to up date their knowledge.

45. Procedures for assessing pupils' attainment and progress are good. Teachers from the Foundation Stage and Key Stages 1 and 2, regularly assess their pupils and amend their plans to take into account the degree of learning that has taken place. As a result of careful assessments pupils with special educational needs receive well targeted support and learn well from areas of the curriculum that their class mates are learning and progress at an equal pace in this learning. The deputy head teacher has gathered a significant amount of valuable data on the performance of pupils throughout the school from assessment on entry, in statutory and non-statutory tests, tasks and informal assessments. She has carried out careful analysis of this data and used outcomes to set targets for literacy and numeracy. Since the appointment of the acting head teacher the school is seizing upon this valuable

resource to identify areas to raise standards. Procedures for monitoring pupils' academic performance are good. Teachers know their pupils well and clear notes are kept in pupils' individual files to track their personal and social development well. Records of achievement are of a high standard of presentation and celebrate each pupil's achievements well.

46. Arrangements for monitoring and promoting attendance are good. Careful records are maintained and the school checks on unspecified absence. Currently however the school has a higher than average number of unauthorised absences. The acting headteacher is collaborating with the local authority's education welfare officer to solve this problem.

47. Overall the use of support and guidance to raise pupils' achievement and improve standards is also good. Good behaviour is well promoted through the consistent responses of the staff. New systems for monitoring and promoting good behaviour are beginning to have a significant effect. The overwhelming majority of pupils are therefore successfully motivated to act responsibly and instances of inappropriate behaviour are becoming rare. The pupils know and understand the code of conduct and rules and system of sanctions and rewards. The policy for bullying and behaviour is currently too closely wrapped up in the personal and social education policy to be clear to parents. No oppressive behaviour or bullying was observed during the inspection. The pupils confirmed its rarity.

48. Programmes of work are designed to motivate pupils and raise standards and pupils' self-esteem. Teachers know their pupils well and work hard to meet everyone's intellectual, social and emotional needs, including those with special educational needs. As a result, pupils' achievement is good. Teachers reward and praise success and in lessons pupils are always congratulated when they do well. The merit tree, golden book and honeycomb displays in the main and reception entrances to the school are highly visible public records of pupils past and present achievements. The weekly celebration assemblies are events at which the whole school congratulates individuals and groups of pupils who have done particularly well in various aspects of work, behaviour and attendance.

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

49. Overall, the school's links with parents are good and parents generally support the school. A small number of parents reported that they have difficulty with getting the school to take notice of the problems they raise. Most parents feel that the school is accessible, that they are welcomed and that staff are approachable. Informal contact with the acting headteacher and other staff is possible at both ends of the school day. An appointment system ensures that any other meetings are set up as quickly as possible. Most parents are confident that the school is a caring community, which is committed to helping their children learn and develop. Nearly all parents confirm that their children like school and are expected to work hard. They have major concerns about the disruptive effects on their children's education of the school's recent staffing and management problems. Most are impressed by the recently appointed acting headteacher. They have confidence in him and feel that he, the governors and the rest of the staff are now taking the school forward and overcoming the difficulties of the past.

50. While a minority of parents feels that the school does not work closely with them, the overall involvement of parents in the school, and their contribution to the pupils' learning are good. They want to help their children learn and are keen to support their children's reading development and get involved in other homework. Some feel that homework is not well organised and that it is inconsistent across Key Stage 2. The policy is confusing and leaves too much to individual teachers rather than a planned and systematic approach to the amount of homework each year group will have. The acting headteacher is well aware of this problem and is including parents' views in his review and revision of homework policies and

arrangements. The governors and staff value parents' opinions and take them into account when they are making decisions and planning for the future. Parents were fully consulted about the home and school agreement. The results of a parental survey were included in a very recent successful application for a special grant to improve road safety and the entrance to the school.

51. The Friends of St. Barnabas, which was praised by the previous inspection, is a very active parent and teacher organisation, which regularly organises social and fund-raising events such as cake sales in the local market place and discos for both parents and pupils. It is a very successful fund-raiser and recently has contributed two thousand pounds towards the cost of new play equipment to enhance the provision in the junior playground. Some of the school's support staff are parents and a small group of volunteer parents and friends regularly listens to pupils read and helps out in classrooms. Other parents willingly give their time and talents to support their children's education by helping out with, for example, after-school clubs, the refurbishment of the infants' play equipment and the setting up the gardening club's 'poly-tunnels'.

52. Parents now receive frequent communications and, on the whole, the quality of information about functions and events is good. Regular newsletters keep parents up to date with all aspects of school life. The current edition of the school's brochure contains much relevant information but it does have some significant omissions such as a discipline statement and details of admission arrangements for pupils with special needs. The Governors' annual report to parents is informative and meets statutory requirements. Valuable information is provided in the annual school reports on pupils' progress. Reports are comprehensive, provide helpful evaluations of what children need to do next to learn and include an evaluation from the child itself. Some parents are concerned that they do not know enough about how their children are getting on. However, the basic arrangements for keeping them in touch are good. Termly parents' meetings provide formal information about pupils' progress. The system of visits and meetings to prepare new parents and pupils for the reception class is successful. This is to be further improved by involving children from the adjacent pre-school group spending afternoons in the school to familiarise them with their new class.

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

53. The current leadership and management are good overall and contribute to improved teaching and rising standards. Significant long-term illness and resignation of staff have disrupted the school. The school's previous headteacher had been ill and working part time in the school for a while before taking sick leave and finally resigning. The very recently appointed acting headteacher is already having a significant impact on school improvement and is raising staff morale. Consequently, while improvements since the previous inspection have been sound, the rate of improvement has been slower than expected.

54. The leadership of the acting headteacher is good. He is enthusiastic and committed to improving teaching and learning, raising standards and re-establishing the school's reputation. He already has the confidence of almost all parents, governors, pupils and staff. He is putting the school back on track by establishing a clear educational direction, which is reflected in the purposeful and supportive ethos, which permeates the school. This has a positive impact on the pupils' attitudes and behaviour. The school aims are strongly reflected in its everyday work at all levels. There is a strong sense of teamwork in Key Stage 1 and the lower end of Key Stage 2. Teamwork is developing at the top end of Key Stage 2, where a relatively new teaching team is establishing itself. The school is overcoming the difficulties of the past. The previous headteacher and governors quickly removed the serious weakness in teaching at Key Stage 1 and the quality of teaching in that key stage is now very good.

55. The governing body has a sound understanding of the school's strengths and weaknesses through regular visits and close links with subject co-ordinators. It has had to deal with several complex time-consuming staffing issues. Governors are very supportive of the school, but they are not yet fully involved in the long-term strategic view of school development and not all statutory responsibilities are met. For example, child protection procedures have only very recently been put in place and are not fully understood. Staff have not been trained. Bullying is unacceptable in the school, and procedures are effective, but the policy is too closely woven into the personal and social education policy and is not clearly explained in the school prospectus. Previous financial planning and control have been weak and have led to a large over-spend. The governing body had to rely too much on the headteacher for information and there was no system to enable them to fulfil their responsibilities in regard to management of the budget. They are now fully aware of what has to be done and have re-organised themselves with a new finance committee to resolve the problem. Despite these difficulties, governors have been actively involved in school visits and have monitored the implementation of the National Literacy and Numeracy Strategies.

56. Provision for special educational needs is well managed and supported by a knowledgeable governor. Procedures for identifying special educational needs are managed appropriately. As a result, provision is well targeted to the pupils' diverse individual needs. The able teaching assistants are effectively managed to enable them to fulfil their tasks in supporting the pupils.

57. The acting headteacher has revised and reviewed the distribution of some key responsibilities among the staff. In the past, there were limitations to the impact co-ordinators were able to have on all areas of the school. Some are new to their roles. However, the acting headteacher has already strengthened the positions by clarifying the roles and providing support. Teachers are effectively co-ordinating the key responsibilities for English, mathematics, science and information and communications technology. Their roles are now strengthened. While sound monitoring systems are in place, it is not a feature of the roles of all co-ordinators. Appropriate plans are in place to enable teachers with subject responsibilities to observe lessons and monitor planning in order to provide teachers with feedback, that will enable them to improve their teaching skills.

58. The monitoring and evaluation of teaching and learning is sound and classroom observation is at an early stage of development. Standards, pupils' progress and learning are carefully monitored through planning, although feedback to teachers has not yet been sufficiently developed. For some time the evaluation of pupils' progress and learning has been carefully analysed and used to diagnose strengths and weaknesses by the deputy headteacher. She devised a very effective system of tracking pupils' progress using performance data. Her work has been presented to governors, but because of the limitation put on her role by the previous management, this useful information has not been used to evaluate and monitor teaching and provide helpful feedback to teachers. The information is used to set school and individual targets based on pupils' achievement and agreed with the local education authority. Until recently the information was not used to inform priorities in the school development plan. However, the current plan rectifies that problem. It is an ambitious plan, based on evaluation, is carefully costed, with appropriate time scales and provides a sound tool for development.

59. The school has an adequate number of suitably trained staff to meet the demands of the curriculum. Teachers' knowledge and understanding are now used well, following a period of disruption. They generally share a common purpose to make their work more effective. Arrangements for staff appraisal and performance management are sound and due to start later in the school year. The two temporary teachers are appropriately supported,

enabling them to be effective in the classroom. The induction for the temporary teacher who is newly qualified is very good. She is well supported by a very effective teacher, who is enabling her to settle quickly into her role. The school employs a larger than average number of teaching assistants to support pupils with special educational needs. They are effective in their work and provide good support for these pupils, some of whom have multiple special educational needs, enabling them to make good progress. The teaching assistant for information and communication technology is effective in her role, providing good support to individuals and small groups of pupils. The teaching assistant in the Foundation Stage works effectively with the teacher.

60. Accommodation is good and used well to meet the demands of the curriculum. The children in the Foundation Stage have easy access to an outside play area. Weather permitting they have ample space to play and learn outside their classroom. The building is reasonably well maintained, although the headteacher has to undertake a caretaking role, which is unacceptable. Pupils' achievements are celebrated and valued by good quality displays of work. Climbing equipment provided by the friends of St Barnabas has recently enhanced the large playground area.

61. The quality and range of resources is sound but there are weaknesses in music and religious education. These judgements are similar to the previous inspection. Plans to extend resources at the beginning of the financial year never came to fruition. Resources for literacy and numeracy are sound. Teachers have been creative in their resourcing of literacy, making group readers by using multiple copies of books already in the school. In numeracy, resources successfully support pupils' learning though on some occasions work sheets or selected text book pages limit opportunities for pupils to develop their own ideas and solutions. Resources for the Foundation Stage are sound and the children now have access to wheeled toys belonging to the pre-school group. While this is slightly better than at the time of the previous inspection, it restricts the number of times toys are available for use. Pupils in each class have access to a computer and a small room for specialist support. The range and quality of hard and software are adequate but much is ageing and requires considerable maintenance time. As funding comes available, the school plans to extend the resources in the school.

62. The school makes sound use of grants, and recently, there have been improvements to the strategic use of other resources to raise standards and enhance the learning of all groups of pupils. The grant for special educational needs is well used but it has been heavily subsidised by the budget to the detriment of other areas of the curriculum. This contributes to the large over-spend. There are shortcomings in financial planning and weaknesses in budgetary control. The budget was managed solely by the previous headteacher and the governors did not always have accurate information on which to plan. They were unaware of the extent of the overspend. The lack of a finance committee meant that budgetary control was too informal and information was not up to date or reliable. Governors and acting head are aware of the problems, have had a very recent audit and are putting in place systems that will enable them to improve financial planning and keep a careful check on spending to reduce the budget deficit. A new finance committee has been established and now meets regularly. New technology is currently not used effectively to plan finances but this will soon be rectified.

63. The school is beginning to apply the procedures in the management and use of resources to get best value. This is at an early stage. The headteacher and deputy head are carefully analysing data about school performance compared to similar schools locally and nationally. They are effectively using the helpful comparative information provided by the Local Education Authority to seek ways to improve. They have consulted with pupils and parents about improvements to the safety and appearance of the school entrance and have



been successfully awarded a grant to complete the work. Administration procedures are generally efficient and the organisation runs smoothly. This enables the teachers to concentrate their efforts on the pupils. Despite the good quality of education the school provides and the appropriate standards overall because of the large overspend, the school provides unsatisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Further improve standards in mathematics at the end of Key Stage 2 by\*:
- i) continuing to implement the numeracy strategy;
  - ii) sharing the good teaching and planning across the school;
  - iii) monitoring teaching and learning in mathematics and provide feedback to teachers.

Paragraphs: 3, 9, 23, 89-97

- (2) Improve the procedures for child protection\* by ensuring that all staff:

- i) understand the arrangements;
- ii) have appropriate training to up date their knowledge.

Paragraphs: 44, 55

- (3) Improve financial planning and control\* by ensuring that:

- i) the finance committee meets regularly to discuss the budget and spending;
- ii) governors are provided with accurate and up-to-date information about the budget;
- iii) governors are appropriately trained in their financial responsibilities;
- iv) new technology is used effectively to manage the budget.

Paragraphs: 55, 62,63

The following minor weaknesses should also be considered for inclusion in the governors' action plan.

Improve the policy and arrangements for homework. Paragraphs: 30,87, 96,

Ensure that planning is of consistently good quality throughout the school.

Paragraphs: 23, 28, 87

Review the system for dealing with parental concerns and complaints. Paragraph: 49

\* Denotes priorities in the school development plan and weaknesses that have been identified for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	16	49	24	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		190
Number of full-time pupils known to be eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		63

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	15	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	6
	Girls	11	11	11
	Total	18	18	17
Percentage of pupils at NC level 2 or above	School	82 (89)	82 (86)	77 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	11	11	14
	Total	18	17	21
Percentage of pupils at NC level 2 or above	School	82 (91)	77 (91)	95 (91)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	12
	Girls	14	10	15
	Total	21	19	27
Percentage of pupils at NC level 4 or above	School	75 (67)	68 (67)	96 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	10	11	12
	Total	18	19	22
Percentage of pupils at NC level 4 or above	School	64 (75)	68 (75)	79 (92)
	National	70 (68)	72 (69)	80 (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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

*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	0	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	27

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

Total number of education support staff	5
Total aggregate hours worked per week	106

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

\*Please note these figures are incorrect and subject to an auditor's investigation

Financial year	2000
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	£
Total income	398,450
Total expenditure	438,095
Expenditure per pupil	2305
Balance brought forward from previous year	-13,064
Balance carried forward to next year	-52,709

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	61

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	3	2	0
My child is making good progress in school.	39	51	7	0	3
Behaviour in the school is good.	33	53	8	3	2
My child gets the right amount of work to do at home.	34	28	26	11	0
The teaching is good.	46	48	2	2	3
I am kept well informed about how my child is getting on.	36	38	18	8	0
I would feel comfortable about approaching the school with questions or a problem.	67	20	8	5	0
The school expects my child to work hard and achieve his or her best.	49	44	3	0	3
The school works closely with parents.	34	43	16	7	0
The school is well led and managed.	28	52	7	0	13
The school is helping my child become mature and responsible.	34	56	3	3	3
The school provides an interesting range of activities outside lessons.	30	38	16	10	7

### Other issues raised by parents

Despite the difficulties faced by the school in the last two years, nearly all parents remain supportive. They have major concerns about the disruptive effects on their children's education of the school's recent staffing and management problems. Most are impressed by the recently arrived headteacher. They have confidence in him and feel that he, the governors and the rest of the staff are now taking the school forward and overcoming the difficulties of the past.

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

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

64. Overall, the provision for the children in the Foundation Stage in the reception class is good and has been maintained since the previous inspection. Since September, a temporary teacher, covering for the long-term absence of the teacher, has taken the class. Children enter the class at four years old in September on a gradual induction basis. There is a mix of four and five year olds in the class. Some have only been in school for half a term. The teacher provides an effective curriculum that meets the new requirements for the Foundation Stage. Children's attainment on entry to school is generally average but there are wide variations. For example, some started school recognising simple words, writing letters and counting to ten. Despite having worthwhile experiences in the local playgroup situated in a building on the school site, some children found it difficult to sit and listen and be part of a class when they started full-time schooling. Speaking and listening, number and shape and space are not well developed and this is confirmed by the initial assessment conducted with these children.

65. The current curriculum is heavily weighted to literacy and numeracy, and while this is proving successful, sometimes not enough time is available for other important areas of the curriculum. However, the good teaching enables the children to get a successful start to their schooling and they make good progress in a short time. Consequently, they are on course to exceed Early Learning Goals in personal, social and emotional and physical development and reach the goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They are well prepared to start work on the Programmes of Study of the National Curriculum for pupils in Key Stage 1.

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

66. Initial assessment reveals that half of the children enter the reception class with under-developed personal and social development and social skills when they start school. A few have already had changes of school and take time to settle into their new class. They make very good progress because the teacher has established clear systems and class routines. Consequently they are on course to exceed the early learning goals by the time they enter Year 1. This shows good achievement and reflects the skilful teaching where children are constantly encouraged to be confident about what they can achieve.

67. The children work and play happily together, responding very well to each other because the teacher and the teaching assistant act as good role models for them. The way their contributions are valued by adults helps the children listen to each other. The children with special educational needs are fully included in all the activities and they show consideration for one another. For example, each child has to sign in each day, helping them become independent. The 'special person for the day' shares out the jobs very seriously and confidently undertakes duties such as changing the day and date and checking the weather. This contributes significantly to the pupils' personal and social development. They help each other when playing or working and share equipment and the adults' time. Events such as the comfort they get when they are distressed and the bear Tom Ted's adventures when he is taken home each night delight the children and this supports their emotional development.

68. Their behaviour is very good. They move around their classroom and the school with a minimum of fuss. They really enjoy being taken to the hall for assembly by the older children and sit very sensibly and quietly with the older boys and girls. They wait to take

turns at pegging numbers on the washing line in numeracy sessions and help each other out with ideas for their writing. They organise themselves in the role play areas and have great fun in the shop, seriously taking on the role of operating the till. The teacher and the teaching assistant expect high standards of behaviour and consequently, the children respond quickly when they are asked to work quietly. As a result, children are interested in what they are doing and enjoy their time in school.

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

69. The children enjoy listening to stories. For example, in one literacy lesson they took great delight in retelling the story of Goldilocks and the Three Bears, the text they are sharing in literacy. They can point out the title and where the story starts. A few are at an early stage of reading recognising simple sounds and words. Able pupils read their books and their own writing with confidence. Others skilfully read the pictures and add their own interpretation of the story to others. The adults skilfully talk to the children, helping them to extend their communication skills and take turns when talking to each other. Effective activities are planned enabling children to practise communicating in groups of different sizes. For example, they play games together in the sand, discussing how they will clear up at the end of their session. In the shop they queue quietly and ask for change when they have made their purchases. They chat quietly about the stories they are writing and some are beginning to plan their stories into sequences using pictures.

70. They are beginning to write by copying over or under the teacher's writing and a few of the more able children are already writing simple sentences with some independent writing spelt correctly. Each day they practise reading and writing their name when signing in. Different groups of pupils make good progress over time from shaky unrecognisable letters to labelling their drawings with 'I went to..' spelt correctly. They already understand that their writing has a sequence. Most children are writing letters correctly because they are very well taught. There is a strong and appropriate emphasis on teaching literacy and language. Teaching is good and exciting activities encourage children to learn effectively. As a result, almost all are on course to reach the learning goals by the time they are in Year 1.

### **Mathematical development**

71. Numbers are skilfully included in different parts of the day. Children count the numbers present on the register and calculate how many are left if one is away. They count the numbers of children having lunch or school dinners. They sing number rhymes with their teacher and the classroom assistant and are happy playing with money in the shop. Most children can count up to ten on the number line, matching the numbers with pictures on card. They estimate which end of the line their numbers will sit, judging the largest and the smallest numbers. The most able accurately order numbers up to twenty and can make sets of five bricks in different patterns. As a result of the good teaching nearly all pupils will reach the early learning goals by the time they start Year 1. Aspects of the numeracy strategy are successfully used to extend the pupils' counting and number recognition skills.

72. In numeracy sessions pupils are delighted to buy buns from a pretend bakers shop using real money. The teacher skilfully uses games to motivate the children to count out their money. They use real money to change coins in a purse drawn on their paper. This gives the pupils the opportunity to feel the real value of the coins and, while some are able to count out one pence pieces, others can calculate what different coins they need for eight pence or what change they will have out of ten pence. They found that quite challenging, as they had to think of two processes. These children are beginning to see the possible patterns when using the number ten and making simple addition such as four add six equals



ten. Good quality activities supported by the teaching assistant and a team of helpers make counting meaningful and the children are happy enthusiastic learners.

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

73. The children enter the school with a basic general knowledge. The teacher provides a broad range of interesting activities such as science and information and communications technology. As a result nearly all of them will reach the early learning goals by the time they enter Year 1. They can match animals to shelters and recognise the young of different animals. They know that the sun comes out in the day and that the moon comes out on some nights and that it is dark because the sun is hidden. The travels of Tom Ted help the pupils get to know their local area and farther afield when he is taken on family holidays. His diary is a great source of enjoyment and parents are making a very lively contribution to the tales. The children have been finding out about the Hindu God of the spring and making their own drawings of a sun god. They have copied Hanamsturi Garlands, patterns of numbers that have been very carefully coloured and counted. Teaching is good and the teacher and teaching assistant create enjoyable first hand experiences that enable children to explore the natural world, developing their knowledge and understanding. A good example of this was when they tested unusual fruits. The classroom was awash with the smells of tropical fruits and the different colour and texture of the skins of the fruit fascinated the children.

74. The teacher ensures that children get maximum opportunity to use the computer. They are confident using a mouse to manipulate a program that helps them dress a teddy. They use an art program, 'Dazzle', to make lively paintings and are proud to talk about their achievements.

### **Physical development**

75. A good range of physical activities is planned for the children in the hall and the outdoor play area. Unfortunately only limited use was made of the play area during the inspection because of the wet weather. The pupils have a small range of apparatus for outdoor play but are restricted by having to use the playgroup's wheeled toys that are only available when the playgroup is not present. This limits the pupils' free access to appropriate toys in the outside area. They play well and interact effectively together when at play. In the hall the pupils are involved in dance and physical education. The children are developing a good awareness of the space in the hall. Their balancing and catching skills are enhanced by the use of quoits. They can run, jump and nearly all can skip around the hall in response to music. They follow each other's movements very carefully when copying what the leader is doing. Good progress is made because teaching is lively and motivating, with good attention to detail. Consequently, children try hard to improve their skills and make good progress over time.

76. The teacher and teaching assistant successfully teach skills such as cutting, sticking, threading and work with small and large apparatus. These opportunities significantly help the children's physical development and they are likely to exceed the early learning goals by the time they enter Year 1.

### **Creative development**

77. This is another area where the children are on course to meet the early learning goals. They are well taught and draw and paint enthusiastically. Classroom displays celebrate their efforts by showing their lively paintings. In their books good progress is evident in their drawings used to illustrate their writing. For example, as the months go by the children's drawings of their parents and members of the family become recognisable and

have all the components of a human body, whereas when they started school many drew a head with legs and arms.

78. The children enjoy the opportunity for role-play that are skilfully set up by the teacher in the sand tray and the very popular shop. These are good examples where children broaden out their experiences through imaginative play. For example, in the shop they quickly assume roles and are quite firm about queuing and about what can or cannot be bought. They arrange place settings for tea and in the warm up to their dance lesson they quickly get involved in a 'Mr. Wolf' game. They enjoy evaluating the length of sounds the instruments make and struggle to restrain their enthusiasm. They sing rhymes and songs, happily learning new words.

## **ENGLISH**

79. Overall, by the time pupils leave the school at eleven years old, standards in all aspects of English are in line with expectations for this age group and achievement is good. Standards overall have been maintained since the previous inspection, but there are improvements to standards of reading and writing in Key Stage 1. The national tests for seven year olds in 2000 show that standards in reading were well above and in writing standards are above the national average and the pupils' results compare very favourably with similar schools. The pupils aged eleven reached standards in line with the national average and with those achieved by similar schools. The difference in the comparative profile of results at Key Stage 1 and Key Stage 2 is not evidence of a decline in standards. Several pupils left the school between the two key stages. Although this mobility has slowed in the last two years, many of the pupils who took the tests for eleven year olds each year had joined the school since they entered Key Stage 2. The presence of a large number of pupils with diverse and often multiple special educational needs affects the results, causing significant variations in the school's performance. Girls perform better than boys in Key Stage 1, but by the end of Key Stage 2 there is very little difference between the results of boys and girls. There is no significant difference between the boys and girls attainment in lessons, although more of the boys have help with special educational needs and their work is not as neatly presented as the girls. As a result of analysing test results in writing, the school has made the boy's attainment in writing in Key Stage 2 a priority and every effort is made to ensure that both boys and girls achieve as well as they can.

80. The inspection findings generally match the tests at the end of both key stages. Many pupils have special educational needs and because they are supported effectively by well-targeted work and able teaching assistants they reach standards close to those expected for their age group. Pupils achieve well because teaching is good and the successful implementation of the literacy strategy is having an impact on pupils' attainment and progress. In 2000 the school exceeded the challenging target set for pupils in English. Using a bank of performance data the school estimates that fewer pupils will reach appropriate levels in this year's tests. The impact of the additional literacy support and very focussed teaching is extending the pupils' reading and writing skills.

81. Pupils enter school with average language skills but assessment on entry shows that speaking and listening are not always well developed. By the end of Key Stage 1, in the current Year 2, speaking and listening are at least in line with expectations for this age group and sometimes above. By the end of Key Stage 2 their skills are well developed. They achieve well and they communicate effectively, listening carefully to their teacher and each other. This is because from the Foundation Stage pupils are given many effective opportunities to extend their vocabulary and talk about what they are learning to adults. For example, in a history lesson in Year 1, pupils questioned a local historian about the artefacts they were investigating. They had to speak clearly and precisely. Group discussion forms a

very important part of the pupils' learning in each year group. Consequently by the time they are eleven years old, pupils can plan a debate about subjects such as the pedestrianisation of the village shopping area in geography. Some of the pupils with special educational needs do not have a broad range of vocabulary to express their ideas, teachers are patient and, through good modelling of speech, provide words to challenge and extend what they know. These well-planned experiences and skilful questioning by teachers and teaching assistants at both key stages have a significant impact on pupils' speaking and listening skills.

82. Reading is well taught throughout the school and consequently, standards exceed expectations at the end of Key Stage 1. Although standards are generally in line with expectations at the end of Key Stage 2, about a quarter of the children are reaching higher than average standards. There are innovative activities to capture the interest of the younger pupils. For example, in Year 1, the pupils took great delight in being word detectives searching the dictionary enthusiastically for words to apply their understanding about alphabetical order. In Year 2, the teacher part read and part dramatically told them the story of 'Grandpa the Mountaineer' the text they were using in literacy hour. Pupils were captivated by the story and wanted to read it for themselves. They achieve well because they are using a good range of strategies such as letter sounds, building up words within words and clues from the text and picture to help them read. They clearly enjoy reading both fiction and non-fiction. By the end of Key Stage 2, pupils have a good understanding of plot and character. They scan text for meaning and research text in books and CD-ROM for information. Some of the pupils are reading partners with younger pupils and act as good role models for the pupils when they share the reading of a book. This worthwhile activity benefits both age groups and enhances their reading skills. The current Year 3 was very successful at reading in their tests in Year 2 and they achieve well. Their reading remains above average. The strong emphasis on reading in each year group has a positive effect on the pupils' achievement. Literacy skills are successfully practised in other subjects such as research in history and science for example.

83. Standards in writing are good at the end of Key Stage 1 and while they are sound at the end of Key Stage 2, there are examples of very effective writing from high attaining pupils. This signifies good achievement, particularly for those pupils with special educational needs and exemplifies the wide variations in attainment. The girls are better writers than the boys, and the school is trying to boost the boys' achievements by making tasks relevant for them to improve their confidence and self esteem. At the end of Key Stage 1, pupils have a good idea of the structure of stories and carefully plan their ideas. Their writing is lively and they write for a good range of purposes within a range of subjects. For example, they carefully label their designs in design and technology. Sentence construction and punctuation shows improvement and they enjoyed writing about 'Cruncher's' favourite seafood, elaborately describing how he particularly likes to crunch up seashells. They achieve well in spelling because they are systematically taught to use a range of strategies to help them. These include their knowledge of letter sounds and patterns and how to use a dictionary. By the end of Key Stage 2, there are wide variations in attainment in writing but pupils use good beginnings to stories to capture the interest of the reader. For example, thoughtful writing used a good range of vocabulary and plot when one child wrote, "as he walked, his feet and the rain were the only things he could hear". One child in Year 4 produced a good example of extended writing. Her complex story was inviting to the reader as she wrote, "When Heather was bored she went down to the waterfall to think. That's where the adventures begin". Pupils have a good understanding of punctuation but only a few use paragraphs in their writing.

84. While spelling remains generally good, some work is not well presented, by boys in particular, and they make careless mistakes with spelling and punctuation. Handwriting is carefully taught, having been identified as a weakness. There are examples of high quality

handwriting throughout the school. A significant proportion of pupils at the end of the key stage writes legibly and with a good fluent style. Pupils use ink, as they become confident. However, some pupils write well in handwriting lessons but do not transfer those skills in their other written work.

85. Pupils with special educational needs achieve well at both key stages because they are well taught and effectively supported. The setting arrangements in Year 6 enables work to be targeted directly at their needs and they are well supported by teaching assistants. Individual Education Plans are detailed, contain appropriate targets and are regularly reviewed. In English these pupils are taught within a good balance of classroom activities and withdrawal groups. Teachers and assistants have high expectations of the pupils and, as a result, pupils of all levels of attainment achieve well because tasks are challenging.

86. Teaching in English is good overall and there are examples of very good teaching at both key stages, particularly in Year 2 and the lower English set in Years 5 and 6. No unsatisfactory teaching was seen. Teaching in Key Stage 1 is never less than good and this marks an improvement since the previous inspection, where there were weaknesses in teaching. Some innovative teaching was observed in Year 2, where the teacher used her skills and good knowledge of the English curriculum to capture the pupils' imaginations through story telling and role-play. Teachers use rich and varied vocabulary to promote the pupils' interest in new words. They encourage pupils to select descriptive words accurately. For example, in the lower Year 5 and 6 set, the teacher used the text very successfully to get the boys' interest and imagination. She carefully guided them into using better and better adjectives to create character portraits of Prince Cinders, an unconventional rendering of the story of Cinderella. Humour was used very successfully. In Year 4, the teacher carefully chose a text that would help the pupils to improve the quality of their note taking. By specifically targeting what they did not know, she avoided the risk of repetition and skilfully led the pupils through the text enabling them to learn at a good rate. Good examples of word processing when writing myths in Year 6, enabled pupils to illustrate and position their text in interesting ways showing an increasing use of information and communications technology to promote English. Literacy is effectively reinforced in history, geography and design and technology, through written accounts, lists and reports of research undertaken.

87. Generally, planning is good and follows the recommendations of the strategy. In a few lessons planning is not detailed enough. For example, in the top set the teacher did not specify what the pupils were going to learn. As a consequence, while there was good attention to technical language, related to imperative verbs and conditional clauses, there was too much direct teaching and the lessons went on too long shortening an effective evaluation session that checked what pupils had learned in the lesson. At times teachers talk too much, which limits the time for pupils to practise their skills and apply their knowledge. Use of homework is sound overall. Pupils read at home but homework at Key Stage 2 is not consistently given and too much is left to individual teachers and is confusing for parents and pupils.

88. English is well led and managed by a co-ordinator, who is a very good role model for effective English teaching. She has successfully managed the introduction of the literacy hour but until very recently the impact of her role was limited to Key Stage 1 and the lower end of Key Stage 2 by the previous management inhibiting the extent of her experience and knowledge. She has observed lessons and gathered important information about the quality of writing and hand writing in the school. Through innovative 'curriculum walks' about the school, she gathers information about how effectively the literacy strategy has been implemented. Test results have been meticulously analysed and information about the differences in the attainment of boys and girls discussed with teachers; improvements are evident. The co-ordinator was prohibited from sharing this useful bank of knowledge with

teachers to help them further develop their skills. Assessment has been significantly improved and there are good examples where lessons have been changed following an assessment of pupils' work in lessons. Marking is sound overall and there are examples of good quality marking that directs pupils to what they need to learn next. For example, in Year 3 the teacher captured a good moment to reinforce the pupils' use of capital letters in a clear and stimulating way.

## **MATHEMATICS**

89. Overall, by the end of Key Stage 2, attainment in mathematics is close to the expectation for this age group maintaining the standards identified by the previous inspection. The results of the 2000 national tests for pupils in Year 2 and Year 6 were below the national average but were in line with the standards gained by similar schools. There is very little difference between the attainment of boys and girls in Key Stage 1, but the gap widens slightly in Key Stage 2 and girls did not perform quite as well as the boys. The school has tried to analyse why the pupils do not perform as well in mathematics as in English and science. The findings are not conclusive but have been used to revise programmes of work and raise standards.

90. Inspection findings show that attainment in the current Year 2 is above average but attainment remains slightly below average in Year 6 because of a high number of pupils with special educational needs. This perceptible improvement is because of the implementation of the numeracy strategy, focussed teaching and the effective support for pupils with special educational needs. However, the new programmes of work have not had time to have a full impact on standards at the end of Key Stage 2. Consequently, while achievement is sound, standards are still not as high as they could be at the end of Key Stage 2. There is no significant difference between the performance of boys and girls in lessons. Pupils with special educational needs are well supported and their achievement is good marking an improvement on the findings of the previous inspection report.

91. The effective teaching in Years 1, 2 and 3 ensures good achievement and successfully builds on the very effective start made in the Foundation Stage. Work is well matched to learning as a result of the careful assessment of pupils' needs and the quality of teachers' plans. However, in Years 4, 5 and 6 there are still variations in pupils' achievement. While achievement is good in some classes, it is sound in others but not as high as it could be because some teachers' planning lacks detail and clarity and pupils are not clear about how much they are expected to achieve.

92. Pupils' numeracy skills are good. In Year 1 pupils enjoyed a game of "Bingo" at the start of their numeracy lesson, which sharpened their mental calculations by helping them to recall pairs of numbers with a total of ten. By the end of the key stage, in Year 2 most pupils work confidently with numbers up to fifty or more and high attainers understand place value of digits up to one hundred. Nearly all pupils are familiar with a range of calculations and their knowledge of multiplication facts is developing. They use notation such as £ and p correctly, exchange coins for their equivalent value and add together the cost of several items to calculate the correct change from two pound. Across Year 2, pupils' work shows good achievement, though the quality of written work is variable. The most able are appropriately challenged because activities are interesting and motivating. Consequently, their achievement is good.

93. In the top numeracy set in Years 5 and 6 at the end of Key Stage 2, pupils investigate the properties of numbers using their mental recall skills to calculate recognisable patterns. They understand how to measure angles in degrees, convert fractions to percentages, use various methods to check calculations, solve problems using ratio and proportion and

prepare graphs of distribution. Pupils readily explain their work using appropriate mathematical terms such as triangulation, consecutive, product and sum. In the lower Years 5 and 6 set, pupils need more support because of their additional learning needs. They understand the subtraction of three digit numbers, the operation of division, solve simple problems and apply tests of divisibility by two, four, five and ten. Most were able to discuss their work and explain how they arrived at their answers using appropriate vocabulary. Pupils investigate the properties of numbers and discuss their findings using a good range of mathematical vocabulary to articulate their ideas and solutions. The high number of special needs pupils in this group were well supported by both the teacher and teacher assistants.

94. Pupils are very keen learners and willing to answer questions, listen carefully to their teachers and do not feel put off if their answers are incorrect because teaching is good and gives them confidence. Teachers have a secure understanding of the National Numeracy Strategy, which they apply effectively throughout the school. Where there are weaknesses, these are due to planning that has not identified the best methods to enable pupils to learn effectively or to take sufficient account of pupils' prior attainment. This slows pupils' progress in lessons and does not make the best use of available time. Where planning is good the learning objectives are clear and broken down into systematic steps to support the advancement of pupils' knowledge and understanding.

95. Overall, the quality of teaching is good. Teachers share the main learning objectives with pupils and most start their lessons with a brisk oral and mental session. Appropriate mathematical vocabulary is used and a wide range of open and closed questions to stimulate pupils' thinking. Teachers' good subject knowledge enables them to explain new concepts to pupils in sufficient detail and from a number of viewpoints. As a result, pupils quickly grasp new concepts and are able to draw on their previous knowledge and skills to advance their mathematical understanding. Resources successfully support pupils' learning though on some occasions work sheets or selected text book pages limit opportunities for pupils to develop their own ideas and solutions. The most able pupils are appropriately challenged because work is planned for them and this is an improvement since the last inspection. On most occasions very good use is made of the ends of lessons to help pupils reflect on what they have learnt and for teachers to check what remains to be reinforced. Numeracy skills are effectively used to support work in other subjects such as design and technology, history and science. For example, pupils in Key Stage 2 used their measuring skills to make nets to construct Tudor houses as part of a history project.

96. Homework is set for all age groups but there are inconsistencies that limit its effectiveness. The amount of homework in Key Stage 2 is often irregular and varies from class to class. Assessment has improved since the previous inspection. Half-termly assessment based on numeracy now helps inform future planning to promote pupils' learning. The use of teachers' short-term assessment and analysis of statutory and non-statutory tests to develop the mathematics curriculum and improve teaching is not as well developed as it could be. Valuable information is stored in the school but, until recently, it has not been available to teachers. Consequently, while curriculum targets are set in some classes they are not consistently used to raise standards in mathematics. Marking is generally satisfactory and is of a more uniform quality across the school than reported in the previous inspection.

97. The school has made good progress since the previous inspection and standards are beginning to improve. Although a new subject leader has been in post for only four weeks, the acting headteacher has already strengthened the position through clarifying the role and providing support. Appropriate plans are in place to monitor teaching, audit resources and to share the data resulting from the analysis of test papers.

## SCIENCE

98. Standards in science at the end of both key stages are above average and achievement is good. The results of the 2000 teacher assessments at the end of Key Stages 1 and national tests at the end of Key Stage 2, showed that the percentage pupils attaining the expected level or above was above the national average and also above the standards gained by similar schools. This marks an improvement since the previous inspection. The percentage of pupils reaching the higher level was close to the national average and that of similar schools. Girls perform slightly better in tests than boys but there is very little difference between the attainment of boys and girls in lessons.

99. Teaching is good and at the end of Key Stage 1, pupils, including those with special educational needs achieve well. Standards of attainment are above average. Pupils make good gains in their knowledge and understanding as they carry out investigations into how plants grow and the conditions needed for successful growth. For example, younger pupils were planting beans and observing their rate of growth. In Year 2, pupils extend this knowledge by examining pairs of plants and recording written predictions of the effect of light or water deprivation on one of the sample.

100. By the end of Key Stage 2, pupils successfully build on the good base of scientific knowledge and understanding established at Key Stage 1 and standards are above average. The achievement of all pupils, including those with special educational needs is good. There are many examples of this good achievement in other year groups. For example, pupils in Year 3 carry out investigations into different sources of light and how some objects reflect light. They draw clear diagrams showing how light travels to the object and is reflected from it. They then suggest further tests that may be carried out to extend the investigation, for example, into what happens when translucent materials are inserted into the path of a beam of light. Pupils in Year 6, carefully investigate angles of incidence and refraction. They are articulate in putting forward explanations and suggesting further investigations to test their hypothesis. They use an oscilloscope to observe wave patterns in work on sound, by effectively applying their knowledge and skills. They respond well and are keen to contribute to discussions and investigations. They work hard and gain new knowledge well as a result. They work sensibly by themselves or in groups

101. The quality of teaching and learning is good at both key stages. In some lessons, at Key Stage 2, it is very good. Teachers are confident and have a good knowledge of scientific concepts. This helps them to plan challenging investigations and provide a satisfactory balance between direct teaching and opportunities for pupils to carry out investigations for themselves. Pupils are encouraged to use their previous knowledge and understanding to suggest ways investigations may be carried out and to predict what might be the outcomes. For example one teacher, at Key Stage 1, successfully drew on pupils' previous knowledge of the properties of materials and of the structure of the body to challenge them to put forward scientific hypothesis and give reasons why polar bears are well suited to an extreme climate. Such a level of challenge advances learning well. Assessment procedures are good, and the outcomes of discussion sessions, at the end of lessons, are used well by teachers to match work to prior scientific knowledge. Pupils are articulate and confident in giving explanations and putting forward hypotheses and teachers engage pupils in lively debates. Whilst report writing and the use of tables is satisfactory there are missed opportunities to extend and practise learning undertaken in literacy lessons and information and communication technology by recording the results of their investigations. Written records do not demonstrate the same clarity of understanding of scientific concepts that the pupils show through discussion and debate.

102. The curriculum meets statutory requirements. The subject makes a good contribution to pupils' spiritual, moral, social development. Pupils of all ages marvel at the wonders of nature and the complexity of light and sound. They appreciate the responsibility human beings have towards the environment and the frailty of that environment. For example, the study of the damage caused to the ecosystems of the Galapagos Islands following the recent wrecking of an oil tanker. The subject is well led by the co-ordinator. The use of information and communication technology, to write reports, construct tables and display findings in graphical form is underdeveloped relative to pupils' knowledge and understanding of scientific concepts. There is an adequate range and quality of practical resources and the co-ordinator supplements these when necessary by borrowing specialist equipment from a partner secondary school. Good use is made of a visiting health bus and mobile planetarium and of visits to broaden the curriculum and give pupils opportunities to study outside of the school environment. For example, in work on living things Year 4 pupils have carried out beach studies as part of a residential visit. The school makes good use of the school gardens environmental area and pond to support learning. The gardening club is very popular and extends pupils learning opportunities through the propagation and bringing-on of plants in a walk in poly-tunnel. Plants developed in this way are used to enhance the school grounds and greatly increase the pupils understanding of the conditions needed for successful growth and display. Pupils have the advantage of visits from outside speakers on a range of subjects such as healthy life styles and the solar system.

## **ART AND DESIGN**

103. Standards in art and design have improved since the last inspection and are above average at the end of both key stages. All pupils of different abilities achieve well. Although it is not possible to make a secure judgement about teaching because too few lessons took place during the inspection, it is clear from pupils' artwork that they are effectively taught a good range of skills. Some of the work on display demonstrates high standards.

104. Pupils in Year 1 and 2 use a range of techniques with pastels, paint, crayon and collage. They undertake three-dimensional work and have designed sweet wrappers. They use observational skills to draw natural objects such as wood and leaves. Some of this work is of a very high standard. In Year 3, effective images are used skilfully to represent emotions and self-portraits. Good links are made with other subjects including literacy, history and information and communications technology, where illustrations are used to support text. Other links are made with design and technology when pupils apply their designing skills and art skills to influence the decoration of model houses, puppets and slippers. In geography, in Year 5 and 6, pupils' awareness of environmental issues was successfully raised through the painting of landscape pictures.

105. Last year the school was successful in winning a county wide Millennium Dome Competition and received a cheque with which to purchase a video camera. Part of the prize was to have the school's winning entries displayed in the dome. Another successful initiative is the opportunity to design a new school entrance following a successful bid for grant aid from the National Initiative to Improve Journeys to School. Pupils will have the chance to use their art and design skills as part of a real life project that will bring benefits to those making the journey to school throughout the year.

106. No judgement can be made as to the quality of teaching because only one art and design lesson was observed. However, the one lesson observed was of a very high standard. The Year 2 pupils involved made very good progress with their observational drawing because the teacher systematically taught the necessary artistic skills to support learning. All pupils concentrated and took the necessary time to study the artefacts they were drawing. They were aware of the importance of position, the techniques of shading and



sketching to produce shadow effects and the need to draw guidelines to aid scale. Pupils with special needs were well supported by the teacher assistant.

107. The subject leader has introduced a nationally recommended scheme of work to improve the balanced delivery of art and design across the key stages and is keen to improve the present assessment arrangements as part of the same scheme. Good progress has been made since the last inspection. High standards of display enhance the pupils' models, drawings and paintings. Useful links have been made with a local college involving a loan system to support pupils' study of three-dimensional artefacts. This is an imaginative extension to the school's activities and serves to confirm the strong leadership of the subject.

## **DESIGN AND TECHNOLOGY**

108. As a direct result of the very good leadership and management of the subject leaders standards in design and technology are above average at the end of both key stages, marking a significant improvement since the previous inspection. The key issues raised then, concerning the making skills of the Year 3 and 4 pupils, have been addressed. Pupils have ample opportunities to plan and design their work as a result of improved teaching and are aware of how to use a range of suitable tools and equipment. All pupils, including those with special needs, achieve well.

109. Good links are made with other curriculum areas such as the designing and making of puppets in Year 2 to use in literacy sessions to perform plays. Other examples include links with art and design through the use of natural materials to make weaving looms and string patterns in Year 5 and 6 based on co-ordinate work in numeracy lessons. Pupils in Year 3 made shoe box models to represent how environments can be improved and older pupils made different sorts of paper in the popular after school design and technology club. Sandwiches were designed and evaluated for their taste and different breads were linked to issues about healthy eating in food technology. This work is attractively presented in a colourful booklet form, itself a good example of the designing process. By the end of Key Stage 2, pupils develop ideas for the making of toys driven by cam mechanisms. Discussions with pupils confirmed their awareness of the need to evaluate their models to consider possible improvements. They used appropriate vocabulary to express their understanding and had a good knowledge of the different properties of materials.

110. The two subject leaders work hard to ensure that design and technology is established throughout the school. A new scheme of work based on nationally recommended guidelines, has been introduced and supported by a system of resource packs to help staff teach the various study units. Resources for the subject are sound overall, but the recent promise of further resources has not been fulfilled. Good use is made of available funding as a result of the subject leader's skilful management. A design and technology file of advice and ideas has proved very popular with staff and successfully supports the teaching of the subject. The subject leader intends setting up a whole school assessment system to judge standards against national expectations and to monitor the quality of work in each age group.

111. Very little teaching was observed, but scrutiny of a sample of plans and discussions with pupils and the subject leader supports the view that teachers know how to exploit this practical subject. In the one lesson observed teaching and learning was excellent because skilful questioning challenged pupils to express their ideas through the use of correct technical language. The recall of previous work prompted pupils to use their skills of evaluation and the teaching methods made use of photographic frames to relate the learning objectives to real life artefacts. As a result, pupils were totally absorbed in their work and able to make excellent progress in developing their evaluation skills.

## **GEOGRAPHY**

112. Overall, standards in geography have improved since the previous inspection. Standards exceed the national expectations at the end of Key Stage 1 and are in line with expectations at the end of Key Stage 2. By the end of Key Stage 1, pupils have a good understanding and knowledge of local places. This is reinforced by the use of teaching resources, which include aerial photographs, the mapping of journeys to school and awareness raising concerning how water and electricity is distributed. Pupils can talk at length about a family on a Scottish island, demonstrating their awareness of other localities. They could justify why some places may not have a school and could explain some of the differences between towns and villages and how land is used locally. There is an awareness of how the environment can be influenced by people and how improvements can be made. The tragic outbreak of Foot and Mouth disease, closing footpaths and preventing friends on farms coming to school, is better understood as a result of pupils' knowledge of the features of their own locality.

113. Pupils in Year 4 recently returned from a field week at Osmington Bay in Dorset. The visit provided very useful links to a number of curriculum areas including the use of information technology to record the geology of the earth's surface.

114. Very little teaching of geography was observed and no judgement can be made of overall quality. However, an excellent Year 5 and 6 lesson successfully debated a local issue concerning the proposed closing of the High Street to traffic. Pupils went to great lengths to prepare their own and others' view point using their geographical knowledge of the local area and technical vocabulary skills. The quality of debate was extremely high. It provided a valuable opportunity for pupils to experience what a real planning enquiry would be like. Pupils experienced citizenship and the importance of fair, unbiased decision-making processes. Excellent progress was made in the lesson because of effective planning, a specific focus and the very imaginative use of drama.

115. The subject leader has a clear understanding of the role and is keen to develop better monitoring systems to judge the quality of teaching and to help pupils know how to improve. Teachers' plans are based on the nationally recommended scheme, introduced by the subject leader, cover the National Curriculum appropriately over the key stage. However, the subject leader does not at present monitor the balance of work covered, which was a weakness, discussed in the last report. Nevertheless, there have been some improvements in the assessment of work through the use of the school's narrative report system. This information is shared with pupils and parents though as yet work is not assessed against the national age related standards for geography. Resources in some areas are lacking, but are generally adequate.

## **HISTORY**

116. Standards of attainment at the end of both key stages are in line with the national expectation for pupils of this age range. Pupils, including those with special educational needs, make satisfactory progress as they move throughout the school. The school has maintained its standards since the previous inspection.

117. Pupils are provided with appropriate opportunities to study historical periods and to develop a sense of chronology. By the end of Key Stage 1, pupils are familiar with simple time lines showing the order of major events in history, such as the Roman Invasion of Britain, the Vikings and the Second World War. They interview a local historian and examine, with great curiosity and enthusiasm, artefacts from the Victorian era, such as smoothing

irons, a wash board and a candle stick and snuffer. In Year 1, pupils indicate, by their comments and questions, that they are increasing their understanding of Victorian times, for example realising that houses did not have a supply of electricity in those days.

118. Throughout Key Stage 2, pupils build satisfactorily on the interest created at Key Stage 1. Periods of history are studied in greater depth and pupils begin to make good use of their research skills to find out information for themselves. They become knowledgeable about life in Tudor times distinguishing clearly between the rich and poor in housing, clothing and food. They know that life, as a princess, for Queen Elizabeth 1 was precarious. When studying the Ancient Greeks older pupils successfully explored the importance of religion for the ordinary people in those days and the various attributes of the Greek Gods. They drew up symbols that might represent a particular god, what that god may be able to do for an individual in trouble and what type of penance might be required to propitiate the god. The pupils demonstrate a sound understanding of life in ancient times.

119. Too few lessons took place during the inspection to make a secure judgement about the quality of teaching. The scrutiny of pupils' work indicates that teachers plan interesting and motivating activities for their pupils. They make good use of the local community to promote historical enquiry by inviting visitors into school to talk to pupils. In the lessons observed, the teachers encouraged a high level of debate and discussion, which contributed well to the promotion and development of speaking and listening. Pupils' attitudes to work are good and they derive evident enjoyment from their studies. In Key Stage 1, they are keen to become historians, questioning the visitor and demonstrating good attitudes by asking sensible and pertinent questions. At Key Stage 2, younger pupils give a clear explanation of life in Tudor times, taking turns and building on each others commentary. Reading skills, particularly research skills are developed satisfactorily and pupils confidently refer to the contents page or index to identify information relevant to their research project. Satisfactory use is made of the Internet to down load information on historical events. For example pupils downloaded information on Nelson and the Nile and constructed useful fact sheets.

120. Subject leadership is sound. The subject fulfils statutory requirements. There is an adequate range of resources including an appropriate number and range of books for reference and the school draws well on a local museum for further artefacts and the community for visitors and speakers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Standards of attainment, at the end of both key stages, are in line with national expectations and pupils' achievement is sound. Pupils with special education needs benefit from using information technology to support their learning in basic language and their progress is sound. At the time of the previous inspection, standards of attainment were reported as unsatisfactory. The school has achieved a satisfactory improvement in standards since then. This is due to effective support from the co-ordinator for individual teachers in planning and the significant impact on standards of the appointment of a part time teaching assistant dedicated to learning support for all pupils in the use of information technology.

122. By the end of Key Stage 1, pupils use the mouse and keyboard confidently. They follow simple screen instructions well. In Year 1, pupils word process simple sentences and statements and know how to alter the font size and style of writing. By the end of the key stage, most pupils are aware that information and communication technology can be used to express ideas in different ways, for example through writing, pictures and through the use of tape recorders to play stories or the video recorder and camera. They know how to delete or

alter words and print or save their work. They can program a small computerised floor robot to find a route through a maze of wooden bricks.

123. Throughout Key Stage 2, pupils make satisfactory progress in developing their word processing skills. They competently produce stories, accounts, poems and letters in other subjects such as literacy and history, and work confidently either by themselves or with a partner. For example, pupils in Year 3 carried out a survey using a word processed questionnaire on pop groups, favourite foods and other issues of interest and entered the data in a databank. They accessed this data and producing graphs to illustrate their findings. They were competent at analysing the results. By the end of the key stage, pupils download information from the Internet and produce fact sheets by combining a selection of texts and illustrations. For example, in history they produced a fact sheet on Nelson and the Nile. They use an appropriate range of control technology, for example, to support work in science on light, producing a variety of light sequences and in design and technology in controlling the flash of light from a lighthouse.

124. There were no formal lessons in information and communications technology during the course of the inspection. The use of technology, to support learning in the classroom and in withdrawal groups for pupils with special educational need would indicate that teachers' knowledge has improved since the previous inspection and is now satisfactory. The quality of teaching by the teaching assistant is good and is increasing the rate of progress of pupils. Accurate record keeping and constant planning and contact with class teachers ensures learning in information and communication technology sessions directly supports learning in the classroom. Teachers make good use of appropriate programs to support specific projects and this aids pupils' understanding of the place and value of information and communication technology in learning. For example, one teacher reported using the computer suite at a residential centre to support learning about creatures of the seashore. When interviewed, pupils described how they found out how fossils are formed and understood how creatures may have adapted their eating habits or bodies to their environment. This work successfully encompassed both science and design technology.

125. The subject fulfils statutory requirements. Its use to support work in art is good and in mathematics it is improving. The use of video in physical education, particularly dance, is good, in other subjects it is satisfactory. The co-ordinator has had a significant impact on aiding attainment through maintaining the computers in the best possible working order and through consultation with her colleagues on learning opportunities. In recognition of the significant time required for such work, the acting head teacher is supporting her as assistant co-ordinator. The range, quality and amount of hard and software are adequate but much is ageing and requires considerable maintenance time. The assessment procedures are good and have a significant impact on teaching and learning.

## **MUSIC**

126. Too few lessons took place to make a secure judgement about standards, achievement and teaching. However, the standard of singing in assembly is not as good as it should be. The teachers are non-specialist teachers and try hard to provide an appropriate curriculum for the pupils. However, their subject knowledge is limited and consequently they do not have the confidence to really challenge pupils to raise standards. The music curriculum is satisfactory but more detailed support from an up to date scheme of work is required for the non-specialist teachers. Instrumental tuition takes place weekly and significantly enhances the provision in the school by giving the pupils the opportunity to play in a recorder ensemble to a reasonably good standard. The previous co-ordinator has not yet been replaced and consequently no one has overall responsibility for co-ordinating music.

Musical instruments are satisfactory in quality and range but some are getting old and less useful than others.

## **PHYSICAL EDUCATION**

127. Standards of physical education are above average at the end of both key stages. Pupils' achievement is good and in some lessons progress is excellent. This represents an improvement on the last inspection. Pupils with special needs are well catered for and included in all activities.

128. In Year 3 pupils created a dance sequence to the music of "All shook up". Working successfully in groups, they selected their starting points and introduced a wide range of movements to produce a dance of outstanding quality and artistic merit. In a class of Years 5 and 6, pupils learnt to control their movements, through body weight and balance to produce a short sequence in response to a tape of space music. In Year 4, pupils developed their bat and ball skills during a playground session and made satisfactory progress despite the bitterly cold temperatures. All pupils appreciated the need to warm up at the beginning of sessions. Pupils participate in a wide variety of clubs and competitions including hockey, area sports, football and netball. Year 4 pupils swim once a week and reach a good standard.

129. Teaching is good and consequently, pupils enjoy physical education. Teachers often inform pupils how to make progress against their prior levels of attainment. In the best lesson observed pupils had sufficient opportunities to analyse their own and each other's performance. Pupils listen well to their teachers and follow instructions with due regard to their safety and the safety of others. In one games lesson observed pupils worked well together and had a good sense of fair play. Teachers dress appropriately for physical education activities and provide useful demonstrations to support pupils' learning by developing new skills such as how to move to develop greater creativity without reducing performance.

130. Assessment of physical education is sound but not always systematically recorded. However, the new subject leader is a specialist and keen to improve both the assessment arrangements and review the current scheme of work in line with the revised National Curriculum.

## **RELIGIOUS EDUCATION**

131. Standards of attainment at the end of both key stages are in line with the expectations of the locally Agreed Syllabus. All groups of pupils, including those with special educational needs, achieve appropriately. Since the previous inspection, the school has improved the provision for pupils' spiritual and cultural development and religious education has contributed positively to this improvement.

132. By the end of Key Stage 1, pupils have a satisfactory knowledge of stories from the Old and New Testaments. They are beginning to understand the reasons behind stories from the bible. For example, pupils gave considerable thought to the meaning of the Last Supper and that Jesus was leaving behind something for His followers to remember Him by. Other pupils know the significance of the goddess Saraswati to Hindus. They know that the bright yellow robes worn by people in honour of her, represent the sun and the coming of spring. By the end Key Stage 2, pupils' moral development is enhanced as they draw up a charter for a fairer world. They demonstrate a good understanding of the issues facing poor people in Africa and India as well as inner cities in this country. Older pupils understood the idea of sacrifice through the story of a boy called David and the difficult decisions facing him

when he escapes from a concentration camp. They relate these dilemmas well to the stories of Jesus' trial prior to his crucifixion. The vicar is a regular visitor to the school and pupils interview him to gain an understanding of the duties of a religious leader. They make satisfactory gains in their awareness of the similarities and differences in the beliefs and practices of Christianity, Judaism, Hinduism and Islam.

133. Few lessons were seen during the inspection, but from these, the scrutiny of pupils work and discussions with pupils, the quality of teaching and learning overall is at least sound and, sometimes, good. In one lesson the teacher handled the issue of people leaving things to be remembered by in a very sensitive way. This meant that pupils were willing to share very personal reflections on people who were important to them, who had moved away from the area or died. She skilfully led the pupils on to understand the symbolism behind the breaking of bread at the Last Supper and its place in the Eucharist of today. Older pupils felt able to raise and discuss contentious issues about equality of provision in the world as the teacher rapidly gained the confidence of pupils to speak out and that their contributions would be respected. She had high expectations of their attitudes and behaviour and was well rewarded and pupils' learning was enhanced. The pupils' mature attitudes are one of religious education's strengths and greatly enhance personal development and understanding of spirituality. Teachers use artefacts, stories and visits effectively to extend pupils' understanding of the different customs and traditions of world faiths. Where teaching has shortcomings, but is otherwise satisfactory, teachers do not maintain pupils' interest for the whole of the lesson and some pupils become restless and inattentive.

134. The new co-ordinator for religious education is very well qualified and has a very clear idea of the standards in the school. She has a clear vision and appropriate plans for how she sees the subject developing in the future. Assessment is satisfactory but needs further development. The atmosphere of reflection, thought and mutual respect, created in the school through collective worship and religious education lessons, makes a positive contribution to the improvements in spiritual, moral, and social development of pupils since the previous inspection. Opportunities to visit places of worship of other faiths are missed. The school's resources are currently limited but are appropriately supplemented by loans from a local library.