

INSPECTION REPORT

REDHILL JUNIOR SCHOOL

Airedale, Castleford

LEA area: Wakefield

Unique reference number: 108232

Headteacher: Mr J A Wandless

Reporting inspector: Mr M Dobson
5898

Dates of inspection: 19-23 June 2000

Inspection number: 197880

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Stansfield Drive Airedale Castleford West Yorkshire
Postcode:	WF10 3DB
Telephone number:	01977 723040
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Carol France
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Dobson	Registered inspector	English	What sort of school is it?
			The school's results and pupils' achievements.
			How well are pupils taught?
			What should the school do to improve further?
Ms S Elomari	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr D Brettell	Team inspector	Special educational needs	
		Mathematics	
		Information and communication technology	
		Physical education	
Mr R Freeland	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Art	
Mrs L Jones	Team inspector	Design and technology	
		Music	
Mr J Draper	Team inspector	Equal opportunities	How well is the school led and managed?
		Geography	
		History	
		Religious education	

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Airedale district of Castleford, West Yorkshire with 228 pupils on role. Unemployment is high and social problems have increased over the years. The school serves a large estate which already has support from the Single Regeneration Budget Scheme and will, because of social and economic disadvantage, be part of a Health Action Zone and an Education Action Zone. The percentage of pupils entitled to free school meals is well above average. Eighty-nine pupils are on the school's register of pupils with special educational needs, a proportion above the national average. Almost all pupils are of white UK heritage. Because of the demolition of houses in the area numbers have declined but now seem likely to stabilise. Pupils' attainment on entry, as measured by performance in the National Curriculum tests for seven year olds, is below average and has recently declined.

HOW GOOD THE SCHOOL IS

Redhill is an improving school, which provides an effective education. Pupils' results in the National Curriculum tests for eleven year olds have improved and last year were well above the average for similar schools. In the work seen during the inspection pupils' achievements are judged to be good particularly in English, mathematics, science, information and communication technology. Strengths of the school are its pastoral care for the individual and the continuing emphasis on pupils' personal development. Pupils enjoy their lessons, work and play. They are well taught by staff who have high expectations of what they will achieve. The introduction of the literacy hour and daily mathematics lesson have contributed to improvements in the teaching of English and mathematics. Governors, headteacher and staff are all committed to work together to raise standards, particularly in literacy and numeracy. These are the appropriate priorities for the school at this time. The consequence has been that, except in information and communication technology, there have not been similar improvements in the teaching of other subjects.

Co-ordinators in the English, mathematics and information and communication technology, supported by the headteacher, are key players in this process of advising colleagues and monitoring their work. If account is taken of all these factors the school is reckoned to provide good value for money.

What the school does well

- It has worked hard to improve pupils results in National Curriculum tests, so they are now well above the average for similar schools.
- It uses information from annual tests and assessments to analyse pupils' attainment, set targets, and monitor progress.
- It promotes good behaviour, with an emphasis on care for the individual, and a commitment to every pupil's personal development.
- It provides good teaching and learning in information and communication technology.
- It uses day visits and residential experiences as a basis for work in history and geography.
- It uses the internal accommodation to enhance the curriculum through art displays and other examples of pupils' work.
- There is clear educational direction for the school through the co-operative efforts of governors, headteacher and all staff.

What could be improved

- The school should devote more resources and expertise to meet the learning needs of pupils in Years 3 and 4 who on entry to the school have low levels of literacy.
- The school should improve how it plans and organises its teaching of music, physical education, and design and technology.
- The school should improve its external environment as a resource for teaching and learning.
- The school should systematically give pupils an experience of other cultures.
- Teachers should consistently make sure pupils and parents know what pupils have to learn next, what they have to do to improve, and how much work they are expected to do. The good practice, particularly in Year 6, should become common practice.

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 inspected in October 1997. Good progress has been made in addressing the key issues which related to the serious weaknesses identified in that report. Standards of literacy and numeracy have risen; the quality of teaching has improved; the headteacher, deputy, and other key staff analyse the school's performance carefully. Performance has improved in the National Curriculum tests for eleven year olds and in 1999 was close to the national average and well above the average for similar schools.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	C	A
Mathematics	D	C	C	A
Science	C	D	B	A

Key

well above average A

above average B

average C

below average D

well below average E

The above results show that in the 1999 National Curriculum tests for eleven year olds in English and mathematics pupils' results were in line with the national average, and in science above the national average. The results were well above the average for similar schools. The improvement in results over the years 1996-99 broadly matches the national trend. The school, aware of pupils' lower attainment recently on entry, has set cautious targets for 2000, below what has already been achieved.

Pupils' achievement in the work seen during the inspection are judged to be good. The standard of work of older pupils is line with the results of recent National Curriculum tests. Pupils' progress and learning are particularly good in English, mathematics, science and information and communication technology. Because of the high quality of teaching they accelerate their progress in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Almost all pupils are keen to come to school and enjoy their lessons.
Behaviour, in and out of classrooms	Very good. The school is a very orderly community, behaviour is very good both in lessons and around the building at lunchtimes and break.
Personal development and relationships	Very good. Pupils are willing to show initiative and take responsibility; most work well even when not directly supervised; they co-operate well. Almost all pupils understand how their actions make other people feel.
Attendance	Satisfactory. Attendance is monitored and appropriate action taken.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	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.

There were 46 hours of classroom observation. Only 4% of teaching was judged unsatisfactory; 37% was satisfactory; 39% good; 20% very good. The skills of literacy and numeracy are well taught. Teachers have a good understanding of their subject; their expectations of pupils are high in the core subjects; they effectively employ a range of strategies from whole-class teaching to independent and small group work. A particular strength is their management of pupils. Because teachers have these skills pupils learn well.

There is less consistency between the different teachers in how they mark pupils' work, the comments they make, the targets they set them, the pace at which they expect them to work. There are, however, examples of good practice particularly in Year 6. Because of the inconsistencies in teachers' use of ongoing assessment, some pupils are unsure how to improve and are satisfied with only an adequate pace of work and an undemanding rate of productivity. This is an area in which the school can improve its already good practice.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The school emphasises the teaching of English, mathematics, science and information and communication technology. Provision for art is good. There is a narrow range of learning experiences in music, physical education and design and technology.
Provision for pupils with special educational needs	Satisfactory. These pupils are sensitively taught, but there are inconsistencies in the quality of their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral and social development is very good. Provision for spiritual development both in lessons and assemblies is satisfactory. Pupils learn about their own culture, but do not regularly gain experience of other cultures.
How well the school cares for its pupils	Very good. Teachers know their children and their circumstances very well. Health, welfare and child protection procedures are well organised.

The school works well in partnership with parents to care for pupils as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Head teacher and other key staff	Good. Clear educational direction is provided by the co-operative efforts of headteacher and co-ordinators in English, mathematics and information and communication technology with an emphasis on the raising of attainment.
How well the governors fulfil their responsibilities	Well. Governors understand the challenges the school faces, but are committed to raising standards. They are recently established but have begun to make themselves better informed about the curriculum. They have begun to apply the principles of best values in their budget decisions.
The school's evaluation of its performance	Good. Test results are carefully analysed in order to decide on remedial action. Teaching is carefully monitored in order to identify and share good practice, particularly in English and mathematics.
The strategic use of resources	Satisfactory. Resources are targeted on the priorities in the school's development plan. The school has adequate staffing, accommodation and learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They consider teaching is good, and the school is well led. • Behaviour is good, bullying is stopped immediately, and the school helps pupils become mature and responsible. • Parents approved the links with the community through fund raising events and Christmas festivities. • They feel comfortable about approaching the school with a problem. 	<ul style="list-style-type: none"> • About 22% of those who replied to the questionnaire would like more activities outside lessons.

The inspection team agrees in general with parents' views, particularly their approval of the quality of care in the school. The inspectors, however, feel the school provides a satisfactory range of activities outside school.

NB The registered inspector held a pre-inspection meeting for parents, but only two attended.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In the previous inspection report in 1997 inspectors concluded that pupils' progress in the key skills of literacy and numeracy was mostly unsatisfactory and the attainment of Year 6 pupils was below average for their age. They concluded that pupils' attainment in science, and some other subjects was in line with what is expected nationally for pupils of their age. They felt that attainment in history and religious education was barely satisfactory, and had concerns about pupils' progress in certain aspects of physical education and music.
- 2 The school has made good progress in addressing the key issue of improving attainment in English and mathematics. In the National Curriculum tests for eleven year olds in 1999 the numbers in English and mathematics who gained the expected standards was close to the national average. In comparison with similar schools results were well above average. Over the period 1996–1999, in English the percentage who gained the expected Level 4 rose from 31% to 74% and in mathematics from 33% to 70%. There has been an improvement also in English and mathematics in the percentage of pupils whose test results are above what is expected for their age, but that percentage is still below the national average. There is no significant variation between boys and girls in the results they achieve. The high standard of boys' performance in tests can be attributed to the good teaching in Year 6 and careful preparation for tests. The numbers in science who gained the expected Level 4 in 1999 was close to the national average, but the percentage who reached Level 5 was above the national average. Again this was a consequence of good teaching and careful preparation. Pupils' results in National Curriculum tests are now a strength of the school.
- 3 Improvement in other subjects since the last inspection report has been inconsistent and, as a consequence, pupils' attainment is inconsistent. In information and communication technology pupils attainment in Year 6 is above what is expected as pupils develop and practise a wide range of computer skills. In history pupils attainment at the end of the key stage is close to what is expected for their age, as shown in work on Victorian Britain based on a visit to a Bradford museum. This is an improvement since the last inspection. In art the quality of pupils' work by the time they leave the school is better than expected for pupils of their age. This is a significant improvement since the last inspection. In other subjects standards have been maintained. In geography pupils' attainment in Year 6 is broadly in line with what is expected nationally as shown in their knowledge of physical geography in work based on a visit to Hornsea. In design and technology pupils work at the standards expected, but the range of their work is narrow. In physical education their attainment in what they do matches what is expected but they have insufficient experience of the whole range of activities. Standards in two subjects cause concern. In music pupils across the subject do not show evidence of work at the standard expected. They play and perform to a satisfactory standard, but attainment is unsatisfactory in listening, appraising and composing. In religious education attainment in Year 6 is below what

is expected. Pupils have insufficient knowledge and understanding of Christianity and the other faiths they have studied.

- 4 Inspectors conclude also that pupils reach these standards because their learning and progress in most subjects has been good. They base these conclusions on observation of lessons, scrutiny of pupils' work and conversation with pupils about what they are learning. In information and communication technology pupils have limited skills on entry but by Year 6 they are almost all able to work independently and apply their skills in another subject. In a history lesson they logged on, navigated through a web site, and constructed their own research folder. In mathematics they enjoy learning multiplication facts and number relationships so that by the end of Year 6 they can manipulate numbers to carry out a wide range of calculations. In science by the end of the key stage pupils know how to plan, conduct and evaluate an investigation. Pupils' depth of knowledge has increased as they move through the school. In Year 3 they know, for example, the names of parts of plants but by Year 5 they have a more detailed knowledge of the process of pollination. In English by the end of Year 3 middle and high attainers have improved as writers so there is evidence of better structured sentences and more interesting vocabulary. That improvement is sustained so that by the end of Year 6 high and middle attainers write at length and show an increased vocabulary. Low attainers this year in Year 6 know how to structure a story and shape a sentence.
- 5 There remain areas of concern. In Year 3 low attainers in English at the time of the inspection had made sound progress but their writing is still confused, their spelling weak and their handwriting not joined up. This is not surprising if account is taken of their low scores in the National Curriculum tests for seven year olds. It is, however, as the school recognises, an area which requires attention if the school is to maintain its record of success in the tests for eleven year olds. The second area of concern is the school's failure to plan a sufficiently broad range of learning experiences in physical education, music and design and technology. Pupils' learning in these areas is restricted, and they do not make the expected progress across the whole subject.

Pupils' attitudes, values and personal development

- 6 The school has maintained the high standards of behaviour commented on in the previous inspection report. Pupils' attitudes towards school are good. They are keen to come to school and enjoy their lessons. The very good quality of relationships throughout the school makes a strong contribution to pupils' willingness to attend. The positive, supportive behaviour management strategies used by staff make school a safe and welcoming place for pupils.
- 7 Almost all pupils show a good level of interest in school life and good numbers of them participate in the programme of extra curricular activities. They appreciate and enjoy the many opportunities they are offered to visit places of interest, such as the time spent by the river as part of a geography topic or at Clarke Hall for history. Pupils with special educational needs share these positive attitudes and are very well integrated into the life of the school.
- 8 Behaviour in the lessons observed was never less than satisfactory. The majority was

good and in a quarter of lessons seen it was very good. Pupils in Year 6 behaved very well when they went to the swimming baths. The standards of behaviour in lessons make a positive contribution to pupils' learning as little time has to be spent gaining order and lessons are not disrupted by unacceptable behaviour. The school is a very orderly community and behaviour around school at lunchtimes and breaks is very good. This is a strength of the school.

- 9 Pupils are courteous to adults and to one another. They offer to help teachers and visitors. The good quality displays around the classrooms and corridors remain in immaculate condition. There is no evidence of vandalism or graffiti and very little litter. The large majority of parents who completed the questionnaire agree that the school achieves high standards of behaviour. The very low incidence of exclusions, with no exclusions in the last three years, further attests to the good quality of behaviour throughout the school.
- 10 Pupils respond well to the opportunities provided for them to show initiative and take responsibility. For example, considerable numbers of pupils avail themselves of the opportunity to play percussion instruments at breaks and lunchtimes. During group activities, particularly in the literacy and numeracy hours, the majority work well when not directly supervised by the teacher. They co-operate well, especially in information and communication technology lessons when they have the opportunity to work together on a project. The buddy scheme is a strength of work in information and communication technology, pairing more confident and able pupils with those whose skills are less well developed, to the benefit of both.
- 11 The quality of relationships throughout the school is very good and is a significant strength. Pupils respond well to the high expectations staff have of their behaviour and to the good role models they provide. They listen well to their teachers and to other pupils. Almost all pupils have a clear understanding that their actions have an impact on others and act with due respect for others. They show good levels of respect for the feelings and values of others. This helps to ensure that the incidence of bullying is low.
- 12 Attendance is consistently below the national average, although the level of recorded unauthorised absence is below the national average. There is evidence of considerable amounts of prolonged or recurrent absence, related to social disadvantage. The school monitors attendance data regularly and follows up any unexplained absences quickly. The education welfare officer is appropriately involved when absence or poor punctuality causes concern.

HOW WELL ARE PUPILS TAUGHT?

- 13 The previous report in 1997 found that in 85% of lessons the quality of teaching was satisfactory or better. Inspectors noted that the quality of teaching was always satisfactory in Year 6 and that a significant proportion of unsatisfactory teaching was found in Year 5. The report described the characteristics of the good teaching as good relationships between teacher and pupils, good control and discipline, good use of questioning, good use of homework, and a variety of methods of classroom organisation. It described the weaknesses as follows: unsure subject knowledge in

physical education and English; weaknesses in long term assessment which are not made against agreed expectations of what level pupils should reach; weaknesses in ongoing assessment, particularly in the marking of pupils' work; in some classes poor use of time with too much exposition from the teacher and too little productivity from the pupils.

- 14 The school has made good progress in addressing these issues. The quality of teaching has improved, and is now judged to be good. Only 4% of teaching observed was judged unsatisfactory; 37% was satisfactory; 39% good; 20% very good. In order to reach these judgements five inspectors spent a total of forty-six hours observing lessons and eleven more hours scrutinising books and talking to pupils.
- 15 In information and communication technology, literacy and numeracy teachers' understanding and confidence is now good because of the amount of training they have undertaken and the support they have received. The specialist co-ordinators have been central to this training and support. The numeracy co-ordinator has taught a group of high attainers in each year. As a Year 6 teacher the literacy co-ordinator has not had the same flexibility but has taught some literacy hours to the other Year 6 class. In order to share good practice all three have been observed teaching colleagues' classes, observed colleagues teaching, and partnered colleagues in teaching a class. They have provided in-service sessions (based on their own training) and advised colleagues on specific issues. The consequence is that the teaching of the basic skills of literacy, numeracy and information and communication technology is very good.
- 16 The improvement in teachers' confidence in these subjects has also been helped, in the case of English and mathematics, by the framework of the national strategies which set down demanding teaching objectives for each term.
- 17 Teachers have devoted less attention to the improvement of other subjects. In history and geography they continue the programmes of work based on visits they taught successfully at the time of the last inspection. In physical education, music and design and technology they have no whole school scheme of work to help them. The school accepts that a priority is the planning of subjects other than English, mathematics and information and communication technology in order to implement the revised National Curriculum, it intends to adopt the Qualifications and Curriculum Authority's recommended schemes.
- 18 Teachers' classroom methods are effective. Their management of pupils is very good, based on a knowledge of them and their circumstances as individuals. Relationships within classrooms are a strength of the school. A common lesson format, based on the literacy hour and daily mathematics lesson, has begun to emerge. Lessons often begin with a definition of objectives. Where practice is satisfactory teachers explain to pupils the content of the lesson; where practice is very good they detail the skills the pupils will learn and consolidate or the new knowledge they will acquire, based on their prior learning. There were good examples of this in the teaching of English in Year 6 and in information and communication technology throughout this school. Lessons often begin with whole-class shared work, sometimes an explanation; sometimes a demonstration; sometimes shared reading, writing or investigation. Where practice is good or very good there is a pace and vitality about this part of the lesson. This pace

was sometimes lacking in some lessons observed and is an issue to be addressed. The consequence of a lack of pace is insufficient time for pupils to complete enough work. Where practice is good in this part of the lesson teachers question effectively, based on their knowledge of pupils' attainments and prior learning. Good examples were seen of this skill in several subjects. Pupils then move onto independent tasks. In the best practice these tasks are differentiated so that high attainers can accelerate their learning independently. Good examples were observed in science and information and communication technology. Where practice is satisfactory pupils complete tasks to a satisfactory standard, but high attainers are not extended as independent learners. There were examples of satisfactory practice in English and mathematics. Lessons are often concluded by a plenary session. In satisfactory practice (seen in English and other subjects) pupils told about what they had done. In the best practice they reflected on what skills or knowledge they had acquired.

- 19 Overall the quality of teaching is also enhanced by the quality of resources (particularly in information and communication technology) and the quality of the internal environment (particularly the displays of work).
- 20 The consequence of the good teaching is good learning by pupils. It shows itself in improved test results, but also in pupils' interest, enthusiasm and increasing ability to talk about what they have learnt previously.
- 21 The school has made good progress in improving teaching since the last inspection, but faces a new challenge. There are increasing numbers of pupils in Years 3 and 4 whose attainment on entry, particularly in reading and writing, is well below what is expected for their age. In order to help these pupils catch up the school will have to provide an appropriate intervention programme. Teachers will also have in their teaching to develop further their skills as follows:
 - Show in their planning how they intend to help low attainers consolidate and high attainers extend their learning.
 - Show in their planning what skills or knowledge they expect pupils to acquire over a period of time and share that information with pupils so that pupils know how to improve.
 - Show in their marking what short term improvements they expect of pupils, so that pupils have short term targets.
 - Make clear in their practice how much they expect pupils to produce by a certain time, so that lessons have more pace.
- 22 These aspects of good teaching practice are all present at times in current teaching, but it is not consistent. There was good practice in these skills particularly in Year 6, and particularly in English, mathematics and information and communication technology.

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

- 23 All subjects of the National Curriculum are taught. The school's curriculum fully meets statutory requirements in mathematics, English, science and information and communication technology. The teaching of information and communication technology is a strength in its own right and also in the way that it supports the other subjects of the curriculum. Through assemblies, formal lessons and informal discussion the school is effective in its provision for personal and social education, including health education, sex education and attention to drug misuse.
- 24 In response to the findings of the previous inspection report and in order to improve pupils' performance in the National Curriculum tests for eleven year olds the school devotes more than half its time to those subjects. This is an appropriate priority for the school, but it has its negative consequences. The range of learning experiences is narrow in music, physical education, religious education and design and technology. In music pupils have insufficient opportunity to work on listening, appraising and composing. In physical education the timetable has been curtailed because of the emphasis on literacy. Insufficient attention is given to religious education so that by the age of eleven pupils' knowledge and understanding are below what is expected. In design and technology pupils have little opportunity to work with a wide range of materials and tools. Teachers tend to work together to repeat what has worked well in the past, with evident success, for example, in the programme of visits in history and geography. Informally co-ordinators provide good support and advice but the curriculum, other than in English, mathematics, information and communication technology (and soon science) is not managed effectively.
- 25 The school makes very good use of the objectives from the literacy and numeracy frameworks to plan and deliver English and mathematics. These demanding objectives have raised teachers' expectations and pupils' learning has accelerated, particularly in Year 6. The specialist skills of the co-ordinators in these areas (and in information and communication technology) have been appropriately focussed on advising colleagues and monitoring their work in the classroom. The co-ordinator for mathematics has had the flexibility to teach groups, particularly high attainers, in all years in order to raise standards. The school accepts it has to increase the time the literacy co-ordinator has available to work alongside colleagues particularly in Years 3 and 4. The school has re-organised its days into a uniform pattern of five one hour lessons which allows some interchange between teachers (to make best use of their specialist skills) and a measure of grouping by prior attainment. In English and mathematics teachers plan together in year teams, and group pupils by prior attainment. In mathematics the deputy headteacher has been available to create an extra group in each year but that flexibility is not possible in English except when the co-ordinator's class is taken by the headteacher.
- 26 The school is, however, aware that it has increasing numbers of pupils who enter Year 3 with low levels of attainment in literacy. The school has, as part of the literacy strategy, employed classroom assistants regularly to teach phonics and spelling to small groups of these pupils to help them catch up. The present intervention programme

does not, however, fully meet the needs of all pupils who need help, and action here has to be a priority for the school.

- 27 The school enriches its curriculum by a good range of activities, such as the recorder club, the bowling club, the craft club, netball, football, and country dancing. The school is preparing to perform *Oliver* and this is being rehearsed out of school time. All year groups participate in these activities and both sexes have access to all the physical activities. The school has regular homework and this is well supported by the school's home/school diary. This diary records all achievements of the pupil and notes the homework that is to be expected. When well used this dialogue between parents and teachers positively support pupils' learning. The majority of parents were happy with the amount of homework that their children are expected to do. Good use is made of homework as a way of practising, extending and consolidating learning.
- 28 Most pupils enter the school from a single feeder infant school. Year 2 pupils at this school visit their future Year 3 classrooms and teachers. There is a fruitful exchange of information, about the pupils' strengths and weaknesses, between the staff from both schools who visit each other. The end of Key Stage 1 tests are analysed so that the needs of the new pupils can be best met. Future parents and pupils visit together and the staff help to make the transition as easy as possible. Similar dialogue exists between this school and the single high school to which most pupils transfer. There is again a good interchange of information between the staff and the pupils and parents visit the pupil's new school. During the last weeks in their Year 6 the pupils use workbooks that are to be taken and used in the high school. This helps to maintain the continuity of development into Year 7.
- 29 The school recognises every pupil's right to have full access to the National Curriculum, and broadly meets that objective. The school has been successful in ensuring, through skilled teaching in Year 6, that boys' performance does not lag behind girls' in the National Curriculum tests for eleven year olds. The school successfully uses information and communication technology to extend challenges for high attainers in several subjects. The additional literacy support programme in Year 3 and numeracy and literacy support in Years 5 and 6 help low attainers catch up. There are, however, increasing numbers of pupils who need this support as they enter Year 3. The school intends to create group action plans for those pupils on stages one and two of the special educational needs code of practice, but that policy is only partly implemented. Those action plans could be a significant factor in accelerating those pupils' progress. There are also inconsistencies in the quality and precision of the individual education plans for pupils on stages three to five of the code of practice. Pupils with special educational needs are sensitively taught, but the school cannot show how its specific grant is used to ensure that pupils on the register receive their entitlement. The management of the programme lacks coherence because it is split between two members of staff and the headteacher.
- 30 A strength of the school is how well it cultivates pupils' moral and social development. The school through its assemblies promotes principles which distinguish right from wrong. In a Year 4 assembly the school's four rules (consideration, caring, co-operation and courtesy) were reviewed. Pupils joined with enthusiasm into a discussion where they distinguished rules which prohibit misconduct from rules which

guide good conduct. The school gives pupils responsibility. For example, they log on and close down the computer suite and collect and handout lunch boxes. In informal conversations teachers regularly help pupils talk through issues and see the consequences of their actions.

- 31 The school promotes an appreciation of the cultural traditions of Britain. In the week of the inspection Year 3 pupils were reading traditional poems; there are regular visits to museums in order to learn about our heritage; there is a country dancing club and carol singing at Christmas in the town centre. The school gives little attention to the ethnic and cultural diversity of British society. Pupils acquire knowledge about other religions, but they do not have opportunity to learn about them from visitors as living faiths. There is little evidence of art and music from the traditions of other cultures. This is a weakness to be addressed.
- 32 The school does give pupils the opportunity, particularly in assemblies, to explore values and beliefs and thereby develop their own spiritual awareness. In a successful Year 6 assembly pupils recognised the hypocrisy of Victorian mine owners who went to church but also employed children as labourers. They reflected on the questions of whether church attendance could be equated with being a Christian.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 33 The school has good procedures in place to ensure the health, safety and well being of its pupils. Health and safety audits are carried out on a regular informal basis but are not recorded, which is a weakness. There are no major health and safety issues outstanding. In practical lessons such as science teachers pay good and sometimes very good attention to ensuring pupils learn good practices. The curriculum includes appropriate health and sex education and drugs awareness. Arrangements for supervision at breaks and lunchtimes are good. The school has good arrangements in place for child protection and these comply with the local education authority and Area Child Protection guidelines. Teachers are aware of these procedures. Procedures for first aid and medicines are good. Pupils know what to do when they are unwell or hurt themselves.
- 34 Procedures to promote good behaviour are very good. They are based on the four 'Cs' of courtesy, co-operation, consideration and care. The behaviour management policy is well and consistently implemented. The school is successful in meeting its aim of using praise rather than sanctions to manage behaviour. Bullying is effectively addressed in assemblies and personal and social education. Pupils know they should report any incidents of bullying and are confident it will be dealt with effectively when reported. Parents share this view.
- 35 Attendance is monitored, and emerging patterns of absence are identified. Appropriate action is taken, with the support of the education welfare officers. There is inconsistency, however, in the way teachers keep the registers. Unauthorised absence is not always recorded consistently. There are appropriate procedures in place to deal with exclusions, but they have not been required in the last three years. The school is not pro-active in promoting good attendance. A new range of initiatives will be available from the education welfare service from September that, should the school

choose to use them, will promote attendance and behaviour effectively.

- 36 The assessment of personal development is informal but effective. Teachers build on the good knowledge they have of pupils and are aware of the progress they make. However, there is a promising new initiative in Year 6 that provides a written record of each child's personal development and gives them an opportunity to set personal targets. Year 6 pupils set themselves targets, for example, to improve their sleep habits prior to the national tests!
- 37 There has been since the last inspection good progress in addressing a key issue of how the school monitors academic progress. The school now has a clear picture of pupils' academic attainment on entry based on an analysis of their performance in National Curriculum tests, supplemented by a battery of standardised assessments and tests devised by the school. This picture is amplified by discussion with Year 2 teachers. The school monitors academic progress in mathematics through regular tests, including the optional end of year tests from the Qualifications and Curriculum Authority. That information guides what parts of the numeracy framework need to be emphasised. In English samples of pupils writing are kept to illustrate progress, and progress in reading is monitored by hearing pupils read and recording the mistakes they make. Again that information guides what is taught. For example, in the week of the inspection Year 4 pupils were being taught how to scan the text for information, something they had found difficult in the end of year Qualifications and Curriculum Authority optional tests.
- 38 In order to provide effective support for all pupils the link between assessment and planning needs to be extended and sharpened. Within their termly curriculum plans teachers do not yet specify what knowledge, skills and understanding they will expect pupils to acquire based on their prior assessment. Teachers have good informal knowledge of pupils' academic progress but they have not yet systematically set, and shared with all pupils, targets and action plans either for groups or individuals, again based on all their prior assessments. Pupils with special educational needs are supported through individual education plans. However, the targets contained in the individual education plans are not sufficiently clear, measurable and specific to guide progress effectively, nor are the individual education plans consistently available to teachers and support assistants. Pupils with special educational needs are however sensitively supported by teachers and, when they are available, by support assistants.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 39 The parents who responded to the questionnaire and attended the parents' meeting are very supportive of the school. They agree unanimously that the school expects their child to work hard and achieve his or her best. Almost all parents consulted would feel comfortable to approach the school with a problem. They believe that the teaching is good and that their child is making good progress. However, some parents feel that they are not kept well informed about their child's progress, nor do they agree that the school works closely with parents. They disagree that the school provides an interesting range of activities outside lessons. Inspection evidence supports parents' positive views. However, inspection evidence does not support those who feel that they are not kept well informed as the home-school diaries and reading records, which

go home on a daily basis, provide parents with very regular information about how their child is getting on. The home-school diaries have been developed as a way of working more closely with parents, but not all parents use them to communicate with the teacher. The school provides an appropriate range of extra curricular activities as well as booster classes. The curriculum is also enhanced, particularly in history and geography, by a good range of visits to places of interest.

- 40 The prospectus stresses the need for a partnership between home and school to ensure the development of each child, as well as providing the full range of required information. The previous inspection report criticised the school for omissions in the prospectus and annual report of governors but these issues have been fully addressed. However, information about the curriculum is limited and the school does not provide meetings for parents, for example on the literacy and numeracy strategies. The quality of annual progress reports is variable. Overall, comments are insufficiently subject specific to provide parents with a clear picture of their child's progress in all areas of the curriculum, although they give a general view. Strengths and weaknesses are identified but targets for improvement are not a consistent feature and, where they are provided, they are not precise enough to guide future progress effectively. However, the school has developed a very good home-school book system that gives parents useful information on their child's day to day progress. The school has not yet evaluated the effectiveness of these books nor tracked the use made of them by parents. Parents have the opportunity to consult formally with teachers on two or three occasions a year and teachers are readily available at the end of the day to discuss progress or any problems.
- 41 The school works hard to develop effective links with parents. The home-school diary is one example of success but it is not yet used as a channel for two-way communication by all parents. The reading record books also go home on a daily basis and most parents sign them regularly. Teachers in Year 3 attempt to involve parents actively in helping their child's reading. A small number of parents provide good quality support in school on a regular basis, with others prepared to help on visits. Parents of pupils with special educational needs are appropriately involved and are invited to attend review meetings. The school tries to involve those parents who rarely come into school, for example, by following up non-attendance at consultation evenings. However, a significant number remain detached from their child's education despite these efforts.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 42 The headteacher, supported by a committed staff, has ensured clear educational direction towards an improvement in standards since the previous inspection particularly in English, mathematics and information and communication technology. The strengths identified in the previous report concerning effective leadership in the pastoral work of the school have been maintained. There is a positive ethos of support and co-operation and relationships between all those in the school are very good. As a team the headteacher, staff and governors share a single vision and this is a strength which has helped the school to improve and develop the capacity to succeed.
- 43 The school has well defined aims which are reflected in the work of the school and its

classrooms. They make reference to the development of the whole child and ensuring full access to the curriculum for all pupils. There is also reference to high quality teaching enabling pupils to achieve in line with their capabilities. The school has made considerable improvements since the previous inspection towards achieving these curricular aims.

- 44 The governing body, although newly constituted in January, meet their statutory responsibilities and are committed to working with the school to secure improvements. They have a good understanding of the strengths and weaknesses of the school. Governors want to support improvement in the school. They are involved in planning for the school's future particularly through challenging the school when they monitor assessment data and are involved with development planning. For example, the headteacher brought a draft of the school development plan to the governing body and as a result of discussion and questioning, amendments were made. The governors have set performance targets for the headteacher based around monitoring of the school development plan and objectives for pupils' progress against their entry baseline. The governors have established sub-committees to discharge their duties more effectively. They update their expertise by attending training courses provided by the local education authority. Nominated governors were able to take part in literacy and numeracy training and the school's literacy co-ordinator attended a governing body meeting to discuss aspects of attainment on entry and the implications for target setting. Governors visit the school including classrooms although at present their observations do not formally contribute to the schools' monitoring programme. This is an area where governors could develop their role further to link with the school's own self-review priorities. The vice-chair is chair of the partner infant school's governing body and this supports liaison between the two schools. There is also a move to develop meetings for the chairs of the local pyramid of schools in order to establish community initiatives both educational and social.
- 45 The school has taken determined action in responding to the key issues identified in the previous report. It has made good use of assessment data in order to monitor specific areas for improvements in basic skills and to target the raising of pupils' attainment in literacy and numeracy by the age of eleven. The availability of comparative performance information with similar schools has supported this process. The headteacher has maximised the opportunities offered by the National Literacy and Numeracy Strategies and has supported the co-ordinators well in order to maximise their effectiveness and expertise across the school. For example, the deputy headteacher who has been identified by the local education authority as a leading maths teacher has taught the more able groups of pupils in each year for daily numeracy lessons. The headteacher has delegated responsibility very effectively by releasing the co-ordinators for English and mathematics to monitor teaching in classrooms. Although all subject co-ordinators advise colleagues and comment on pupils' work the school does not systematically monitor the quality of teaching in subjects other than English and mathematics. The school does not monitor the quality of provision for pupils on stages one and two of the special educational needs code of practice in Years 3 and 4. These are areas it recognises it has to address, but it has chosen rightly to concentrate on issues raised in the last report. It has made good progress in them, and can now broaden the scope of its development plan.

- 46 The school development plan is clearly presented and identifies a manageable number of priorities and targets the achievement of which will have the greatest impact on raising standards in literacy and numeracy. It has been produced by the headteacher and staff in consultation with the governing body and gives a clear indication of the actions to be taken, those responsible and the resource implications linked to financial funding. Although those responsible for monitoring and evaluating the plan are identified there is no indication of the time scales for the process or the procedures which will be used. The plan does not give any detail of medium or long term priorities for development beyond July 2000, in particular how the school will meet the requirements of Curriculum 2000. In order to meet those requirements the school will have to ensure there are schemes of work in all subjects (at present they are lacking in music, design and technology, and physical education) and that all subject co-ordinators monitor the quality of teachers' planning and work in the classroom.
- 47 Financial planning is good. The headteacher provides the governing body with detailed financial information and this is used to target spending towards the school's educational priorities. The school has begun to apply the principles of best value when considering use of its resources. Based upon the weaknesses identified in its previous inspection and the analysis of assessment outcomes, the school has targeted expenditure towards improvements in those areas that will have the greatest impact in raising standards in literacy and numeracy. The governing body has recently re-negotiated the school's grounds maintenance contract with a view to making expenditure savings to support the staffing budget. A reduction in pupil numbers and consequent staffing levels has required prudent use of funds whilst ensuring that additional material resources to meet educational priorities have been purchased. In general the use of specific grants, for example, The Standards Fund allocation, is good and targeted on teacher training to meet the priorities of the development plan. It is, however, not clear how precisely the school targets its special educational needs budget to meet the needs of pupils on the register. The day-to-day administration of financial affairs by the office staff and the use of new information technology within the school are satisfactory overall.
- 48 The teaching staff in the school are appropriately qualified, committed and hard working and there is a good range of experience amongst them. The match of teaching expertise to their responsibility posts has been particularly well considered in the subjects of mathematics, English and information and communication technology and this has contributed to the raising of standards in these subjects. Subject knowledge is strong in English and information and communication technology, whereas across the school in physical education and music it is a weakness. The support provided by classroom assistants, office staff, midday supervisors and the caretaker is of good quality and relationships with the pupils are very good.
- 49 Learning resources overall are satisfactory and in mathematics and information and communication technology they are very good. In music the school lacks a wide range of instruments, there is a general lack of resources to support multicultural education, and the outdoor environment for physical education is unsatisfactory.
- 50 The school uses the internal accommodation very well. Spare classrooms have been adapted for alternative curriculum use, for example to accommodate the computer

suite, as a base for specific group teaching, and as an audio visual room. Smaller rooms are used well for withdrawal teaching of special educational needs groups and as a food technology area. Throughout the school there are attractive displays of pupils' work which help to stimulate their interest and celebrate their achievements. The external environment is unsatisfactory. Weeds and brambles have overwhelmed the paths and the grass. There is no shade from the sun for pupils or shelter from the wind and rain. There are no seats and no playground markings to stimulate purposeful play. The management of the paths round the school, flowerbeds, and playground is a weakness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 In order to build upon what has already been achieved the governors, headteacher and staff should:

- Implement, and later evaluate, an action plan of how it will meet the learning needs of pupils in Years 3 and 4 who on entry to the school have low levels of literacy (paras. 5, 26, 29, 56).
- Improve the teaching and learning in subjects other than English, mathematics, science and information and communication technology by:
 - ensuring that there are schemes of work in physical education, music, design and technology;
 - revising schemes of work in other subjects to meet requirements of the new National Curriculum;
 - expecting all subject co-ordinators to monitor the quality of provision in their subjects.

(paras. 45, 88, 115, 127, 80, 86, 89, 98, 106, 118, 127)

- Plan how it will use its external environment as a resource to teaching and learning (para. 50).
- Ensure that pupils systematically gain an experience of other cultures (paras. 31, 86, 135).
- Monitor the quality of teaching and learning in all subjects with a focus on teachers' short term planning, their day-to-day assessment and the targets they set pupils (paras. 18, 21, 61, 70).

52 In addition, governors, headteacher and staff might consider how they can be pro-active in promoting good attendance (para. 35).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	39	37	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	226
Number of full-time pupils eligible for free school meals	0	102

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	89

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.3	School data	0.1
National comparative data	5.4	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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	36	33	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	29
	Girls	24	24	29
	Total	51	48	58
Percentage of pupils at NC level 4 or above	School	74 [61]	70 [54]	84 [62]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	25	30
	Girls	26	24	28
	Total	55	49	58
Percentage of pupils at NC level 4 or above	School	82 [65]	77 [59]	87 [66]
	National	68 [65]	69 [65]	75 [71]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0.4
White	99.6
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	31
Average class size	28.3

Education support staff: Y3 – Y6

Total number of education support staff	3.5
Total aggregate hours worked per week	82

Financial information

Financial year	1999-2000
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	£
Total income	391664
Total expenditure	399826
Expenditure per pupil	1826
Balance brought forward from previous year	30000
Balance carried forward to next year	21838

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	226
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	6	1	1
My child is making good progress in school.	53	42	4	0	1
Behaviour in the school is good.	42	48	8	0	2
My child gets the right amount of work to do at home.	27	59	9	3	1
The teaching is good.	47	49	3	0	1
I am kept well informed about how my child is getting on.	41	42	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	43	2	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	29	54	11	4	1
The school is well led and managed.	47	46	3	1	3
The school is helping my child become mature and responsible.	42	50	5	1	2
The school provides an interesting range of activities outside lessons.	26	40	14	8	12

Summary of parents' and carers' responses

- 53 Parents and carers consider teaching is good, the school well led, and their children are making good progress. They are happy that behaviour is good, and that bullying is stopped. They approve the links with the community through fund raising and the celebration of festivals. Some parents would like more activities outside lessons.

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

ENGLISH

- 54 In 1999 pupils' results in English in the National Curriculum tests for eleven year olds were good. The percentage who gained the level expected for their age was close to the national average, and has improved consistently since 1996. Results were well above average when compared with similar schools. Against the national trend there was little difference in performance between boys and girls, and in 1999 most of the highest scorers in the tests were boys. As in the national picture, there was some difference in attainment between reading and writing. The school in its process of self-review attributes its success to the following factors. In that year the school set pupils by ability and had high expectations of the middle set. Revision classes were important. Within the teaching of English there were consistent whole school policies on spelling and handwriting coupled with an emphasis on improving vocabulary through breadth of reading and the structured teaching of writing. In their classroom practice the teachers made learning objectives clear to pupils and shared with them how the test papers are marked. Inspectors agree with this self-analysis of previous good practice by the school, and noted that it continued this year.
- 55 Overall pupils' achievements in English are good. This judgement is based on classroom observation, scrutiny of books, and conversation with pupils. By the end of Year 6 low attainers' achievements have learnt how to structure a story and have acquired the basic grammatical shape of a sentence. They know the spelling patterns (even if they find them difficult to use) and their handwriting is legible. High and middle attainers have made good progress. They now write at length and have increased their vocabulary. By this stage spelling is generally accurate, handwriting is joined and legible, punctuation has improved. Their learning has accelerated in Year 6. Early in that year a middle attaining pupil wrote a dull fifteen line story in which sentences were linked by 'then', but during the week of the inspection was completing a lengthy retelling of a Harry Potter story in which there was a good variety of sentence structure.
- 56 Pupils make sound progress in Years 3, 4 and 5 as readers and writers. There are, however, increasing numbers of low attainers in Years 3 and 4 who have a long way to catch up. Unlike high and middle attainers who make satisfactory progress because of the sound teaching they receive their written work is confused, the spelling weak, and their handwriting not joined up. The school has to find strategies to address their needs. The additional literacy support programme is successful in improving these pupils' knowledge of phonics but needs to be extended, with other remedial measures.
- 57 The school has made good progress since the last inspection. In 1996 and 1997 pupils' performance in end of key stage tests was well below that found nationally. Pupils' range of reading experiences was limited and they were not confident writers. Except in Year 6 where teaching was good, one in three lessons was unsatisfactory. The lack of a scheme of work and the lack of learning objectives were seen as shortcomings. The report recommended that literacy should be a prime focus for the school's work.

- 58 The school has made good progress in addressing these key issues. Standards have improved both in pupils' results in National Curriculum tests and in the quality of work seen. They read, for example, in Year 4 texts formerly allocated to Year 6. The school has put literacy as one of its priorities in its development plan, and committed itself to a programme of training to improve teachers' confidence and knowledge and to a programme of classroom observation. The school has used an appropriate range of tests, standardised assessments and portfolio of writing to analyse pupils' performance and track their progress. Teachers have also been helped by the introduction of the National Literacy Strategy to have appropriate expectations of pupils, and to use a variety of different classroom activities.
- 59 Pupils are well taught. Teachers now have a good knowledge and understanding of the subject. In the week of the inspection they used a variety of interesting texts, from Collin McNaughton's version of a traditional poem through Betsy Byars to J K Rowling. Basic skills are well taught. Year 3 pupils acted out where to place commas in a sentence; Year 4 pupils were skilfully taught how to locate key words in a text. Teachers' termly and weekly planning is satisfactory, and adequately describes texts and activities they will use to implement objectives from the framework. Teachers use a variety of teaching methods. They all enjoyed reading a shared text with pupils which they chorused together. Several shared with pupils the writing of a poem together, but this activity sometimes lacked pace and precision. They all set up focussed group activities. In an example of the best practice the teacher used that session, while the rest worked independently, to assess and record pupils' response to a text they were discussing together. All pupils completed independent tasks successfully.
- 60 Teachers' expectations are high. They believe these pupils can achieve the challenging objectives of the literacy framework. They use homework well to continue learning begun in class. They manage pupils very well, and are helped in this by the regular routines of the literacy hour.
- 61 They are less successful in their use of time. When teachers allowed the shared reading of a text to expand, they did not give pupils time to produce much of value in the rest of the lesson. There are inconsistencies in how well they use day to day assessment. Some marking of books is casual if compared to the depth of sympathetic comments pupils experienced in Year 6. In particular teachers did not make clear to pupils what they have to do to improve as writers and readers either in comments in books or in end of year reports. At the beginning of lessons all teachers described the activities they would undertake but only in the best lessons did they clearly analyse what skills or knowledge pupils would acquire. An example of the best practice in Year 6 was, 'to discuss merits and problems of using story boards for writing ballads'. Teachers do not clearly in their planning show how their assessments change what they will do the next day or week.
- 62 Because there are more strengths than weaknesses in the teaching, pupils make good progress in their learning. They concentrate, they listen to each other attentively, they contribute thoughtfully to discussions. They make a real intellectual effort. Pupils with special educational needs make good progress because they receive sympathetic

teaching. That progress could be accelerated if group action plans for low attainers had precise targets. Because pupils are not consistently set targets of how much writing or reading they are expected to do, some are satisfied with only an adequate productivity and pace of working. Because there are no precise learning targets in teachers' response to written work, pupils are uncertain about how to improve. The good practice of Year 6, where there is more pace and precision in teaching, has not been sufficiently shared.

- 63 A major contribution to all that has been achieved is the work of the co-ordinator. She has been recognised by the local education authority as a leading English teacher. She has made a significant impact on the quality of work in Years 5 and 6. She has observed teachers, been herself observed teaching and produced interesting policy documents. Particularly in the light of the increasing number of low attainers in Years 3 and 4, strategies have to be found to allow her to influence the quality of teaching and learning there.

MATHEMATICS

- 64 By the end of the junior years, standards in mathematics are in line with those expected nationally for eleven year old children. In the 1999 Key Stage 2 tests the performance of pupils was slightly above the national average and there has been a steady improvement in test scores, year on year since 1996. In 1999 there was little difference in the performance of boys compared with girls. In comparison with similar schools, performance in mathematics was well above average. Even though the percentage of pupils achieving Level 4 or above was close to the national average, the percentage of pupils achieving the higher grade (Level 5) was below the national average. The previous report indicated that attainment was in line with national expectation. The result of the school's key stage tests indicate that Redhill Junior School has kept pace with improvements that have taken place nationally.
- 65 Overall, most pupils make at least satisfactory and sometimes good progress. There is evidence to show that pupils enter the school at Year 3 with comparatively low levels of attainment and they make satisfactory to good progress through the school. The school has carried out a detailed analysis of test scores for each year group and is able to show a good rate of progress for most pupils through the junior years. A small number of more able pupils make progress at a slower rate because there is insufficient planned extension and demanding activity to challenge them.
- 66 Pupils do particularly well in their mental maths. It is in the oral and mental part of the lesson that pupils seem to be at their best. They enjoy the speedy interaction of question and answer sessions. They are learning multiplication facts and number relationships effectively so that, by the end of the key stage, they can use their skill in manipulating numbers to carry out a wide range of calculations, including measurements of distance, time and shape.
- 67 Pupils do less well when it comes to recording their work. When working during the main part of the lesson, as a whole class, in groups or individually, they often record their work on teacher-prepared worksheets. Although this allows them to get on and complete their calculations, or solve problem without the need to write in exercise

books, it does result in poor and sometimes quite untidy presentation. It is difficult for pupils to have pride in an untidy collection of worksheets rather than well presented exercise books.

- 68 In the last inspection report in 1997, low attainment in numeracy was regarded as a serious weakness. Inspectors judged that pupils were below average in their instant recall of number facts. These issues have been fully addressed. The successful implementation of the National Numeracy Strategy has changed the way that mathematics is delivered. Changes to the way that the school day is timetabled have resulted in more time being allocated to the subject. The way that teachers carry out their planning has improved and there is now a lesson structure which has given teachers confidence. Each numeracy lesson now has clearly set out learning objectives which are explained to and understood by the pupils.
- 69 The issue of low attainment in the last inspection has been addressed. Not only are pupils achieving nationally expected levels of performance at eleven years old, they are actually achieving well above average performance in comparison with similar schools. Teachers and pupils have worked hard to achieve this success.
- 70 Overall, the teaching of mathematics is satisfactory and it makes a positive contribution to pupils' learning. In the eleven lessons observed, over nine tenths of teaching was satisfactory with more than half being good or very good. Where teaching was most effective, it was characterised by lively pace where pupils were kept on task and well focussed. A strong feature of all the lessons observed was the most effective management of pupils and their behaviour. Pupils had a clear understanding of their teachers' expectations in terms of positive behaviour. The use of assessment was good in a small number of lessons, especially where it had been built into the lesson planning. In one of those lessons, the teacher used homework as a useful way of assessing pupils' progress, feeding back to them how well they were doing and offering guidance on how to improve. In many lessons, however, assessment of prior learning was not planned or used well to set targets for what pupils were to learn next. This is an area for improvement that the school should consider in its future planning. Teachers' planning now reflects the principles of the National Numeracy Strategy. It is consistent across the school, carried out in year group teams and monitored by the mathematics co-ordinator. The planning can now be strengthened and improved by including assessment opportunities and provision for extension and challenge for the small number of more able pupils in each group. The isolated example of unsatisfactory teaching was where the teacher's subject knowledge and expectation of pupils were judged to be insufficient. The teaching of mathematics meets the needs of pupils of all abilities and those with special educational needs are well supported.
- 71 Most pupils work hard in mathematics and they enjoy their lessons, especially the oral and mental sessions. They concentrate well, stay on task and show an enthusiasm for learning. A strong feature observed in lessons was the positive behaviour of pupils, providing a learning environment with little distraction or interruption. It was noted that pupils work well together, co-operating in pairs or small groups, boys and girls, readily sharing materials and helping each other.
- 72 The co-ordinator for mathematics has managed the successful implementation of the

National Numeracy Strategy. His calm yet purposeful approach, together with his long-standing, positive relationships with staff, have enabled him to lead appropriate in-service training and to ensure that all teachers are familiar with the strategy. He has undertaken monitoring of the quality of teaching and has fed back to teachers, offering support and guidance. He has oversight of teachers' records and monitors them for quality and continuity. He has built a bank of resources which, although includes teacher prepared worksheets, offers teachers other material which they find useful. Classroom resources, number squares, digit cards, magnetic display boards etc. are sufficient.

- 73 The mathematics co-ordinator has carried out an analysis of pupils' performance, year on year from entry at Year 3. Using Key Stage 1 tests as a baseline, he has used the Qualifications and Curriculum Authority's non-statutory tests and other indicators to make predictions of pupils' performance at the end of the key stage. His predictions have been developed into individual pupil performance targets in mathematics. As yet, these targets have not been shared with pupils or their parents. There are plans to do so in the near future, and this will provide a useful strategy to encourage parents, and pupils themselves, to be actively involved, in partnership, in the management of learning.

SCIENCE

- 74 In the 1999 National Curriculum tests for eleven year olds 84% of the pupils achieved Level 4 which was just above the national average. This was however well above the standard achieved by pupils in similar schools. In the same tests 36% of the pupils achieved the higher Level 5 which was above the national average and well above that expected for pupils from similar schools. This reflects a steady improvement over the last 4 years. At the time of the last inspection 69% of pupils attained Level 4 and the percentage of pupils achieving Level 5 was well below national figures.
- 75 By the end of Key Stage 2 pupils have good knowledge of how to plan a scientific investigation. They know about prediction, fair testing, recording results and coming to conclusions. They conduct these investigations to discover, for example, how to predict, then measure, using a data logging program on a computer, the length of time it takes an air ball to drop. They are then able to modify their air ball so as to slow its descent and then repeat the test so as to measure the effect of resistance. The Year 6 pupils had a good understanding of the relationships between pressure and force. The pupils had a secure knowledge of materials and a good understanding of how plants grow and the process of pollination, fertilisation and photosynthesis. This reflects an improvement since the last inspection, which reported that pupils' background knowledge of science was limited.
- 76 The pupils make good progress through each of the four years. In Year 3 they have developed a good knowledge of the names of the parts of plants: for example, the stem, leaves, petals, roots, and are beginning to understand the purposes of those parts. They were able to describe, with understanding, the effects of light, water and temperature on the growth of plants. In Year 5 that learning is further developed with greater detailed knowledge of the parts of the plants: for example, the style, stamen and the filament. The pupils in Year 5 could describe accurately the process of

pollination and fertilisation using scientific language. In Year 4 the pupils predicted the effect of mixing water with different solids. They tested their predictions and were able to describe the results and gain an early understanding of the principles of solutions and suspensions.

- 77 The teaching of science was seen at all times as satisfactory and is frequently good. The teaching at the beginning of the key stage is very good and the rate of progress in Year 3 reflects this very good teaching. The good teaching is marked by secure teacher knowledge and good classroom management skills that promote good learning habits in the pupils. The lessons across the whole school are well planned. The pupils know what the key learning objectives are and they have the support of the correctly spelled key scientific words displayed during every lesson. These links with the literacy strategy are evident in both in the structure of the lessons and the support for the pupils' scientific reporting. The quality of the teaching of science shows an improvement since the last inspection. Teachers are now providing more challenges for the more able pupils through scientific investigations, which are sometimes made more demanding by the requirement to use information and communication technology.
- 78 Analysis of the levels of attainment in science is good and the school has examined the results of school tests and modified what is taught. The co-ordinator plans to improve the quality of the assessment of science in September 2000 and this will help to inform future planning and enable the school to properly plan to maintain standards.
- 79 The pupils' attitudes to science and scientific investigations are very good. The well-planned lessons and secure relationships support the very good learning environment. Pupils interact well with each other during scientific investigations, sharing resources without fuss and co-operating sensibly. They are happy to explain to visitors what they are doing and are at all times well behaved and purposeful. The pupils enjoy their science.
- 80 The science co-ordinator has only completed two terms in post. However in this time he has, with the support of other staff, made a good impact on the subject. Science will become a priority in September 2000 in the school development plan. The revised scheme of work is in place. Revised assessment procedures are planned and agreed. Extra resourcing for science is earmarked. The school expects to join, with other schools, in a major curriculum project to take advantage of financial support, expert knowledge and training. This will help to maintain the strengths in science and further develop it. Monitoring and advice by the co-ordinator is largely informal at present. To take advantage of the stimulus of the new project systematic support and formal monitoring should begin as soon as possible.

ART

- 81 Pupils' learning in art is good. By the time that they leave the school, the quality of artwork is at a level that is better than expected for pupils of this age. This is good improvement since the last inspection.
- 82 Judgements about the learning in art are based on observations of three lessons and

close examination of the school portfolios of exemplar work, pupils' sketchbooks and the work around the school. There was an interesting range of activities and clear evidence of the progress pupils make.

- 83 The Year 3 pupils had used developing drawing skills with charcoal to draw sitting figures highlighting these with chalk. The Year 4 pupils explored the tactile qualities of clay and constructed models of hedgehogs that were later to be fired and displayed in the school. The Year 5 pupils used different grades of pencils and watercolours to develop their observational, drawing and painting skills of wild grasses and flowers. They were able to attend to detail, exploring the shades and lines, and the quality of their finished artwork was good. Year 6 pupils had, following an educational visit to the east coast, drawn upon their experiences to reflect in drawings and paintings: for example, waves on the North Sea, the impressive chalk cliffs and the lighthouse on Flamborough Head.
- 84 The art and design work displayed around the school helped to create a stimulating environment. These displays demonstrated the breadth of work undertaken in the school in every age group and across the whole curriculum. The use of artwork to support the teaching of other subjects within the curriculum is a strength. The exercise to design Christmas cards, undertaken by every pupil in the school, had developed their information and communication technology skills and the creative use of form and colour. These were outstanding. The pupils' drawings, paintings and craftwork extend their learning in other subjects during school visits to local places of interest.
- 85 Teaching over the three lessons seen was good. This good teaching was characterised by: well prepared planning, good classroom management and interesting activities, which resulted in good learning and positive attitudes to work. Pupils concentrated on their work as they adapted and improved their drawings, watercolours and clay hedgehogs. The concentration and confidence to explore the media was good and typically the pupils worked in an atmosphere that supported those who found detailed artwork a challenge. The pupils' enthusiasm for art was evident as was their pride in their achievements.
- 86 The art co-ordinator manages the subject well and supports the teachers with planning how art can contribute to other subjects. Displays around the school are of a high quality. They grow from work in different subjects and they enhance the environment in which pupils work. Examples of work by famous artists linked both to these displays and the pupils' ongoing work. Portfolios of work act as exemplars of the best work and show teachers and pupils alike the high standards that can be achieved. Every pupil has his/her own sketchbook; these are retained for all four years in the school and are used well to encourage progress. Both the portfolios and the sketchbooks support the ongoing assessment of pupils' work and help the co-ordinator to monitor the standards throughout the whole school. Resources are good and well maintained, but even better results could be achieved if, for example, the range and quality of pencils were expanded. There was little evidence of the art reflecting the diversity of our multicultural heritage and this is an area for improvement.

DESIGN AND TECHNOLOGY

- 87 While it was not possible to observe any lessons during the week of the inspection, evidence from displays around the school and discussions with pupils shows that pupils work at the standard expected for their age but within a restricted range of experience. They work well, for example, designing and making products with mouldable materials and textiles. Greek masks made in Year 3 reflect their design purpose and have been well constructed.
- 88 Design and technology has not been a priority in recent school development, and is a cause for concern. There are no fixed schemes of work which show how each year's work builds on what has gone before and ensure the breadth of the subject is covered. There is no requirement for a specified amount of time to be spent on the subject. By the end of the key stage pupils have had a limited range of experiences in the subject. They have had little opportunity to work with a wide range of materials and tools. Some development can be seen in practical work. Younger pupils construct toothpaste packages using a template, older pupils cut and join card without a template to build models of Tudor houses. This progression is not, however, planned through a scheme of work which shows how activities through the year become more demanding.
- 89 Co-ordination of the subject is shared between two teachers who are keen to improve the quality of teaching and learning. A school policy sets out broad aims for the subject. The co-ordinators have introduced a series of assessed tasks across the school. The completion of these tasks has helped pupils understand the process of designing and making. The co-ordinators are keen to develop this assessment in order to help both teachers and pupils set individual targets. They have acknowledged the need to introduce a scheme of work. Resources are currently adequate for the delivered curriculum but will need to be reviewed to meet demands when the new scheme is introduced.

GEOGRAPHY

- 90 Attainment in geography at the end of the key stage is broadly in line with national expectations and pupils make satisfactory progress within the chosen units of the national programme of study. These standards have been maintained since the previous inspection.
- 91 Pupils make satisfactory progress in their learning. Year 3 pupils understand the concept of temperature and are beginning to make simple comparisons between temperatures and weather conditions elsewhere in the world. Through the study of Baricho, a village in Kenya, Year 4 pupils show an awareness of places beyond their own locality including similarities and differences to their own area particularly with regard to people and their homes. Pupils in Year 5 have a sound understanding of rivers and river processes. They describe how a waterfall is formed and the resulting gorge downstream. Pupils' learning is enhanced through visiting and studying local rivers which links the geographical theme to real places.

- 92 Much of the geography in Year 6 is based around a visit to Hornsea on the east coast of Yorkshire. The quality of pupils' learning is good. The visit is well prepared and includes extensive work on aspects of physical geography including the exploration of coastal features and the effect of the sea in shaping the coastal landscape. Physical processes studied include the effects of erosion, transportation and deposition. Pupils' knowledge of the world in Year 6 is good. Pupils of all abilities can identify the countries and features of the British Isles. Middle and higher ability pupils are secure in identifying countries such as Germany and Italy on a map of Europe. They can name continents and countries on a world map, for example, Africa and the United States of America. They can also name the major oceans and features such as the equator. This represents a significant improvement since the previous inspection.
- 93 The learning of pupils is supported well by the many opportunities they have to visit sites to gain first hand experience and use fieldwork skills. They have made local visits and learnt how the environment can be improved. They have learnt how to attempt to improve the environment by planting seven hundred trees around the perimeter of the school.
- 94 Pupils' attitudes are good and this makes a positive contribution to their learning and progress. They behave well in lessons and talk enthusiastically about the visits they have made.
- 95 Overall teaching was judged to be satisfactory. In an example of good teaching, a Year 5 teacher made the learning objective about rivers very clear to the children and based her questioning during a video sequence around those objectives and some of the new vocabulary to be learned. The teacher also planned work appropriately for the different ability groups within the class. Good teaching usually depended on good subject knowledge. A first hand knowledge of the visit to Hornsea enabled a Year 6 teacher to make very specific points regarding sea cliff features including aspects of safety when visiting such areas.
- 96 Teaching was unsatisfactory during one part of a Year 3 lesson when pupils were asked to copy a world climate map from an atlas and interpret the colour coded key to describe the various types of weather associated with such a climate. This was inappropriately complex in view of the age of the children and their previous learning.
- 97 Teachers make good use of resources such as maps, globes, photographs and charts that support pupils' learning. (The atlases used with Year 3 pupils however are unsuitable being too detailed and complex for pupils to use effectively). Teaching often links geography with other subjects of the curriculum particularly art and information and communication technology. Detail of the school's environmental work is included on a website which includes science and geography content.
- 98 The subject is led by an enthusiastic co-ordinator who has provided good support to staff including training on the use of localities to develop pupils' knowledge and understanding. Monitoring of geography by the co-ordinator in the school is largely informal and has been confined to reviewing planning and looking at samples of pupils' work and displays around the school. In order to improve the quality of teaching and learning more structured approaches to monitoring and evaluation are needed.

HISTORY

- 99 During the inspection no lessons were observed. However, analysis of pupils' work, displays and discussions with staff and pupils indicate that pupils' attainment at the end of the key stage is close to age related expectations and progress is satisfactory for pupils of all abilities. This represents an improvement since the last inspection.
- 100 Year 3 pupils had studied the Ancient Greeks. Work displays included Greek vases that the pupils had designed and drawn and ancient Greek masks made to represent the characters of Greek myths and legends such as Medusa, the Cyclops and the Minotaur. Year 4 will visit York later in the term as part of their Viking case study but pupils have already studied aspects of the invaders' impact upon the British Isles and looked at features of their everyday life. Preparation for the York visit has included photographic detail of what they will see in the city and the places they will visit.
- 101 A Year 5 study includes a visit to Clarke Hall near Wakefield as part of a local history study. This provides the basis for studying living in the seventeenth century and some of the major events and people of the period. The displays in the school give a very good illustration of the work undertaken in which the pupils go into role, dress in period costume and have experience of activities including domestic chores, food preparation and leisure activities. One of the features of the display is the use of information and communication technology skills to present the pupils' work including the scanning of pictures using *Photo Express* plus *Publisher* software to model their work and import pictures. Year 6 work is based largely on life in Victorian Britain and a visit to Bradford Industrial Museum is used as a basis for much of the work. Pupils are able to describe many features of childhood life including child labour in factories and mines. The majority can explain why such labour was used and the moral and social issues raised by such practice. They demonstrate knowledge of the lives of some famous people including Lord Shaftesbury. The home is looked at from the viewpoint of middle class and working class families in Victorian society and additional comparisons made with life for the children in their homes today. Year 6 pupils were very clear why they would prefer to live in today's society with the wide availability of books, schools and medicines as well as the scientific and technological advances of travel and computers. However, pupils of all abilities have a less secure understanding of chronology. This area of study would be improved by making links across the different study units and by a greater use of historical timelines to illustrate events and people from ancient history to the present day.
- 102 The quality of learning is enhanced considerably by the educational visits plus the use of educational loan facilities to provide artefacts and other illustrative material as part of stimulating displays in classrooms and around the school. Links across the curriculum are forged. Work in information and communication technology, art and design and technology has grown out of studies in history. For example, pupils have designed and made samplers in the Victorian style. History also provides a context for consolidating pupils' literacy skills notably in the areas of extended writing, study and research skills and note taking.
- 103 Pupils' attitudes to learning in history are good. They enjoy the work and the visits that support the study. This has a positive impact on learning.

- 104 The evidence from analysis of pupils' work, displays and discussions with staff is that teaching is good overall throughout the key stage. The teachers are enthusiastic about history teaching and spend a great deal of time preparing for and following up the visits. Their subject knowledge and skills are good. Two members of staff have produced history websites on Roman Castleford and Clarke Hall and this has a positive effect on learning.
- 105 Resources for the subject are adequate and use of loan material from the local authority's Educational Resource Service adds a greater range of material and artefacts to support the work.
- 106 The co-ordinator's monitoring of the subject is at present limited to looking at pupils' work in classrooms and displays and talking with other teachers about their work. This aspect of the co-ordinator's role should be developed further to include more structured approaches to evaluating the quality of teaching and learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 107 Standards of attainment in information and communication technology are judged to be above average by the end of the key stage. A significant number of pupils in their final year of the junior school achieve levels of attainment well above expectation for their age. Pupils have limited information and communication technology skills on entry at Year 3, but they quickly learn basic computer skills. At the time of the inspection it was observed that Year 3 pupils were operating computers with a good level of independence, logging on to RM Window Box, loading and using programs like *First Word* and *My World - Geography and History*. They are using computers for work in other curriculum areas like mathematics, where the CD *Maths Explorer* and RM *Starting Graphs* programs have been applied. Pupils are introduced to the internet at Year 3 and they are able to send and read e-mails with teachers' guidance. By Year 6 pupils have developed and practised a wide range of computer skills and they are using information and communication technology as a learning tool in other areas of the curriculum. Inspectors observed evidence of information and communication technology use in maths English, science, history, geography, art and religious education. Some of the teachers and pupils have developed their own web sites, in addition to the school's site. In Year 6 almost all pupils are able to work independently. In a Year 6 history lesson, pupils were logging on to and navigating through a web site where they were researching public records, copying and saving sections, toggling between the site and MS Publisher where they were constructing their own history project folders. Most pupils demonstrated the ability to import previously saved pictures into their project. Lessons were observed during the inspection where all three strands of the national programmes of study were being taught and learned. The overall judgement of attainment in information and communication technology is that pupils are doing well, and many exceed expectations for their age. By the time the younger pupils reach Year 6, their attainment will be even higher, as a result of the effective use of the computer room combined with the outcomes of good teaching. It would be useful if there were information and communication technology facilities available in classrooms as well as in the computer room. This would enable pupils to use their considerable computer skills within their normal classroom learning.

- 108 In the last inspection, attainment and progress were judged to be satisfactory and in line with expectations. Since then, there have been significant improvements to the learning opportunities in information and communication technology. The recently completed information and communication technology room now offers a better opportunity for teachers to teach discrete computer skills, and the number of networked computers is sufficient for every child within a teaching group to have access to one, albeit in pairs. As a result of these innovations, combined with good and very good teaching, standards have risen to above expectation, and standards are set to rise even further if the school maintains its present rate of progress in the development of information and communication technology.
- 109 Pupils are well taught in information and communication technology. In the nine lessons observed teaching was never less than satisfactory, in well over three-quarters it was good and in half of lessons teaching was very good. Teachers have worked hard to ensure that their subject knowledge is sufficient to challenge and inspire their pupils. They teach information and communication technology with obvious and infectious enthusiasm, which impacts directly on pupils learning. Pupils respond with eagerness to their information and communication technology lessons and, more than observed in other areas, are developing a responsible and independent approach to their learning.
- 110 Teaching meets the needs of all pupils. Teachers organise their classes into computer pairs. The pairings are arranged sensitively to ensure that each member of the pair will work well with the other. The use of the buddy system does include pupils of higher ability being paired with a partner of lower ability. The obvious dangers of domination or inhibition are prevented because teachers manage pupils well. Fair and equitable access is assured. Pupils with special educational needs make good progress, while the more able pupils are encouraged to extend themselves into open-ended tasks. There is no significant evidence of variation in attainment between boys and girls.
- 111 An example of effective teaching was observed in a Year 5 lesson where information and communication technology was used to create a 'painting' in the style of Van Gogh. The teacher modelled her own computer generated painting, comparing it with the Van Gogh print and discussing with the pupils how they could use *Colour Magic* to create a picture of their own. Her employment of whole class teaching, using the liquid crystal display projector, and side by side individual teaching and assessment, helping, encouraging and inspiring her pupils, resulted in some outstanding outcomes. This skilled use of ongoing assessment and target setting needs to be developed in other subjects. Throughout the inspection there were no examples of ineffective teaching of information and communication technology observed.
- 112 Subject management of information and communication technology is most effectively carried out by the co-ordinator. She has organised, or herself provided, appropriate in-service training to ensure appropriate subject knowledge and expertise for all teachers. She provides good quality leadership and support for colleagues, helping with planning and advice. She has approached the monitoring and evaluation of the quality of teaching through three strategies. In the first instance she modelled information and communication technology lessons, taking a colleague's class with the class teacher observing. In the second phase she worked alongside, supporting her

colleagues, feeding back observations. The third and present phase consists of lesson observation with monitoring reports written and fed back to the teacher. The result is increased confidence and competence in the teaching of information and communication technology. The co-ordinator has been particularly effective in identifying funding for the development of information and communication technology. She has made good use of external and internal budgets to provide excellent facilities for the delivery of information and communication technology. The consequence of all her hard work, is that information and communication technology is now a strength of the school.

MUSIC

- 113 Pupils are given many opportunities to play and perform music in school. They learn to play tunes from memory and enjoy the sense of achievement when performing. Pupils play percussion instruments to accompany singing in unison where they demonstrate and maintain a good sense of rhythm. However, by the end of the key stage pupils have had insufficient opportunity to work on listening to, appraising and composing music. This lack of breadth in the delivered curriculum prevents pupils from attaining the expected standard for their age.
- 114 Since the last inspection, music has not been a priority and issues from the last report have not been addressed. Listening and appraising skills remain under developed.
- 115 In the lessons observed, teaching ranged from unsatisfactory to satisfactory. Teachers manage groups well to ensure that all pupils have an opportunity to engage in music making. Lessons are well paced and adequately resourced. Where teaching is better, informal assessment ensures that sufficiently challenging work is set. Teaching is unsatisfactory when lack of subject knowledge and low expectations limit the progress made by pupils. There is no scheme of work and this lack of a whole school overview makes it difficult for individual teachers to provide a broad and balanced curriculum. Over-direction from teachers results in pupils having little opportunity to reflect upon, or know how to improve, their work.
- 116 Pupils take great pride in performing in and out of school. At break times pupils organise themselves around school to rehearse pieces of music. Children enjoy their music and work well together in lessons. They are competent and confident in the work they do but little progress can be seen from year to year. Whilst some pupils in the lower key stage are introduced to notation when performing, much of the work seen across the school is based on playing by ear and without detailed study of musical structure or dynamics. The lack of breadth in the curriculum also hinders their progress. Pupils at the end of the key stage have little experience of composing. They do not develop skills of listening to or appraising music. The curriculum does not provide sufficient opportunity to appreciate the richness and diversity of other cultures.
- 117 Accommodation for music teaching is good. Resources for class teaching are adequate to allow all pupils to take an active role in practical work. However, the range of instruments is limited with no string and few wind instruments.

- 118 The school does not have a music policy or scheme of work. The deputy headteacher co-ordinates music and recognises that the implementation of a school scheme of work would help to address the lack of breadth and progression in the curriculum. The school recognises that insufficient attention has been given recently to improvement of the subject.

PHYSICAL EDUCATION

- 119 There were few opportunities to gain a full picture of physical education. During the time that inspectors were in school there were only five lessons available for observation, two of them in swimming. However, from those limited occasions, through discussion with the physical education co-ordinator and by watching the extra curricular football, netball and country dance sessions, it is judged that attainment in physical education of pupils in Year 6 is broadly in line with expectation. Despite the limitations, it was possible to judge that the standard of appropriate dress for physical education was very high. All the children observed, and their teachers, were properly dressed for the activity. It was encouraging to note that indoor physical education, using the school hall, is done in bare feet. The school's policy of changing from outdoor to indoor shoes ensures that the hall floor remains clean enough for bare foot use.
- 120 In the last inspection pupils were judged to be meeting expectations for their age. It is difficult, with the limited evidence available, to state whether any improvements have taken place.
- 121 In the lessons observed all teaching was satisfactory and in nearly two thirds of lessons, teaching was good. In the two swimming lessons observed the teaching was good and pupils' attainment was judged to be in line with expectation for the end of the key stage. In several classes the teaching of physical education was not observed, since the timetabled lessons were outside the period that inspectors were in school. In the case of one class, it was not possible to find any physical education mentioned on the timetable. Discussion with the subject co-ordinator and headteacher confirmed that there has been no staff development in physical education for a very long time and that there may be some inadequacy of subject knowledge in some parts of the school. These are perceptions only, since the school has no mechanisms in place to monitor teachers' planning or monitor the quality of teaching through observation of lessons.
- 122 The co-ordinator for physical education is recently appointed and although very keen to lead and manage the subject, has not been given opportunities to do so. The present school organisation provides no opportunity for the co-ordinator to observe and monitor teaching or for her to have sight of teachers' planning. She is eager to make a start on these important management issues and the headteacher agrees that this matter needs to be addressed.
- 123 The allocation of curriculum time for physical education is comparatively small and less than advised in recent advice from Qualifications and Curriculum Authority. Only one indoor lesson is timetabled for each class, and one outdoor lesson, subject to weather. Swimming lessons are provided for Years 5 and 6 only. The headteacher is aware that the physical education timetable has been curtailed as a result of the school's

priority to address literacy and numeracy. He agrees that the issue of time allocation for physical education needs to be addressed as a matter of urgency.

- 124 The school does not have a scheme of work for physical education though the co-ordinator and some colleagues use a commercial scheme for gymnastics. Since there is neither a scheme nor a mechanism for planning, it follows that there are no common assessment procedures either. The co-ordinator and headteacher are aware of these shortcomings and will need to address the issues as part of the school's future planning process.
- 125 Facilities for indoor physical education are good. The large hall provides an excellent space for indoor work and there is a wide range of fixed and portable apparatus available. In addition there is a good range of small, portable apparatus. Much of the equipment is kept in the physical education store, where, in addition to the good and useful equipment, there can be found some old and useless apparatus that should be discarded.
- 126 The outdoor environment for physical education is unsatisfactory. The playing field has long established weeds everywhere. It appears to have been neglected for a considerable length of time. There are some old and insecurely mounted rugby posts which may present a potential hazard. During an after-school football practice, a child was observed pushing on the posts, the amount of movement indicated much play in the fixing in the ground. The playground surface is good and there is plenty of room for outdoor physical education activities. The present markings, however, are badly faded, indicating a need for them to be renewed, perhaps to a newly designed layout.
- 127 There are some important and urgent issues that need to be addressed by the subject co-ordinator and school. Attention needs to be given to the following areas for development, summarised as follows:
- Scheme of work for physical education, to include planning and assessment.
 - Appropriate in-service training for teachers.
 - A programme of monitoring of planning and the quality of teaching. This will need some non-contact time for the co-ordinator.
 - A more appropriate allocation of curriculum time for physical education.
 - Improvements to the outside environment for physical education.

RELIGIOUS EDUCATION

- 128 Only one lesson in religious education was observed during the inspection. On the basis of work seen in the school and discussion with pupils of all abilities in Year 6, attainment in religious education is below levels expected for eleven year olds in the locally agreed syllabus. This compares unfavourably with the judgement made in the previous inspection.

- 129 By the end of Key Stage 2 pupils have insufficient knowledge and understanding of important aspects of Christianity and the other faiths which have been studied during the key stage. Although pupils know something about the life of Jesus and the Bible, their knowledge and understanding about Christianity is insecure and uncertain. Pupils do not make sufficient progress over time in their knowledge of living religions, appreciation of celebration within other faiths and the impact and contribution of significant religious figures. Pupils do not understand that religious beliefs can be expressed in a variety of ways or that symbols, for example, light, are understood and used in different ways in different religious traditions. However, progress is satisfactory in the strands of the syllabus concerned with self awareness and personal reflection is satisfactory. Pupils display through their behaviour and attitudes in school an ability to talk about their personal feelings and experiences, identify and discuss the feelings of others and understand the ways by which they can influence the reactions and emotions of others. Moral development is promoted well through discussions about issues such as friendship and bullying. Assemblies make a good contribution to the subject by providing opportunities for quiet reflection and prayer.
- 130 Pupils in Year 3 study the Hindu faith, looking at some of the beliefs and practices of Hindus through the celebration of Divali. The pupils were able to describe some features of the celebration such as the special foods which are prepared and the use of the diva lights. They were able to tell the story of Rama and Sita as the origin of the Divali festival. As a link to work in information and communication technology, pupils were designing invitations to a Divali party. Year 4 pupils have studied Islam and a display drew attention to the importance of the Qur'an, the prayer mat and Allah as their God.
- 131 Much of the recent work in Year 6 about the Creation had been based on class discussion although pupils had composed acrostic poems that related to God's work and the beauty of the world he created. As part of a personal and social education study pupils had employed personal reflection in issues such as concern for others, the use of rest and relaxation, and attitudes to work. One piece of writing had linked to their work on Victorian history in which the pupils considered some religious and moral issues relating to the practices of the time, for example, men who were regular churchgoers but also employed young children in their factories.
- 132 Teaching was satisfactory in the one lesson observed in Year 4. As part of a continuing theme that had included looking at signs and symbols and what they tell us, pupils explored words that can have literal and non-literal meanings. For example, they discussed how they feel when using a phrase such as "green with envy" and "driving me up the wall". While they saw humour in this, the class teacher structured the questioning and discussion to explain that such language helps us to explore or express ideas which are difficult to express literally. Pupils were given the opportunity to express their feelings orally, written and in picture format. Teachers have a sound knowledge of the subject, but their scheme of work is unsatisfactory. The present detailed scheme describes the content of the subject, but does not show how each year's work becomes more demanding as it builds on what has gone before. As a consequence pupils do not sufficiently increase their knowledge and understanding. Teachers have not developed assessment procedures across the key stage so they do

not have a picture of pupils' progress, and cannot adjust what they teach to take account of that progress.

- 133 While religious education makes a positive contribution to pupils' spiritual, moral and social development, the study of various world faiths is not contributing sufficiently to their cultural understanding. Greater opportunities should be provided for pupils to meet practising members of other world faiths and to visit their places of worship as a means to understanding the faith as a way of life and its similarity and difference to their own local cultural background. This should be supported by a greater range of religious artefacts and illustrative material accompanied by training for teachers in their use.