

# INSPECTION REPORT

**Saint Francis' Catholic Voluntary Aided Primary  
School**

Nailsea

LEA area: North Somerset

Unique reference number: 109239

Headteacher: Mr Paul Stathers

Reporting inspector: Mrs S.M. Barnes  
16249

Dates of inspection: 8<sup>th</sup> - 11<sup>th</sup> January 2001

Inspection number: 197761

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Station Road Nailsea North Somerset
Postcode:	BS48 4PD
Telephone number:	01275 855373
Fax number:	01275 794476
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Philip Boden
Date of previous inspection:	29 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	S. M. Barnes	Registered inspector	Music, art, education of children under five. English as an additional language, equality of opportunity	Characteristics, standards of attainment, how well are pupils taught, leadership and management,
10329	B. Sampson	Lay inspector		How the school cares for its pupils, links with parents and other agencies
22704	G. Williams	Team inspector	Science, geography, physical education	How good the curricular and other opportunities are
27568	M. Davidson	Team inspector	Mathematics, design and technology	Attitudes, behaviour and personal development
18498	D. Morris	Team inspector	English, information and communication technology, history	Special educational needs

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

### **INFORMATION ABOUT THE SCHOOL**

Saint Francis Voluntary Aided Catholic Primary School is situated in Nailsea, North Somerset. There are 218 boys and girls on role, between the ages of four and eleven. Pupils come from a wide area, including Nailsea and the nearby town of Clevedon. Just over eight per cent of the pupils are eligible for free school meals, which is broadly average. Virtually all pupils speak English as a first language. The proportion of pupils with special educational needs is well below average at just over ten per cent, most of whom have moderate learning difficulties. However, the numbers of pupils with statements of their need is average at nearly one per cent. Most pupils have benefited from pre-school education. Attainment on entry to reception is above average overall.

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

This is a rapidly improving school that provides a good quality of education for all of its pupils. The leadership and management of the school are good and have resulted in significant improvements since the previous inspection. The quality of teaching is good overall throughout the school. The school provides good value for money.

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

- The leadership and management of the school are good.
- The overall level of improvement is good. It is particularly good in standards in the core subjects at Key Stage 1, and is very good in information and communication technology throughout the school.
- Attainment in the core subjects of English, mathematics and science are good.
- The provision for pupils' spiritual, moral, and social development is very good.
- Pupils' behaviour, attitudes and personal development are good.
- Links with parents are good and have a positive impact on the progress pupils make in their learning.

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

- There is a need to focus on the development of non-core subjects of the curriculum, including developing, co-ordinators' roles and assessment procedures to track pupils' progress. (The school has identified this as part of its development plan.)
- The assessment in place in the core is not always used effectively to help to plan lessons to meet individual pupils' needs. Marking does not always tell pupils what they need to do to improve.

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

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

When the school was inspected in 1997, it was judged to require special measures. Since that time there has been a good level of improvement overall. The monitoring of planning has improved, although co-ordinators do not yet monitor teaching and learning in the non-core subjects. There has been a good level of improvement in raising standards in the core subjects at Key Stage 1, and for pupils with special educational needs at Key Stage 2. Targets set in individual education plans are now more specific. The school has made good progress in introducing schemes of work and in standardising planning. Design and technology and information and communication technology have effective programmes of study, which cover all of the required areas of the curriculum. There has been a very good level of improvement in the links with parents, which is now a strength of the school. Statutory requirements are now met in virtually all areas and the length of the teaching week has been extended to comply with the nationally recommended minimum. The school development plan is firmly based on priorities established through monitoring and evaluation. It is a useful tool to guide improvement. There has also been a good level of improvement since the most recent H.M.I. report in 1999. The school has developed effective tracking systems in the core subjects. There has been a good level of improvement in teaching. No unsatisfactory teaching was observed in the current inspection. Learning support assistants are suitably deployed. The strategic plan is well based on sound monitoring of teaching, planning and standards.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	A	A
mathematics	A	A	A	A*
science	B	A	A*	A*

**Key**

The comparative grade A\* or E\* refers to the school's performance being in the highest or lowest 5% nationally.

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

Children's attainment on entry to the reception class is above average overall. During their time in the reception class, children make satisfactory progress. On entry to their statutory schooling in Year 1, standards are above average overall.

At the time of the previous inspection, pupils attained satisfactory standards overall, but there was significant under achievement by most pupils at Key Stage 1, who only attained average standards in English, mathematics and science at the end of the key stage. There has been a significant improvement since that time and, in the end of key stage tests in 2000, results in reading were well above average and well above those attained by pupils in similar schools. In writing standards were above average and this was also well above standards attained in similar schools. Standards in mathematics were above average and above those attained in similar schools.

From the table it can be seen that standards in the end of key stage tests English at Key Stage 2, have been consistently well above average over the last years and are also well above average when compared to results from similar schools. In mathematics standards are well above average and are in the top five per cent when compared to similar schools. In science standards were above average in 1998 and well above average in 1999 and in 2000 were in the top five per cent of schools nationally. When compared to results from similar schools the results were also in the top five per cent. Standards in English are currently above average at the end of Key Stage 2. Standards in mathematics and science are well above average. This indicates good progress for these pupils in all three subjects, since the results of this cohort were only average in the end of key stage tests in 1997.

Pupils are currently making good progress in information and communication technology at both key stages. This is an improvement since the previous inspection. Pupils at both key stages are now making good progress in history and standards are above those normally expected at the end of both key stages. Good progress is made in physical education and geography at Key Stage 2, and pupils attain standards above those expected at the end of the key stage. Progress in geography and physical education at Key Stage 1, art and design, design and technology and music throughout the school is satisfactory and pupils attain standards in line with those expected by the time they are seven and eleven. Pupils make generally good progress in developing skills in literacy, numeracy and information technology throughout the school. The provision for pupils with special educational needs is good and these pupils make sound progress overall and good progress towards their learning targets. The provision for pupils with English as an additional language is appropriate and these pupils make satisfactory progress in their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school and participate in all activities.
Behaviour, in and out of classrooms	Very good. This is a strength of the school. Pupils behave very well in the classroom. They support and help each other around the school. They are polite and courteous to adults.
Personal development and relationships	Good. The quality of relationships established in the school is very good, modelled by the whole community. The older pupils take a lead and support younger ones.
Attendance	Good. Pupils arrive at school punctually, lessons begin on time and no time is wasted.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	good	good

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

The quality of teaching is good overall throughout the school. It is always at least satisfactory and in many areas the quality of teaching and learning is good. This is a significant improvement since the previous inspection, which judged twenty per cent of the lessons to be unsatisfactory or poor. The majority of the unsatisfactory or poor teaching at that time was at Key Stage 1. Parents now rightly feel that the quality of teaching has improved and were largely positive in their response in both questionnaire and discussion.

During the week of inspection all of the teaching that was observed was at least satisfactory and 72 per cent of it was good or better. Twenty one per cent of the teaching was very good, and on one occasion excellent teaching was observed. Teaching of children under five in reception is satisfactory overall and leads to them making steady gains in their learning in all of the areas of the foundation curriculum. Whilst in some areas and subjects teaching is good at Key Stage 1, from the scrutiny of work and observation of lessons, the quality of learning in some key areas of the curriculum is still only satisfactory overall. The quality of teaching and learning is good overall at Key Stage 2, and is demonstrated by the particularly good progress pupils make in the core subjects of mathematics and science. During the week of inspection eighty two per cent of the teaching observed at Key Stage 1 and seventy four per cent at Key Stage 2 was at least good or better. Teaching observed in Year 6 was never less than good and the majority of the lessons were very good or better. As a result, pupils make good progress in all aspects of their learning. Planning is a real strength and is of consistently high quality throughout the school. This is largely as a result of the recent emphasis which has been placed on planning by the whole school. Homework is effectively used to support pupils learning, particularly in reading. Teachers manage pupils well and this has a direct effect on the behaviour in lessons and the levels of interest and concentration pupils bring to their work. Teachers are technically competent to teach the basic skills and do so effectively. Basic skills of literacy, numeracy and information and communication technology are well taught throughout the school and pupils make good progress in these areas of learning. Particularly good progress is made in learning due to the teaching of history throughout the school and mathematics, geography, physical education and science at Key Stage 2. The quality of teaching and learning is also good in information and communication technology. Pupils throughout the school are currently making



good progress in this subject from a low base at the time of the previous inspection. The quality of teaching for pupils with English as an additional language and those with special educational needs is sound and as a result these pupils make steady progress towards their learning targets. Unsatisfactory areas in otherwise sound lessons are the marking of work, which is not always dated, and which does not always give pupils sufficient information on how they can improve still further, and the lack of challenge for higher attaining pupils in some English lessons. This was caused by lessons being planned to match pupils age, rather than using assessment data effectively to match work to their prior attainment.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The quality and range of the curriculum is good. The appropriate statutory curriculum is in place for all subjects.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. As a result these pupils make sound progress towards their learning targets.
Provision for pupils with English as an additional language	There is appropriate provision for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good, and is a particular strength of the school. There is satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. The monitoring of pupils' academic performance and providing personal support and guidance is satisfactory. This represents a significant improvement since the previous inspection.

The school works well with parents. There is a good level of involvement of parents in all aspects of school life. They are provided with good information and their contribution to their children's learning is good. Parents have very positive views of the school and the senior management in particular.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership and management by the head teacher and key staff are good. It has been responsible for the significant improvement in standards and ensures a clear educational direction for the school. The principles of best value are effectively applied.
How well the governors fulfil their responsibilities	The governors are effective in fulfilling their responsibilities. They have a good understanding of the strengths and weaknesses of the school. They are suitably involved in shaping the direction of the school.
The school's evaluation of its performance	The school is effective in monitoring and evaluating its performance and in taking effective action. This has resulted in good identification of priorities for development and in the action taken to meet them.
The strategic use of resources	The strategic use of resources including grants and other funding is good. There is a suitable match of teachers and support staff to the needs of the curriculum. There are suitable resources for all subjects and good resources for information and communication technology. These are suitably deployed and used. The school manages the accommodation effectively, including the lack of large equipment for

	children under five and very small cloakroom space for older pupils.
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**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school and behave well.</li> <li>• Teaching is good and children make good progress.</li> <li>• Parents are kept well informed and would feel comfortable to approach the school with a concern or problem. School works closely with parents.</li> <li>• The school is well led and managed. Pupils are expected to work hard and to do their best.</li> <li>• Parents feel school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A small proportion of parents felt that school does not provide an interesting range of activities outside lessons.</li> </ul>

Inspectors broadly agree with the many positive views parents have of school. However, the school provides a good range of activities outside lessons.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the reception class is above average overall. The majority of the children have benefited from pre-school education. There is a lower proportion of pupils with special educational needs than the average. This is broadly similar to the findings of the previous inspection. During their time in the reception class, children make satisfactory progress. On entry to their statutory schooling in Year 1, standards are above average overall. Standards in language, literacy and communication, mathematics, knowledge and understanding of the world and personal and social education are all above those normally expected for pupils of that age. Standards in creative and physical development are in line with those expected.
2. At the time of the previous inspection, pupils attained satisfactory standards overall, but there was significant under achievement by most pupils at Key Stage 1, who only attained average standards in English, mathematics and science at the end of the key stage, and by higher attaining pupils and those with special educational needs at Key Stage 2. Since that time there has been a significant improvement at both key stages. In the end of key stage tests for pupils of seven in 2000, results in reading were well above average and well above those attained by pupils in similar schools. In writing standards were above average and this was also well above standards attained in similar schools. Standards in mathematics were above average and above those attained in similar schools.
3. At Key Stage 2, standards in English in the end of key stage tests, are well above average and well above those attained in similar schools. This represented average progress when compared with pupils in schools with similar results at the end of Key Stage 1. Currently, standards are above average at the end of both key stages. Progress is satisfactory at Key Stage 1 and at Key Stage 2 it is good overall. However higher attaining pupils are occasionally under challenged in English lessons, and so do not always make the progress of which they are capable.
4. In the 2000 tests in mathematics at Key Stage 1, and in teacher assessments, the percentage of pupils reaching Level 2 or above was better than the national average whilst those reaching Level 3 or above was well above the national average. There has been improvement over the past three years and pupils are achieving standards above those expected nationally for pupils of this age. This represents an improvement since the previous full inspection. In the 2000 National Assessment Tests at Key Stage 2, the school's performance was very high in comparison with the national average. A similar picture emerged in comparison with similar schools. Results of the end of key stage tests for pupils of eleven were in the top five per cent when compared with pupils in similar schools. When compared with pupils who had achieved similar results at the end of Key Stage 1, the progress these pupils made was well above average. Currently, standards are above average at Key Stage 1 and well above average at Key Stage 2.
5. In science, in the 2000 teacher assessments the percentage of pupils reaching Level 2 or above was better than the national average, whilst those reaching Level 3 or above was well above the national average. There has been improvement over the past three years and pupils throughout and at the end of the Key Stage 1 are achieving standards above those expected nationally for pupils of this age. This represents an improvement since the previous full inspection. At Key Stage 2, results were well above average and in the top five per cent nationally and also when compared with similar schools. The progress these pupils made from their achievements at the end of Key Stage 1 was also well above average and in the top five per cent when compared with pupils with similar scores. Standards are currently above average at the end of Key Stage 1 and well above average at the end of Key Stage 2.

6. Pupils are currently making good progress in information and communication technology at both key stages. This is an improvement since the previous inspection when pupils were working at levels that were below average. Currently, all pupils are in line to attain expected standards by the time they are seven and eleven. Pupils at both key stages are now making good progress in history. Standards are above those normally expected at the end of both key stages. This represents a good level of improvement in all three of these subjects. Pupils make good progress in geography and physical education at Key Stage 2. Progress in geography and physical education at Key Stage 1 and art and design, design and technology, and music at both key stages is satisfactory and pupils attain standards in line with those expected by the time they are seven and eleven. Pupils make generally good progress in developing skills in literacy, numeracy and information technology throughout the school. The provision for pupils with special educational needs is good throughout the school and as a consequence they make sound progress overall and good progress towards their learning targets. Gifted and talented pupils are suitably supported and challenged and so make appropriate progress. The provision for pupils with English as an additional language is appropriate and these pupils make satisfactory progress in their learning.

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

7. Pupils' attitudes to school are good. They are eager to come to school and participate well in all activities provided, both within lessons and around the school. They have a good understanding of how they should behave, which is supported by regular routines. Their efforts in class, both in work and behaviour, are appropriately acknowledged, rewarded and celebrated in assemblies. They are able to support each other by being genuinely pleased for the success of others and are considerate towards the misfortunes of their friends. The school reflects and reinforces the values and beliefs that the children bring with them from home and their worshipping community.
8. The behaviour of pupils, both in the classroom and around school, is very good. This view is strongly supported by the parents. This is a strength of the school. Pupils behave very well in class by listening attentively, asking questions in a polite manner and responding promptly to instructions from the teacher. They are able to support and help each other around school. For example, summoning help quickly for a boy who had fallen over, or helping younger children with their coats. They show courtesy to adults by addressing them politely, passing the time of day, opening doors and finding ways to assist, such as fetching chairs. Pupils play well together at break-times and lunch-times and young children join happily in games with teachers and older pupils. There have been no exclusions in the previous year.
9. The quality of relationships established in the school is very good, modelled by the whole community. Pupils who meet with difficulties in the playground know who to turn to for help. Older pupils talk politely, but effectively, with visitors about the work they have done. The quality of the relationships between teachers and pupils contributes significantly to the quality of work achieved during lesson time. Older pupils have responsibilities for playground door duties and lunch-time support of younger pupils. There are good opportunities to discuss and reflect upon personal issues in class, through "circle time" and prayers. However, there are fewer opportunities for pupils to take initiative within lessons for independent research, for instance, in science.
10. Attendance at the school is good and compares well with the previous inspection. Currently, it is above the national average for this type of school and unauthorised absences are below the national average. The school has no unexplained absence trends. Pupils arrive punctually at school in the mornings. Registration and lessons always start promptly. Teachers and pupils change efficiently from one lesson to the next and there is an atmosphere of continuing good organisation and hard work where no time is wasted. Overall, these aspects contribute well towards the pupils' learning.

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

11. The quality of teaching is good overall throughout the school. It is always at least satisfactory and, in many areas, the quality of teaching and learning is good. This is a significant improvement since the previous inspection, which judged twenty per cent of the lessons to be unsatisfactory or poor. The majority of the unsatisfactory or poor teaching at that time was at Key Stage 1. Since that time the school has worked hard to improve standards. Parents now rightly feel that the quality of teaching has improved and were largely positive in their response in questionnaires and discussions.
12. During the week of inspection all of the teaching that was observed was at least satisfactory and seventy two per cent of it was good or better. Twenty one per cent of the teaching was very good, and on one occasion excellent teaching was observed. Teaching of children under five in reception is satisfactory overall and leads to them making steady gains in their learning in all of the areas of the foundation curriculum. The teacher has a sound knowledge of the needs of young children. Lessons are well planned with these needs in mind. As a result, children find their lessons interesting and this has a positive impact on the progress they make in their learning. Teaching of the basic skills is good and the children's acquisition of skills, knowledge and understanding is good as a result. The teacher manages children effectively and, as a result, they are happy in class and learn the routines of the school day quickly. From the scrutiny of work and observation of lessons, the quality of teaching and learning is satisfactory overall at Key Stage 1. It is always at least satisfactory and it is often good. The quality of teaching is good overall at Key Stage 2. During the week of inspection eighty two per cent of the teaching observed at Key Stage 1 and seventy four per cent at Key Stage 2 was at least good or better. Teaching observed in Year 6 was never less than good and the majority of the lessons were very good or better. Again planning is a real strength and is of consistently high quality throughout the school. This is largely as a result of the recent emphasis, which has been placed on planning by the whole school. Teachers manage pupils well and this has a direct effect on the behaviour in lessons and the levels of interest and concentration pupils bring to their work. Teachers are technically competent to teach the basic skills. As a result skills of literacy, numeracy and information and communication technology are well taught throughout the school and pupils make good progress in these areas of learning. Information and communication technology is generally well used to support learning in other subjects. Particularly good progress is made in learning of history throughout the school and mathematics, geography, physical education and science at Key Stage 2. This is due to the good teaching in these subjects. Homework is appropriately used to enhance and support pupils' learning. This is especially the case with reading.
13. The quality of teaching is consistently good at the top of the school for pupils in Year 6. Some of the best lessons during the week of inspection were seen in this class. Lessons were characterised by brisk pace and high levels of challenge for pupils of all levels of prior attainment. As a result pupils make good progress in all aspects of their learning. The quality of teaching and learning is also good in information and communication technology. Teachers have good knowledge and understanding of the subject and pupils throughout the school are currently making good progress in this subject from a low base at the time of the previous inspection.
14. Although no unsatisfactory teaching was observed, there are areas which were unsatisfactory in otherwise sound lessons. One of these was the marking of work, which is not always dated and often merely tells if the work is right or wrong. It does not always give pupils sufficient information on how they can improve still further. Another is the lack of challenge in some literacy lessons for higher attaining pupils. This is caused by some lessons being planned to match pupils age, rather than using assessment data effectively to match work to their prior attainment.
15. The quality of teaching for pupils with English as an additional language and those with special educational needs is sound and as a result these pupils make steady progress towards their learning targets. Classroom support assistants are effectively used to support the quality of

teaching and learning for these pupils. Pupils with special educational needs have full access to all areas of the school curriculum and are effectively included in all areas of school life.

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

16. The school provides good opportunities for learning and these promote high achievement, particularly in English, mathematics and science. Teachers provide a wide range of interesting activities that motivate pupils to learn. The national literacy and numeracy strategies are fully in place in the school. The planning, provision and implementation of these strategies are good throughout the school and have been instrumental in raising standards. Overall they have helped the teachers to develop a consistent method of planning for learning that identifies clearly the objectives of lessons and what pupils should learn in them.
17. The curriculum for the foundation stage meets the statutory requirements and incorporates all the areas of learning. This enables pupils to make at least satisfactory progress towards the Early Learning goals. The work is generally differentiated satisfactorily to meet the needs of the pupils. Appropriately high priority is given to children's personal and social development, communication, language and literacy and mathematics.
18. The current curriculum for Key Stage 1 and 2, is relevant, balanced and broadly based. Sufficient time is allocated for the teaching of National Curriculum subjects and the school is using government guidance for a year before customising to suit their own needs as well as responding to National Curriculum requirements. The organisation and effectiveness of the whole curriculum, which was heavily criticised in the previous full report in 1997, has been improved. The planning of the whole school curriculum is now effective. The provision for personal, social and health education is good. Health issues, including drugs awareness and sex education are appropriately taught through science, religious education and "circle time". They are effectively supported by talks by the police and school nurse.
19. Access to the full curriculum is well provided for all pupils including those with special educational needs and those with English, as an additional language. The school has an appropriate Equal Opportunities policy. Procedures for monitoring information in relation to gender and background are in place, particularly in the core areas, and data gained is used effectively to ensure quality of access for all pupils. Provision for pupils with special educational needs has improved since the last inspection. At that time too little support was provided, and individual education plans did not fully meet pupils' needs. Targets are now clear and specific. Regular monitoring ensures that progress is measured consistently. Additional support is provided in literacy and numeracy lessons so that each pupil can complete the tasks. This helps them to make satisfactory progress. The good provision for pupils with special educational needs provides these pupils with good opportunities to make progress towards their learning targets.
20. Although a significant minority of parents think that the school does not provide sufficient extra curricular activities, quite the reverse was found during the inspection. There is a good and varied programme of extra-curricular activities, which support pupils' learning very well and reflect the dedication and commitment of the staff involved. Activities cover the full range including French, recorders, singing, chess, drama, dance, aerobics, cricket, croquet, tennis, netball, football and rugby. The clubs are well attended by pupils and supported by volunteer parents and local clubs in the area. Clubs are open to all pupils who wish to attend, including the residential experiences for older pupils.
21. The school's provision for the spiritual, moral, social and cultural development is very good overall. The last inspection judged the overall provision as satisfactory with weaknesses in cultural development. There are significant improvements in all these areas. Provision for spiritual development is very good. Spirituality is a very strong feature of all aspects of the school,

including lessons and assemblies and effectively embodies the school aims. Pupils reflect on the wonders of God and, during assemblies and throughout the day, confirm their concern for others with sensitive prayer. They effectively use opportunities provided in art, music and science, for example, to contemplate the mystery and wonder of the world around them.

22. Provision for moral development is very good. Teachers and support staff provide clear guidance about what is right and wrong and all are very good role models. Pupils are taught initial respect for everyone in the school. In “circle time”, for example, they discuss issues which promote tolerance and listening to other pupils’ points of view. The implementation of the personal, social and health education programme, which was an area of concern in the previous inspection, is now good.
23. Provision for social development is very good. The school is successful in encouraging pupils to relate positively to others. Older pupils take responsibility for younger pupils. They co-operate with each other and collaborate well on group tasks, as groups in a Year 3 class were discussing different aspects of tooth decay and the importance of diet. Pupils in Year 6 take responsibility for preparing for assembly and sit with younger pupils during lunchtime. They take responsibility for directing pupils into class after break-times. The school and classroom rules are simply expressed, so that they are easily understood by all. They are applied consistently and effectively so that no pupil is in doubt of what is expected. Pupils respond appropriately and are invariably industrious, well behaved, courteous and very welcoming to visitors. A strong feature of the school is the importance of positive attitudes and being helpful to others. Their personal qualities and awareness of social responsibility are enhanced by the various responsibilities they have around the school.
24. Provision for pupils’ cultural development is satisfactory. Pupils’ own cultural conditions are apparent in aspects of local and western culture and reflected in music and dance such as May-Pole and Country dancing. Pupils have been involved in charitable support for children in need with the India school link in Ashadam. They do study the Passover and the Chinese New Year. However, this area is still developing. For example there is little evidence of the study of artists from other than Western Europe in art. The school acknowledges this and is to place a sharper focus on this area to promote a deeper understanding of the diversity and richness of other cultures.
25. The school has effective links with other schools, which includes the various comprehensive schools which their pupils may progress to. Curriculum links have been established with the primary sector and these have been extended to the comprehensive schools to assist pupils to proceed effectively into the next phase in education and links with the community make a positive impact on pupils’ learning and the quality of life within the school. The school has well-established links with the local churches, the community and local schools as well as, the police and fire service.
26. Provision for pupils of higher attainment is occasionally less effective. In many lessons there is sufficient challenge for these pupils. However in some lessons, for example in English, the objectives are sometimes not challenging enough. On these occasions some higher attaining pupils do not reach their full potential. Assessment procedures, which are in place, are not always used well enough to improve this situation.

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

27. The school has good procedures for looking after its pupils. This is a considerable improvement on the previous inspection when this aspect was described as, ‘not a strong feature of the school’. The way that the school currently cares for the children contributes significantly towards the success of their learning.

28. The school now has a trained and named person to manage child protection issues. The head teacher is also trained. The school works very closely with, and uses the guidelines of, the local authority, which has now arranged relevant training for all school staff next June. In addition, the school also has its own specific written policy and all pertinent documentation is securely locked away.
29. The school has a trained health and safety representative and the relevant, written policy is well compiled and in date. All staff have been made aware of their specific responsibilities. Currently, the school is compiling an overall, risk assessment in conjunction with the governors. No health and safety problems were noted in the school during the inspection. Portable electrical, physical educational and fire equipment are regularly tested by contractor and well documented. The school holds termly emergency and fire escape exercises, which are well recorded. All escape routes from the school are very clearly marked and accessible. Accident and medical procedures are sensitively carried out and any incidents appropriately recorded. The school has a very pleasant medical room and all staff are aware of any specific child medical problems or allergies. The school has a range of trained first aid personnel. Good use is made of outside professional help such as the school nurse or the educational psychologist. A local policeman frequently visits the school and talks to the children about substance and alcohol misuse. Facilities for disabled persons are appropriately catered for and pupils with special educational needs are well supported by the school. The school is kept in a clean and attractive state. School meals are cooked, served and consumed in very hygienic conditions.
30. Systematic procedures for assessing pupils' attainment, related to National Curriculum criteria and levels are in place for the core areas. The work and progress of all pupils is carefully tracked against identified targets, particularly in mathematics and science. The use of data in the core areas is developing well and teachers are finding the information useful to identify areas of concern and establish remedial procedures. The picture in the non-core areas is somewhat variable. In some subjects such as history it is being developed throughout the key stages but in physical education, for example, whilst it is established in swimming it is not in place in the other areas. Some areas such as art and music have no whole school systems for assessment at this stage. However, the school acknowledges this as an under-developed area, understanding the need for gathering assessment data and using it effectively to inform future teaching and planning. The school development plan has highlighted the development of non-core subjects as the next priority. Marking is currently inconsistently applied throughout the school. There is evidence of annotated marking and dating of pieces of work which aids teachers to monitor progress and pupils to be accessory to their own improvement, but the practice does not take place in all subjects or classes. Monitoring of pupils' personal development is used effectively because the teachers know their pupils well and this is a strength of the school. However, this system is not formalised as yet.
31. Procedures within the school for monitoring and improving attendance are good, resulting in the above average figures already mentioned. Individual registers for each class are clearly marked both morning and afternoon. They are then returned to the school's administrator for checking. The school has a good liaison with parents and also uses an appropriate range of absence letters. The school has a secure lateness routine and regular support from the educational welfare officer.
32. There are very good procedures for both monitoring behaviour and also eliminating oppressive behaviour. These are both strengths of the school ensuring a well-behaved and secure environment in which the children are free to learn. Although bullying is not a problem in the school the policy details strict guidelines to be followed should an incident ever arise. Procedures are at least as good as the previous inspection and in some cases have improved. For example, previously, behaviour was described as usually good but in Key Stage 1 it was deemed unsatisfactory due to unsuitable work or poor strategies for managing pupils. Strategies have now improved noticeably. In addition, the school now has a very detailed written policy on both



aspects, copies of which are sent home to parents at the beginning of each school year. Rewards and sanctions for behaviour are clear and realistic. The children are aware of school and classroom rules and abide by them diligently.

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

33. The school has good relationships with its parents. This has improved considerably since the previous inspection, when communication with parents was described as ‘unsatisfactory and adversely affecting the quality of partnership that existed.’
34. Parents now have very good views of the education their children receive and this is a major strength of the school. From discussion at the parents meeting, questionnaires returned and talking to parents during the inspection, it is clear that they are confident that in general the school is providing their children with a good education. They like the positive attitudes instilled into the children on learning and behaviour, and say that their children like coming to school. Parents believe that standards are good and they are always made to feel welcome to discuss any problems. Although a significant minority of parents think that the school does not provide sufficient extra curricular activities, quite the reverse was found to be the case.
35. The quality of information that the school provides for its parents is good. Each parent receives a weekly newsletter, an annual governors report and a copy of the school prospectus. The latter complies with statutory requirements, but the governors’ report has one minor omission of which the school is now aware. Pupils’ reports are clear, individual and comment on all curriculum subjects. However, they still do not always fully cover what pupils need to do to improve. At the beginning of each academic year parents receive a very useful folder containing various updated written policies on behaviour, bullying and homework, plus the home/school agreement. The school holds termly evenings to meet the teacher and at Key Stage 2 children are expected to attend with their parents. An open door policy exists and most parents take full advantage of this facility. The school has also held parent workshops on literacy, numeracy and the use of e-mail. Generally these have been appreciated by parents and well attended.
36. The impact of parents’ involvement on the work of the school is good. A strong nucleus of mothers and fathers regularly attend the school and help with country dancing, recorders, the choir, the library, various sports and other events. Recently a grandparent visited the school and talked to the children about World War II. On the first of April sixty parents painted six classrooms a single day. The school has a very effective and energetic Parent Teachers Association, which raises considerable funds towards the children’s education. The school appreciates their support for the information technology suite and currently the school library. The school ensures that parents whose children have special educational needs are fully involved in the formulation of individual educational plans and pupil reviews.
37. At home a majority of parents spend a considerable amount of time helping their children and the school has specific guidelines for parents on homework. There is regular input for reading, mathematics, targets, topics and projects. In view of parental requests the school is shortly to hold a workshop evening on mathematics homework.
38. This school now has good, effective links with its parents, which appreciably help, directly towards their children’s learning.

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

39. At the time of the previous inspection, the leadership and management of the school were judged to be unsatisfactory overall. The report stated that the school had a legacy of poor leadership

over a long period. Since that time there has been a very significant level of improvement and the leadership of the school is now good. Strong management systems are now in place and the school is in a good position to continue to improve as a result.

40. The leadership and management by the head teacher and key staff are now good. The head teacher, who has been appointed since the previous inspection, has a clear vision and understanding of what the school needs to do to continue to improve. The school's aims are appropriate and are very well reflected in all aspects of daily life. There is a good level of delegation to subject co-ordinators and other staff with management responsibilities. There is an appropriate match of teachers and support staff to the needs of the curriculum. There are effective systems in place for regular professional interviews with teachers. Performance management is being carefully planned and introduced. This has all had a very positive impact on the raising of standards throughout the school. The role of the co-ordinator has been effectively developed and there are now co-ordinators for every subject area. This is an improvement since the previous inspection. All co-ordinators now monitor planning and teachers' evaluations of lessons in their subject. The head teacher and core subject co-ordinators monitor teaching and learning throughout the school. As yet this has not been extended to the monitoring of teaching and learning in non-core areas. However this has been identified as an area for improvement in the school development plan. This development plan has clear and appropriate targets for improvement. The targets are appropriately costed and the plan is now an effective tool to raise standards. This is an improvement since the previous report.
41. The governing body are closely involved in school life. They meet regularly and provide effective support for the school. They have a good understanding of the strengths and weaknesses of the school and the steps required to continue to raise standards. Statutory duties are virtually all effectively met. There are effective procedures in place for the support and induction of new staff and the training of new teachers. This has a positive impact on the provision of education for all pupils. There is a generally held commitment to improvement throughout the school. Financial management is good. The principles of best value are effectively applied. There are sound procedures in place and the school makes good use of specific grants and other funds. New technology is used well to support school administration and management. School administration is efficient and staff are welcoming, reflecting the aims and mission statement of the school effectively. Accommodation and resources for learning are generally appropriate and their use is well managed. However, the space for cloakroom facilities for pupils in Key Stage 2 is small and this does place some constraints on the tidy storage of coats and bags, particularly in wet weather. There are few specific resources for the physical development of children under five in the reception class. However good use is made of hall time to supplement the opportunities children do have to climb, balance and swing.

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

In order to raise standards further the head teacher and governors should:-

- (1) Improve provision in non-core subjects of the curriculum by introducing manageable whole school assessment procedures in subjects which do not yet have them, using the information gained when tracking pupils' progress and planning lessons, and developing co-ordinators' roles to include the monitoring of teaching and learning in their subjects. (The school has already identified this as part of its development plan).  
(Paragraph Nos. 30. 40. 73. 77. 81. 86. 90. 95. 99).
- (2) Ensure the good assessment systems in place in the core subjects are always used effectively to help to plan lessons to meet individual pupils' needs and improve marking so that work is dated and annotated where necessary, and more consistently tells pupils what they need to do to improve.

(Paragraph Nos. 14. 30. 49. 55. 56).

Less serious weaknesses, which governors may also wish to consider are:-

- a) Lack of provision of large play equipment for children under five.
- b) Multi cultural aspect of cultural development which is generally under discussion.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

43
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Number of discussions with staff, governors, other adults and pupils

19
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### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	21	49	28	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)		212
Number of full-time pupils known to be eligible for free school meals		10

*FTE means full-time equivalent.*

#### **Special educational needs**

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

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	3

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	13

### *Attendance*

#### **Authorised absence**

	%
School data	5.0
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	11	12	12
	Total	25	26	27
Percentage of pupils at NC level 2 or above	School	86	90	90
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	12	11	11
	Total	26	26	25
Percentage of pupils at NC level 2 or above	School	90	90	87
	National	84	88	88

***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	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	13	13	14
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	94	94	97
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	17
	Girls	14	10	14
	Total	25	19	31
Percentage of pupils	School	82	82	94

at NC level 4 or above	National	70	72	79
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### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	3

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.5
Average class size	30.3

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

Total number of education support staff	5
Total aggregate hours worked per week	88

*FTE means full-time equivalent.*

### *Exclusions in the last school year*

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

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

### *Financial information*

Financial year	2000
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	£
Total income	397,302
Total expenditure	381,272
Expenditure per pupil	1,749
Balance brought forward from previous year	6,654
Balance carried forward to next year	22,684



*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	218
Number of questionnaires returned	163

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	1	1	0
My child is making good progress in school.	68	29	1	1	0
Behaviour in the school is good.	64	32	1	0	2
My child gets the right amount of work to do at home.	59	34	5	1	1
The teaching is good.	77	22	0	0	1
I am kept well informed about how my child is getting on.	61	35	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	80	18	1	0	1
The school works closely with parents.	66	31	3	0	0
The school is well led and managed.	82	17	0	0	1
The school is helping my child become mature and responsible.	75	23	1	0	0
The school provides an interesting range of activities outside lessons.	45	33	11	0	10

Please note numbers may not always add up to one hundred due to rounding up and down of percentages.

## **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**

42. Children's attainment on entry to the reception class is above average overall. The majority of the children have benefited from pre-school education. There are a lower proportion of pupils with special educational needs than the average. This is reflected in the baseline assessment and in the work these children produce. During their time in the reception class, children of all levels of prior attainment make satisfactory progress, due to the sound teaching they receive. Assessment is used appropriately to track the progress each child makes. On entry to their statutory schooling in Year 1, standards are above average overall. Standards in language, literacy and communication, mathematics, knowledge and understanding of the world and personal and social education are all above those normally expected for pupils of that age. Standards in creative and physical development are in line with those expected. This is broadly similar to the findings of the previous inspection. Children with special educational needs are well supported.

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

43. The provision for the personal, social and emotional development of the children is good. The reception teacher has a good understanding of the needs of young children. Her teaching ensures that routines are carefully established and, as a result, children come into class happily and with confidence. They have positive attitudes to adults and each other and concentrate well on the tasks they are set. Children are aware of the needs of others and interact well together. They play appropriately during less structured sessions and perform their tasks without the need for constant adult intervention and support. The management of lessons is effective in ensuring that there are good opportunities for children to work independently and in groups. Children are well behaved and compliant. They concentrate for suitable amounts of time. Class discussions are carefully structured to give suitable opportunities for children to interact positively with each other. As a result children make steady progress in their personal, social and emotional development, and standards are above those normally expected by the time they enter Year 1.

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

44. The quality of teaching of this aspect of education is always at least satisfactory and sometimes good. Lessons are suitably planned, using literacy strategy techniques, to meet the needs of children under five and also to provide appropriate challenge. Suitable opportunities are provided for children of all levels of prior attainment to ask and answer questions and to develop their vocabulary. The teacher questions the class carefully, during whole class sessions, to ensure that each child understands the tasks they have been set, and all have an opportunity to contribute to discussions. Suitable, regular opportunities are given to learn about books and children confidently discuss titles, authors and illustrators. They join in with whole-class reading of big books enthusiastically and make suitable progress in their reading of individual books. Good use is made of homework and parental involvement in the development of reading and this has a positive effect on the progress children make. The teacher ensures that there are frequent, suitable opportunities for children to practise their developing skills in writing. More than half of the children can write their own name on entry to the school, and teaching effectively builds upon this good start so that standards are above those normally expected by the time they start Year 1.

#### **Mathematical development**

45. Children's mathematical development is above average overall on entry to the school. The quality of teaching for the reception class is sound. The teacher has a good understanding of the needs of young children and builds use of number into all aspects of classroom life. From taking the register to the sharing of equipment, children's mathematical skills are effectively developed in a relaxed and interesting way, as well as in daily lessons. Good use is made of rhyme, action songs and number games to reinforce children's learning. Lessons are well planned and effectively develop attainment still further. Learning support assistants and volunteer helpers are suitably

deployed. The majority of the children know their numbers up to ten, and count and clap them confidently. Lessons are suitably challenging to all and, as a result, they make suitable, steady progress in their learning. They handle work with number with confidence and can add two numbers together or give the next number in a sequence. Their knowledge of shape is good and they easily name triangles, squares and circles. By the time they enter statutory education in Year 1 standards are above average.

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

46. Due to the well-planned lessons and the sound teaching, children make suitable progress in developing their knowledge and understanding of the world. The teacher plans work that interests the children and her management within lessons is good. As a consequence, children concentrate hard on the tasks they are set. They can name the sequence for dressing a teddy and know the reason for various items of clothing. They have suitable knowledge and understanding of health and safety issues and treat tools and resources with care. They learn to use computers and cassette recorders to help them in their learning. They are aware of the uses of household items such as tiles and can list a variety of their uses. They can describe how tiles are fired in a kiln to make them hard. Their knowledge and understanding of the world is above average on entry to Year 1.

### **Physical development**

47. The teaching of areas of physical development is satisfactory and children make suitable progress and attain standards in line with those expected by the time they start in Year 1. Appropriate, regular opportunities are provided for them to develop their skills when handling small tools and equipment. They manipulate pencils, pens, scissors and brushes with suitable dexterity. There is no specific area for children under five to use on a daily basis to develop their physical skills and no large equipment specifically for children under five to learn to climb, balance and swing or use to construct large imaginative play areas. However, the teacher makes good use of the opportunities provided to use the school hall to give the children experiences of that nature. Lessons take place in the school hall three times a week to develop skills in running, jumping, climbing and skipping.

### **Creative development**

48. Due to the satisfactory teaching they receive, children make steady progress in the development of their creative skills throughout their time in the reception class. By the time they start in Year 1, they attain standards in line with those normally expected for their age. They apply paint and crayon carefully to decorate models and to illustrate their work. They use paint-brushes well and are accurate when painting or colouring within the lines of a picture. They choose colours with care and are practiced in cleaning brushes so that colours do not get mixed. Computers are effectively used to support the teaching and learning of creative skills. Children learn to say poems and to sing songs and rhymes well. They join in these occasions with confidence. They perform simple hand actions and dances to some of these songs, which they perform enthusiastically.

## **ENGLISH**

49. At the time of the last inspection progress in English was judged to be unsatisfactory at Key Stage 1. This has improved. Standards remain above average overall, and progress at both key stages is now satisfactory. However, some higher attaining pupils do underachieve in some lessons because the work provided for them is too easy. They are not sufficiently challenged in all classes to enable them to achieve the higher standards they are capable of. Inspection findings concur with the results from the 2000 tests, which showed that standards were above average compared with schools nationally, and also with similar schools. Trends over time show that there has been steady improvement in standards over the last four years. During the inspection, standards in

speaking and listening, and in reading were found to be high at both key stages, while standards in writing and spelling were broadly in line with those expected.

50. When pupils enter the main school at the age of five, they already have higher than average achievements in English. Throughout Key Stage 1 they make satisfactory progress as they develop their literacy and language skills further. They listen well to the teachers, and they respond appropriately to questions. They develop their speaking skills through discussion and presentation of their own work. They are confident speakers and listeners by the time they reach Year 2. Their good speaking skills help them to make progress in other subjects. For example, they use some very good historical vocabulary during history lessons, and are able to explain clearly what they are trying to achieve.
51. Pupils across Key Stage 1 develop good reading skills through a wide range of activities. They join in with enthusiasm as they read shared texts and learn how to build unknown words. They quickly become confident readers of simple text. Pupils with special needs, and those of lower attainment are provided with additional support, which enables them also to make satisfactory progress in reading. The good partnership between pupils, teachers and learning support assistants helps all pupils at Key Stage 1 to make at least satisfactory gains in learning. Occasionally however, resources for reading are inappropriate. Pupils sometimes cannot read the shared text because it is too small. This inhibits the amount of progress that they make. Also because the book resources in classrooms are limited by the lack of space, pupils sometimes find it difficult to browse through different books when making a choice.
52. All pupils have individual literacy targets. There are cohort targets for spelling. These are both regularly monitored and enable improvement to be made over time. By the time they reach Year 2, higher attaining pupils are developing a clear joined style of writing. Punctuation is generally accurate and they use a wide range of vocabulary. For example, they write some good extended stories, which are interesting to read. Lower attaining pupils develop their writing skills through daily practice and succeed in using simple sentences to convey meaning. Opportunities to write in other subjects are satisfactory, and the use of information technology to support writing and spelling is developing appropriately. Overall, pupils throughout Key Stage 1 make satisfactory progress in writing and spelling. An example of better progress was seen in Year 2, where pupils used white boards to successfully identify the number of syllables in different words. The use of white boards ensured that pupils could work at their own level and did not have to wait for others to complete their tasks.
53. At Key Stage 2, pupils continue to develop good speaking and listening skills. For example, in Year 3 pupils talk confidently about stories they have heard as they identify the different styles of traditional tales. They listen well and made valid comments during story time. In Year 5 for example they exhibit above average speaking skills as they comment fluently on the different features in myths and legends. They clearly explain the moral in the story and show maturity in the language that they use. The high amount of drama activities in the curriculum allows pupils to develop confidence and skill in speaking aloud. For example, effective discussion relating to a history topic on the Victorians was used to promote speaking and listening skills in Year 5. Pupils were able to explain some of the problems of the times through drama. They exhibited high standards of language using complex vocabulary and sequences of sentences for dramatic effect.
54. Pupils reading skills at Key Stage 2 are high. Almost all pupils are enthusiastic readers and enjoy talking about the books they have read. They use books and the Internet confidently to find information and, by the time they reach Year 6, they have developed discernment in their choice of reading. For example during a discussion about different authors, higher attaining pupils in Year 6 described how different authors choose how they select text of stories and reports to reflect their own bias. They were able to explain the significance of both the main, and the subordinate clauses within certain texts clearly and knowledgeably.

55. The development of writing skills at Key Stage 2 is satisfactory overall. Pupils write for a range of purposes and audiences. They develop an appropriate style and are encouraged to use information technology to present their work. Some good examples of extended story writing are evident, and work is well presented. On occasion too few activities are provided for pupils of higher attainment who complete their work and have insufficient extension activities provided. Where this happens, opportunities are missed for these pupils to achieve higher levels of work.
56. The quality of teaching in English is satisfactory in all lessons, with many good features. For example, lessons are well planned and the National Literacy Strategy has been implemented appropriately. Teachers encourage pupils to be fully involved in lessons, and they use some good resources to promote speaking and listening, as well as reading and writing. The quality of teachers' questioning is good. This has a positive impact on pupils' learning and on standards attained in speaking and thinking. For example, in one lesson in Year 6 the very good questions that the teacher asked about the style and content of a narrative, encouraged pupils to use high quality language, and evocative vocabulary to describe the passing of time. Effective questioning sustains pupils' concentration well. In a very good lesson for the oldest pupils, the teacher's effective use of questioning encouraged pupils to think carefully about the narrative. English lessons are characterised by very good relationships and enjoyment. Teachers know their pupils well and generally have good subject knowledge. However, they do not always take pupils levels of attainment into consideration when planning and delivering their lessons. For example, pupils of higher attainment across the school sometimes find the content of lessons too easy. Teachers do not always provide enough extension activities, or use the following years objectives to provide appropriate learning activities for this group of pupils. This inhibits the standards that they achieve.
57. English is well led. In general the monitoring of literacy lessons has improved the quality of teaching and learning over the past few years. The use of information and communication technology to support English has also improved, and a good curriculum is in place. The inclusion of pupils with special educational needs is good, and their targets are now specific and measurable. This ensures that they make consistent progress and improve their skills. The library at the school is a weakness. There are too few books, inadequate shelving and seating, and few opportunities for pupils to browse and choose books. Very few pupils identified the use of the library as a regular feature of school life. This has been highlighted by the school as an area for improvement in the forthcoming term.

## **MATHEMATICS**

58. Pupils in Year 2 attain standards above average. Pupils in Year 6 attain standards well above average. This reflects the results of national tests in 2000. Since 1997 there has been a steady increase in the percentage of pupils exceeding the standards expected in national tests.
59. There are no marked differences in the performance of boys and girls and pupils with special educational needs are well supported and make satisfactory progress. Pupils make the best progress where teachers have a good knowledge of individual attainment and plan suitable activities. As a result of the careful analysis of results of statutory and non-statutory tests, the most able pupils are now beginning to be challenged satisfactorily.
60. Throughout the school pupils use personal white-boards to answer mental mathematics questions. At Key Stage 1 they can count in fives and add two amounts of money applying their knowledge to solving problems in words. These involve addition, subtraction and multiplication. They understand place value and the composition of numbers up to 100. They use the floor turtle to illustrate their understanding of right-angles and turn and the most able can recognise multiplication as the inverse of division within a number story.

61. At the end of Key Stage 2, pupils engage in challenging tasks involving prime numbers and extend their research to the solution of further problems relating their knowledge to square and cube numbers. Younger pupils in Key Stage 2 are able to order a set of positive and negative integers linking their work effectively with temperature measures made in science. They are able to interpret information presented in tables and graphs and demonstrate methods for finding percentages and fractions of given numbers and how they are related to decimals. They often approach their work through the consideration of open-ended problems given initially in words, demonstrating their ability to transfer knowledge to different areas of mathematics. They are able to describe the nature of probability and give numerical answers for chance as well as ascribing values to statements.
62. From scrutiny of work and lesson observations, teaching is always at least satisfactory at Key Stage 1 and generally good at Key Stage 2. During the week of inspection, the majority of teaching observed at both key stages was good and it was never less than satisfactory. The good quality teaching makes a significant impact on the learning of the pupils. Teachers generally have a good understanding of the subject and implement the three-stage numeracy lesson well. In the best lessons the brisk pace of the first section encourages a lively approach to learning and allows pupils to consolidate their understanding well. Relationships are good and teachers make lessons enjoyable. As a result pupils happily try their hardest. For example, in one lesson a pendulum was used to maintain a rhythm, when chanting multiples of numbers. The effective use of individual white-boards on which pupils write their own answers allows teachers to make informal assessments and target directed questions as well as adding to the fun of the session. Work is usually well planned so that groups of children have appropriate tasks while working independently. For example, when learning how to read scales, one class used carefully prepared rulers and measuring jugs of various types to improve their skills at reading gradations and estimating values on unmarked sections. Very good use of problem solving was seen especially at the end of Key Stage 2.
63. All teachers model good use of mathematical vocabulary and pupils are encouraged to be accurate in their answers and descriptions of methods. Older children used words like factor, multiple, product and operation appropriately. This approach is supported by the practice of ensuring that all pupils know the learning outcomes of the lesson. For example, pupils in Year 3 understand that the purpose of their mental mathematics session is to use multiples of 100 to make 1000. This helps to focus their thinking and to make judgements about their own performance. Similarly, at the end of Key Stage 2, pupils talk openly about how a lesson on factors, has helped their understanding. They preface their sentences with statements like, "I feel more confident now because....." or "I am now able to.....".
64. There is evidence throughout the school that information and communication technology is used effectively to support the mathematics curriculum. This is most noticeable in the use of spreadsheets and the collation of data, often linked to other subjects, such as science, history and geography. Similarly the floor turtle is used to extend understanding of shape and space. The co-ordinator is very keen to exploit the use of specific software in the teaching of numeracy.
65. Particular areas of the mathematics curriculum have been identified for teaching review and focus as result of careful test analysis. The concentration upon problem solving seen in classes is a result of this analysis and is certainly having an impact upon the effectiveness of teaching and learning. However, individual pupils do not consistently have targets set for them in this subject, neither are next steps always indicated in marking.
66. There has been a significant improvement since the last inspection. Results in national testing show a continuing rise. The effective implementation of the numeracy strategy and its focus on specific learning objectives has enabled pupils to make good progress at Key Stage 2. The subject co-ordinator has a great enthusiasm for the subject and a clear idea of her role in continuing to

improve standards by the careful monitoring of results, planning and teaching as indicated in the action plan.

## **SCIENCE**

67. Standards in the current Year 2 are above average. In their work on electricity teachers challenge pupils well and most understand which appliances in the home use mains electricity. They are aware also and can identify and classify which household appliances such as, the gas fire and 'walkman' do not use mains electricity in order to function. In early Key Stage 2 pupils can identify the names of teeth and their function and also the causes and consequences of eating foods containing too much sugar. In Year 4, pupils understand that in order to take temperatures accurately the sense of touch is sufficient and instruments such as thermometers need to be used. At the end of the key stage, pupils can identify the properties of solids and gases and clearly understand how electricity travels and how extra power from batteries can increase the illumination of the bulbs or the noise the buzzer makes. Throughout the school pupils are secure and confident in answering questions on science. The setting and discussions of work involving real life problems is a regular feature in lessons.
68. From scrutiny of work and observations of lessons, the quality of teaching in science is satisfactory overall at Key Stage 1 and good at Key Stage 2 with a number of strengths, which account for pupils' good progress. It is always at least satisfactory at Key Stage 1 and in the one lesson observed it was good. Teachers plan well together and regularly share ideas about what works well in lessons. Teaching is based on good subject knowledge that enables teachers to ask probing questions to make pupils think. They encourage pupils to explain their thinking to others to help clarify their understanding and they emphasise important aspects of a scientific approach, such as, the need for a fair test. Throughout the school in depth questioning leads to high quality scientific discussion. Well delivered introductions and good questioning, as in a lesson for pupils at the top of the school, enabled pupils to think carefully about the essential requirements of using electricity and to discuss them sensibly. Resources, which are good, are used effectively by teachers and handled competently and carefully by pupils.
69. Pupils are assessed well, effective tracking and target setting programmes are in place, which are supported by supplementary tests giving valuable data to identify strengths and weaknesses. Pupils' investigative skills are being well developed and the co-ordinator monitors the overall planning effectively. The systems in place record effectively the progress pupils make and allows the co-ordinator to monitor the overall development of this area effectively. Some monitoring of teaching and learning is being administered but this is an area, which is to be further developed.

## **ART AND DESIGN**

70. Pupils of all levels of prior attainment make satisfactory progress at both key stages and attain standards in line with those expected by the ages of seven and eleven. This represents an improvement since the previous inspection, which judged progress to be unsatisfactory at Key Stage 1.
71. Although it was only possible to observe two lessons during the week of inspection, from a scrutiny of work on walls and in sketch books, the quality of teaching is satisfactory overall throughout the school. Lessons are interesting and appropriately linked to other topics, such as work relating to literacy in Year 1, when pupils made their own effective pictures of monsters, both free-hand and using the computer, after reading "Not now Bernard". Pupils in Year 3, made attractive "post cards" in work linked to geography and those in Year 5 illustrated fables and myths in work appropriately linked to the study of Ancient Greece. The interesting nature of the tasks set and the good management of lessons result in pupils having good attitudes to the subject.

They behave well and focus attentively on the tasks they are set. For example, in a lesson for pupils in Year 1, based on the different textures and colours of cloth, the teacher's questioning was good. She used resources and her voice very effectively to demonstrate what was required and to make the lesson interesting. Magnifying lenses were provided for the pupils to use to look closely at the construction of the fabrics. The pupils responded very well, were well behaved, and studied the textures and colours with awe and wonder. As a result, pupils make steady progress in the acquisition of knowledge and skills.

72. The previous inspection judged there to be too little expected of the pupils, especially at Key Stage 1. This is no longer the case and pupils have access to the full curriculum for art. Teachers manage their pupils well and lessons are well planned to introduce pupils to the work of a wide range of artists. However, the majority of the artists studied are from nineteenth and twentieth century Western European schools of art. Pupils have little opportunity to look at art of other cultures or times. Good use is made of information and communication technology to support teaching and learning throughout the school. Pupils in all year groups use drawing programs effectively to create bright attractive work in the style of artists such as Mondrian and Matisse. There is appropriate emphasis on work in three dimensions and pupils in Year 5, design patterns in the style of Clarice Cliff when working with clay. Year 6 pupils discuss the similarities and differences in the portraits of Ford Maddox Brown and Elizabeth Fink. Pupils use sketch-books from Year 1 onwards. However, in some classes little work is done in them, pupils do not often have opportunities to develop themes in their work and their sketches and drawings are rarely dated. As a result they are not an effective record of work and progress.
73. Leadership in the subject is sound. The co-ordinator is aware of the need to develop the subject further, including formalising procedures to track pupils' progress. She has not yet had the opportunity to monitor teaching and learning, but does monitor planning and evaluations of lessons. There are plans to introduce pupils to the work of a wider range of local artists in the coming term.

## **DESIGN AND TECHNOLOGY**

74. Standards are in line with those expected of pupils of seven and eleven at the end of each key stage and pupils make satisfactory progress throughout their time at school. All teachers now plan with regard to the programmes of study and related scheme of work, which marks a significant improvement from the last inspection, when National Curriculum requirements were not being met and pupils' attainment at Key Stage 2, was below that expected nationally.
75. The satisfactory progress made by pupils at Key Stage 1, results from sound teaching. Pupils are able to understand the processes involved in designing and making artefacts. By looking closely at the structure of a collection of puppets and drawing carefully labelled pictures, for example, pupils are able to make plans for their own puppets to be completed later. They discuss the materials used, how they are to be joined and understand how the puppets move. The quality of teaching overall at Key Stage 2 is satisfactory. Pupils in Year 3 are able to express preferences for types of bread and analyse a balanced plate of food before designing, making and testing their own sandwiches. Towards the end of Key Stage 2, pupils are able to design moving toys made in rigid materials, using cams and gears and they design, make and test musical instruments. There is evidence at Key Stage 2 of how pupils develop their skills in working with tools and making structures. They also have the opportunity to extend their experience by working with experts who visit the school. A broad range of work leading to satisfactory capability in design and technology was observed both in the classroom and through records. Pupils keep careful records of plans, diagrams of moving parts and measured structures and there is evidence that pupils of both key stages make careful evaluations of their work. Pupils at the end of Key Stage 1 transmitted pictorial records of their wheeled-vehicles by e-mail to another school to aid in their



evaluation and testing. Although the school possesses equipment to link activities in controlling systems through computers, there was little evidence of recent work to support this.

76. Pupils enjoy this subject and, in the lessons observed, are able to work well together in groups or pairs to extend their understanding by discussion and collaborative work. In these lessons, the work was very well supported by the careful preparation of equipment, collections and materials. This illustrates the high quality of teachers' planning. The lessons formed part of a series enabling pupils to follow through the complete cycle of the design and technology process. Pupils are excited by their work and concentrate well for long periods of time on the tasks involved.
77. The leadership of the subject is sound. The co-ordinator shows enthusiasm for her subject and has made a suitable start to developing assessment by collecting photographic evidence of objects made, and keeping records of planning and evaluation.

## **GEOGRAPHY**

78. The last time the school was inspected, standards of attainment at the end of Key Stage 1 were below average and pupils' progress was poor. Pupils at Key Stage 2 made good progress and, as a result, attainment at the end of the key stage was in line with that found nationally. Since then, there has been a significant improvement in standards. They are now in line with those expected nationally at the end of Key Stage 1. The progress pupils make has been improved at Key Stage 2, so that pupils standards have improved from a low base. Standards are currently in line with those expected at end of the key stage and there are many good features.
79. At the end of Key Stage 1, pupils have a good knowledge of local places and are able to identify and label the countries of the United Kingdom on a map of the British Isles. They have suitable understanding of their own area, for example, studying transport in the area and recording and classifying vehicles that pass the school gate. Pupils at lower Key Stage 2 study a village in the Yorkshire Dales. They identify its location, relief features and how it has changed over the years. Pupils in Year 4 have developed sound map reading skills, they draw a large map of their own local area and identify key features using correct geographical symbols. By the end of the key stage, pupils are able to identify the characteristics of a mountain range and supplement classroom learning effectively with research using a web page on the Internet. Pupils use geographical vocabulary confidently and competently when drawing their own maps. They extend their skills by plotting routes on these maps and comparing and contrasting views.
80. The sound standards of teaching in Key Stage 1 and good standards observed in Key Stage 2 ensures the subject is developing well. Coverage of the subject is evident and teachers' secure knowledge and level of understanding and the enthusiasm with which the subject is taught motivates pupils to learn. They are provided with suitable opportunities to discuss their findings and in Year 6, debate convincingly the geographic phenomena of mountain ranges. The very good achievement in the lessons observed was due to lively enthusiastic teaching, very good subject knowledge, brisk pace and the provision of suitable opportunities for pupils to show initiative in their learning.
81. The subject is well managed and this has been instrumental in improving standards at both key stages. However, teachers in both key stages do not yet assess the pupils' work as rigorously as they should. The school acknowledges the need for improved assessment in order to inform teaching and learning more effectively and continue to raise standards.

## **HISTORY**

82. There has been good improvement in history since the previous inspection. Standards are now above average across the school, and pupils at both key stages make good progress. This improved picture is due to the enthusiasm and commitment of teachers, and to the improved time allocation.
83. By the age of seven, pupils develop good understanding of the passing of time and show high levels of interest in the lives of people from the past. For example, pupils in Year 2, use time-lines accurately to work out when they were born. They develop good historical vocabulary as they talk about how many years ago it was. They read and use dates well, and show that they are developing good awareness of the past. Higher attaining pupils describe what a time-line for Florence Nightingale would look like. They show good levels of understanding of change as it affects peoples' lives. For example, they make comparisons between hospitals in times past and those of today.
84. Throughout Key Stage 2, pupils continue to improve their historical knowledge and skills. They use many different strategies to present their work and to develop good understanding of different periods. For example, in Year 3, they use drama effectively to portray some of the characters of ancient Egypt. They consolidate their knowledge about the Egyptian gods through discussion and role-play. They use and develop their good speaking skills as they present their findings to their peers. Pupils in Year 4 show high levels of enthusiasm as they learn about the Invaders and Settlers in Britain. They know many of the names of the Picts, they identify some edicts from Roman times, and they discuss aspects of Viking culture to good effect. Pupils compare, the cultural influences brought by the Invaders, with interest, and show very good knowledge of the sequence of events from those times. Towards the end of the key stage in Years 5 and 6, pupils show a developing understanding of the impact of historical episodes on life today. For example, they use census data from Victorian times to explore the reasons for population changes in their own town. They use their very good speaking skills to present findings about differences in school life in different cultures. They systematically develop their enquiry skills, as they use the Internet to search for information, and as they use real historical sources to find out about the past.
85. Pupils across the school effectively develop and improve their literacy and numeracy skills through history. They write accounts of different periods, read a range of historical texts and factual details, use information and communication technology to present some of their findings, and use and display data. This has a positive impact on their development of basic skills.
86. The quality of teaching is good. Teachers exhibit good subject knowledge and high levels of enthusiasm. They make very good use of resources. Effective telling of stories stimulates pupils' interest in different periods. Teachers make good use of discussion and questioning to enable pupils to review and refine previous work and to consolidate their knowledge of life in other times. Pupils benefit from a curriculum which includes a wide variety of historical visits, and from the very good use made of the rich local history of the area. Leadership in the subject is good. Assessment is in the early stages, but the effective co-ordinator has rightly identified this as the next step to improving standards further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

87. At the time of the last inspection, standards in information and communication technology (ICT) were below average and pupils made unsatisfactory progress. Teachers also lacked confidence and expertise. The situation has now changed for the better. Pupils at both key stages are currently making good progress. Standards are currently in line with those expected of pupils at age seven and eleven. This is because of the good leadership in the subject and because teachers have improved their skills and are now confident and enthusiastic in their teaching. Resources have been increased and enhanced. The new ICT suite is having a very positive impact on the standards that pupils achieve.

88. At Key Stage 1, pupils use computers to draw pictures, write simple stories, display information and simple data and to play games. Pupils in Year 1 develop early skills by practising their mouse control as they draw pictures to illustrate their writing. As they move through Key Stage 1 they begin to learn about control as they give instructions to a floor turtle. Almost all pupils are able to enter the correct sequence to enable the turtle to go forwards, backwards, left, right and also to turn around. They show clear understanding that they can change outcomes by changing the instructions that they give.
89. Throughout Key Stage 2, pupils continue to make good progress. Teachers lead them through a well-structured range of activities to ensure that they make effective gains in skill. For example, pupils in Year 4 build on their earlier knowledge of programming a floor turtle by transferring the instructions from the turtle to the screen. They very quickly show that they have remembered how to give instructions. They successfully write simple programmes to draw shapes on screen, and describe the expected outcomes. By the time they reach Year 6, pupils are confident users of ICT. They use digital cameras to illustrate their work, are confident in the use of e-mail, and undertake searches on the Internet. Pupils in Year 6 are able to describe their use of ICT with confidence, and enthusiasm. They describe how they have improved and see this improvement as a result of their use of the new resources. They display their work with pride and show how they save it in their own files. Pupils are beginning to use ICT to enhance and support their work in many subjects. For example, they have undertaken searches to discover facts about the ancient Greeks as part of history. They show how they have displayed data collected as part of mathematics and science, and they print some of the work they have completed as part of an English topic on producing posters. They set up different data-bases, and can recall and describe how this was accomplished.
90. The quality of teaching has improved since the previous inspection and is now good. Teachers have all undertaken training and are now confident. They plan the use of ICT in many lessons, although this is not yet a consistent feature in all subjects. The increased confidence, and the raised standards are a direct result of training and the new improved resources. Procedures for assessing pupils' abilities are currently being established.

## MUSIC

91. Pupils of all levels of prior attainment make satisfactory progress overall at both key stages. Since the previous inspection standards have been maintained at Key Stage 2, and there has been an improvement at Key Stage 1, where pupils were judged previously to be making unsatisfactory progress. By the ages of seven and eleven, standards are currently in line with those expected nationally.
92. There has been an improvement in the quality of teaching and learning since the previous inspection. At that time, teaching was judged to be unsatisfactory overall and few teachers had confidence to teach the subject effectively. Currently, the quality of teaching is satisfactory throughout the school and the teaching of singing is good. Pupils make good progress in learning to sing. They listen attentively to the instructions they are given, and try hard to do their best. As a result standards of singing are good throughout the school. The co-ordinator has a great interest in music, especially singing, and this has a direct positive impact on the quality of teaching all year groups receive in lessons and hymn practices. Aspects such as correct breathing and diction are effectively taught. Pupils enjoy their music lessons. They are well behaved and join in well. They comply happily with class rules, such as raising their hand to indicate they want to contribute to discussions.
93. A significant proportion of pupils take advantage of the opportunity to have peripatetic tuition to learn to play a range of instruments in school. These include violin, piano, woodwind and guitar.

These pupils make generally good progress in learning how to play their instrument and also about standard musical notation. This has a positive impact on the standards these pupils attain.

94. In mainstream classes, all aspects of the statutory curriculum are taught. However, the teaching of composition and opportunities for pupils to learn to play instruments have been under-emphasised in the past. As a result, pupils' ability to play simple instruments is often not good enough. For example, pupils in Year 3, do not all know how to play a triangle. There are few links with information and communication technology, and it is currently under-used to support work in music, as there are no programs in school to be used. The co-ordinator is aware of these weaknesses and there are plans to resolve them when the subject is reviewed in the coming year.
95. Leadership in the subject is good. Monitoring of the subject is through scrutiny of teachers' planning and their evaluation of their own lessons at present. Currently, there is no whole-school system to assess pupils' progress in the different aspects of music. Teachers keep their own notes to help with the writing of reports, and assessment is informal. There is an appropriate range of musical clubs and extra-curricular activities, including singing and recorder groups. The school regularly takes part in a wide range of festivals, including participating in B.B.C music week. Many different musicians visit the school to perform for the pupils, including brass and woodwind instrumentalists and singers, including folk singers. All of these experiences have a positive impact on pupils' spiritual, moral, social, and cultural development.

## **PHYSICAL EDUCATION**

96. No lessons were observed at Key Stage 1, but from standards observed in Year 3, secure judgements can be made. The quality of teaching is sound and leads to pupils making steady progress. Standards of achievement of pupils in Key Stage 1 are, in line with that expected nationally. This is different from those found in the previous inspection when although standards were judged to be satisfactory, progress was found to be unsatisfactory. At Key Stage 2, standards are now above those generally expected for pupils of this age and this again indicates an improvement from the previous inspection. The school has also improved the range and quality of extra-curricular activities. These reinforce pupils' knowledge and understanding of skills and impact positively on the standards they attain. Pupils in Years 5 and 6 are given the opportunity to participate in a wide range of outdoor and residential activities at two different venues. Apart from acquiring new skills, these opportunities promote both independence and interdependence. During discussions with pupils, they spoke with enthusiasm about these residential experiences and felt they were good preparation for life in the comprehensive school.
97. Pupils observed in Year 3 had clearly been given suitable opportunity to work on a variety of gymnastic skills. They worked well and enthusiastically, and enjoyed working with each other and evaluating each other's work. There were good examples of pupils displaying style in their starting, rolling and finishing positions and they responded eagerly when their peers evaluated their work, which boosted them to improving functions. Pupils work independently and in pairs, use space effectively without breaching safety rules, which they knew well.
98. The work of pupils in Key Stage 2 is of good quality and pupils respond particularly well and actively to good teaching. Lessons are effectively planned, including dividing of lesson time into parts to effectively teach different aspects of the subject. Teachers ensure lessons have good pace and as a result pupils make good gains in learning new skills. They are eager to demonstrate for their group or class, and take the evaluation of their peers seriously and sensibly. Pupils at the end of the key stage perform well in dance. They responded to instructions from their teachers eagerly and enthusiastically. They listened carefully and thoughtfully to music and allowed the mood and tone to dictate their movements rhythmically and fluently. Again pupils evaluated the work of their peers and paid thoughtful attention when others were performing. Throughout the lesson pupils were sharply focused on their activity and clearly enjoyed the lesson. No games

lessons were observed, but from extra-curricular provision and results of competitive activities, pupils perform well. They learn new skills in lessons and use games situations to practise and improve on these skills. In the summer, pupils participate in athletics. All classes at Key Stage 2 enjoy a term's lessons. By the time they leave the school, in excess of 95% of pupils can swim a minimum of 25 metres and many do more, gaining both distance and personal awards.

99. The co-ordinator, who has recently been appointed, is committed to improving the quality of physical education within the school. She is enthusiastic and acknowledges what now needs to be done in terms of assessment in this area.