

# INSPECTION REPORT

## **BOURNE COMMUNITY PRIMARY SCHOOL**

Eastbourne

LEA area: East Sussex

Unique reference number: 114473

Headteacher: John Kenward

Reporting inspector: Carole Skinner  
23160

Dates of inspection: 18<sup>th</sup>-21<sup>st</sup> February 2002

Inspection number: 197787

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Melbourne Road Eastbourne East Sussex
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Appropriate authority:	The governing body, Bourne Primary School
Name of chair of governors:	Mrs B Clark
Date of previous inspection:	September 1997

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9569	Jan Leaning	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
9092	Ron Elam	Lay inspector		Pupils' attitudes, values and personal development.
30695	Geraldine Dinan	Team inspector	Science, information and communication technology, design and technology.	How good are the curricular and other opportunities offered to pupils?
23434	Marie Gibbon	Team inspector	English, music, religious education, English as an additional language.	
16492	Bob Lever	Team inspector	Mathematics, art, physical education, equal opportunities, special educational needs	
27644	John Tate	Team inspector	Geography, history, Foundation Stage.	

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

### **INFORMATION ABOUT THE SCHOOL**

Bourne Primary School educates boys and girls aged between three and 11 years. It is larger than most schools of its type as there are 486 pupils altogether. Of these, 50 children attend part-time in the Nursery and 22 attend part-time in the two Reception classes. There are 36 full-time children in the Reception classes. There are 22 more boys than girls on roll. There are 189 pupils on the school's register of special educational needs (44 per cent) which is high and has increased significantly since the previous inspection. Pupils with moderate learning difficulties are the largest group. Four pupils have statements of special educational need, which is average. Just under ten per cent of the pupils come from minority ethnic backgrounds, which is higher than most schools. Twenty of the pupils come from refugee and asylum seeker families. About 13 per cent of the pupils speak English as an additional language. This is above average and has more than doubled since 1997. Thirty-nine pupils are at an early stage of learning English. Around 27 per cent of the pupils are known to be eligible for free school meals, which is above average. During the last school year, 86 pupils joined the school and 65 left it at times other than those of the normal first admission or transfer. This is an exceptionally high rate of mobility. The school is situated in an area of significant social deprivation. Many children enter the school with very poor language, communication and social skills.

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

Bourne Primary School provides a sound education for its pupils. It has many good features, including the quality of teaching and its provision for pupils' personal and social development. The leadership and management of the school provide clear direction for its development and are establishing ways to bring about improvement in the low standards attained by the pupils. Although standards are much lower than those seen in most schools, pupils' achievement is satisfactory given their very low starting point and the very high turnover of pupils. The school provides satisfactory value for money.

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

- The school has very good procedures for promoting good behaviour, which help to create a positive and caring atmosphere where pupils are very keen to learn and participate in activities.
- The very good provision for pupils' moral and social development helps them to develop personal responsibility and show respect and tolerance towards others.
- The quality of teaching is good, and relationships between staff and pupils are very good. This helps to motivate pupils to apply themselves to learning.
- The provision for pupils with special educational needs is good and helps them to make good progress towards the targets that are set for them.
- The school provides an exceptionally good range of activities outside lessons, which greatly enhance pupils' learning.
- Efficient financial planning and administration ensure that resources are used well to support pupils' learning.

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

- The standards achieved by the pupils in English, mathematics, science and religious education, which are lower than those seen in most schools.
- Pupils' attendance is well below the national average, and there is a high proportion of unauthorised absence.
- The monitoring of standards, the curriculum and the quality of teaching and learning is not rigorous enough.
- There are inconsistencies in the organisation and balance of the curriculum, and insufficient planned opportunities for pupils' cultural development.
- The governors are not meeting their statutory obligations for teaching religious education and providing a daily act of collective worship, and pupils' spiritual development is unsatisfactory.

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

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

The school was last inspected in October 1997. Since then it has made a satisfactory improvement against a background of rising social deprivation, growing numbers of pupils with special educational needs and English as an additional language and an increasingly high turnover of pupils. Standards rose initially, but have since declined, in English, mathematics and science. Standards in information and communication technology have improved as a result of better resources and staff training. The quality of teaching remains good but the school

has not fully addressed the issue of curricular balance and organisation. Assessment procedures have improved and now suitably inform teachers' planning. The governing body is still not meeting fully its statutory obligations. The very good teamwork and growing awareness of what needs to be done to raise standards mean that the school has a good capacity to continue to improve.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	E	D
mathematics	B	D	E	D
science	B	C	E	C

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

The low standards in the 2001 national tests reflect to a large extent the high number of pupils with special educational needs in the year group and the fact that half of the pupils who took the tests entered the school after Year 3. Other reasons for the low standards were poor achievement in writing and mental mathematics, and few pupils achieving higher than average standards. In reading, 77 per cent of the pupils achieved the national expectation (Level 4) while in writing only 30 per cent did so. The proportion of pupils who reached the higher Level 5 was much lower than that seen in most schools. The school did not meet its targets for the percentage of pupils to reach Level 4 in English and mathematics as these were unrealistic given the pupils' attainment. The targets for 2002 provide a considerable degree of challenge for the school. The inspection's findings show that, in the current Year 6, standards are well below average in English and mathematics and below average in science, with few pupils reaching higher levels of attainment. Standards in religious education are below the expectations of the locally agreed syllabus because pupils are not covering the curriculum in enough depth. Standards in art and physical education are above average because the school gives them high priority and teachers have very good expertise in the subjects. Standards in Year 2 are also low in English, mathematics, science and religious education, and good in art. In both Years 2 and 6, standards in other subjects are broadly similar to those seen in other schools, except in geography where there was not enough evidence to make a judgement. By the end of the Reception year, standards are well below average in communication, language and literacy, mathematics and knowledge and understanding of the world. They are close to average in creative development, physical development and personal, social and emotional development because of the very great emphasis that is placed on these areas of learning in the Nursery and Reception. Overall, pupils achieve satisfactorily given their very low starting point and the disruption to their education that many experience through moving from school to school. More able pupils do not always achieve as well as they should.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest in their work and most concentrate well during lessons. They have a positive attitude towards learning.
Behaviour, in and out of classrooms	This is good and reflects the high priority given to promoting appropriate behaviour throughout the school. Pupils are generally well mannered, polite to adults and to each other and welcoming to visitors.
Personal development and relationships	Good. Pupils enjoy taking responsibility for tasks around the school. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons.

Attendance	Attendance is poor and has an adverse effect on learning for some pupils. The rate of unauthorised absence at 2.5 per cent is exceptionally high.
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### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The strongest feature of the teaching is the way teachers relate to and manage the pupils. They use a very good range of strategies to manage pupils' behaviour so that it does not disrupt lessons or affect other pupils' learning adversely. Teachers and assistants know pupils well and value their contributions. They give praise and encouragement and instil in pupils a desire to do well, which motivates them to apply themselves to their work and helps to create a purposeful working environment in the classroom. A significant strength of the teaching is the teamwork between teachers and assistants, which ensures a consistent approach to both discipline and learning in every class. As well as imparting information and teaching new concepts and knowledge, teachers recognise that many pupils need to learn through practical activity after a short period of listening and organise small group tasks that are well supported by teaching assistants. Teachers have a good knowledge of the subjects they teach and the school makes very good use of individual expertise in music, physical education and information and communication technology. Basic skills in English and mathematics are taught well. Lessons are generally well paced, and this helps pupils to acquire knowledge and skills at a good rate. Teachers' planning is inconsistent in quality and does not always show clearly what pupils are expected to learn and how this will be achieved. Teachers' planning generally does not take sufficient account of more able pupils or show how their needs will be met. Variations in approach between classes indicate that the school's marking policy is not being implemented consistently. The weakest element of pupils' learning is their own knowledge of what they have learned during a lesson. Teachers do not always explain clearly the purpose of the lesson or return to this at the end to check with pupils whether they have learned what they set out to. The teaching meets the needs of pupils with special educational needs and those who speak English as an additional language well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is satisfactory. There is a very good emphasis on the arts and an exceptional range of extracurricular activities. There is good provision for personal, social and health education. Weekly teaching time is below average and the time given to some subjects is low compared to most schools. There are inconsistencies in timetabling arrangements and curricular organisation.
Provision for pupils with special educational needs	Good. Arrangements for using individual education plans are effective in ensuring that pupils' needs are met in the classroom. They also receive good support when withdrawn from lessons to work in small groups, but sometimes miss other learning experiences. The good provision for pupils with statements of special educational need is proving particularly effective for those with emotional and behavioural difficulties.
Provision for pupils with English as an additional language	Good. Pupils who have English as an additional language have full access to the curriculum offered by the school. They take part in all lesson activities and the very good range of opportunities which enhance the curriculum. Specialist staff provide good support and useful guidance for class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good moral and social development is promoted through assemblies, class discussions and the wide range of experiences the school provides. Provision for spiritual development is unsatisfactory. There are not enough opportunities for pupils to fully appreciate the exciting nature of the world around them or to reflect upon their own feelings or beliefs. The school does not provide a daily act of



	collective worship for all pupils. Pupils' cultural development is promoted well through art, music, drama and dance but there are too few opportunities to learn about the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Good. All adults contribute effectively to providing high levels of care for the pupils. The tracking of individual pupils' progress is developing soundly. Assessment procedures are good in some subjects but undeveloped in others. There are very good procedures for monitoring and promoting good behaviour.

Although the school's partnership with parents is satisfactory, a significant minority of parents are dissatisfied and feel the school does not work closely enough with them.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership and management of the school are very effective in creating a happy school, where pupils are keen and able to learn. The leadership and management of the curriculum are not yet fully effective in raising standards of achievement. The role of subject co-ordinators in monitoring standards, the implementation of the curriculum and the quality of teaching and learning is not sufficiently rigorous.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the staff and have the best interests of the school at heart. They have a sound understanding of the challenges that the school faces and are involved in identifying and discussing priorities for the school development plan, though they rely heavily on the headteacher to guide them in reaching decisions. Governors are not fulfilling their statutory obligations for religious education and collective worship.
The school's evaluation of its performance	Satisfactory. Detailed analysis of the reasons for the school's poor performance in national tests has identified appropriate priorities for improvement and action to be taken. These recent initiatives are improving the school's management systems and helping the meet the school's aim to enable pupils to reach their full potential.
The strategic use of resources	Good. There is good financial planning and monitoring of expenditure by the headteacher, bursar and governors. Specific grants are used effectively to support pupils' learning. There are clear links between educational priorities and budget plans. The criteria for judging the effectiveness of spending decisions do not relate closely enough to raising standards. There are sound procedures for ensuring best value.

The school is well staffed. The accommodation and learning resources are satisfactory overall, but the library is not able to be used to full effect because it also serves as a computer room.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The teaching is good.</li> <li>• Their children like school.</li> <li>• They feel comfortable approaching the school with questions or problems.</li> <li>• The school has high expectations of their children.</li> </ul>	<ul style="list-style-type: none"> <li>• The behaviour of the pupils.</li> <li>• The amount of homework their children receive.</li> <li>• The information they receive about their children's progress.</li> <li>• The way the school works in partnership with them.</li> </ul>

The inspection's findings largely confirm the parents' positive views, except that the school's expectations of some pupils' academic achievement are not high enough. The findings of the inspection are that the pupils' behaviour is good, as a result of very effective strategies to manage it. Pupils generally receive appropriate amounts of homework but there are too few opportunities for independent research for older pupils. The school is aware of the need to improve the content of pupils' reports, following the introduction of a new computerised system. The school has introduced many initiatives to involve parents in their children's learning but most have received little support from parents.

## **PART B: COMMENTARY**

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

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

1. When children enter the Nursery, their attainment, particularly in language and communication skills, is very poor. The initial assessments of children made at the beginning of the Reception year confirm this, the results being much lower than those seen in most schools. There is also a high turnover of children. A significant minority of pupils leave the school at the end of their time in the Nursery, and new children enter the Reception classes throughout the year. Against this background, the good teaching in the Nursery and Reception classes results in children making good progress towards the Early Learning Goals during their time in the school. However, standards in communication, language and literacy, mathematics and knowledge and understanding of the world remain well below national averages by the end of Reception. Children make good progress in their personal, social and emotional development, creative and physical development, and reach standards that are similar in standard to those found in most schools. This is because teachers place great emphasis on these areas of learning in the early stages in order to help children develop positive attitudes towards learning.

2. In Year 2, standards in English and mathematics are well below average. This is reflected in the national test results over the past four years. During this time, there has been a marked decline in the attainment of children on entry to the school and a sharp increase in the proportion of pupils with special educational needs and those who speak English as an additional language. As a result, standards are lower than at the time of the previous inspection. In the national tests in 2001, the school's results were in the lowest five per cent in reading and mathematics. The school also compares unfavourably with other schools that have a similar proportion of pupils eligible for free school meals. However, school records show that individual pupils make satisfactory progress during their time in Years 1 and 2, given their low starting point. Records also show that many pupils enter the school part way through a school year. Boys do not perform as well as girls in the tests, and the school is addressing this by developing the range of reading and activities to improve boys' motivation and skills.

3. In science, in Year 2, standards are below average, whilst those in religious education do not meet the expectations of the locally agreed syllabus. Standards are similar to those seen in most schools in information and communication technology, design and technology, history, music and physical education. They are above average in art. There was insufficient evidence to make a reliable judgement about standards in geography in Year 2 as it was not being taught at the time of the inspection and no written work was available. Standards in art and information and communication technology are higher than they were four years ago, as the school has developed teachers' expertise and the curriculum in those subjects effectively. Standards are lower than they were in music, because pupils do not receive the same high level of specialist teaching that they had four years ago. Standards in religious education are lower because the curriculum is not sufficiently well planned to meet the requirements of the locally agreed syllabus. Overall, pupils' achievement is satisfactory at Key Stage 1. The inspection's findings show that standards are improving in Year 1 due to consistently good teaching and high expectations of what pupils are capable of achieving. These pupils are making good progress and achieving well.

4. Standards in Year 6 have also declined over the past two years, having shown a good improvement before this time. This again can largely be attributed to the changing nature of the school's intake and the very high turnover of pupils in Years 3 to 6. The results of the 2001 tests were the lowest for four years, being well below national averages in English, mathematics and science. However, the school's records show individual pupils' progress to be satisfactory, when their performance in the Year 6 tests is compared with their results in the tests in Year 2. Approximately half of the pupils who took the tests in 2001 entered the school at some stage during Years 3 to 6.

This disruption to pupils' education is a major cause of pupils not reaching the national average level (Level 4) by the time they leave the school. Teachers make every effort to determine what pupils know and what they need to learn when they arrive in school mid-way through a term, but find it difficult to ensure that all gaps have been filled, especially when junior classes contain 35 pupils and pupils arrive without records of their previous achievements. There are no significant variations in attainment between girls and boys.

5. The findings of the inspection are that standards in Year 6 in English and mathematics are well below average, which reflects the results of the 2001 national tests. This is because a high proportion of pupils have special educational needs and there are very few high achievers in the year group. In science, standards are below average, which is an improvement on the test results. More pupils are able to achieve expected standards in science because there is a good emphasis on practical and visual teaching methods so that pupils' attainment is not restricted by their weak literacy skills. Standards in religious education do not meet the expectations of the locally agreed syllabus. This represents a decline since the previous inspection. As there is no coherent scheme of work for the subject and insufficient time is allocated to teaching it, some elements of the Agreed Syllabus are not covered in enough depth. Standards in information and communication technology have improved since the last inspection for the reasons already given and are now as expected. In history, music and design and technology, standards are similar to those seen in most schools. Standards are lower than those seen in the previous inspection in music, because the school no longer has the same level of specialist teaching throughout Years 3 to 6. There was insufficient evidence to make a reliable judgement about standards in geography. Standards in art and physical education are above average, because the school places a strong emphasis on teaching pupils a wide range of skills, teaching is good and the curriculum is planned well.

6. Many of the pupils identified as having special educational needs have very limited language skills. Others have difficulties related to physical disabilities or behaviour. Inevitably, the majority of these pupils tend to perform below their peers, in particular in speaking and listening, reading and writing and in mathematics. Their difficulties also affect their ability to progress in some other areas of the curriculum. However, as the result of good provision within the school, these pupils make good progress, both in terms of their specific difficulties and in catching up with basic skills. Pupils with special educational needs are generally doing well against specific targets and goals and are making good progress overall, particularly when receiving extra support. Annual reviews for pupils with statements of special educational need, and termly reviews for others with individual education plans show that pupils generally make good progress against their targets. The individual education plans are sufficiently specific to allow accurate assessments of pupils' progress to be made.

7. The school's provision for more able pupils is not as well co-ordinated and planned as its provision for pupils with special educational needs. These pupils do not make the progress of which they are capable in all subjects, because the work that is planned for them is not always suitably demanding. A number of parents expressed the view that their children were not being challenged enough and felt that they could achieve higher standards. This was also the finding of the inspection. However, a few pupils do achieve high standards in English, mathematics and science in the national tests, which shows good achievement. The proportion who reach this level has declined over the last three years. Pupils who are talented in non-academic subjects are well provided for. There are very good opportunities for pupils with particular talents in sport, dance, music and drama to develop and extend their skills both through the curriculum and extracurricular activities. This is a strength of the school.

8. A high proportion of pupils who speak English as an additional language enter the school with very little knowledge of English. There is a high level of mobility in this section of the school's population and many pupils join and leave the school in every year group. Most of these pupils have appropriate access to the full curriculum because there is good, and frequently very good, specialist

support and regular termly reviews of their progress. All pupils make good progress in developing their personal and social confidence within the school community because the school has a caring ethos, which places a high value on each individual, and all staff in the school support pupils well. School records show that pupils who are at an early stage in learning English make good progress because they receive regular support from specialist staff. Pupils who do not receive the same level of support from specialist staff make at least satisfactory progress in developing their knowledge and understanding across the curriculum because good teaching in the school takes account of their needs in the class.

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

9. Pupils' attitudes, behaviour and personal development are strengths of the school and make a good contribution towards promoting their attainment and progress. The relationships they have with each other and with adults are very good. These conclusions are similar to the findings of the previous inspection. Parents state that their children enjoy school. Nevertheless some pupils' attendance is poor and this has an adverse effect on the progress that they make.

10. Throughout the school, the pupils' attitudes towards learning are good. This includes those of pupils with special educational needs. Pupils concentrate well and show interest in what they are doing, as was seen in a Year 2 numeracy lesson about fractions. Year 5 pupils showed a high degree of concentration for an extended period during an art lesson, when they created a painting in the style of a local artist. During a music lesson, Year 5 pupils were eager to take part when developing rhythms. In most classes, pupils settle quickly to group work in lessons and continue to work even when not being directly supported by adults in the classroom. This was also noticeable amongst the youngest pupils. Pupils in the Nursery move around the classroom with confidence.

11. The great majority of pupils behave well in the classroom, at play and lunch times. They are generally open, well mannered, polite to adults and to each other and welcoming to visitors. They move around the school in an orderly way. They wait patiently for other classes when going to and from their rooms at the beginning and end of the day and for assemblies. Nevertheless, some pupils run in the corridors and on the stairs, especially in their eagerness to get to lunch or into the playground. Most pupils behave well but, in some of the lessons seen, a few pupils called out or found it difficult to sit still and listen to the teacher. In addition, there are a few pupils whose behaviour can sometimes be unacceptable. These pupils require special support from staff and outside agencies in order to ensure that their behaviour does not interfere with other pupils' learning. In some instances, the school has to keep pupils out of school, resulting in 22 exclusions of 9 pupils last year. Minor cases of bullying occur occasionally but pupils agree that the school has appropriate procedures to deal with any aggressive behaviour that may take place.

12. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Good co-operation was seen when Year 6 pupils were discussing their concerns during 'circle time'. Their peers colleagues responded with mature comments in making suggestions about how to help. The positive relationships between Year 5 pupils and adults in a design and technology lesson created a purposeful working atmosphere when designing rooms for a doll's house. In the classroom, even the youngest children in the Nursery respect each other's space when sitting close together on the carpet. Reception class pupils shared resources and helped each other when learning to print with different materials. Pupils usually get on well with each other when playing games at break and lunch times, although a few disagreements did occur during the inspection. There is a good degree of racial harmony.

13. The pupils' personal development is good. They show respect for the beliefs of others, as seen in a religious education lesson when Year 5 pupils listened with interest to aspects of Buddhism. Year 1 pupils showed that they could relate to other people when they joined in a poem, *Two Fat Gentlemen*, by adopting appropriate voices. Pupils show initiative, as when they use CD-ROMs for research during history and other lessons. Pupils act responsibly when undertaking various tasks

around the school and in the classroom. In particular, some Year 6 pupils, whose behaviour is occasionally inappropriate in their own classroom, show their ability to support young children in the Reception class. During lessons, the class monitors often need little guidance, as when they are giving out and collecting dictionaries and other resources. The headteacher is receptive to suggestions from pupils as when they hand him petitions on various issues. Nevertheless, the opportunities for pupils to have a formal say in matters that affect them are limited.

14. Children in both the Nursery and Reception classes are well integrated. Behaviour is good and they have positive attitudes towards their work and play. There is no reluctance to come to school and they enjoy learning within a structured range of activities. Independence is encouraged and, by the time children enter the Reception classes, most are taking responsibility for organising themselves. The children are very friendly and have a particularly good attitude towards those with learning or other difficulties.

15. Attendance is poor. The level last year was 91.6 per cent and has deteriorated since the last inspection. This is well below the national average and Bourne is now in the lowest ten per cent of schools across the country. The registers indicate that some classes have an even poorer level of attendance, but the lack of analysis by the school prevents an evaluation of how low these figures are. High levels of absence not only affect the attainment of individual pupils; other pupils are affected as the teacher has to repeat work to help absentees to catch up. Absences are mainly due to the usual childhood illnesses, although a number of parents insist on taking their children on holiday in term time. Several of these holidays are longer than two weeks, and the school approves the whole period when the government's guidance is for no more than ten days. The rate of unauthorised absence, at 2.5 per cent, is exceptionally high compared with the national figure of 0.5 per cent. In part, this is due to the large numbers of pupils who leave during the year, who have to remain on roll, often for several weeks, until the school is contacted by the pupils' new school. The phrasing of the attendance information in the governors' Annual Report suggests that they do not understand the seriousness of these figures. Punctuality is generally satisfactory although a few pupils arrive late. Registration takes place promptly at the start of the day.

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

16. The quality of teaching and learning is good throughout the school, although it varies from satisfactory to very good. This judgement is the same as that made by the previous inspection. In this inspection, 83 lessons, or parts of lessons were observed. There was no unsatisfactory teaching, which is an improvement on the last inspection. Twenty-seven lessons were satisfactory, 43 were good and 13 were very good. The quality of learning closely reflects the figures and judgements for the quality of teaching. The teaching takes good account of the needs of girls and boys, pupils from different minority ethnic groups, those who speak English as an additional language and pupils with special educational needs. It does not always meet the needs of more able pupils.

17. The major strength of the teaching throughout the school is the teachers' management of the pupils and the relationships they form with them. The school has a high proportion of pupils who demonstrate very challenging behaviour, many of whom enter the class part way through a term or school year. Teachers use a very good range of strategies to manage pupils' behaviour so that it does not disrupt lessons or affect other pupils' learning adversely. These strategies emphasise positive behaviour rather than dwelling on what pupils have done wrong, although appropriate sanctions are used when necessary. Teachers and assistants know pupils well and value their contributions. They give praise and encouragement and instil in pupils a desire to do well, which motivates them to apply themselves to their work and helps to create a purposeful working environment in the classroom. As a result of these successful strategies, in the vast majority of the lessons seen during the inspection, pupils showed positive attitudes to learning and their behaviour was good. This had a beneficial effect on pupils' learning and helped them to concentrate well and work independently.

18. Another good feature of the teaching throughout the school is the range of teaching and organisational methods used to provide the most appropriate experiences for pupils. Teachers respond quickly to pupils' loss of concentration and vary their approach accordingly. They place suitable emphasis on imparting information and teaching new concepts and knowledge, but they also recognise that many pupils need to engage in practical activity after a short period of listening and organise small group tasks that are well supported by teaching assistants. Teachers' knowledge of the subjects they teach is generally good, and the school makes very good use of individual expertise in music, physical education and information and communication technology. The teaching of basic skills in English and mathematics is good, and the school has adapted the national strategies for literacy and numeracy appropriately to meet its own particular needs. Lessons are generally well paced, and this helps pupils to acquire knowledge and skills at a good rate. A significant strength of the teaching is the teamwork between teachers and assistants, which ensures a consistent approach to both discipline and learning in every class.

19. A weaker element in the quality of teaching is the effectiveness of teachers' planning, which varies considerably from teacher to teacher. Some is very good and shows clearly what pupils are expected to learn and how this will be achieved. Some simply lists the activities that will take place without making it clear what the expected outcomes are. Teachers' planning generally does not take sufficient account of more able pupils or show how their needs will be met. The ongoing assessment of pupils' work through marking is also variable in quality. Some teachers give clear guidance to pupils on how to improve their work by setting specific targets. Some marking is cursory and it is not always clear what its purpose is. Variations in approach between classes indicate that the school's marking policy is not being implemented consistently. As a result of these shortcomings, the weakest element of pupils' learning is their own knowledge of what they have learned during a lesson. Teachers do not always explain clearly the purpose of the lesson or return to this at the end to check with pupils whether they have learned what they set out to.

20. The quality of teaching and learning for pupils in the Nursery and Reception classes is good. During this inspection, 17 lessons were observed. Six of these were satisfactory, nine were good and two were very good. The quality of teaching and learning is good in all areas of learning. Teaching of this quality means that all children learn at a rate appropriate to their abilities and make good progress. Good attitudes towards school and learning are encouraged by the teachers and assistants, who all share a strong empathy for the children. Teachers' planning is satisfactory. Routines are well established in all three classes, with children moving from one task to another with the minimum of fuss. New work is explained carefully and teachers are skilled in determining when something is understood or not. Good opportunities are provided to extend children's knowledge and understanding. The teaching of social skills is very good, enabling children to move into Year 1 well prepared. The teachers are very well supported by the nursery nurses and classroom assistants.

21. In Years 1 and 2, the quality of teaching and learning is good. During this inspection, 24 lessons were observed, of which eight were satisfactory, 14 were good and two were very good. At this key stage, the quality of teaching and learning is good in English, mathematics, science, information and communication technology, art and music. It is satisfactory in history, physical education and design and technology. It was not possible to observe any lessons in geography or religious education. In Year 1, all but one of the lessons seen were good. Here teachers' high expectations of what pupils can achieve are helping to raise standards and ensure that all pupils receive suitably challenging work. In Year 2, there is a very high proportion of pupils whose behaviour is potentially disruptive. The teachers use an effective range of strategies to manage this behaviour. For example, they quickly move pupils into small groups in some lessons when pupils find it difficult to sit together on the carpet and concentrate on the teacher's introduction. Teaching assistants are well briefed and work very well with groups of pupils on set tasks. Teachers and assistants work very well together as a team, ensuring that all pupils have the support they need to help them progress in their learning.

22. A Year 1 literacy lesson provided a very good example of successful teaching. The focus of the lesson was on traditional tales and rhyming words. The teacher made very effective use of a large text of *The Three Little Pigs* in the form of a play script. All pupils were involved in reading aloud from the script, and the teacher ensured that the most able pupils were challenged appropriately. There was very good teaching of expressive reading, individual sounds and rhyming words. The teacher's questions made pupils think for themselves: "What do you notice..?" and "Why do you think...?" which led to a worthwhile discussion of the text. The teacher also made good use of the text to identify rhyming words and used magnetic letters effectively to help pupils form their own. She was careful to enunciate sounds clearly so that pupils could distinguish between 'f' and 'v', which some were confusing. In this lesson, two specialist teachers provided very good support for pupils who were learning English, one of whom was at an early stage of acquiring the language. The activities planned for each group took very good account of pupils' attainment and their capabilities, so that all pupils received good levels of challenge. Another good feature of the lesson was the use of information and communication technology to support pupils' learning and the way this was organised to integrate smoothly with other activities.

23. In Years 3 to 6, the quality of teaching and learning is good. During the inspection, 42 lessons were observed. Of these, 13 were satisfactory, 20 were good and nine were very good. The quality of teaching and learning is good in English, mathematics, science, art, information and communication technology and physical education. It is very good in music and satisfactory in design and technology and history. It was not possible to judge teaching in religious education or geography. For some lessons in English and mathematics, pupils are taught in groups on the basis of their attainment. These lessons are known as "swaps". They enable teachers to focus more closely on pupils who have reached higher or lower levels of skill, which means that teachers do not have to cater for such a wide range of ability at any one time. This is generally effective, though the complex arrangements for teaching mathematics groups and classes sometimes detract from the beneficial features of the "swaps". Also, within the higher ability groups, there is sometimes not enough challenge for the most able pupils.

24. A good Year 4 lesson, which was a "language swap" for the lower group, illustrated the strengths of teaching at this key stage and the effective teaching of basic skills. The teacher's planning showed clearly what different groups of pupils were expected to learn and teaching assistants provided good support for pupils with special educational needs. There was effective teaching of alphabetical order and how to find words in a dictionary, and pupils were encouraged to work at a fast pace when locating words and finding definitions. This motivated them and held their attention. The teacher's very good management of the pupils eliminated misbehaviour and her involvement with all groups of pupils ensured she had a clear picture of how well pupils were progressing with their work and how hard they were working. A good mathematics lesson in Year 6, also for a lower attainment group, demonstrated effective teaching of basic skills and concepts and showed that the school's focus on developing mental calculations is working well. The lesson about fractions began briskly with a game of bingo, which tested pupils' knowledge of equivalent decimals, fractions and percentages. The teacher's enthusiastic, lively approach ensured that the lesson moved along at a good pace, and the activities provided good levels of challenge for the pupils. The teacher's clear explanations of improper or 'top heavy' fractions helped pupils to grasp a difficult concept. The teacher provided a good ending to the lesson by reinforcing pupils' understanding of improper and mixed fractions and checking how well they had understood the concepts. The teaching assistant provided good support for pupils with special educational needs, which helped them to make good progress in their understanding of fractions.

25. The quality of teaching and learning for pupils with special educational needs is good. Teachers use appropriate methods, which enable these pupils to learn effectively. The organisation of teaching groups in English and mathematics, and additional support, help teachers to match work to pupils' needs effectively. Pupils' individual education plans contain clear targets and they are

sufficiently practical for class teachers to implement when support staff are not present. Teachers take appropriate account of the targets set out in these plans when providing work for pupils in English and mathematics. Teaching assistants offer good support and keep accurate records of the progress of pupils receiving additional help. Teachers make effective use of information and communication technology to support the learning of basic skills, such as spelling or phonics, in some lessons.

26. Pupils who speak English as an additional language receive good specialist support in the early stages of their learning and their progress is monitored well in the later stages. Pupils' needs are carefully assessed when they first enter the school and a wide range of factors is considered which impinge on pupils' abilities to learn. The assessment of their progress in acquiring language takes these factors into account and produces a very effective profile of pupils' development. Clear, relevant targets are set for pupils' development and their individual plans include strategies for teachers to help pupils achieve these targets. The targets are regularly reviewed and pupils' progress is assessed appropriately. When pupils are not directly supported by specialist teachers, the quality of teaching is more variable and ranges from good to satisfactory. Staff know their pupils well, and this knowledge, and the use of ability groups in English and mathematics, help them to plan appropriately for the range of language acquisition in the class. Where class teachers liaise closely with specialist teachers, planning is more effectively matched to pupils' specific language needs. This is not consistent in each class. Although teachers plan appropriately for subject elements, the specific language needs are not always addressed. There is good liaison between the co-ordinators for special educational needs and English as an additional language.

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

27. The curriculum provides a broad range of learning opportunities for pupils but lacks balance in some areas. This lack of balance was also identified at the time of the last inspection. There are inconsistencies in the amounts of time allocated to the teaching of English, mathematics and science, between classes and in some other subjects, such as design and technology, music, religious education and geography. Time allocated to music and religious education falls below recommendations. Overall, the weekly teaching time is lower than in most schools. The school makes adaptations to the timetable on a termly basis, in order to allocate short, concentrated periods of time in which to teach some subjects. This sometimes means that a year elapses before pupils return to a subject to build upon previously acquired skills and knowledge. This has an adverse effect on the continuity of learning for many pupils as they do not have the opportunity to practise skills on a more regular basis. An issue from the previous inspection was to improve the clarity of timetabling to ensure appropriate subject coverage in each class. This has not been fully addressed, as was seen during the inspection when a number of changes to class timetables were made. On one occasion, a science lesson was cancelled in favour of outdoor physical education because of fine weather. There was no clear idea of when the missed lesson would take place. Some timetabling inconsistencies result in a lack of parity for pupils within the same year group.

28. The school has implemented the national strategies for literacy and numeracy and has adapted them to meet the needs of its pupils. In lessons these are seen to be having a beneficial effect. From Year 2 to Year 6, pupils are taught in some literacy and numeracy lessons in groups formed on the basis of their prior attainment. This helps teachers to focus more closely on teaching those skills and concepts that each group needs to improve. However, as these groups, and the range of capabilities within them, are often large, there is sometimes not enough emphasis on providing suitably demanding work for the more able pupils.

29. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum provided takes full account of the recommended areas of learning and national guidelines. Planning is usually thorough but varies between the Nursery and Reception classes. The new curriculum guidelines have been adopted, but planning is at present being piloted only in the



Nursery. Planning is well linked to appropriate topics, such as 'Trains' and 'Noah'. There is very good provision for personal and social development. This is a strength of the Foundation Stage, which prepares children very well for entry into Year 1. The Nursery is very well appointed and offers the space to provide a wide range of learning opportunities. Whilst not sharing similar premises, the Reception classes are well organised and take full account of children's needs. Focused teaching, linked to literacy and numeracy, is carefully planned for and introduced effectively to the children.

30. The school provides an exceptional range of rich and varied extracurricular activities for its pupils. Teachers and assistants give their time generously to provide these activities. After-school and lunchtime clubs include dance, choral singing, drama, cooking, gymnastics and a range of sporting activities, including netball, football and hockey. In addition, pupils in Year 5 take part in an annual visit to Bude, while in Year 6, pupils extend their knowledge of the French language and their understanding and appreciation of French culture during the annual visit to France.

31. There is good provision for pupils with special educational needs. The curriculum is appropriately organised and arrangements for using individual education plans are effective in ensuring that pupils' needs are met in the classroom. The good provision for pupils with statements of special educational need is proving particularly effective for those with emotional and behavioural difficulties. Some pupils are withdrawn from lessons either individually or in small groups for additional help with literacy skills. Whilst the extra support they receive is valuable, they often miss out on vital parts of other subjects. For example, some pupils missed the introduction of a mathematics topic for extra help with English.

32. Pupils who speak English as an additional language have full access to the curriculum offered by the school. They take part in all lesson activities and the very good range of opportunities which enhance the curriculum. The Ethnic Minority Pupil Services, who provide specialist support within the school, also provide and use a good range of relevant resources. Specialist staff provide good support and useful guidance for class teachers, and there is good informal liaison between all staff who provide for pupils' language needs. Where this liaison includes a clear focus on specific language needs, planning is effective and meets pupils' needs well. However, not all teachers' planning sufficiently identifies how pupils' varying language needs can be met.

33. The provision for equal opportunities is good overall. Boys and girls benefit equally from the curriculum and the excellent range of clubs. Pupils from minority ethnic groups and those who are refugees and asylum seekers are provided for well and fully included in all that the school offers. The school makes every effort to provide an appropriate curriculum for pupils who enter the school part way through a term or a year, by assessing their needs and modifying the curriculum appropriately.

34. The school makes good provision for the personal, social and health education of all its pupils, which is given a high priority and integrated well into the curriculum. There is a strong emphasis on the use of 'circle time', where pupils focus on and discuss particular issues. These include bullying, being 'my friend' and, in a Year 1 class, 'people we can trust'. Older pupils enjoyed a presentation by the 'Well Hard Theatre Group' about bullying issues. There is a structured approach to sex education and the use and misuse of drugs and a sensible regard for healthy living. The school has adopted a 'fruit only' policy at break time with fruit being available from the recently opened 'tuck shop'.

35. There are good links with the community and these include many visits and visitors. The curriculum is enhanced by visits from theatre and dance groups, storytellers and by visits to places of interest, such as the Science Museum. There are residential visits for pupils in Years 5 and 6 and activity days for all pupils. Pupils also take part in competitions with other schools and the school choir performs for elderly members of the local community and has taken part in charity events. There is good support from the Education Business Partnership, which includes funding for a reading and

writing project and for teaching and resources for information and communication technology. The local paper is sponsoring training for a writing project.

36. Relationships with partner institutions are satisfactory. There are sound links with local secondary schools. Pupils visit their chosen school for 'taster' days and curriculum information is passed on. Many pupils move from the Nursery into Reception and are already familiar with the school, but, for others, there are meetings and visits for parents and children before they start in Reception. The school has joined a consortium of local schools in an endeavour to obtain best value from grants from local and government initiatives.

37. The school's provision for pupils' moral and social development is very good. The provision for cultural development is satisfactory but for spiritual development is unsatisfactory.

38. The school's approach to pupils' moral development is very good and maintains the position at the time of the previous inspection. The school promotes positive values and there are clear expectations of high standards of behaviour and acceptable conduct to which the pupils respond. These standards lead to the pupils having a good awareness of right and wrong, highlighted by the rules they create in the class discussions at the start of each school year. The great majority of pupils are self disciplined and this makes for an orderly school. Adults provide good role models and the consistent and positive approach of the school to encouraging pupils' moral development is evident in the way all adults show tolerance and patience when dealing with pupils with difficulties. The provision for personal and social education has developed well. Opportunities are taken consistently in assemblies, 'circle time' and lessons to deal with pupils' problems and concerns.

39. The provision for encouraging pupils' social development is also very good, an improvement since the last inspection. The school values its members and encourages pupils to integrate well both at work and at play. This results in very positive relationships between pupils themselves and between pupils and staff. In the classroom, there are many opportunities for pupils to work together in pairs or groups, with even the youngest pupils seen to be developing good social skills. For example, in the Nursery, children politely asked others to pass them objects during a Noah's ark game. Older pupils have many duties around the school such as helping tidy classrooms and working with the youngest children. They also have opportunities to mix socially outside school with sports matches against other schools. The residential trips in Years 5 and 6 help them to experience living close to others for an extended period. The school does not have formal arrangements to consult pupils about different aspects of school life, but pupils influence what happens in the school by presenting the headteacher with suggestions.

40. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are unsatisfactory. The position has deteriorated since the last inspection. In part, this is due to the governors' failure to address the key issue of ensuring that they comply with the statutory requirement to provide a daily act of collective worship. The provision for religious education also does not meet legal requirements. Pupils experience an assembly only twice or three times a week. However, some of these assemblies made a good contribution to pupils' development. The inspectors saw an excellent assembly led by a Christian visitor who provided time for reflection and helped pupils to be aware of a supreme being. But other assemblies often lack these features although they do promote strong moral values. Other faiths are introduced in religious education lessons but there are few opportunities for pupils to visit other places of worship or to see visitors from other faiths. 'Circle time' helps pupils to start to appreciate their own worth and to raise their self-esteem. During a science lesson, Year 4 pupils were suitably excited as they saw objects being attracted quite forcibly to a magnet. Nevertheless, the school does not always plan opportunities within lessons such as art, music or science to enable pupils to fully appreciate the exciting nature of the world around them or to reflect upon their own feelings.

41. Overall the provision for cultural development is satisfactory, enhanced as in the previous inspection by the school providing good opportunities to experience many aspects of western culture.

Pupils learn through nursery rhymes, stories, drama, music, work on the Romans and Tudors in history, and visits to local art galleries, museums and the theatre. Painting and music help the development of aesthetic awareness. The school makes good, albeit limited, use of visitors to introduce pupils to other cultures around the world. These include African drummers and an Afro-Caribbean storyteller. In a Reception class lesson, visiting specialist teachers brought in a range of fresh fruit from Africa when telling the story of *Handa's Surprise*. Pupils learn about festivals such as Diwali, and one aspect of science includes the comparison of breads from around the world. Nevertheless, visitors from other backgrounds are infrequent and pupils have few opportunities to learn about the ethnic and cultural diversity of British society. In addition, the wide range of different cultures represented by the pupils in the school is generally not celebrated.

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

42. The school aims to provide a happy and caring environment and to help pupils understand the importance of courtesy, consideration and good manners. Teachers know the children and their families well and are concerned for their safety and well-being, and this has a positive effect on pupils' attitudes to learning and to their achievement. Good support is given to all pupils at the school by external agencies such as the school nurse, educational psychologist, behaviour support services and educational welfare officer.

43. The health and safety policy is clearly laid out, and follows the Local Education Authority's guidelines. The caretaker has day-to-day responsibility for checking any problems. The deputy headteacher is the responsible officer and liaises appropriately with the caretaker. They carry out regular risk assessments of the site, monitor any problems and report regularly to governors. Substances are safely stored in a locked cupboard, and no problems were seen during the inspection. There are regular fire drills, and fire safety and electrical equipment is checked at appropriate intervals. Procedures are in place for recording and reporting accidents and parents are notified in case of head injuries. There is a well-equipped medical room which is staffed at lunchtime. Four members of staff have full certificates of first aid training and each class has first aid equipment.

44. Good child protection procedures are in place. The school's policy follows Local Education Authority guidelines and the staff know and understand them and the procedures to follow. The deputy headteacher is the designated officer. He liaises regularly with social services, the headteacher and senior managers. Good information is given to new staff. Children on the 'at risk register' are carefully monitored and contact with parents and with other agencies is effective.

45. The procedures for monitoring and improving attendance and punctuality are insufficiently rigorous. Attendance rates are well below the national average and there is no attendance policy or attempts to involve children in improving their own attendance, for example, by setting goals for each class or for individual pupils. The school does not make enquiries on the first day of absence if no note is received. Registers are completed according to statutory requirements and are checked by the administrative officer, who informs the headteacher and the educational welfare officer of any concerns.

46. The school has very good procedures for promoting discipline and good behaviour, and for preventing bullying, which are having a positive effect on improving behaviour. However, a number of pupils display inappropriate behaviour and the behavioural support services are used well to support the good classroom management. Punishment includes loss of privilege, for example, some pupils are excluded from outside play at lunchtimes when they are causing problems. There are many rewards including praise, stickers and celebration assemblies. Pupils understand the sanctions and the code of conduct and rules are made clear to them. Although parents are concerned about bullying, none was seen during the inspection and neither were there any racist incidents.

47. The school's personal support and guidance for pupils is good. The school has introduced a record keeping system to track individual pupils' progress and much information about pupils is passed

on informally. The school's personal, social and health education policy makes an effective contribution to pupils' support and guidance. There is good supervision at lunch and at playtimes. Pupils with problems feel that an adult is always ready to listen and to help. Pupils in Year 6 help to look after Reception children in the playground and sometimes read with them. These positive measures help raise pupils' self-awareness and develop their confidence.

48. Arrangements for pupils on entry to the school in the Nursery and Reception classes help to ease the transition. There are opportunities for children to visit the school with their parents which help to familiarise the children with school routines. Parents and children feel comfortable and happy when they start school. Children in the Foundation Stage are very well cared for. This is apparent in their general demeanour and willingness to work and play. Assessment and record keeping procedures are good. The teachers and assistants are skilled at monitoring individual development as is apparent in their daily lesson plans.

49. Arrangements for the assessment of pupils' attainment and progress are satisfactory. The school has improved systems since the last inspection and has collated and analysed the data produced, particularly in English and mathematics. Assessment of attainment in other subjects is less advanced. Much consultation has taken place within the school and improved procedures are being developed. The school tracks the development of pupils from entry until they leave the school in order to monitor progress over time, and make necessary adjustments to help pupils to improve their academic performance. This task is made all the more difficult because of the higher than usual frequency of pupils entering or leaving the school during each term.

50. The use of assessment information to inform teachers' planning is satisfactory. It is beginning to have a positive impact on the way in which teachers plan the curriculum to meet the different learning needs of pupils, although this is not wholly consistent. This information is used appropriately for pupils with special educational needs and for pupils who speak English as an additional language. However, assessment information is insufficiently used to address the needs of the higher achieving pupils. Teachers make every effort to get to know their pupils well. There is an agreed marking policy within the school but it is not consistently applied, by some teachers. The school does not set personal targets for all pupils, consequently, they are not always fully aware of what they need to do, to improve further.

51. The specialist staff from the Ethnic Minorities Pupil Services provide the school with good procedures for assessing, monitoring and supporting the achievements of pupils who speak English as an additional language. These procedures are particularly effective when pupils first enter the school and when they are on the early stages of language learning. The school's co-ordinator interviews all pupils and their families, with a translator present when required. This enables pupils' needs to be quickly identified and appropriate provision allocated. She also meets regularly with specialist staff to ensure that the school is aware of any concerns or changes to pupils' provision. Pupils' progress through the stages of English language acquisition is regularly reviewed each term and recorded. Their progress against National Curriculum levels is noted by class teachers and follows the pattern for other pupils in the school. When pupils are no longer directly supported by specialist teachers, their progress continues to be monitored each term by these staff. These systems provide a useful and effective overview of pupils' development and a good support to the identification of their future needs. The needs of pupils who are also on the register of special educational needs, are regularly monitored by both co-ordinators. There is good informal liaison between class teachers and support staff and all staff know their pupils well. However, the liaison is not always effective in ensuring that all teachers' planning and lesson activities takes into account the next small steps in pupils' learning.

52. The school uses assessment data from teachers and standardised tests to inform target-setting procedures in individual education plans for pupils with special educational needs. It is using assessments made on entry to the school effectively to enable early identification of pupils needing extra support.

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

53. The school's links with parents are satisfactory. A few parents work in school on a regular basis, and some accompany pupils on visits. However, not enough parents are involved in the life of the school or in their children's learning. The school has tried various ideas to involve parents, including a reading project, which has worked well for a few children, a 'drop in' afternoon and curriculum meetings have received little support. No parents have attended the governors' annual meeting for parents for the past four years.

54. Many parents are reluctant to become involved with their children's learning although, in some cases this is because parents work, have younger children and find it difficult to attend meetings. This was a key issue at the previous inspection and although efforts have been made to improve the situation, these have not been particularly successful. The high turnover of pupils in the school is felt to be one of the reasons for this. There is a successful Friends' Association, which has raised funds for various projects including £2,000 towards the new computer suite.

55. The school provides a satisfactory range of information for parents to help them support their children's learning. For example, there is a good explanatory sheet called 'Sharing books with your children'. The prospectus and the governors' Annual Report to parents do not include all statutory information. Although the school provides informal meetings and consultation evenings for parents, a significant minority are dissatisfied with the quality of information they receive about their children's progress. Teachers are available at the end of the school day to respond to any concerns. Parents receive regular newsletters, curricular information and expectations about homework. Pupils' annual reports meet statutory requirements but they are variable in quality and, in some cases, are too general. Some have targets but these do not always outline clearly what pupils need to do to improve. There is an opportunity for parents to respond to these reports at a meeting. The inspection's findings are that the school makes satisfactory arrangements to keep parents informed about their children's progress.

56. Homework is usually set regularly and there is a home school contact book, which is used well in some classes. A significant minority of parents expressed concerns about the amount of homework their children receive. Although indications are that, in most cases, this is appropriate, some more able pupils do not get enough opportunities for independent research as they progress through the school.

57. Some parents had concerns about the opportunities for more able children, the impact on learning of the high levels of pupils with special educational needs and with English as an additional language and the large class sizes. The school has many procedures to address these issues which are outlined elsewhere in this report. Although class sizes are large, there was no evidence to suggest that this was detrimental to the children's learning, although lack of space, in some cases, contributes to problems with behaviour.

58. The school makes considerable efforts to involve the parents of pupils with special educational needs in their children's learning. However, there is limited involvement of parents of pupils with special educational needs in identifying their needs. Parents generally do not support the school's initiatives and take advantage of opportunities to review their children's progress. Only a few parents attended a reading afternoon and few seek to speak with special educational needs staff at parents' evenings.

59. The school is aware of the need to work closely with parents of pupils who have English as an additional language and currently the arrangements for doing so are satisfactory. All pupils who enter the school and their parents are interviewed by the co-ordinator, using translators where required. The Ethnic Minorities Pupil Services are also closely involved with the parents of pupils who have English as an additional language when they join the school. Some of the school's documentation is translated into some of the languages used by pupils in the school. However, the co-ordinator has recognised the need to develop these resources and communication with parents further.

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

60. The school's leadership and management are satisfactory. The previous inspection did not make an overall judgement but described the headteacher as a "strong leader" with a "clear vision of educational priorities". This is still the case. Overall, the leadership and management of the school are very effective in creating a happy school, where pupils are keen and able to learn. There has been a major emphasis on improving the pupils' behaviour and adapting to the significant changes in the school's intake which have come about during the past four years. The focus on providing high levels of care for pupils, particularly those with special educational needs, has helped to create a good climate for learning. The deputy headteacher plays a key role in this respect, having an overview of pupils' welfare and their pastoral care, and liaising with parents and outside agencies, as well as taking responsibility for the provision for pupils with special educational needs in Years 3 to 6. Other senior teachers contribute well both to the day-to-day management of the school and its longer term strategic development, particularly in terms of pupils' pastoral care. The leadership and management of the curriculum and its impact on pupils' achievements are developing appropriately but are not fully effective in raising standards of achievement. Subject co-ordinators have devised suitable policies and schemes of work in their subjects, and they support colleagues well informally and maintain appropriate levels of resources. However, their role in monitoring standards, the implementation of the curriculum and the quality of teaching and learning is undeveloped and is not sufficiently rigorous.

61. The recent appointment of a senior teacher as co-ordinator for school self-evaluation has led to the introduction of more rigorous monitoring in English and mathematics. The co-ordinator has carried out a detailed analysis of the pupils' performance in national tests. This has identified specific issues that the school needs to address, such as developing pupils' mental mathematics skills and improving the accuracy, style and content of their written work. An action plan has been produced, in consultation with staff, to begin to address these issues. The school is currently introducing more effective systems and procedures to track individual pupils' progress from when they enter the school to when they leave. These provide an uncomplicated means of identifying what pupils should be able to achieve and the progress they are making. These recent initiatives are improving the school's management systems and creating a sharper awareness of the school's aim to enable pupils to reach their full potential.

62. The special educational needs co-ordinators manage the school's provision well. They are experienced and have attended a good number of relevant courses. They keep the required documentation in good order, monitor the impact of the special educational needs assistants and provide relevant training for them. The provision of teaching assistants is good and they give valuable support. Many are experienced, receive training within the school and some have undertaken external qualifications.

63. The Foundation Stage co-ordinator has only recently been appointed. Before this, and the introduction of the Foundation Curriculum guidelines, the Nursery and Reception classes worked independently. The new arrangement is, therefore, at an early stage of development. The co-ordinator is an experienced teacher of young children who is keen and enthusiastic to establish the new structure.

64. Although the headteacher gains a valuable overview of the quality of teaching by visiting classrooms, there is no formally agreed programme for monitoring the quality of teaching and learning in each subject. Co-ordinators do not have management time outside of the classroom to sample pupils' work, examine teachers' planning or work alongside and observe colleagues. As a result, in most subjects, there are no clear procedures for checking how effectively different subjects are taught, or whether there is consistency between the two classes within each year group. Similarly, co-ordinators are not able to assess the impact on learning of the school's allocation of time to each subject, as in geography, which is only taught in the summer term. For example, there is no monitoring of how this affects the pupils' progression in skills, knowledge and understanding from one year to the next.

65. The headteacher's management of staff is supportive and promotes good professional development. All are involved in identifying priorities for the school development plan and are encouraged to use their expertise to support colleagues. Clear job descriptions ensure that responsibilities are effectively delegated, and these are discussed at an annual review meeting, which also includes a valuable self-evaluation exercise. Performance targets are set which relate both to whole school issues and teachers' professional needs. There is good support for the professional development of non-teaching staff, who feel valued and able to make a worthwhile contribution to the school.

66. The governors are very supportive of the staff and have the best interests of the school and the pupils at heart. They have a sound understanding of the challenges that the school faces and are involved in identifying and discussing priorities for the school development plan. Governors have oversight of different subjects and they receive and discuss policy documents as appropriate. Although individual governors visit the school, they have not previously done so with a specific focus, but have taken a more general view, sometimes being given a guided tour by the headteacher if new to the role. Governors have recently decided to link their visits more closely with their subject responsibilities in order to make them more focused. Teachers with responsibility for each subject have not been invited to make presentations to governors, either about how their subject is taught, new developments or the standards achieved by the pupils. Consequently, governors rely heavily on the headteacher to keep them informed about what is happening in school. Although they are willing to ask searching questions about issues under discussion, they also rely on the headteacher to guide them in reaching decisions relating to aspects of the school's provision.

67. A key issue from the last inspection stressed the need to improve the effectiveness of the governing body in meeting its statutory obligations. Governors are still not fulfilling their statutory obligations in some important areas. The school is not meeting the requirements of the agreed syllabus for religious education or the requirement that pupils should participate in act of collective worship every day. There are also some omissions from the governors' Annual Report to parents and the school prospectus.

68. There is good financial planning and monitoring of expenditure. The governors' finance committee gives careful thought to the best use of the resources available to the school, and a very high priority is given to staffing levels in order to alleviate the potential problems of large classes. The school's very generous allocation of non-teaching staff does much to raise the quality of learning for pupils in lessons and when working outside the classroom in small groups. Investment in computer hardware and software, and staff training, has helped to raise standards from below average to average in information and communication technology since the last inspection. There has been a significant investment in books and other equipment to support the development of pupils' literacy and numeracy skills over the past few years. Most of the priorities identified in the school development plan are costed and built into the budget plans for the coming year. However, the criteria for judging how successful the new strategies have been are not sufficiently clear or measurable in terms of raising pupils' achievement to be of use to governors in determining the effectiveness of their spending decisions.

69. The headteacher and governors apply best value principles satisfactorily when deciding how financial resources will be spent. They compare the school's performance with that of other schools and seek competitive tenders for goods and services. Parents are consulted about major decisions, such as changing the length of the school day, but there are no formal arrangements for taking pupils' views into account. Governors and staff do not always challenge themselves sufficiently about the curriculum, the way it organised and how it is monitored.

70. The school makes effective use of the funding it receives to support pupils who speak English as an additional language. It has a close and productive partnership with the Ethnic Minorities Pupil Services and is seeking to develop further the provision it makes for the increasing number of pupils

who enter the school with English as an additional language. The recently appointed co-ordinator for the provision is developing her understanding of the role effectively. She has identified clear and relevant priorities and works closely with specialist support staff and colleagues within the school. Currently there is no policy to guide the provision for pupils who have English as an additional language. The school has already recognised the need to formalise the aims and work of the school in providing for these pupils.

71. The match of teachers and support staff to the demands of the curriculum is good. Forward planning by the headteacher and governors has assured staffing levels and placed the school in a strong position at a time of shortages in the local area. The strong emphasis on teachers' well-being and professional development has created a stable staff with a low turnover, which is a considerable advantage in a school which has a very high turnover of pupils. Teachers and assistants are valued by the headteacher and governors, and this helps to maintain morale effectively. Teachers and assistants work very well together as a team, and all are committed to providing the best possible education for the pupils. Newly qualified teachers receive strong support from experienced members of staff and are very positive about their induction into the school. The headteacher is aware of the need to develop the monitoring role of the co-ordinators, but has ensured that all have clearly defined and agreed roles and responsibilities.

72. The school's accommodation is satisfactory. Although some classrooms are quite large, class numbers in the junior department are high, so that even the larger rooms feel cramped and freedom of movement is restricted. All available space in the school is used to good effect, for example in teaching small groups, art, design and technology, music, information and communication technology and physical education. The use of an all-weather pitch greatly enhances the school's provision for physical education. The Nursery has a fenced play area which is well equipped with appropriate resources to develop children's physical capabilities. However, the Reception classes do not have an outside area of their own and have to use the Nursery play area at set times. The library has been adapted to house a mini-computer suite with 12 computers, which has restricted its use and effectiveness in supporting pupils' learning. As the computers are in use all day, there are few opportunities for pupils to use the library to develop independent research skills.

73. The school's resources are adequate to meet the demands of the curriculum. Those for art, music and physical education are good. The range of resources to support teaching and learning in religious education is unsatisfactory as the school does not have an appropriate range of artefacts to support the curriculum. Books on the subject are not always at an appropriate level for pupils' reading abilities and interest.



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

74. In order to continue to improve the quality of education provided by the school, the governors, headteacher and staff should:

### **1. Raise standards of attainment in English, mathematics, science and religious education by:**

- raising teachers' expectations of what the more able pupils can achieve;
- providing a more structured range of opportunities for developing pupils' speaking skills;
- ensuring that sufficient time is given to extending pupils' competence and skills in written work;
- ensuring that the pupils develop their writing skills more fully in all relevant subjects of the curriculum;
- developing pupils' mental strategies in mathematics to a higher degree;
- giving pupils more opportunities to plan and carry out scientific investigations;
- ensuring that the teaching of religious education fully meets the requirements of the locally agreed syllabus and providing appropriate training for teachers in the subject.
- being certain that the pupils' work is marked consistently in ways which help them to improve;

(Paragraphs 2-5, 7, 16, 19, 23, 28, 50, 56, 91, 93-98, 101, 104-108, 110-113, 131, 148)

### **2. Take further measures to improve attendance by:**

- analysing the attendance of particular groups of pupils;
- setting specific, measurable, achievable goals and deadlines for improvement with regular monitoring in each class;
- establishing a new sense of urgency about this issue amongst pupils, staff and parents;
- ensuring that outside agencies are fully involved with all those families who show poor attendance.

(Paragraphs 9, 15, 45)

### **3. Improve the role of teachers with curricular management responsibilities to ensure more rigorous monitoring of standards, the curriculum and the quality of teaching and learning in their subjects.**

(Paragraphs 60, 64, 102, 109, 114, 118, 123, 126, 132, 147, 151)

### **4. Review and further refine the organisation and balance of the curriculum, including the provision for pupils' spiritual and cultural development by:**

- reviewing the time that is allocated to each subject and ensuring consistency between classes in each year group;
- ensuring that timetabling arrangements allow each subject to be taught in a way that covers National Curriculum requirements in a structured manner, building effectively on pupils' previous learning experiences;
- monitoring the effect of these arrangements on the standards achieved by the pupils;
- ensuring that pupils who are withdrawn from lessons for additional help with literacy do not miss out on learning in other subjects;
- extending pupils' spiritual development through planned opportunities across the curriculum;
- providing more opportunities across the curriculum for pupils to appreciate the traditions of other cultures and to recognise the ethnic and cultural diversity of British society.

(Paragraphs 19, 27, 31, 40, 41, 109, 121, 126, 141, 143, 149-150)

**5. Ensure that the governors are fully meeting their statutory obligations by:**

- providing a daily act of collective worship for all pupils;
- making sure that the governors' Annual Report to parents and the school prospectus contain all statutory requirements.

(Paragraphs 40, 55, 67)

**OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

1. Continue to explore the reasons why a significant minority of parents feels dissatisfied with the way the school works in partnership with them, and seek ways to involve parents more effectively in their children's learning.

(Paragraphs 53, 54, 58)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	42

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	43	27	0	0	0
Percentage	0	16	52	32	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	415
Number of full-time pupils known to be eligible for free school meals	0	115

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	189

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	58

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	86

Pupils who left the school other than at the usual time of leaving	65
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### *Attendance*

#### **Authorised absence**

	%
School data	5.9
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	2.5
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	29	35	64

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	26	28	28
	Total	42	44	44
Percentage of pupils at NC level 2 or above	School	66 (69)	69 (58)	69 (70)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	27	23	22
	Total	41	38	38
Percentage of pupils at NC level 2 or above	School	64 (70)	59 (64)	59 (64)
	National	85 (84)	89 (88)	89 (88)

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

***Attainment at the end of Key Stage 2 (Year 6)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	33	33	66

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	17	19	25
	Girls	18	12	26
	Total	35	31	51
Percentage of pupils at NC level 4 or above	School	53 (73)	47 (65)	77 (88)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	17	21	27
	Girls	20	21	24
	Total	37	42	51
Percentage of pupils at NC level 4 or above	School	56 (76)	64(76)	77 (88)
	National	72 (70)	74 (72)	82 (79)

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

*Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	8
Black – other	2
Indian	4
Pakistani	2
Bangladeshi	2
Chinese	3
White	335
Any other minority ethnic group	16

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

*Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	22	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	18.5
Number of pupils per qualified teacher	22
Average class size	30

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

Total number of education support staff	24
Total aggregate hours worked per week	394

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1.9
Number of teachers appointed to the school during the last two years	1.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
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	£
Total income	863025
Total expenditure	851294
Expenditure per pupil	1738
Balance brought forward from previous year	12321
Balance carried forward to next year	24052

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

### **Questionnaire return rate**

Number of questionnaires sent out	486
Number of questionnaires returned	157

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	37	4	4	1
My child is making good progress in school.	43	39	10	3	5
Behaviour in the school is good.	24	49	18	6	3
My child gets the right amount of work to do at home.	21	46	19	8	6
The teaching is good.	42	41	4	2	11
I am kept well informed about how my child is getting on.	29	36	25	8	2
I would feel comfortable about approaching the school with questions or a problem.	57	31	9	2	1
The school expects my child to work hard and achieve his or her best.	42	45	8	0	5
The school works closely with parents.	32	40	19	6	3
The school is well led and managed.	45	39	10	4	2
The school is helping my child become mature and responsible.	40	42	12	3	3
The school provides an interesting range of activities outside lessons.	63	28	4	1	4

### **Other issues raised by parents**

- More able pupils are not given work that challenges them.
- Class sizes are too large.



## **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**

75. The school has established good provision for children in the Nursery and Reception classes. This judgement reflects the good quality of teaching and also the appointment of a new co-ordinator who has recently taken responsibility for implementing the recently introduced framework for the Foundation Stage. This process has some way to go. The well-organised routines in each of the classes enable all children to feel secure and to grow in confidence. The good teaching is having a positive effect on children's learning. This judgement, although similar to the last inspection, is not as strong, as national guidelines are not fully effective in the Reception classes.

76. Children are admitted to the Nursery, part-time, following their third birthday. In accordance with the Local Education Authority's guidelines, children who reach their fifth birthday in the autumn term attend full-time from September. Spring birthdays start part-time in September, full-time in January and summer birthdays part-time in autumn/spring and full-time in summer. When children enter the Nursery, their attainment, particularly in language and communication skills, is very poor. The initial assessments conducted at the beginning of the Reception year confirm this. Against a background of high mobility, the good teaching in the Foundation Stage results in children making good progress towards the Early Learning Goals by the end of Reception. However, standards in speaking and listening, mathematics and knowledge and understanding of the world remain well below national averages. The children's creative and physical development is average, as is their personal, social and emotional development.

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

77. Many children enter the Nursery lacking the skills to work, play and communicate with others. The quality of teaching and learning is good. The teacher places great emphasis on providing structure and consistency to the children's lives and they quickly settle in, adjusting to the ordered, quiet, yet very happy routine. The cheerful atmosphere is a strong indication of the progress achieved during this first year. Seldom is a voice raised and children move from one activity to another without either disruption or discord. The teacher actively promotes independence of thought and deed, allowing children to choose which activity they want to do within the established classroom rules. This works very well. The ethos encourages the development of the individual. This ranging from taking responsibility, gradually, for dressing and undressing, working co-operatively with others and sharing. This was well illustrated in the play area, set up as a veterinary surgery. Children assumed the role of various characters, co-operating well with each other and sharing resources amicably.

78. In the Reception classes, routines are well established. As a result of skilful, perceptive teaching, children are constantly reassured and encouraged to feel confident about what they can achieve. Communication is a significant barrier for many children, but those who can explain and describe their work do so with pleasure and enthusiasm. 'Circle time' is used very well to promote confidence and self worth. A teddy provides the focus and it is evident straight away that children are happy to use this as a means to express simple thoughts and feelings, even with as little as one word. This particular session finishes with movement round the circle, each child inviting another to sit next to them - the offer made, and thanks given.

79. There is a wide variation between the ability of children to manage their personal hygiene. Most are able to dress and undress themselves independently before and after physical development lessons, and they treat equipment and books in a sensible way. For example, in a music lesson, children handled and played the instruments with care and respect, returning them to the container at the end of the lesson. Spans of concentration are very variable but most children can concentrate for appropriate periods of time. There is a general awareness and understanding of children who exhibit difficult behaviour. Personal and social development is strongly promoted in all areas of learning and

the planning is thoughtful and thorough. A strength of the teaching is the warm and sympathetic attitude which prevails. All the adults are very good role models, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps to develop an awareness of others. An appropriate amount of time is provided to allow children to learn through play and the range of resources to support this is good.

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

80. The quality of teaching and learning is good in language and literacy. Through effective interaction with adults, and realistic expectations of what the children can achieve, considerable progress is made in developing communication, language and literacy skills. The need to improve speaking and listening skills is a high priority for teachers during the Foundation Stage. For a variety of reasons, many children enter the Nursery and Reception classes unable to communicate, and the emphasis is on correcting this situation as quickly as possible. Through careful planning, the teachers provide many worthwhile opportunities to encourage dialogue, either in imaginary play or contrived situations. For example, children in the Nursery were learning about Noah and the animals. The teacher filled a large container with green jelly to simulate the sea and the children explored this with a variety of small plastic animals. This deliciously tactile experience was very enjoyable and encouraged the children to use a range of simple describing words such as wet, cold and slimy.

81. In the Reception classes the topic was 'Trains'. Children listened to a story about 'Thomas' very well, and the more able children could describe the main features of a railway system - the train, track, station and even the signals. The safety features of the system were discussed and red and green signals recognised by most of the class. One child had brought in the whistle and carriage key owned by his father, a guard. These caused great excitement and the child concerned was able to describe his father's work and the trips they made together up to London and elsewhere. The importance of books is shared at a very early age. With the help of adults, Nursery children look at a story book and share in the process of making their own, complete with pictures. In Reception, children know that print carries meaning and they can point to words in books or on personal sheets as they read. Consistent strategies used by teachers and classroom assistants enable children to recognise and say the initial sounds of many words. Searching questions enable children to derive information from picture clues. The standard of reading and writing reflects the poor language skills which most children have.

### **Mathematical Development**

82. This area of learning is taught well and, by the end of Reception, children have received a broad and balanced introduction to basic mathematical concepts through practical activities. In the Nursery, children recognise and say, 'two ducks, two lions'. They join a number of animal shapes together but cannot yet sequence them by size or number. The more able point to, and count, up to four animals. Simple shapes such as circle, square and rectangle are recognised by those children with the necessary language skills. Correct mathematical vocabulary is reinforced in Reception. Using a computer program, two children click on the longer/shorter/heaviest/lightest object accurately and in class work, they practise and recognize the value of numbers up to 10. The teacher made effective use of a puppet in one lesson to develop children's concept of number. She asked children the value of each number and whether it came before or after another. The children enjoyed this and subsequently sang 'One red engine puffing down the track, two red engines...', to reinforce what they had learned. Finally, new vocabulary such as first, second and third was introduced to extend the more able children. Understanding of shape is still developing. Children can name basic shapes when blindfolded but when the class was asked if a rectangle was still a rectangle when it was turned round, several were not sure.

83. Mathematics is well planned and many of the attractive displays have a mathematical content which stimulates interest and reinforces concepts. Mathematical ideas are developed in play situations, such as 'How many children are allowed in the surgery?' and also when singing rhymes and

songs. Good progress is achieved during the Foundation Stage but standards are still low by the end of the Reception year.

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

84. The quality of teaching and learning is good and helps to compensate for the children's very poor listening and speaking skills, which have an adverse effect on their general knowledge. 'Circle time' has been introduced to encourage participation and build confidence, but even at this stage in the academic year, there are children who cannot communicate their feelings, desires or knowledge in any way at all, either because they do not have the necessary vocabulary or they lack the confidence to express themselves. The 'Noah' topic is a good vehicle to interest and stimulate them. Children experiment with sinking and floating. When asked why some objects go to the bottom whilst others stay on the surface a child with very poor speech development can only say 'sunk' and 'float', but this does at least confirm that he understands the concept.

85. In Reception, the children listened to a story entitled *Handa's Surprise*. It is about an African girl and in it the children are introduced to the fruits and animals of that continent. The teachers brought in all the fruits mentioned in the story and made masks of the animals. Discussion formed an important part of the work and, after the children had listened to the story, they were able to pass round the fruits in order to see, touch and describe each one. The children were fascinated by the texture of the skins, some being smooth and soft, others rough and hard. They could identify well known examples, such as a banana, but were unfamiliar with some of the others, such as avocado and passion fruit. A tasting session completed a successful lesson!

86. The teachers make effective use of the local environment and help the children to understand the wider world through stories such as 'Thomas the Tank Engine'. A good range of construction toys and materials are provided for the children to explore and use their skills to make models. Their skills in design and technology are developing, as seen in the train models mentioned earlier. The children make good progress when using the computer and demonstrate skills in their control of the mouse. The children have a good attention span, and both the teachers and classroom assistants provide effective support as they work and ensure that all children are involved.

### **Physical development**

87. Children make good progress in developing physical control, mobility and awareness of space indoors as a result of the good teaching in this area of learning. There is a designated outdoor area with clambering equipment for the children and a reasonable number of large wheeled toys. Both Nursery and Reception children make very good use of the hall for physical education. The younger children behave very well, using the space and developing an awareness of others. During the inspection, the Reception children had just been introduced to the large equipment in the school hall. They showed appropriate skills for their age, pulling themselves along inclined benches and jumping from a raised pedestal. They listened carefully to instructions and were aware of the importance of safety. Afterwards, they noticed that their hearts were beating faster. Teachers ensure that children have a good range of experiences to develop their physical capabilities.

88. Within the classroom, children develop increasing hand control through cutting and gluing. Nursery children work with adhesive, spreading it with spatulas and sticking pre-cut shapes of different colours and textures on paper. The children benefit from these activities because for most of them the process towards developing handwriting is slow and difficult. The provision and resourcing for physical development are generally good. The outside area is, however, too barren and uninteresting and does not have a very imaginative range of equipment.

### **Creative development**

89. The children make good progress in developing their creative skills by the end of the Reception

year. The quality of teaching and learning is good, and indoor activities are, in general, well resourced and organised. Role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. The children benefit from the input of an experienced musician. Reception children find out about a range of percussion instruments and explore the sounds they make as an accompaniment to 'The Runaway Train.' This links in very well with the rest of the topic. They choose a sound which they associate with an animal, for example striking a bell for a cow, whilst singing a song in the round. All children, including those with special educational needs, thoroughly enjoy the activity and gain a lot from it.

90. In creative art, children learn how to mix colours when painting and they are clearly receiving effective support and guidance from adults while they work. In the Nursery, a group of children were mixing paint. One smudged blue into yellow and exclaimed "It's gone all green!" The bright colours in the African story encouraged the teachers in Reception to provide yellow and red powder for children to mix with their fingers. This tactile experience enabled them to re-create the bright sunshine and orange land to good effect. Children thoroughly enjoy creative activities and have many opportunities to develop their interests and skills. The classrooms and shared areas are full of bright, stimulating displays created by the children but displayed to best effect by their teachers and assistants.

## **ENGLISH**

91. Overall, standards in English are well below those typical for seven and eleven year olds. This represents a fall in standards since the last inspection when they were found to be average at both key stages. Since the last inspection, there has been a fall in pupils' attainment on entry to the school and a significant increase in the number of pupils who have English as an additional language and special educational needs. A significant proportion of pupils also joins and leaves the school during both key stages. Over the past four years, the proportion of pupils reaching average standards by the age of seven has fallen in both reading and writing, with a marked decline in the proportion of pupils reaching above average standards in reading. Similarly, the proportion of pupils achieving average standards by the age of eleven has also fallen over the past four years. The underachievement of boys was identified in the test results in Key Stage 1. The school has developed the range of reading and activities to improve boys' motivation and skills and, in Key Stage 2, there are no marked variations between boys and girls.

92. Pupils enter the school with very low standards in all areas of English. The school's assessment data show that pupils achieve satisfactorily at both key stages and some pupils achieve well. A similar judgement was made in the school's previous inspection. Pupils with special educational needs and those pupils who are on the early stages of learning English achieve well from their individual starting points because, with good support, their confidence and skills develop well. Pupils who have English as an additional language and who do not receive specialist support achieve satisfactorily, alongside their peers.

93. At both key stages, standards in speaking and listening are well below average. Most pupils are able to listen productively in lessons to both their teacher and to each other and respond willingly to questions. However, across the school, pupils' range of vocabulary is based on familiar, everyday words and there are occasions when the limitations of pupils' vocabulary restrict their abilities to express their ideas and to do justice to their understanding. Pupils respond to questions and offer ideas which are generally relevant, but many speak very quietly and need support and encouragement to speak audibly. Answers are often brief and many pupils need additional supportive questioning to develop their responses appropriately. Where expression and attention to punctuation are specifically taught, pupils show that they can use their voices effectively. This was seen in a very good session taken by the school's literacy project teacher. She carefully developed pupils' awareness of the range of punctuation used in a story and discussed how they could best reflect the meaning of the story in their reading aloud. The result of this close attention was that pupils read fluently and with effective regard for meaning. However, in other lessons, pupils' abilities to read aloud with meaning and fluency

are variable and many are hesitant and read aloud too quietly. There are generally too few opportunities for older pupils in Key Stage 2 to speak at increasing length and to a range of different audiences. However, some pupils do have good opportunities in the school's high quality musical productions to be aware of some strategies for addressing larger audiences. The school recognises the need to develop a more structured programme to develop pupils' listening and speaking skills and the range of their vocabulary.

94. Standards of reading in Year 2 are well below average. Pupils handle books confidently and more able pupils are able to talk in simple detail about the book they are reading. However, average and below average pupils need supportive questioning and illustrations to help them talk about their reading. Only a few higher attaining pupils read confidently and are able to talk about books they have read outside their school reading scheme. Average readers are able to use their knowledge of sounds to help them 'build' words which are unfamiliar. However, the ease with which they do so is variable and some need support. Below average readers are able to identify initial sounds in words but are secure only in using their knowledge of sound blends to read the most familiar simple words.

95. In Year 6, standards in reading are below average. Pupils are able to read their reading books accurately and show appropriate understanding of the texts they use in class. Above average pupils are fluent, confident readers who are able to talk about their reading in appropriate detail. They are able to discuss their preferences in reading and usually identify the authors and genre they enjoy reading. There are a few indications that these pupils are beginning to consider characters and issues in their reading at a more complex level. Average and below average pupils read more hesitantly and, while able to name either genre or specific books they have read, are not confident in discussing them in any detail. Pupils in Years 3 to 6 have benefited from the effective teaching and good support for their reading skills in the Literacy Project and also from the good support offered to pupils with special educational needs for their reading. The effect of this good support was seen in the improved reading results when compared with writing results in the latest national tests. Although there are some useful opportunities for pupils to develop their research and referencing skills, these are not developed progressively across the key stage. Pupils understand generally how to use the library but opportunities for them to develop their understanding are too limited.

96. Standards in writing are well below average at both key stages. The school has identified the development of pupils' skills in writing as a priority. In Year 2, pupils write for a generally appropriate range of purposes which include the writing of simple stories made into books, writing about their reading; descriptions of their summer holidays and their weekend activities, simple letters to Father Christmas, and retelling stories such as the story of Joseph and his Amazing Coat. Pupils of average ability are able to write simple sentences and statements with varying degrees of accuracy in both spelling and use of basic punctuation, such as full stops and capital letters. Some pupils need support to ensure they convey meaning clearly in their writing and achieve an appropriate length. Some above average pupils write at good length and in detail, retelling simple stories and writing about their reading of books such as *The BFG* by Roald Dahl. They show an awareness of how to use speech marks and question marks but are not secure or consistent in their use. Some of these pupils are supported in their spelling of simple complex words and their use of basic punctuation is not always secure. Below average pupils have a limited amount and range of writing in their books and some are not yet writing independently and are following the teacher's modelled sentences. Most pupils form their letters clearly but the size and formation of letters are not always consistent and there is often an inappropriate mixture of upper and lower case letters.

97. In Year 6, pupils write for an appropriate range of purposes which include descriptive narrative, writing in role as one of the characters in their reading, writing for information, comparing poems they have read, formal letters of complaint and requests for information and discursive and persuasive writing on topics such as the 'Redwings Horse Sanctuary'. Some pupils of above average ability write using a lively and interesting range of vocabulary and some of their narrative writing has

pace and a sense of drama. Some pieces show appropriate use of more formal language and writing is sometimes organised into paragraphs. However, the majority of pupils have a less secure grasp of formal expressions and structure and, while able to communicate ideas clearly, their range of vocabulary is based on the familiar and everyday. There are variable levels of accuracy in both spelling and the use of basic punctuation. Below average pupils write relevantly on given topics but the organisation and structure of ideas are not always purposeful and there are weaknesses in spelling and punctuation. Whilst some pupils write using a neat joined and sometimes fluent style of writing, there remain some pupils who continue to use an inappropriate mixture of printing and joined writing.

98. Throughout the school, standards in literacy are well below average. The development of literacy across the curriculum is generally satisfactory. Elements of the National Literacy Strategy are being used effectively in science to help pupils understand the information they need to know. There are good links with history to provide pupils with appropriate opportunities to develop their skills of extended writing. In design and technology, pupils in Year 4 are given good opportunities to develop their use of evaluative language, but this is not consistent across all years. However, there are missed opportunities across a number of subjects to give a higher profile to the development of pupils' range of language and to focus on the learning, and use of, a wider range of special terms and subject specific vocabulary. There are also some missed opportunities, in some years, in religious education to provide pupils with a wider range of writing opportunities. Weaknesses in comprehension skills are having an adverse effect on pupils' abilities to understand problems and instructions in mathematics.

99. The quality of teaching and learning is good throughout the school. Some very good teaching was observed in both key stages. There was no unsatisfactory teaching. A similar judgement was made in the school's previous inspection. During the inspection, there were good harmonious relationships in classrooms and pupils of all abilities were included and involved well in lesson activities. This helped to develop confidence and positive attitudes to learning. In the best lessons, there is secure awareness of what pupils need to know to develop their skills and understanding further. There are purposeful links with pupils' previous learning, which build well on what pupils know and can do, and there is very good use of well focused questions, which develop pupils' understanding and also enable teachers to assess what pupils have learned. In some lessons, elements of the literacy hour are used effectively to promote good and often very good learning. Teachers and assistants work as effective partners to support pupils' learning and to develop their concentration and appropriate responses. This was consistently evident in the good and very good lessons in Year 1.

100. A very good lesson in Year 3 illustrated the strengths of teaching well. The focus of the lesson for the higher ability group in the year, was to develop pupils' understanding and use of descriptive language. There was a good sense of challenge in the brisk pace of the introductory activity, which encouraged pupils to develop their oral answers in more detail. Questions were used effectively to involve all pupils in the activity of describing a range of different objects and, as a result, all pupils concentrated well and were keen to respond. The shared text provided a good level of challenge for all pupils, and, in their reading, the teacher carefully reminded pupils about the qualities of voice needed to read aloud effectively. This helped them to communicate the meaning of the passage more successfully. Through well-focused questions, the teacher ensured that all had understood some challenging vocabulary relating to the Greek myth of Theseus and the Minotaur. This enabled pupils to work together in pairs productively to identify adjectives in the text. The teacher's planning included a clear focus on appropriate aspects of literacy and, as a result, when pupils were questioned in the plenary, they showed that they had made good gains in their understanding of the story and in their more confident identification of descriptive language.

101. In some classes, there is a very wide range of ability, and expectations for the standards and amount of work achieved by some higher attaining and some average pupils are too limited. This is evident in the written work of some Year 4 and Year 5 pupils. Some group activities do not always provide good extension and challenge for the more able pupils in the class. This was seen in a Year 3

lesson where the teacher had planned a series of graded activities which provided good challenge for average and lower attaining pupils but which were generally well within the grasp of higher attaining pupils in the class. The quality of marking and comments to help pupils improve their work is not consistent across year groups, or within year groups, and, as a result, some pupils continue to make the same errors for too long. Although there is evidence that pupils regularly practise their handwriting, this is not always evident in their other writing, and some older pupils are not consistently joining their letters. Many of these are pupils new to the school. Teachers' lesson planning is variable in its detail and in its support for teaching. Most teachers follow the school practice of using planning notebooks which state clearly what pupils are expected to learn, the activities they will undertake and a subsequent evaluation of the lesson. However, this level of planning and evaluation was not evident in all classes and, where planning is less detailed, there is insufficient recognition of the next small incremental steps in pupils' learning. Whilst the school does not deliver a set literacy hour for all classes, most teachers incorporate the main elements of the hour in their teaching. The most effective teaching pays good regard to the literacy hour and uses all the elements well. Target setting for individual pupils and groups of pupils is only just beginning and consistent practice is not evident across the year groups. It does not provide a sharp focus on where and how pupils need to improve. Teachers keep a sound range of records in their assessment folders and some maintain informal notes on areas of individual pupils' progress which indicate effective ongoing assessment in lessons.

102. The curriculum in English meets the requirements of the National Curriculum. The main elements and skills of the National Literacy Strategy are incorporated into the scheme of work which the school believes best matches the needs and abilities of pupils in the school. This is having a generally satisfactory effect on pupils' learning. The school delivers an effective additional phonic programme for pupils with special educational needs in literacy. The curriculum in English is enhanced by the literacy project the school has developed in partnership with local business firms. The very good teaching to small groups of pupils in Key Stage 2 has a beneficial effect on the reading skills of the pupils involved. This successful project is now being further developed to include writing, which has been identified as a priority for the school. Assessment procedures in English are good. The results of national tests, standardised reading tests and termly pieces of independent writing are analysed carefully to identify appropriate priorities for the subject and how the curriculum can be adapted to meet pupils' needs. Pupils' progress in both reading and writing is carefully followed through the school but there is currently no monitoring or assessment of pupils' skills and achievement in speaking and listening. The co-ordinators for the subject have a good understanding of their roles. The Key Stage 1 co-ordinator is new to the role but has worked hard to identify clear priorities for the subject within the key stage. The Key Stage 2 co-ordinator is experienced in the role and has a good understanding of the varied needs of the older pupils in the school. However their monitoring role is insufficiently developed and they have had no opportunities to monitor teaching in the subject or to monitor teachers' planning or pupils' work. There is a good level of informal discussion and support which all staff value and appreciate.

103. Resources in English are generally satisfactory and meet the needs of the curriculum. At Key Stage 1, the co-ordinator has identified appropriately the need to develop resources for the extension of pupils' vocabulary and sentence construction. Whilst the range of non-fiction reading material in the library is generally appropriate, its use to develop pupils' research and information retrieval skills is currently unsatisfactory as pupils have limited access to the room. However, teachers compensate for this by taking a range of non-fiction books into the classroom to develop these skills in relation to class topics. The school employs a teaching assistant for two hours each week to manage this process. The use of information and communication technology in the subject is satisfactory and teachers make good and regular use of limited classroom facilities. The curriculum is appropriately enhanced by 'booster' classes to support older pupils' understanding of the requirements of national tests. The school also organises Book Weeks and fairs and runs a school bookshop to encourage pupils to buy their own books. Good use is made of local dramatic productions and performances and visiting story

tellers, including the range of events organised by local secondary schools. The subject makes a good contribution to pupils' moral, social and cultural development through its appreciation of stories and poetry and its focus on working together in group and pairs. The subject makes a satisfactory contribution to pupils' spiritual development.

## **MATHEMATICS**

104. Pupils in Year 2 attain well below average standards in numeracy and in all other areas of the mathematics curriculum. This finding is lower than that of the previous inspection, when standards were judged to be average, but is similar to the results of the 2001 national tests.

105. In Year 6, standards are well below average. This is consistent with the results of the national tests in 2001. The standards achieved in Year 6 show a significant fall since the previous inspection when they were average with a significant minority above. Analysis of the school's results for the Year 6 national tests shows a significant trend of falling standards since 1999. The inspection found no significant difference between boys and girls. Overall, pupils' achievement is satisfactory, including pupils for whom English is an additional language. Pupils with special educational needs make good progress towards the targets set for them. Standards are well below average because few pupils reach above average standards and there is a high proportion of pupils with special educational needs.

106. The quality of teaching and learning is good at both key stages, as it was at the time of the previous inspection. Teachers plan their work in line with the school's scheme of work and lessons are appropriately structured. The teachers provide a good mental warm-up at the beginning of each lesson, and pupils are keen to answer. When pupils are engaged in the activities, they generally concentrate and work well. In all lessons, teachers show very good management of behaviour and pupils are attentive. In the lessons observed, pupils learned appropriate mathematical vocabulary. In Year 1, good teaching led to pupils being interested and well motivated and they showed average attainment in investigating the addition of odd and even numbers and counted reliably to 20. In a higher set in Year 2, pupils showed good recognition of equal parts of a shape and the teacher skilfully introduced pupils to the equivalence of fractions. There was good development of mathematical language and concepts through a range of practical activities. In a whole class lesson, pupils showed below average understanding of patterns and shapes and, although they made steady progress, the opportunity to provide more challenging work for more able pupils was missed.

107. In Year 3, pupils were soundly taught to develop their understanding of directions and compass points appropriate to their age. In another Year 3 lesson, very good teaching of the three times table led to good understanding for this higher ability group. In the first lesson on the shape topic in a Year 4 lesson, very good teaching led to pupils gaining appropriate knowledge for their age. They classified polygons using criteria such as the number of right angles and whether they have regular or symmetrical properties. This lesson was well planned for pupils of all abilities with support for those experiencing problems and challenges for those capable of higher attainment. In a lower set in Year 4, pupils were well taught to understand simple algebra at a low level, but in line with their needs. Again within this group, work was well matched to pupils at three different levels of attainment, although the support teacher and assistant made little contribution during the introductory part of the lesson. In a Year 5 class lesson, pupils learned to set out money using a decimal point. Here, below average pupils were well supported but there was no mention in the planning of those capable of higher attainment. In another Year 5 lesson, pupils were taught well to solve number problems and explain the patterns found. Pupils showed good knowledge of their tables and square numbers and worked enthusiastically on their investigations. Extension work was planned for the higher attainers. In Year 6, the lower set were taught well to change improper fractions into mixed numbers and this was followed up by the other Year 6 teacher changing fractions to decimals and learning to write them to two decimal places. For more able pupils, this work was extended to change between fractions, decimals and percentages. There is evidence from these examples of attainment that is nearer to that expected for the pupils' ages in some year groups.



108. Teachers at both key stages have a secure knowledge of the school's scheme of work, which reflects the content of the National Numeracy Strategy, and they apply it appropriately. Across the school, teachers generally show good management of the whole class and groups, and work is generally appropriately matched to the needs of the average pupils, with support for those experiencing difficulties. However, within both the top 'sets' and class lessons, work is not always planned for those capable of higher attainment. The school has begun to identify these pupils more accurately but the use of this assessment is not fully in place to influence planning for them. Pupils feel secure, are confident to explain their mathematical reasoning and keen to answer mental mathematics questions. Teachers explain what pupils are going to learn and pupils know what is expected of them. Numeracy is appropriately used across the curriculum. In science, for example, pupils use a range of measurements accurately, collect data from their investigations and display them in a range of graphs. Measuring skills are used appropriately in design and technology. Pupils use time lines in history and, in physical education, they use angles and turns and measure time and distance. The use of computers to support the development of mathematical skills is satisfactory.

109. The subject is well managed. Assessment of work and analysis of other assessment data are now used well to identify areas for development and to ensure that pupils with special educational needs are given appropriate support. Although assessment data are used effectively to place pupils in teaching groups, they do not fully identify those capable of higher attainment or inform the setting of pupils' targets. There has been appropriate training for teachers, who generally feel confident and skilled in teaching the subject. However, the co-ordinators have no time away from their classes to monitor teaching or to sample pupils' work. Marking is inconsistent. It is generally conscientiously completed but, although it gives praise and encouragement, is still not always evaluative. The school has adopted a mixture of ability setting 'swaps' and whole class mixed ability lessons. On occasions, a considerable time elapses before work can be followed up because different topics are covered. The range of ability within the class is not always catered for and often all are required to do work at the same level. Some lessons are too long and there is, in some years, an imbalance of the day with all morning being given to the subject.

## **SCIENCE**

110. Standards in Year 2 and Year 6 are below average, which represents a decline since the previous inspection in Year 6 for reasons given elsewhere in this report. There is no discernible difference between the achievements of boys and girls. Although they may be disadvantaged by their literacy skills, pupils with special educational needs and those for whom English is an additional language, make satisfactory progress when given additional support to understand the learning activities. They also benefit from the more visual and practical teaching methods, which teachers use, so that pupils are clear about what they should be doing. Overall, pupils' achievement is satisfactory.

111. In Year 2, pupils identified and classified a range of materials such as fabric, plastic sheet and metal foil. They talked about their properties and forecast if they were waterproof or not before putting them to the test. They predicted whether any of the materials were likely to float or sink when placed in a bowl of water. Some opportunities were lost for all pupils to conduct their own investigations, as the teacher took charge of the experiment to demonstrate what happened to each sample. Pupils made useful links with previous mathematics lessons by making a Venn diagram to record which materials did float or sink. Pupils discussed their findings sensibly in relation to their predictions.

112. In Year 6, pupils show appropriate levels of understanding of life processes and living things, when learning about the life cycle of the frog and the butterfly. They have a sound understanding of scientific vocabulary, which helps them to discuss and answer questions. For example, pupils know that the body of an insect is called the 'thorax'. When discussing habitats, pupils know that underwater plants make oxygen and that plants need carbon dioxide. They also know that humans breathe out carbon dioxide after inhaling oxygen. A higher attaining pupil was able to explain that

frogs lay spawn in weeds so that 'predators' cannot eat them. The same pupil also knew that frogs are "amphibious", so are able to live on land or in water. Pupils understand the concept of fair testing. When dissolving sugar crystals in water, pupils know the resultant mixture is called a solution. They clearly explain the processes of evaporation and dilution and know that some solids can be changed to liquids and back to solids again such as ice and water. Pupils can use a table of results to ascertain whether large, medium or smaller grains of sugar will dissolve quickest, in a given amount of water. The reason for the below average attainment is that very few pupils achieve higher than average levels of scientific knowledge.

113. The quality of teaching and learning is good overall in both key stages. All of the lessons seen were at least satisfactory, and most were good. However an analysis of pupils' workbooks showed that there are inconsistencies between the expectations which teachers have of their pupils and the quality of feedback which pupils receive when teachers mark and correct notebooks. Generally, remarks are very brief and rarely inform pupils of what they need to do to improve their work. There is evidence of some over-directed teaching and an over-reliance on printed worksheets leaves little room for pupils to make their own discoveries in the subject. Teachers do not always explain clearly to pupils the purpose of the lesson. There are inconsistencies in the amounts of time allocated to the subject in some year groups. This was an issue in the previous inspection. There is good coverage of the National Curriculum but insufficient emphasis by some teachers on encouraging practical and investigative experiences for pupils.

114. The subject leader has good ideas for what needs to be done to improve standards but is given no classroom release time to fulfil her leadership role. As a consequence, her monitoring of standards, the curriculum and the quality of teaching and learning is unsatisfactory. Assessment procedures are sound but not diagnostic enough to provide pupils with individual targets for improving their skills, knowledge and understanding. Resources for the subject are satisfactory, and equipment is safely stored, labelled and well maintained. Teachers make appropriate use of information and communication technology to support learning.

## **ART AND DESIGN**

115. Only four lessons were seen during the inspection but evidence based on these lessons and sampling of pupils' previous work, shows that standards are above average in Year 2 and pupils make good progress in developing their skills and building on the good foundations laid in Reception. Throughout Key Stage 2, pupils, including those with special educational needs and those at the early stages of learning English, make good progress as they develop their understanding and techniques, and, in Year 6, standards are also above average. This shows that high standards have been maintained since the previous inspection and the subject remains a strength of the school.

116. The quality of teaching and learning is good overall. This is similar to the findings of the previous inspection. In a Year 1 lesson, pupils were well taught as the teacher made effective links with their work in history. She gave a good demonstration of drawing and sketching techniques using pastels, charcoal and pencils. Pupils investigated for themselves and practised techniques such as smudging to make good attempts at drawing one of the old artefacts. In Year 2, pupils were soundly taught a mono printing technique as part of their historical study of printing. Pupils concentrated on the task and were pleased with their results. Previous collage work in Year 1 and the tissue collage in the style of Delaunay in Year 2 show good teaching and learning. There are very good patterns in the style of Paul Klee and effective use of computer art. The corridor display, which effectively uses black and white techniques for winter themes, is very attractive.

117. In a Year 5 lesson, pupils extended their sketching skills using line drawing techniques and a range of shading, following a study of the work of a local artist. They were well taught and showed above average skills for their age. In a good Year 6 lesson, the teacher successfully taught a range of three-dimensional techniques which pupils used to extend their work on different fabrics. The task was challenging and pupils took a pride in their achievements. Previous work throughout the key stage

shows a high standard of teaching and learning. Work in Year 3 showed pupils are given a good range of materials and the paper weaving of animals is of high quality. In Year 4, pupils have been well taught to extend their use of pastels and are inspired by the work of Georgia O'Keefe. Three-dimensional work in the form of Greek pots is also of a good standard. In Year 5, there is detailed sketch work and some good quality string prints using Tudor designs. Stained glass work supports the pupils' light topic in science as they appreciate translucent properties of materials. In Year 6, teachers have provided a range of artists for pupils to study and they have produced good work in a range of styles, based on the work of Seurat, Van Gogh and Monet. The quality of art on display around the school inspires pupils and provides a vibrant and attractive environment.

118. Leadership in this subject is good. The co-ordinator is very knowledgeable and has a good understanding of the subject's needs. She is enthusiastic and gives very good support to colleagues. She has produced detailed planning, which ensures not only high quality work, but that the curriculum is balanced and pupils build on their knowledge and skills. She has no opportunity, however, to monitor teaching or work alongside colleagues. There is good use of art and design to support other subjects, particularly history. Art contributes well to pupils' overall personal, social and cultural development. There is a popular and successful art club and high quality work produced by the club is prominently displayed in the hall. Pupils have experience of art from a range of cultures, including African, Aboriginal, Egyptian and Peruvian. Information and communication technology software is appropriately used to develop pupils' skills and its use for research on the Internet is being developed. Teachers and pupils go on courses at the National Gallery and the subject makes a good contribution to pupils' spiritual and cultural development.

## **DESIGN AND TECHNOLOGY**

119. During the inspection, few lessons were seen, as was the case at the time of the last inspection. This is due to the school's timetabling arrangements. Judgements have been made from examining samples of pupils' work, displays, teachers' planning notes and discussions with teachers and pupils.

120. In Year 2 standards are average. Pupils experience a variety of appropriate materials to support their designing and making activities. They learn to manipulate simple tools, such as scissors, staplers and rulers, correctly and safely. They use a satisfactory range of joining techniques, such as adhesives, sticky tape and paper clips, to construct prototypes of their models and products. Pupils use a sound vocabulary of subject specific terms when discussing and evaluating their own work and that of others. Pupils in Year 2 make drawings to design puppets. They evaluate these, test out joins using pipe cleaners and straws and amend their designs in the light of discussion. Later, they use the knowledge gained when they co-operate to make large scale puppets from a suitable range of fabrics and wadding. They test materials for making moving joints, cut out patterns and use sewing techniques to stitch fabrics together.

121. Pupils in Year 6 also achieve average standards. They design and make carrier bags with a Christmas theme. The design brief states the necessity for strength, in order to carry heavy presents and parcels. Pupils make drawings of suitable templates then select the best idea on which to proceed. They use conventional stiff card reinforcements for the base and handle attachments and personalise their bags by decorating them using a good variety of lettering shapes. Opportunities were lost to extend the brief. Whilst pupils made sure their products were weight bearing, higher achieving pupils did not have time to extend their problem solving skills, for example, to test out the effects on the hands and fingers when being carried fully laden, or to cost their bags for batch production. As the subject is taught only in certain terms, often with a significant gap in between, many pupils are unable to develop and refine their skills over time in an incremental or step-by-step approach.

122. The quality of teaching and learning in the subject is satisfactory. Boys and girls make equally satisfactory progress. Those for whom English is an additional language and pupils with special educational needs are not disadvantaged in their designing and making because of the visual and

practical nature of the subject. Whilst the quality of designing and making is satisfactory, teachers do not always identify the technological elements involved in successful projects. An exception to this was seen in Year 4 where pupils demonstrated a good understanding of scientific as well as technological capability when designing and making torches. Pupils' own evaluations of the products they made showed good understanding of the design process, but this is not consistently developed in all classes. Pupils also benefited from the advantage of hindsight. They identified what they could improve in their prototypes if given time to remake or adapt them. Too few opportunities are provided for pupils to use more rigorous cutting, sawing and construction techniques or to use rigid materials such as wood or plaster. This is a constraint to their full development in the subject. Teachers are more confident when working within the confines of a craft approach using traditional materials such as paper, card, fabrics and food. Some lack confidence when incorporating the technological aspects of the subject curriculum.

123. The newly appointed subject leader has good ideas for future developments in the subject but her role in monitoring the curriculum, standards, teaching and learning is undeveloped. With the exception of more rigid materials for construction work, resources are satisfactory. There is limited use of information and communication technology in the subject.

## **GEOGRAPHY**

124. It was not possible to make a judgement on standards in geography during the inspection for the following reasons.

125. To make best use of the good weather for out-of-school studies, the school has decided to block geography teaching time into the summer term. As a consequence of this, it was not possible to observe any teaching in the subject. Scrutiny of pupils' work dating from September failed to provide any evidence on which to base a judgement, although a small amount of individual work by Key Stage 2 pupils confirmed their involvement in environmental issues such as the destruction of the rain forests. The school has not maintained any photographic or portfolio evidence from previous years. Discussions with Key Stage 2 pupils failed to provide anything substantial.

126. The co-ordinator for geography has been in post for a relatively short time. The school policy has been reviewed and a scheme of work produced which meets the needs of the National Curriculum. The co-ordinator offers advice and guidance to colleagues but does not monitor standards, the implementation of the curriculum or the quality of teaching and learning. There is no formal system to assess standards at the end of each key stage. Similar comments were made in the last report. The arrangement for allocating time to geography makes it difficult for teachers to build effectively on pupils' learning as there is often a considerable gap before skills are revisited. There are no arrangements for the co-ordinator to assess the impact of this on the quality of pupils' learning.

127. School planning documents confirm the very good use made of the local area for field trips, which include a residential to Dieppe for Year 6. The curriculum is adequately resourced.

## **HISTORY**

128. During the inspection, two observations of the teaching of history were possible in each of the key stages. Judgements are based on this evidence, an analysis of pupils' work in all years, discussions with pupils about their work and an examination of the school's planning. Indications are that average standards are achieved in Year 2 and Year 6. Achievement is satisfactory in both key stages and pupils, including those with special educational needs, make satisfactory progress. There are no differences in the attainment of boys and girls. These findings are similar to those of the last inspection.

129. The quality of teaching and learning in Years 1 and 2 is satisfactory. In a Year 1 lesson, pupils found out what 'old' and 'new' means. The teacher provided an interesting selection of artefacts for pupils to compare and then asked them to decide which were old and new. Pupils recognised that an iron with a flex and plug is much newer than an old flat iron. They examined old and new photographs of Eastbourne. This proved to be more difficult, and when one boy was asked whether a particular picture was old or new he decided it must be new, because in an old picture, trees would not have been invented. Pupils gained a lot from this lesson, and the changes in ladies' fashion proved to be particularly fascinating for them all. In Year 2, pupils find out about inventors and the way in which ideas are gradually modified and improved.

130. The quality of teaching and learning in Years 3 to 6 is satisfactory. In both the Year 6 lessons observed, pupils were learning about The Great Exhibition of the 19th century. In the first of these lessons, pupils read an extract about the event, drew information from it and wrote a summary. In the second, pupils thought about the reasons for holding the exhibition, what sort of building it was housed in and of the many exhibits which filled it. The teacher then suggested planning a similar event for the 21st century, deciding again what type of building might be suitable and the inventions and artefacts which could fill it. The pupils enjoyed this task and it enabled them to research information and share ideas, an experience which broadened their knowledge across several areas of the curriculum.

131. The analysis of work produced by Year 5 pupils indicates that they have a good insight into the way of life, beliefs and achievements of the Tudor monarchs, in particular Henry VIII. They compare the lifestyles of rich and poor and research their houses. This leads on to a house building and bread making project. To support the curriculum, pupils made good use of Eastbourne and the rich history in the surrounding area. The presentation of pupils' work in both key stages is satisfactory. Teachers' marking often lacks constructive comments to help pupils improve.

132. The subject co-ordinator has only recently been appointed but is knowledgeable about the subject and well organised. The history policy has been reviewed and, following consultation with the staff, a new scheme of work is in place. This is an improvement since the last inspection. The quality of planning remains variable and ranges from clearly stated learning objectives in Key Stage 1 to a brief summary of intentions in Key Stage 2. Monitoring of standards of teaching and learning are under-developed and assessment procedures lack rigour.

133. The school is beginning to develop its own collection of artefacts and the quality of books in the library has been improved. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the understanding of the legacy of ancient civilisations to modern society and discussions about the morality of actions carried out in the past. There was satisfactory evidence of the use of information and communication technology to support learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Standards are average in Years 2 and 6. This shows good improvement since the last inspection, when standards in the subject were a key issue for the school to address. The subject has been a priority for development since the last inspection and much thought and hard work have gone into bringing this improvement about.

135. In Year 2, pupils are able to enter their own text, change the font and size and make grammatical and spelling corrections. They develop appropriate keyboard skills and use the mouse well to select from icons and menus. Most can save and retrieve work without help, although a few lower achievers need support. Pupils create pictures by clicking on pre-selected geometrical shapes and dragging the images to form composite figures such as trees, buildings and people. They begin to use control technology in order to program their own set of instructions for a journey for a floor robot. This helps to develop language skills and spatial understanding for mathematics.

136. Pupils in Year 6 have only had the benefit of the new computer suite for two years. They have made good progress in that time. Pupils use computers to make meaningful connections with

other subjects. Pupils in Year 5 make enlarged title pages and select and print out graphics of soldiers in battle dress to enhance their work on the Ancient Greeks for history. In art and design, pupils use the digital camera in order to alter pictures using an underwater theme, then draw electronically onto the screen, superimposing their own freehand graphics. They fill the picture space with creatures, weed and bubbles to produce an individual work. Pupils in Year 6 make good use of spreadsheets when working out how much food they need for a class party. They select a tempting array of foods and, using their mathematical skills, accurately meet their budget. Pupils in Year 6 also know that a sequence of instructions is called a 'procedure'. They know that devices can monitor physical changes and they give examples such as thermostat controls in refrigerators. Pupils respond well to teachers' well structured questioning, giving thoughtful replies. They sensibly discuss, in pairs, how to set about writing their own procedures. They listen carefully to each other's suggestions, then test, improve and refine sequences of instructions in order to make things happen, monitor events and respond to them. Pupils concentrate for extended periods of time and enjoy practical problem solving tasks. They feel justly proud of achievements.

137. Pupils with special educational needs and those for whom English is an additional language make sound progress. They enjoy all aspects of the subject and develop skills in other areas of the curriculum such as language and mathematics, because of the good range of software, which supports their learning. They take pride in their finished work when it is printed out, which increases their self-esteem. Boys and girls make equally positive contributions to discussions. There is no significant difference in their rates of progress. All pupils receive appropriate support and are set tasks which properly challenge their capabilities.

138. The quality of teaching and learning is good. The majority of teaching in the subject takes place in the computer suite. This takes place on a rotational basis, and not all classes are timetabled for every week. Pupils work in pairs, taking turns to input information. Teaching in the suite is generally given by specialist teachers and is of good quality. Throughout the school, it is a more inconsistent picture, as some teachers have recently finished in-service training in the subject, whilst others are just starting and are less confident. Teachers accelerate pupils' learning in the suite, by structuring focused practical tasks, whereby pupils all learn at the same rate. This enables all pupils to develop capability on a step-by-step basis. They develop capability more quickly than in the classrooms, where there is only one computer. It also ensures that all pupils benefit from the same direction and demonstrations by teachers. During the inspection, information and communication technology was seldom in use in lessons. One teacher had provided a personal lap-top computer to augment classroom facilities for pupils' use. In the better class lessons, teachers had prepared parallel work within the subject, using an interactive, commercial program, for pupils to follow the same work electronically as those using pencil and paper. Some teachers are not sufficiently confident to use information and communication technology skills for their own planning and record keeping purposes.

139. The subject leader has very good levels of knowledge and expertise and has been instrumental in implementing recent initiatives for improvement. He receives very good support from a very knowledgeable teaching assistant who also has high levels of expertise in the subject. The school also employs a technician for five hours per week, funded by the Education Business Partnership grant. The link governor for the subject and other specialist staff make a very positive contribution to the pupils' progress in the computer suite. The range of software for pupils at both key stages is good. There is an appropriate balance of carefully selected, subject related, programs for most areas of the curriculum and for all ability levels.

## **MUSIC**

140. Standards in music are average in Years 2 and 6. In the school's previous inspection standards were above average at Key Stage 1 and well above average at the end of Key Stage 2. Judgements in this inspection are based on classroom observations, scrutiny of teachers' planning, displays, photographs, assemblies and discussions with teachers and pupils. Pupils enjoy their work in music and

their achievement is generally sound across the school with some good achievement and above average attainment in their performing skills as they take part in school concerts and productions. Pupils with special educational needs and those who speak English as an additional language make sound progress.

141. The quality of teaching and learning in Years 1 and 2 is good and, in Years 3 to 6, it is very good. All the lessons seen were at least good and three were very good. At Key Stage 1, teaching is a mixture of specialist teaching and class teaching, and, at Key Stage 2, music is taught entirely by specialists. This has a positive effect on standards generally but, due to staffing difficulties this year, it has not been possible to cover all classes and currently Year 5 do not have any formal music lessons. The time allocated to the teaching of music to Year 6 pupils is lower than the usual time for most schools and these pupils are not taught composition skills. However, all classes in both key stages have a weekly 'sing along' session which, together with preparation for school productions, provide a good avenue for pupils to develop their performance skills.

142. Strengths of the teaching and learning were illustrated well in a very good lesson for Year 4 pupils. The teacher began the lesson with a series of 'clapping' activities to develop their awareness of rhythm and tempo. These involved pupils well and gradually increased in complexity to provide a good level of challenge. There was a very positive atmosphere in the lesson, which the teacher fostered well by her brisk pace and very good encouragement for pupils to participate and enjoy the activities. The teacher's very confident and secure subject knowledge enabled her to use well focused questions to develop pupils' understanding of specialist terms and vocabulary and to refine their understanding of such elements as the difference between a beat and a rhythm. Her very inventive use of varied rhythmic chants enhanced pupils understanding very well, and, by the end of the lesson, pupils had been enthused by their experiences and had both consolidated and developed their abilities to recognise and follow varied rhythms and beats.

143. The co-ordinator for music has a good understanding of the priorities for the subject and provides a good model in her own practice. She works effectively with her colleagues to ensure that the high profile of music in the school is sustained. There is no formal monitoring in the subject but there is a good level of informal discussion and support. Assessment arrangements in the subject have a good focus on the elements and skills of music in Years 3 to 6 and in Year 2. These arrangements provide a clear record of the areas covered in each year and how pupils' skills are developed. The school is justly proud of the high quality experiences of pupils in school productions and in the range and number of pupils who take part in them. The subject is enhanced by these productions. The school has been very aware of the limitations of its provision for Year 5 pupils in music this year. It has made a good effort to provide them with an additional number of high quality experiences, such as the opportunity to work with such groups such as the Glyndebourne Opera Workshop and a Samba Band. The school also offers pupils in both key stages the opportunity to join the school choirs and to learn to play the recorder. Individual pupils benefit from the opportunities offered by visiting instrumental teachers to learn a musical instrument. Resources in the subject are good, with a good range of percussion instruments and recorded music, representative of cultures across the world. The subject makes a very good contribution to pupils' social development and a good contribution to pupils' spiritual, moral and cultural development. There is little use of information and communication technology in the subject.

## **PHYSICAL EDUCATION**

144. Standards in Year 2 are average and, generally, pupils make satisfactory progress as they move through the key stage. In Key Stage 2, pupils generally make good progress and, by Year 6, standards are above average. In the lessons seen in Year 6, there was average attainment in games and above average standards in gymnastics and dance. These standards are also further raised by the valuable opportunities for pupils to take part in clubs and sports teams. Pupils swim in Years 3 and 4 and school records show that most can swim confidently by the end of Year 4. About 60 per cent are

able to swim 25 metres. There is no opportunity for pupils arriving after Year 4 to learn to swim with the school or for those not attaining the expected level to catch up. There is no evidence to indicate the standards by the time pupils leave the school. Many pupils perform adventurous activities during the residential school visits and practise orienteering in the locality. There are no differences in the standards achieved by boys and girls. These judgements show standards have been maintained since the previous inspection. Overall, pupils achieve well during their time in school.

145. The quality of teaching and learning is good, overall, and satisfactory in Years 1 and 2, with good aspects. In a good gymnastics lesson in Year 2, for example, the teacher had well established routines and managed the class well. The pupils listened attentively and followed instructions carefully as they developed sequences of movement. In a Year 6 lesson, the teacher had very high expectations of behaviour and performance and the pupils responded well to the good quality learning environment she created and to her praise, encouragement and highly skilled coaching. Following an energetic warm up, pupils moved on to gymnastic activities. They planned and performed imaginative and well-controlled sequences showing very good starting and finishing positions. The teacher gave good opportunities for pupils to evaluate their own and others' performance. They did this sensitively and knowledgeably. Following a highly skilled performance by two talented girls, they broke into spontaneous applause and could explain why that performance had real quality and analysed the strong features. Pupils recognised the expertise of the teacher and were motivated to perform well, making very good progress in developing their gymnastic skills. In a very good Year 4 lesson, the teacher showed high levels of expertise in the subject. She led a very effective warm up of stretches and balances and pupils were able to sustain this energetic activity. As this was the first lesson for some time using apparatus, she clearly and firmly reminded pupils of the need for safe and sensible handling of equipment. They performed their duties with enthusiasm and a wide range of apparatus was set out. In dance lessons, teaching and learning were consistently good and pupils made good progress in preparing for a dance presentation shortly to take place. In all aspects, all boys and girls, including those with special educational needs, those with English as an additional language and those capable of higher attainment and talented, make good progress and built on their skills and understanding.

146. In the range of very valuable club and team activities, pupils further extend their skills. In the netball games which took place during the inspection pupils were enthusiastic, well supported and competed well. In a gymnastics club, pupils showed high quality movement and poise as a result of skilled teaching. Pupils showed great enjoyment and took a pride in their performance. In the after school 'Bourne to Dance' club, taken by a very skilled and enthusiastic teaching assistant, pupils showed very good style and rhythm. The group often performs both in and out of school and enjoys a high reputation. Their performance of 'All that Jazz' in an assembly showed the rest of the school the high standards that they were achieving.

147. The co-ordinator is a physical education specialist. She provides a very clear direction for the subject and has worked hard to give the subject its high profile. The co-ordinator has produced a policy and scheme of work to ensure that all aspects of the curriculum are systematically covered. She gives good support to colleagues, but has little time to monitor teaching or work alongside colleagues. The school provides an impressive range of extracurricular activities, which are well attended. There are teams for football, netball and hockey, which compete successfully against other schools. The school takes part in dance festivals and gymnastic and athletic events. There is an all weather area for games and there are good resources for all aspects of the curriculum. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. They show real joy and pride in performance, play as members of teams and compete fairly within the rules of the game. The subject remains a strong feature of the school.

## **RELIGIOUS EDUCATION**

148. In Year 2 and Year 6, pupils' knowledge and understanding of religious education do not meet the expectations of the locally agreed syllabus. This is a fall in standards since the last inspection when



standards were in line with the expectations of the agreed syllabus. It was only possible to observe one lesson during the week of the inspection due to timetabling arrangements. Judgements in this inspection are based on the one lesson observed, analysis of pupils' work, scrutiny of teachers' planning and discussions with pupils and teachers. The school has a supportive caring ethos, which encourages pupils to respect the ideas and opinions of others. However the teaching of religious education is not a priority for the school and has a low profile in the curriculum. The time allocated to the teaching of religious education is lower than in most schools and, as a result, pupils do not achieve satisfactorily as they move through the school. This includes pupils who have special educational needs and pupils who speak English as an additional language. The subject does not make a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

149. The quality of teaching and learning in the lesson seen was satisfactory. As a result of the lack of a coherent scheme of work and insufficient curricular time allocated to the subject, some elements of the Agreed Syllabus are not included in teachers' planning. Provision for elements of religious education is reflected in the school's planning for personal and social education and in the topic approach to history, geography and science. A good example of religious education being included within a topic was in a Year 3 music lesson where pupils were practising a song about Shrove Tuesday. Pupils were able to explain the significance of Shrove Tuesday and the importance of fasting in both the Christian and other religions. However, the approach varies and is too dependent on the emphasis given to it by individual teachers. In Year 2, some elements of religious education are reflected in some sessions of collective worship. As a result, pupils in Year 2 are able to talk in appropriate detail about the Christian celebration of Christmas and the story of Jesus' birth. They know about simple elements of the story of Joseph and his special coat and that his brothers' jealousy led to his being sold as a slave in Egypt. However, their experiences and knowledge are limited and do not provide them with the range expected by the agreed syllabus.

150. Pupils in Year 6 do not have lessons in religious education until the summer term and, as a result, do not have an appropriate range of experiences nor do they develop their understanding and knowledge to an appropriate level. In discussions, pupils were able to recall simple elements of Bible stories they had learned in earlier years and some simple features of Buddhism and Hinduism, but this knowledge was limited, as was their awareness of the significance of the features they had remembered. In the lesson seen, Year 5 pupils were able to make a range of simple observations about Buddhism as a result of their teacher's clear explanations and information on their worksheet. However, the level of their understanding and the depth and range of the discussion were below those expected for pupils of their age. Pupils of all ages do not have sufficient opportunities to explore their own responses to what they have learned or to develop their appreciation of spiritual values.

151. The co-ordinator for the subject is aware of the limitations of the current position of religious education in the school. She has begun the process of reviewing and updating the policy and is developing her awareness of the requirements of the agreed syllabus. She recognises the need to develop a more coherent curriculum which identifies the strands within the agreed syllabus and how these are covered by the school. There are no formal systems for assessment in the subject and the subject is covered in the annual report to parents within the broad coverage of humanities subjects. This does not always ensure that religious education is referred to appropriately. There is no formal monitoring in the subject although the co-ordinator has informal discussion and gives support as requested. Resources in the subject are unsatisfactory as the school does not have an appropriate range of artefacts to support the curriculum. Book resources are not always at an appropriate level for pupils' reading abilities and interests. There is no evidence of the use of information and communication technology to support pupils' learning. The curriculum is appropriately enhanced by a weekly club organised by representatives from local churches and, in some years, pupils visit local churches.

