

# **INSPECTION REPORT**

**CARTERTON NURSERY AND PRIMARY  
SCHOOL**

**Carterton**

**LEA area: Oxfordshire**

**Unique reference number: 123015**

**Headteacher: Mr M Curtis**

Reporting inspector: Mr D Byrne  
28076

Dates of inspection: 12<sup>th</sup> -16<sup>th</sup> June 2000

Inspection number: 197964

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address	Carterton Nursery and Primary School Burford Road Carterton Oxfordshire
Postcode:	OX 18 3 AD
Telephone number:	01993 842502
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. P. Bennett
Date of previous inspection:	6 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Byrne	Registered inspector	Science Information technology	What sort of school is it? How high are the standards? How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
Meg Hackney	Lay Inspector		How well does the school work in partnership with parents? Attitudes, values and personal development. How well does the school care for its pupils?
Peter Isherwood	Team Inspector	Mathematics Religious education Music	Spiritual, moral, social and cultural development
Martin James	Team Inspector	English Under-Fives	Assessment
April Dakin	Team Inspector	Art Design & Technology	Special educational needs
Cicely Deloughry	Team Inspector	History Geography	How good are curricular opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the town of Carterton, in the county of Oxfordshire. It is close to RAF Brize Norton and almost 60% of pupils come from service families. The level of mobility in the school is very high with more than half the pupils who start their education at the school, leaving before they reach the age of 11. The school is larger than most primary schools in England, with 428 pupils on its roll, including 78 children who attend the Nursery part time. The results of the baseline assessments of pupils when they are admitted to school at the age of four indicate that the attainment on entry is close to the national average. There are 15 full-time teachers and three part-time teachers who are jointly responsible for the Nursery and the classes in Key Stage 1 and 2. The percentage of pupils eligible for free school meals is below the national average at 6.36%. The percentage of pupils on the special educational needs register is slightly above the national average at 23%, although the number of pupils with statements of special educational needs is below the national average at 0.7%. The majority of pupils are of white ethnicity and only one pupil has English as an additional language. The school is awaiting major improvements in its buildings, which will create better classrooms.

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

The school is improving rapidly and the school's strengths far outweigh its weaknesses. It is very well led and managed so that all pupils are given a broad and balanced curriculum, which includes all subjects of the National Curriculum plus religious education. Standards have improved in English and science in both key stages and in mathematics in Key Stage 1. The quality of teaching is satisfactory with strengths in teaching in the Nursery, upper Key Stage 1 and upper Key Stage 2. Behaviour is satisfactory overall but some pupils, mostly boys, display challenging behaviour. The finances of the school are well managed and the school gives satisfactory value for money.

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

- At the end of Key Stage 2, standards are above average in English and well above average in science.
- At the end of Key Stage 1, pupils attain above average standards in English, science and mathematics.
- The provision for children in the Nursery is good and overall, the quality of teaching for the under-fives is good.
- The school makes good provision for pupils with special educational needs.
- The headteacher provides very good leadership and is supported well by a committed Governing Body and an energetic senior management team.
- The school manages its finances well.

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

- Standards in information technology by the end of both key stages
- The management of pupils' behaviour
- The quality of the personal and social education programme
- The status of the arts in the curriculum, including art, music, dance and drama
- The quality and range of books across the school

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1997, the school has made very good progress. The school is now very well led by an experienced and effective headteacher, ably supported by a hardworking senior management team and a committed Governing Body. The impact of the improved leadership is that the quality of teaching is now much better, especially for children under-five and in Upper Key Stage 1 and 2. The strategic role of the Governing Body has improved and there is now an effective school development planning process which responds to the views of all involved in the school. Great improvements have occurred in the quality of curriculum management and planning across the school so that pupils receive a broad and balanced curriculum. The curriculum for children under-five is now much better with all pupils being given a range of well planned activities which match the needs of all children. The well-established management procedures and improved quality of teaching indicate that the school is well set to continue to develop and improve.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	B	B	well above average A above average B average C below average D well below average E
mathematics	D	D	D	D	
science	E	C	A	A	

The table shows that in 1999, the standards achieved by pupils in the end of Key Stage 2 National Curriculum assessment tests were above the national average in English and well above the national average in science. Results in mathematics, however, were below the national average. When compared to similar schools, pupils' performance in English was above the national average and well above the average in science but in mathematics, the performance was below the average for similar schools.

The inspection findings indicate that standards in English are above the national average at the end of Key Stage 2, whilst in science they are well above the national average. Standards in reading by the end of Key Stage 2 are above average and in writing pupils' work is of a good standard. Inspection findings indicate that in mathematics, the standards for the current Year 6 class are close to the national average and standards in mathematics are improving across the key stage. This is indicated by an increase in the percentage of pupils reaching the expected standard of level 4. In mathematics, there is a strength in basic numeracy. The trends from 1997 support the view that results at the end of Key Stage 2 are improving in the school in English and science.

In the end of Key Stage 1 National Curriculum tests for 1999, standards in reading were above the national average and in writing and mathematics standards were well above the national average. When compared to similar schools, standards were well above average in writing and mathematics and above the average in reading. The percentage of pupils reaching level 2 in science was well above the national average and in the top 5% of schools nationally, but no pupils reached the above average level 3, which is unusual for a school of this type. The 1999 results represent an improving picture of performance of pupils in Key Stage 1.



From an average attainment on entry when children begin school at the age of four, children make good progress in the Nursery so that by the age of five most children reach standards which are better than normally found amongst five year olds.

Despite rapidly increasing progress in the rate of learning in information technology, standards reached by pupils by the end of both key stages are below those expected by the National Curriculum. Pupils reach the expectations of the Agreed Syllabus for religious education by the age of 7 and 11. In other subjects, pupils are doing as well as expected except in music in Key Stage 2, where the standard of performance is weak.

The performance of girls is better than that of boys. Although the curriculum offered to both girls and boys, offers equality, the attitudes of some boys, especially in Key Stage 2, shows some signs of disaffection with learning and this hampers the progress they make.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Children in the Nursery and Reception classes really enjoy all elements of their education. In Key Stage 1 and 2, the majority of pupils are happy and enthusiastic but a significant minority of pupils, especially boys, display lack of interest during some lessons.
Behaviour, in and out of classrooms	This is satisfactory overall, but a small number of pupils, especially in Key Stage 2, can be disruptive both in lessons and during lunch and playtimes.
Personal development and relationships	Relationships are mostly satisfactory except in two Key Stage 2 classes where some friction occurs between some pupils. Most pupils are capable of taking responsibility for their own learning and using their initiative when required to do so.
Attendance	The attendance has been below the national average although it has recently improved. The level of authorised absence is above the national average

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
88 lessons seen overall	Good	Satisfactory	Satisfactory

*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.*

During the inspection, the quality of teaching was satisfactory or better in 95% of lessons and good or better in 48% of the lessons seen. 17% of lessons were very good or better. 5% of teaching was unsatisfactory, but the unsatisfactory lessons were mostly taught by inexperienced staff and were due mainly to the planned work being unsuitable for the needs of pupils resulting in progress in the lesson not being good enough.

The quality of teaching is satisfactory overall with strengths in teaching in the Nursery and upper Key Stage 1 and Key Stage 2. In the Nursery, children are provided with a rich and stimulating range of activities, which promotes good progress. In Key Stage 1 and 2 teachers have a secure knowledge of how to teach the skills of reading, writing and numeracy and literacy and mathematics lessons are well planned and taught. The quality of teaching for pupils with special educational needs is satisfactory overall. In science, some outstanding teaching occurs at the end of both Key Stage 1 and 2 with high expectations of pupils to work independently, especially in Year 6. There is some insecurity amongst teachers in the teaching of information technology which, coupled with poor equipment until recently, has resulted in standards in information technology being below expectations.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Under-fives are given a good curriculum and in Key Stage 1 and 2 the curriculum is broad and balanced. The status of the arts is a comparative weakness and there is no personal and social education programme, although health education is planned for.
Provision for pupils with special educational needs	Good provision overall. The quality of individual education plans is satisfactory and improving but could be better for pupils with behavioural difficulties.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Satisfactory overall with a good contribution to spirituality from the assemblies and from religious education. There is a positive approach to the moral and social development of pupils. Cultural development is satisfactorily promoted but too few opportunities are planned for pupils to appreciate the richness and diversity of other cultures.
How well the school cares for its pupils	The provision is satisfactory overall with good child protection guidelines. The procedures for assessing pupils' attainment and progress in English, mathematics and science are good.
How well the school works with parents and carers.	The school does as well as it can to involve parents in the life and work of the school, but the involvement of parents in the school is less than normally found in a school of this size because of the short term stay of many forces families.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall with a strong and visionary style of management by the headteacher. The co-ordinators for Key Stage 1 and 2 work hard to improve standards across the school. Good procedures for monitoring teaching and learning have been implemented which provide an accurate evaluation of where further improvements need to be made.
How well the governors fulfil their responsibilities	The Governing Body fulfils its responsibilities. There is close involvement in the day to day running of the school so that the strengths and weaknesses of the school are known and plans for further improvement devised.
The school's evaluation of its performance	Good monitoring procedures of teaching and learning and careful analyses of the National Curriculum assessment results, accurately inform the school of its strengths and weaknesses.
The strategic use of resources	Financial management is well planned and includes careful costings to match the targets in the school development plan. Teaching and support staff are deployed effectively and resources are well used to support pupils. The accommodation, although in need of improvement, is well used.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• good teaching with dedicated staff</li> <li>• good progress in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• the condition of the buildings</li> <li>• the amount of homework</li> <li>• not enough sport and extra-curricular activities</li> </ul>

The inspectors agree that staff are dedicated and that progress in English and science is good across the school but only satisfactory in mathematics. Since the last inspection progress in other subjects has improved significantly although progress in the arts could be better. The state of the buildings is a cause for concern and inspectors applaud the decision to build five new classrooms. The amount of homework is similar to that found in primary schools and helps pupils to develop independent learning skills. The provision for extra-curricular activities is less than normally found for a school of this size, but instability in staffing and the determination of staff to raise standards in literacy and numeracy justifies the current level of provision. The view of the inspectors is that as the school continues to improve, pupils would benefit from improved opportunities to attend a broader range of extra-curricular clubs.

## **PART B: HOW HIGH ARE STANDARDS?**

### **THE SCHOOL'S RESULTS AND ACHIEVEMENTS -**

1. Children enter the Nursery during the year in which they are four, and they move into the Reception classes at the start of the term in which they are five. During their time in Nursery and Reception, children make satisfactory gains in their creative and physical development, and good gains in all other areas. Many children, therefore, attain above the expected levels in language and literacy, mathematics, knowledge and understanding of the world, and personal and social development by the time they are five years of age.
2. In the 1999 end of Key Stage 1 National Curriculum tests pupils' attainment in reading was well above the national average and in writing it was above the national average. In mathematics the number of pupils reaching the expected level 2 was well above the national average, but the percentage of pupils reaching the above expected standard of level 3 was very low. In comparison with similar schools, standards in reading, and mathematics were well above average and above average in reading. In science at the end of Key Stage 1, the percentage of pupils reaching level 2 was well above the national average and in the top 5% of schools nationally, but no pupils reached the above average level 3, which is unusual for a school of this type. The 1999 results show an improvement in the performance of pupils in Key Stage 1 over the previous 4 years, when the performance of pupils in reading, writing and mathematics was close to the national average.
3. Inspection findings are that by the end of Key Stage 1, standards in English are above the national average and all pupils, including those with special educational needs, make satisfactory progress from a level of attainment at the age of five which is above that expected for children of this age. By the end of Key Stage 1, pupils read well and write with good levels of expression. They write in sentences and make good use of vocabulary to bring writing alive and create some imaginative pieces of work. Inspection findings are, that standards in mathematics are above the national average at the end of Key Stage 1 and pupils make good progress.
4. The results of the National Curriculum tests for 1999 at the end of Key Stage 2, show that in English pupils' attainment was above the national average and above the average for similar schools. In science, great improvement occurred in 1999 and results were well above the national average and the average for similar schools. The improved standards in science are a direct consequence of better planning, improved expectations by teachers, especially in Year 6, and the rigorous and systematic revision prior to the tests. There was a weakness in mathematics in 1999. Pupils achieved standards which were below the national average and below the average attained by similar schools. Results in mathematics in 1999 were not as good as those in English and science. The trends in results between 1996 and 1999 show that standards in English and science have been close to the national average but in mathematics standards have been well below the national average. There are signs of improvement, however. In 1999, the percentage of pupils reaching level 4 in mathematics increased from just over a half of pupils to three quarters of pupils, but overall attainment remains below the national average.
5. Inspection findings indicate that standards have improved in English since the last inspection and that the standards achieved by pupils in English are a strength. However, in Key Stage 2, handwriting, is not always as neat as it could be and although many pupils write in joined up script in their practice books, they do not consistently use it in other work. One reason for this is that teachers do not always use joined up writing in their blackboard work and forget to remind pupils to write in joined up script. By the end of Key Stage 2, standards in reading and writing have improved at a satisfactory rate from a good starting point at the end of Key Stage

1 and the standard of pupils' reading and writing is above the national average. The quality and breadth of pupils' writing is good overall. The progress of pupils with special educational needs in English is satisfactory and matches that of other pupils.

6. The inspection findings indicate that standards in mathematics are average by the end of Key Stage 2 which is a better picture than the 1999 National Curriculum assessment results and the trends since 1996. There is evidence of improvement in standards in mathematics and in the rate of pupils' progress, over the last 12 months which is direct result of the improved structure given by the National Numeracy Strategy and the way in which staff have carefully evaluated the weaknesses that existed in mathematics and set targets for improvement.
7. In science, the improvements which have occurred in the Key Stage 2 results in 1999, are supported by inspection findings. Pupils in Year 6 have a good understanding of the ideas and concepts related to the programmes of study for science. They are particularly skilled at applying their knowledge to science investigations and experiments. The big improvement in science is a result of improved curriculum planning and high expectations at the end of Key Stage 2 for pupils to work independently.
8. The performance of girls is better than that of boys. Although the curriculum offered to both girls and boys, offers equality, the attitudes of some boys, especially in Key Stage 2, shows some signs of disaffection with learning and this depresses the levels at which they perform. The school monitors the comparative performance of boys and girls and is considering reasons for the variation in performance. The inspection findings indicate that boys display much more challenging behaviour and which negatively affects their levels of concentration in class. Pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Many pupils attend the school for a comparatively short time before moving elsewhere and there is much movement of pupils into the school at different times in the year. In Year 6, for example, 60% of pupils did not begin their education in this school. These factors combine to create significant variations in the levels of natural ability within different year groups and make it difficult to accurately monitor progress.
9. The school sets targets for attainment in Year 6, each year but they appear to be rather low. In 1999, they were exceeded and indications are that for year 2000 they will also be bettered. The school is aware of the discrepancy between targets and actual results, but as the staff become more familiar with the target setting process and the impact of the assessment procedures begins to have a greater impact, the inspectors are confident that greater challenge will be included in future targets.
10. In information technology, the progress of pupils across the school has improved considerably as a result of improved resources and staff training. Some high standard work is being taught, making good use of the available equipment, but the progress made by pupils over time, has been unsatisfactory. The skills of most pupils are not as broad as they should be when compared to the expectations for 11 year olds in the National Curriculum. By the age of 7 and 11, in religious education, pupils make satisfactory progress and their knowledge and understanding of the beliefs and faith of Christians, Muslims and Jews is in line with the expectations of the Gloucester Agreed Syllabus for religious education.
11. The quality of curriculum planning in many foundation subjects has improved greatly during the last two years. This factor is beginning to improve the progress that pupils make across the school. During the inspection, progress in lessons was satisfactory or better but over time, progress in some subjects, especially the arts, has been slow. Progress is now satisfactory in both key stages in design and technology, geography, and physical education and in each subject, pupils are doing as well as can be expected for their age. In art, the curriculum has been fragmented due to a lack of a suitable scheme of work, disruptions in

staffing and insecure subject knowledge of some teachers. This has resulted in the progress of pupils by the end of Key Stage 2 being unsatisfactory although there is evidence of some very good work. The introduction of a whole school scheme for art has improved the progress pupils make. In music, pupils are doing as well as one would expect by the end of Key Stage 1 and they make satisfactory progress, but in Key Stage 2, progress is unsatisfactory and the performance of pupils is well below that normally found amongst pupils aged 11. The opportunities available to pupils in Key Stage 2 to experience the arts such as art, musical performance, dance and drama are fewer than normally found in a school of this size.

## **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

12. The vast majority of parents are happy with the attitudes and values which the school promotes in their children. The inspection findings are, that overall, the school is an orderly environment but there are some inconsistencies in the quality of behaviour management between classes and the school policy is inconsistently implemented by all staff. This is apparent in incidents of some unruly behaviour during some lessons and in corridors and occasionally during lunch and playtimes. It is not unusual for pupils to run and play indoors during lunch-times. Some pupils with special educational needs for emotional and behavioural difficulties can challenge both teachers and other pupils. Although the majority of pupils behave well, a significant number in Year 1, 4 and 5 display challenging behaviour. When this is allowed to continue, it negatively affects the progress pupils make in lessons. Some, but not all, teachers have good strategies for respecting all pupils and for encouraging positive behaviour which is helping pupils with behavioural difficulties to manage their own actions with more maturity.
13. The majority of pupils have a positive attitude to their work. They enjoy learning and behave well but in some classes in Key Stage 2 and one Key Stage 1 class, a small but significant percentage of pupils behave poorly, displaying truculent and rather surly attitudes. Attitudes are good amongst under-fives, mostly good in Key Stage 1 and satisfactory in Key Stage 2. Children in the Nursery behave very well and make good progress in their personal and social development. After activities performed outside, Nursery children willingly tidied up and swept up the sand. Pupils in one Year 1 class and in Year 2 responded well to the good relationships they have with their teachers and have an extremely positive attitude towards their work. This was demonstrated during an information technology lesson when more confident pupils willingly helped those who were less secure and this greatly benefited the progress made by everyone. Where there are problems with behaviour, it often results from work not being challenging enough to engage pupils so that poor attitudes develop and interest is lost. This was the case during one science lesson in Year 1 when pupils were given inappropriate activities for the age group resulting in work being too difficult and pupils becoming frustrated. In Key Stage 2, especially in Years 4 and 5, a small but significant proportion of boys display signs of disaffection. In a small number of lessons, even where teaching is satisfactory or good, some pupils remain disinterested and show a lack of concentration and commitment. This has a negative effect upon their progress and is the reason why boys achieve less well than girls in National Curriculum assessment tests.
14. Relationships are satisfactory overall although at times in Key Stage 2, a degree of friction exists between a small but significant minority of pupils. There is mild aggression at times between some pupils which is manifested by occasional disruptive behaviour and a laissez-faire attitude to class work. The majority of parents, however, are not unduly worried by bullying or aggressive behaviour.
15. The personal development of pupils including opportunities for them to take responsibility are satisfactory but they could be better. Good examples include the way pupils volunteer to help staff with jobs at lunch-time, such as photocopying, switching on computers and setting out

resources. A few older pupils help in the office during lunch-time. There are limited planned opportunities for pupils to develop their own initiative and a sense of responsibility towards the life of the school.

16. Attendance is currently satisfactory although over the last three years it has been below the national average and declining. The decline has been arrested since September 1999 and attendance is now close to the national average. The levels of unauthorised absence are below the national average but the levels of authorised absence are above. Most pupils are punctual. Lessons start on time and there is an efficient and orderly start to the day. This has a positive effect upon pupils' progress and personal development. There have been five temporary exclusions in the last year, involving three boys.

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

17. Teaching has improved greatly since the last inspection especially the quality of teaching for the under-fives, and for pupils in Key Stage 1 and upper Key Stage 2. The quality of teaching is now satisfactory overall with strengths in teaching in the Nursery, Year 2 and upper Key Stage 2. There have been major staff changes since the last inspection and these have resulted in the quality of teaching being much better. During the inspection, the quality of teaching was satisfactory or better in 95% of lessons and good or better in 48% of the lessons seen. 17% of lessons were very good or better. 5% of teaching was unsatisfactory, but the unsatisfactory lessons were mostly taught by inexperienced staff and were due mainly to the planned work being unsuitable for the needs of pupils resulting in progress in the lesson not being good enough.
18. The quality of learning and the progress pupils make is directly linked to the quality of teaching. Progress is never less than satisfactory, and where teaching is good, progress is good. In the Nursery, the attainment on entry is only just in line with the national average but as a result of good teaching, pupils' knowledge, skills and understanding improves, so that by the time children begin Reception, standards of language and literacy, mathematics, knowledge and understanding of the world and personal and social development have improved. When children reach the age of five, they attain above the expectations of the desirable learning outcomes.
19. In Key Stage 1, the quality of teaching is satisfactory overall and at times good or very good. In one Year 1 class, there have been serious disruptions in staffing due to prolonged staff illness. This has adversely impacted upon the progress made by some pupils although progress has been satisfactory overall. In Year 2, the quality of teaching improves greatly and is good overall. There are high expectations of pupils, well planned and organised lessons and good relationships between the staff and pupils all of which combine to raise the standards achieved by pupils to being above the national average in English, mathematics and science by the age of seven. In Lower Key Stage 2, teaching is satisfactory overall and pupils make steady progress in their learning so that by the age of nine the majority of pupils attain standards expected of them except in information technology and music. In upper Key Stage 2, progress improves and in one Year 6 class it is very good. In this class, high expectations, very good behaviour management and a clear and purposeful teaching style ensure that all pupils make good progress in improving their knowledge, skills and understanding. The very good quality of teaching in the Year 6 class is a significant reason why the National Curriculum assessment results by the end of Key Stage 2 have improved in recent years.
20. Since the last inspection, there has been great instability in the teaching force due to staff leaving and in some cases long-term illness. Despite this, the headteacher has ensured that the quality of planning has improved which has resulted in most lessons having a clear focus and

being carefully prepared so that in the majority of lessons, pupils of all abilities are given work which challenges and extends their learning. The procedures for medium-term and short-term planning are now good but there is inexperience of using the system and in some cases this contributes to rather sketchy plans which lack detail. Clear learning intentions are often shared with pupils so that they know what is expected of them. This increases their desire to do well and makes them work harder. The shared purpose of lessons is effectively used to guide end of lesson plenary sessions.

21. The subject knowledge of the teaching staff has improved since the last inspection. As a result of the good quality support of Local Education Authority staff and the accurate analysis of staff needs made by the headteacher, most teachers are now much more confident in teaching religious education, design and technology and science. There is on-going training in information technology, which is helping less secure teachers to use the new computer suite. Some weaknesses remain in the teachers' subject expertise of art and music in Key Stage 2 which adversely affects the progress and attainment of pupils in these subjects. Most teachers have a sound knowledge of the requirements of the Literacy Strategy and the Numeracy Strategy which contributes to improved progress and standards in English in particular. The teaching of literacy and numeracy to pupils with difficulties in reading, writing and mathematics is satisfactory overall. The quality of support teaching provided by the learning support staff is satisfactory and they and the class teachers and the special educational needs co-ordinator have worked together well to improve the quality of individual education plans provided for pupils on the special educational needs register.
22. In Key Stage 1, with the exception of one class, pupils are well managed so that there are few problems with discipline and this contributes to the progress that pupils make. In Key Stage 2, discipline is not always effectively asserted although individual teachers have some successful strategies. There is no whole school approach to developing good behaviour which is evident in some lessons in Key Stage 2 and which shows itself in some unsatisfactory behaviour by a significant minority of pupils.
23. The quality of teaching for pupils with special educational needs is satisfactory overall but it varies from teacher to teacher. The best teaching is in Year 5, one class in Year 6 and in Years 2 and 3. This is where there is good involvement of all pupils though the use of skilful questioning. There is also good support by the learning support assistants. A good feature of the way in which all teachers cope with the challenges of pupils with special educational needs, is the effective use of grouping by ability in many lessons so that the pupils' needs can be met. In Key Stage 1 the group work that is set is often under the control of pupils and this encourages them to work independently. A strength of the teaching in Year 4 and 5, is the way that teachers meet the literacy needs of pupils with special educational needs in other subjects. In numeracy there is particularly good support for pupils at the end of each key stage. The best mathematics teaching is found where there is a good emphasis upon the language of mathematics and pupils are given opportunities to work practically. Aspects of teaching which could be improved include the strengthening of targets for pupils with emotional and behavioural difficulties and speech and language difficulties, and the management of more challenging behaviour. Not all pupils with sensory difficulties are always positioned sensibly during class lessons enabling them to either hear or see properly and this reduces pupils' involvement.
24. Higher attaining pupils are usually given suitable work but in Year 3 and occasionally in Year 4, work does not challenge these pupils and their progress is not as good as it could be.
25. The relationships between pupils are satisfactory overall and the way pupils and teachers interact is usually positive. In most lessons, teachers create a secure atmosphere and great efforts are made to encourage pupils to contribute their own ideas and to feel confident to



make decisions and take responsibility for their learning. There is friction however between some boys in Key Stage 2. Although teachers offer praise and encouragement to pupils who perform well in their work, the standard of display of pupils' work varies greatly. In some classes, pupils' work is valued by well presented and neatly mounted work, but the quality of display across the school varies.

26. Planning is satisfactory overall although the quality of short-term planning varies with some teachers showing outstanding levels of detail but in some classes it is rather sketchy. A positive initiative has been adopted by the school whereby the impact of teaching is carefully evaluated by the class teachers so that areas for improvement can be recognised and planned for.
27. Although there is a sound policy for guiding marking across the school, the quality of marking varies from class to class. In a Year 5 class, work is marked regularly and comments are made which are stated as targets for improvement which are checked upon by the class teacher. This process of setting targets for pupils is a developing process which, when used regularly contributes to improving the progress of pupils. Homework is a feature of the pupils' education and all teachers provide an appropriate amount of work to do at home which contributes to the progress made by pupils.

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

27. The quality of the curriculum has improved greatly since the last inspection. The curriculum for the under-fives is now good. The desirable learning outcomes are planned for so that the children can reach the expected standards by the age of five. In Key Stage 1 and 2, the National Literacy Strategy and the National Numeracy Strategy have both been implemented successfully and the literacy strategy has been a significant reason why standards in English have improved. In other subjects, there are now schemes in place for each subject of the National Curriculum and an Agreed Syllabus for religious education. The taught time in both Key Stage 1 and 2, has increased since the last inspection and now matches the time recommended by the Department for Education and Employment.
28. As a result of the improved curriculum schemes, the quality of long term, whole school planning is much better than it was and is satisfactory overall. The Department for Education and Employment Qualifications and Curriculum Authority (QCA) schemes, have been adapted so that they offer teachers an effective model for making sure that pupils systematically acquire and extend their knowledge, skills and understanding as they progress through the school. The emphasis in curriculum development has been upon improving provision for the core subjects, including information technology and religious education. This decision is justified and has improved standards in these subjects, but too little emphasis has been placed upon the development of foundation subjects. Although art and music are taught across the school, the status of the arts in the curriculum is comparatively weak, especially in Key Stage 2. In the context of rapid improvements in the curriculum over the last two years, this is understandable, but is an area to improve.
29. The provision for special educational needs is good for the majority of pupils on the special educational needs register. There is a slight weakness however for the provision for pupils with emotional and behavioural difficulties and for pupils with speech and language problems. The quality of individual education plans for pupils with such difficulties, although improving, need to be more specific. This would make the targets more understandable to the pupils so that they can monitor their own behaviour and progress. The current lack of specificity also makes it more difficult for teachers to plan for the pupils' needs. All the needs of pupils with

statements of special educational needs are fully met and pupils are well integrated into school life.

30. There is satisfactory provision for the development of pupils' awareness of health education issues such as healthy living, sex education and drugs awareness but there is no overall policy for developing pupils' personal and social education. This weakness contributes to the lack of whole school approach to pupils' behaviour and personal development. There are limited opportunities for pupils to express their own opinions and ideas and to develop a sense of responsibility by contributing to the day to day running of their classes and the school. Procedures for formally consulting with pupils in order to give pupils a sense of being involved in decision making, for example through a school council, are not in place.
31. Pupils in Key Stage 2 benefit from being able to attend a small number of extra-curricular clubs including sport, chess and art. The range of extra-curricular activities is less than normally found for a school of this size because of the demands made upon staff to raise standards and the quality of education across the school. The school recognises the need to extend the range of clubs available to pupils.
32. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development but it is not carefully planned for and relies upon the will of individual teachers and the contribution made by some subjects and day-to-day school life. The school assemblies give pupils time to think and reflect. In religious education pupils study prayer and through music they have time to reflect. A sense of awe and wonder was noted during a lesson when pupils in science observed the beauty of leaves. The school provides pupils with many outdoor areas in which they can sit quietly.
33. The provision for pupils' moral development is satisfactory. Pupils are taught right from wrong and they contribute to creating class rules. Through discussing stories such as the Good Samaritan, pupils learn about the significance of their actions and those of others upon themselves. Pupils in Year 4, used Aesop's Fables to learn about moral issues. There are some planned opportunities for pupils to develop their social skills. These include limited opportunities for pupils to take on class responsibilities and during many lessons pupils are expected to work in pairs or groups. Membership of the school sports' teams enhances social development, and residential visits provide pupils with the opportunity to acquire team building skills. Opportunities have improved for pupils to reflect upon the lives and beliefs of other people through the religious education curriculum, but the range of opportunities for pupils to appreciate the richness and diversity of other cultures rely upon curriculum topics in geography, art and English.
34. Good links with pre-school groups effectively help children and their parents when children begin their school life. Links with the local community are satisfactory with good liaison with the local high school, which eases the transition of pupils when they begin secondary education. Pupils are able to attend various clubs at the High school such as a science club and a Summer Club for mathematics.
35. The staff are working hard to make sure that the curriculum is successfully adjusted to match the requirements of the Curriculum 2000 and the Foundation Stage for children under six years of age.

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

36. The school makes satisfactory provision for the care of its pupils, their welfare and health and safety. Teachers are concerned about the day-to-day care of their pupils and good procedures exist in the event of a pupil being ill or having an accident. The Governing Body is very involved in checking on risk assessments and the site manager carefully and regularly makes sure that all aspects of fire security are working. Child-protection procedures are good and match the local guidance.
37. Although the school has an agreed policy for managing behaviour, not all staff implement the policy in the same way. Although behaviour is satisfactory overall, the lack of consistency is a factor in the occasional poor behaviour in some lessons and during playtimes and lunchtimes. There is currently no way of monitoring incidents of challenging behaviour nor any way of monitoring which strategies to deal with these incidents work, and which do not work. The procedures for monitoring pupils with more challenging behaviour are unsatisfactory. Pupils' absence is carefully checked and issues of concern identified and followed up satisfactorily.
38. Procedures for assessing pupils in the core subjects of English, mathematics and science are good and in other subjects, there are basic procedures for recording attainment and progress. Good procedures for involving pupils in setting their own targets for improvement have been recently developed although the impact of using these to improve planning is currently limited. Because the procedures are fairly recent, their impact upon helping teachers to evaluate and improve the quality of educational provision is not yet fully developed. Procedures for monitoring personal development are satisfactory and these, coupled with academic monitoring combine to successfully guide teachers and pupils towards strategies which are raising standards.
39. Unsatisfactory procedures exist for assessing and monitoring the progress of pupils with special educational needs for behaviour. The targets for improving behaviour in these pupils' individual education plans are not specific enough and there is no planned programme of management of these pupils which has been agreed by all staff.

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

40. Parents are happy with most aspects of the school and its provision but express some concern about what they see as being a narrow range of extra-curricular clubs. Some concern has also been expressed about the instability of staffing, particularly in one class where long term illness has resulted in the need for many temporary teachers. It is the view of inspectors that the range of extra-curricular clubs is narrow for a school of this size. The instability of staffing has disrupted the progress and behaviour of some pupils, but the school has made every effort to alleviate the problems and has had great difficulty in securing long-term temporary appointments.
41. The links with parents are satisfactory. There are good induction procedures in the Nursery which make sure that children make the best possible start to their education. All aspects of communication with parents of pupils with special educational needs are good. Despite the efforts of the school to inform parents of curriculum developments through evenings about literacy and numeracy, the response from parents was poor. This apathy was also evident by the very low attendance of parents at the pre-inspection visit. Open-evenings however, are well attended and the school makes parents welcome both at the beginning and the end of each day, especially in Key Stage 1. Annual reports meet the statutory requirements but not enough judgements are made of progress or attainment in each subject. Information given to

parents is satisfactory and provides them with enough information about events and organisation. There is very little detail, however given to parents about the curriculum being taught in each class each term. A small number of parents regularly help during lessons. Home-school agreements exist and some parents sign them. Many parents support the Friends of the School in fund raising events raising significant sums to benefit pupils' education. The school has difficulties involving parents although its procedures for doing so are as good as is normally found.

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

42. The leadership and management of the school are very good and are improving the quality of education and standards of attainment across the school. Strong decisions have been made which are responsible for improvements in the standards of teaching since the last inspection and the improving performance of pupils in many subjects. Some aspects of the management of behaviour and pupils' personal development remain areas for improvement. The quality of teaching and the management of the Nursery and Key Stage 1 are now much better which has resulted in increased progress being made by children under-five and the standards attained by pupils by the age of seven. The headteacher has introduced effective management systems such as the regular monitoring of teaching and learning, improved procedures for assessing and monitoring pupils' performance and the strengthened role of the senior management team. These initiatives have begun to have a very positive impact both upon the standards achieved and the quality of education given to pupils. Current plans to clarify the role of curriculum leaders in managing their subjects are strengthening the contribution that all staff are making to their own professional development and to the quality of the curriculum given to pupils.
43. The headteacher sets high standards for his staff and his senior management team. He knows the school very well and has a very clear vision of what the school needs to do so that standards are even higher across the school. New management strategies are creating a change in attitude amongst staff through encouraging a shared vision and a commitment to improving standards. The pressures of change have been felt by some staff but the changes have been necessary and the pace of change since 1997 has been sensible and targets are effectively implemented. Strategic developments are carefully planned and progress is carefully monitored by the headteacher, senior management team and increasingly by the Governing Body. The Key Stage 1 and 2 co-ordinators have worked hard to improve standards across the school. This has resulted in improved results in the National Curriculum assessment tests by the end of Key Stage 1 and in English and science by the end of Key Stage 2.
44. The provision for pupils with special educational needs is well managed by a knowledgeable and committed special educational needs co-ordinator supported by a governor. All aspects of the Code of Practice recommendations are met and the provision is good.
45. The Governing Body is very ably led by a knowledgeable, committed and determined chair under the guidance and prompting of the headteacher. The contribution made by the Governing Body to the management of the school has developed rapidly and is good overall although it recognises that it could be even more involved in monitoring some aspects of school life. Individual governors take responsibility for a range of duties and by visiting the school, analysing school data and meeting with subject leaders, they understand the strengths and weaknesses of the school. There is a good working relationship between the Governing Body and the headteacher so that the effectiveness of day-to-day management of the school and its school development planning process is carefully monitored. Communication between governors is much better than it was at the time of the last

inspection. The headteacher makes sure that governors are kept fully informed of all that is happening in the school. An excellent process has been introduced since 1998 for school development planning which ensures that staff's views and those of the Governing Body are successfully combined to create, meaningful and realistic targets for development coupled with anticipated costs and measures for success. The role of governors has developed and they now use the information from the school for example, the National Curriculum assessment results and the outcomes of monitoring of teaching and learning in order to evaluate strengths and weaknesses.

46. Financial management of the school is good. Although the school has most recently set a deficit budget, the headteacher and chair of finance are well aware of the need to keep a tight budget in the future and are planning to trim spending to maintain a small surplus. The day-to-day management of the budget is effectively performed by competent administrative staff. The school development planning system, although only recently introduced provides the headteacher, staff and the Governing Body with an effective way of planning spending. The Governing Body checks on the impact of spending upon the standards of pupils and the quality of education offered. For example, a significant amount has been spent on information technology recently and the Governing Body has challenged the reasons behind this to gain reassurance that it is money well spent. Both the headteacher and governors are very sensitive to the need to gain the best value for money and the best prices are always sought before making any decision about spending.
47. The school's commitment to staff development is demonstrated by the way the school values the need to develop staff competence and expertise. It is currently involved in pursuing recognition as an Investors in People. Although many changes in staffing have occurred in recent times, there is a sound balance between experienced practitioners with suitable subject knowledge and young enthusiastic staff. As a team, teachers have sufficient expertise to teach the National Curriculum and to promote pupils' personal development. The procedures for staff development and training have improved greatly since the last inspection and the impact of these is beginning to raise standards across the curriculum. Recent management initiatives such as the introduction of regular monitoring of teaching, established procedures for staff consultation and the strengthening of the role of the senior management team and subject leaders now inform decisions about the most appropriate staff training for raising pupils' performance. There are good procedures in place to support and mentor newly qualified teachers. All staff, including educational support staff and midday supervisors, are, or soon will be, involved in training programmes linked to the school development.
48. The accommodation has some strengths but many weaknesses. The outdoor environment is very good. Pupils have access to large, well maintained playing fields, a secure but ecologically diverse nature area, a number of quiet areas for sitting and an adventure style playground. The development of the under-fives' physical skills, creative capability and knowledge and understanding of the world is supported well by access to a secure and interesting outdoor play area, but the buildings are rather drab and in need of improvement. In Key Stage 1 and 2, the quality of some classrooms is unsatisfactory due to the poor state of buildings which depresses both the pupils' and staff's morale. Although some rooms in the newer main block are spacious, light and suitably designed, classrooms in the older detached blocks are not always sufficiently ventilated and are shabby. Despite the efforts of staff, the result is still a feeling of untidiness and clutter.
49. The distance from the main block of the detached rooms, restricts the development of a sense of unity and community and makes it difficult for staff to always provide the desired level of secure, stimulating and exciting learning environment for pupils. Major improvements are imminent, however. The Governing Body and headteacher have recognised the negative impact some of the buildings have upon the quality of pupils' education and have secured a

major building programme which, on completion, should greatly improve the quality of education for pupils and the working environment for staff. The recently completed room for information technology provides a secure room for computer work, but it is poorly ventilated and can be hot which reduces the desire for pupils to work.

50. Resources are satisfactory overall although there is a weakness in the range and breadth of both fiction and non-fiction books across the school.

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

**The school development plan accurately identifies many areas for improvement but three key areas need to be addressed by the headteacher, staff and Governing Body in order to maintain the improvement. The key areas are:**

### **1) Improve the standards of attainment in information technology by:**

- continuing to improve the knowledge and confidence of staff through planned training;
- making sure that all strands of the programmes of study for information technology are consistently taught across the school;
- making sure that opportunities for using information technology across the curriculum are included in teacher's planning so that information technology becomes an effective tool for learning;
- developing and implementing a manageable way of assessing and recording pupils' attainment and achievement in each attainment target.

(paragraphs 95-101)

### **2) To improve the standards of behaviour and attitudes where necessary by:**

- devising and implementing a whole school approach to the management of behaviour so that all staff, both teaching and non-teaching, have shared values and expectations which are communicated to pupils and parents; (paragraphs 12-16)
- Implementing plans to have a common approach to personal and social development of pupils so that they are able to extend and develop their self-esteem and have the confidence to take responsibility and display independence; (paragraph 28)

### **3) Raising the profile of the arts in the school by:**

- developing and implementing a school policy which increases the opportunities for pupils to develop their knowledge, skills and understanding of music, art, dance and drama. (paragraphs 30, 108-112, 127-129)

**In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan**

- Improve the quality of books available for all pupils (paragraph 49/79)
- Improve the standard of marking so that pupils are aware of ways to improve their work (paragraph 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	33	40	4	1	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	428
Number of full-time pupils eligible for free school meals		25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		51

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	58

### Attendance

Authorised absence	%
School data	6.9
National comparative data	5.4%

Unauthorised absence	%
School data	0.4
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 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	30	32	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	29
	Girls	31	32	32
	Total	56	59	61
Percentage of pupils at NC level 2 or above	School	90	95	98
	National	82 (74)	82 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	29	30
	Girls	31	31	32
	Total	57	60	62
Percentage of pupils at NC level 2 or above	School	92	97	100
	National	82 (80)	86 (83)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	24	27	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	23
	Girls	23	23	27
	Total	41	38	50
Percentage of pupils at NC level 4 or above	School	80	75	98
	National	70 ( 65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	21
	Girls	24	23	25
	Total	39	38	46
Percentage of pupils at NC level 4 or above	School	76	75	90
	National	68 (65)	69 (66)	75 (71)

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



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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	6
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	420
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	9	
Other minority ethnic groups		

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

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

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

Total number of qualified teachers (FTE)	15.4
Number of pupils per qualified teacher	24.6
Average class size	25.3

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

Total number of education support staff	8
Total aggregate hours worked per week	68

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	18.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	667473
Total expenditure	681666
Expenditure per pupil	1723
Balance brought forward from previous year	7581
Balance carried forward to next year	-6612

## Questionnaire return rate

Number of questionnaires sent out	428
Number of questionnaires returned	84

## Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	40	7	1	1
My child is making good progress in school.	45	48	3	1	3
Behaviour in the school is good.	52	38	6	1	3
My child gets the right amount of work to do at home.	25	49	9	11	6
The teaching is good.	56	34	1	1	8
I am kept well informed about how my child is getting on.	38	60	0	1	1
I would feel comfortable about approaching the school with questions or a problem.	75	22	3	1	2
The school expects my child to work hard and achieve his or her best.	64	27	1	2	6
The school works closely with parents.	53	38	3	3	3
The school is well led and managed.	55	36	3	1	4
The school is helping my child become mature and responsible.	49	40	6	2	3
The school provides an interesting range of activities outside lessons.	27	34	9	14	16

## Other issues raised by parents

At the parent's meeting strengths of the school were judged to be:

- good teaching with dedicated staff
- good progress in all subjects

Concerns were voiced about

- the state of the buildings
- too much homework
- not enough sport and extra-curricular activities



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

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

51. Children enter the Nursery during the year in which they are four, and they move into the Reception classes at the start of the term in which they are five. Many of these children have experienced pre-nursery school education. Children's attainment on entry to the Nursery is broadly in line with that expected for children of that age. During their time in Nursery and Reception, children make satisfactory gains in their creative and physical development, and good gains in all other areas. Many children, therefore, are above the expected levels in language and literacy, mathematics, knowledge and understanding of the world, and personal and social development by the time they are five years of age.
52. The teaching of children in the foundation stage is never less than satisfactory, and in the Nursery it is sometimes very good. The overall quality of teaching is good. The teachers have a secure understanding of the social, emotional and educational needs of the children and they plan an appropriate range of activities. Instructions are usually clear, and although occasionally a small number of children in Reception are allowed to become restless and inattentive, teachers normally manage children well. Teachers have a pleasant, helpful and encouraging manner with the children, and they continually praise them for their work. A suitable range of strategies is used in teaching the children in all classes, and in the Nursery very effective use is made of the large classroom space provided. In the Reception classes, space is very limited. Teachers, however, cope well with these limitations, and manage to provide their children with most of the experiences and opportunities required. Planning is thorough, and with all teachers in the foundation stage now working and planning together, weaknesses in this area, identified in the school's previous report, have been successfully rectified. Planning is based appropriately on the desirable learning outcomes for children of this age, and with the exception of outdoor play, for children in Reception, all aspects of work are suitably covered. Teachers work well together, and in the Nursery, in particular, the teacher and support staff complement one another well in ensuring much personal attention for the children. The quality of the teaching enables all the children, including those with special educational needs, to make good progress, overall.
53. The children's attitudes and behaviour are nearly always good, and sometimes very good. A small number of children in Reception are, occasionally, less well behaved, however. They generally listen carefully to their teachers, and other adults in the classroom, and they are keen to be involved in all activities. They set about their tasks with enthusiasm, and most persevere until they are complete. They work well on their own, with those in Nursery, in particular, showing considerable independence in finding resources and carrying out activities. They also work well in groups, where they readily help one another if a need arises. Most children are well motivated, keen to please and try to produce their best work. They are happy and confident in seeking advice from adults, should difficulties arise.
54. The curriculum planned is broad and balanced, and statutory requirements are met. This is an improvement, since the time of the last inspection. Children's abilities are carefully assessed on entry into the school, and extensive records are kept of their work and progress. In the Nursery, for example, support staff keep detailed notes of the children's work on a day to day basis. This information is then successfully used to help plan future work. Children with special educational needs are supported appropriately, and are fully integrated into class and group activities. The accommodation in the Nursery is very spacious, with colourful displays of children's work being provided. The area is in need of some decoration, however. The accommodation provided for the current number of Reception children is very small, and, although staff and children do their best in their surroundings, the children have limited

opportunities to move around and choose from a range of activities. The role play area is inadequate. There is no secure outdoor play area provided for Reception children. Resources generally are satisfactory, although some items are old, and are in need of renewal. Resources, however, have improved since the time of the school's last inspection.

## **Language and Literacy**

55. By the time they are five, children's attainment is above the level expected for their age. During their time in the foundation stage, the children make good progress.
56. Children develop good listening skills, overall, although a small number of children in Reception find this task difficult. Generally, children listen with interest and concentration to stories, poems and instructions. Speaking skills are satisfactory. A small number of children speak clearly and with confidence, but many are less keen to speak at length. They usually provide one-word answers or answer in short phrases. In the Nursery, the children are interested in books, they know which is the front of the book and they clearly understand that print carries meaning. They readily "read" their books, using illustrations to explain what is happening. Many children recognise a number of letter sounds. In Reception, children's knowledge of letter sounds is well developed, and many can use this knowledge to help build words. A "sound table" is effectively used to develop children's understanding in this area. A small number of higher attaining children successfully read books, correctly pronouncing many of the words. Children's writing skills are well developed throughout the foundation stage. In Nursery, the children develop their writing through regularly using pencils, and producing writing patterns in a left to right sequence. The large majority of children can write their names. In Reception, the children continue their writing development by copying the work of adults. Higher attainers write independently, they produce their letters accurately, and they attempt to join words into sentences. They also attempt to develop their emergent writing skills, through for example, writing out orders in the class cafe.
57. The quality of teaching is generally good. In the Nursery, the children are provided with many activities which help them develop their literacy skills. A strong feature is the opportunity provided for the children to listen and speak with adults in small groups. Adults are skilled at involving all children, praising them for what they say however little it may be. Whole class sessions are used well to develop an enjoyment of books, with adults using high quality reading skills to captivate the children's interest. In Reception, children are encouraged to write words and short sentences, if possible. In all classes, children are encouraged to participate in role play, and both in the hospital and the cafe, opportunities are provided for pupils to speak and interact with one another.

## **Mathematics**

58. By the time they are five, children's attainment is above the level expected for their age. They make good progress.
59. In the Nursery, the children successfully develop their mathematical knowledge by sorting and matching various items, studying numbers and confidently identifying the "odd one out". They count to five, with some counting successfully beyond, and most pupils understand the concept of "one more", when counting. Most children can name common two-dimensional shapes, and through comparing items, they understand "big and little", and "tall and short". In Reception, the children develop their number skills, through, for example, counting the number of children in the class. Higher attaining children successfully undertake simple addition exercises. Children develop their understanding of volume, through structured water and sand play, and they recognise symmetry in producing pictures of butterflies. They understand that numbers indicate the cost of food, when ordering items in the cafe.

60. The quality of teaching is good. In the Nursery, many opportunities are provided for the children to count, such as when they count milk cartons at break-time, and count the ingredients to put into a cake. In Reception, good use is made of number lines, and, in undertaking work in three-dimensions, for example, appropriate resources and terminology are used to develop and reinforce children's knowledge.

### **Knowledge and Understanding of the World.**

61. By the time they are five, children's attainment is above the level expected for their age. They make good progress.
62. In the Nursery, the children are beginning to understand past and present events, in the context of their own families. They have undertaken walks around the school, and they identify houses and roads, for example. They name various parts of the human body, and through working in the hospital, and using a stethoscope, they know that the heart beats faster after exercise. The children have grown plants, they identify the different parts and they can explain that plants need to be watered. In studying food in different countries, the children show an understanding of other people and places. In Reception, children confidently talk about how people lived in the past, identifying particularly differences in clothes and toys. Through studying snails, the children are keen to explain their understanding of feeding and movement of these creatures. Many of the children have visited other parts of the world with their families, and many readily talk about their experiences. Children throughout the stage have good computer skills. In Nursery, the children can draw pictures using the mouse, as well as using the keyboard to give instructions to Pod. In Reception, the children successfully produce pictures, giving appropriate instructions for their work to be printed.
63. The quality of teaching is good. In the Nursery, adults make particularly effective use of practical work, such as growing plants, to generate interest and develop the children's knowledge. Questioning is used well, to direct their attention to certain features. Walks around the school are used effectively, to develop the children's geographical skills. In Reception, teachers continue to make good use of practical experiences and, for example, the close study of snails, and the outings arranged to historical buildings, are used well.

### **Physical Development**

64. By the time they are five, the children's attainment is similar to the level expected for their age. They make satisfactory progress.
65. In the Nursery, the children develop their fine motor skills successfully, through such activities as cutting, sticking and threading various items. They hold pencils and crayons correctly, and most produce writing patterns and coloured pictures with suitable accuracy. Manipulation and control are improved through using play-dough, for example, to produce models of cakes and animals. The children successfully develop their gross motor skills, when using wheeled vehicles and climbing apparatus in the outdoor area. In Reception, pupils continue to develop their skills, such as when producing snails out of clay. In physical education lessons, the children show awareness of space and other children, and they successfully copy the movements of animals, such as snakes and spiders. There is no secure outdoor area, however for these children, and although on occasions they use the school's adventure playground, there are no regular opportunities to further develop their skills. By the age of five, most children handle construction apparatus with confidence, successfully building a variety of models.

66. The quality of teaching is satisfactory overall. In both Nursery and Reception, children are provided with many opportunities to use crayons, pencils and play-dough, and they are encouraged to use them correctly. In Nursery, the children are provided with chances to develop their physical skills, through using the outdoor equipment everyday. In Reception, in undertaking physical activities, children are occasionally allowed to become too excited, and as a result they do not take the work seriously and make limited progress. Teachers are careful to emphasise safety procedures to the children, and they watch them closely throughout, whether they are using scissors or climbing on apparatus.

### **Creative Development**

67. By the time they are five, the children's attainment is similar to the level expected for their age. The children make satisfactory progress. In both the Nursery and Reception, the children sing songs with enthusiasm, and perform appropriate actions to those songs. They successfully accompany their singing using untuned percussion instruments, such as tambourines, triangles and bells. Children choose from a range of paints, crayons and pastels, and many produce accurate observational drawings, as well as pictures from their imagination. Children in Reception have also produced effective collages, made out of paper, wood and polystyrene. Children use their imaginations well, when undertaking role-play in, for example, the cafe and the hospital.
68. The quality of teaching is satisfactory. Opportunities are provided throughout the foundation stage for the children to experience musical activities and painting. Their imagination is further stimulated through the provision of role-play activities, especially in Nursery, where the space provided is much larger than that available in Reception. Occasionally, in Reception, the attention of a small number of children is not always maintained, with the result that they do not concentrate on producing their best work.

### **Personal and Social Development**

70. Children make good progress in their personal and social development, and by the age of five they attain levels above those expected.
71. In the Nursery, the children learn to drink their milk in a well mannered way. They pass items to one another, as well as collecting them in, and they never fail to be polite in their response. The children have learnt how to behave in school, and be part of a social group. When using wheeled vehicles, and when acting out roles in the hospital, they readily share and take turns. They move confidently around the classroom, and they ask for assistance when required. In Reception, children are eager to explore new learning, and most concentrate on the work being undertaken. Most children have a clear knowledge of right and wrong, although a small number have difficulty in behaving consistently well. Children readily help their teachers in giving out and collecting materials and equipment.
72. The quality of teaching is generally good. The teachers and the classroom assistants know the children well, and they respond appropriately to their individual needs. The children are continually encouraged to be involved in activities, and, where necessary, they are reminded about such things as sharing and politeness. When children misbehave in Reception, teachers continue to remind the children about the correct forms of behaviour. Particularly effective use is made of support staff. They work well with the teachers in establishing the standards of behaviour and social skills that exist.

### **English**

73. At the end of both key stages, standards are above the national average in reading and writing, and in line with the national average in speaking and listening. The inspection findings are similar to the results achieved by pupils in the school, in the National Curriculum tests held in 1999. At the time of the school's previous inspection, standards were reported to be in line with the national average. Significant improvements have been made since that time, especially in reading and writing.
74. At the end of both key stages, pupils' speaking and listening skills are broadly average. At the end of Key Stage 1, pupils listen attentively to their teachers, and to one another, and they show a clear understanding of what they have heard. Most answer clearly and confidently, providing, on some occasions, extended answers. They successfully use a range of very appropriate vocabulary, to add detail to their comments. A significant number of pupils, however, lack confidence in speaking at length, and they tend to answer either in single words or short phrases. At the end of Key Stage 2, most pupils listen carefully in a variety of contexts, including teacher instruction, class discussion and drama. A small number of pupils do not pay adequate attention to this aspect of their work. Many pupils are articulate speakers, who provide detailed answers, explanations and arguments. They speak clearly, and put their points confidently and concisely. As at Key Stage 1, a significant number of pupils find speaking difficult, and they are not keen to speak in front of other people.
75. At the end of both key stages, pupils' reading is above the standard expected nationally. By the end of Key Stage 1, most pupils read texts fluently and accurately, with a high level of understanding. They show a secure understanding of phonics, as well as having a good sight vocabulary. Pupils show a clear understanding of the books they read, and most are able to express opinions about their contents. At the end of Key Stage 2, most pupils read with fluency, accuracy and evident enjoyment. They talk confidently about what they read, making very appropriate reference to characters and events in the stories. They identify key events and themes, and use relevant information to support their views. Pupils regularly use reference books to find information, and many of them have mastered the skills of skimming and scanning.
76. At the end of both key stages, pupils' attainment in writing is above that expected nationally. At the end of Key Stage 1, most pupils successfully write factual information, sometimes in the form of news, as well as imaginative writing, in the form of stories and poems. Higher attaining pupils produce extended pieces of writing, and by the end of the key stage their writing is clear and logical. Good use is made of vocabulary to bring writing alive. Capital letters, full-stops and other forms of punctuation are generally used correctly, and pupils' spelling is usually accurate. The handwriting of most pupils is neat, legible and of a consistent size, when undertaken in their handwriting books, with many pupils being able to join letters appropriately. Many pupils, however, do not continue to use their best writing in other books. At the end of Key Stage 2, most pupils successfully write for a variety of purposes, and they place emphasis on the use of items such as adverbs and adjectives to add detail to their writing, as well as using an increased range of punctuation, including inverted commas. On occasions, pupils draft their work, to help improve its quality. Pupils' work is often sustained into longer pieces of writing, and appropriate imagination, interest and depth is introduced. Most pupils join their letters in a clear and neat handwriting style, but, as at Key Stage 1, this standard is not always sustained into all their written work. Pupils' spelling is usually good, and they use dictionaries and a thesaurus to improve this aspect of their work still further.
77. The quality of teaching in lessons is satisfactory overall, with good teaching taking place in Years 2 and 5, and very good teaching sometimes occurring in Year 6. Teachers have a sound subject knowledge. Lessons are well planned and well organised, with teachers carefully following the requirements of the National Literacy Strategy. Teachers have also provided time for pupils to undertake work in writing in many other subjects of the curriculum,



for example, history, geography and science. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. Where teaching is good, teachers provide opportunities for pupils to speak at length and develop their speaking skills, for example, by making good use of questioning. In many lessons, however, teachers do not provide pupils with enough chances to speak, and pupils' attainment in this area remains lower than in reading and writing. This shortcoming in teaching was also noted at the time of the last inspection, and it has not been adequately addressed. Teachers are careful to provide appropriate reading books for pupils, and nearly all pupils have books suitable to their needs. Careful records are kept of the books read, and pupils are regularly provided with new ones. Pupils, generally, are keen to read, and even when they find reading difficult they are prepared to tackle the text presented.

78. Teachers throughout the school provide an appropriate range of writing activities and opportunities for their pupils, during lessons both in English and in other subjects, and a weakness identified during the last inspection, about the provision of writing opportunities at Key Stage 2, has been rectified. Teachers do not adequately emphasise handwriting skills, however, and they rarely remind pupils about the quality of their writing, nor the need to continue their best writing into other subjects. A number of teachers also fail to set a good example to pupils, with the quality of their own writing on the board. Pupils respond appropriately to the opportunities provided, in all aspects of the subject, and all pupils, including those with special educational needs, make satisfactory gains in their knowledge and skills. At the time of the previous inspection, pupils' progress at the end of Key Stage 1 was too slow. Teaching there has clearly improved, with the result that progress has improved also. Good relationships are developed between teachers and pupils, and teachers provide appropriate support during lessons, as well as often adding helpful comments to pupils' work in their exercise books. Lessons are usually brisk in pace, and pupils are kept busy throughout. Pupils' attitudes to English are usually good. They generally behave well and set about their various tasks with good concentration. They work well on their own, and in groups when required, and they persevere with the work set. They generally know what to do, but readily turn to adults if necessary. Most pupils are keen to produce a neat and careful standard of presentation in their books, although a minority take less care.
79. The school uses the National Literacy Strategy as its scheme of work and all the various aspects of work are suitably covered. The co-ordinator is hard working, and she provides appropriate support to her colleagues when it is requested. Through studying planning she is aware of the work that is being covered throughout the school, and she is also provided with some opportunity to monitor that work in the classroom. A good range of assessment procedures is in place, with teachers keeping a variety of information about each pupils' performance. The information which is recorded is used effectively to identify pupils' current attainment, the progress they have made and to help the planning of appropriate future work. Teachers also provide pupils with suitable targets each term, although in some classes these targets lack clarity and precision. Resources are generally satisfactory and put to appropriate use, although the current provision of library books is still limited, and inadequate for the further development of pupils' research skills. Good use is made of other curricular subjects to help develop pupils' literacy skills.

## Mathematics

80. Inspection evidence shows that standards in mathematics are above the national average at the end of Key Stage 1. At the end of Key Stage 2 the present group of pupils is broadly in line with the national average. The pupils in Key Stage 1 make good progress in their learning, particularly towards the end of the key stage. In Key Stage 2 the pupils make satisfactory progress over time and in some individual lessons they make good progress. The pupils with special educational needs have work set at the correct level and this enables them to make progress in line with other children.
81. By the end of Key Stage 1, the average attaining pupils show good understanding of addition and subtraction using two digit numbers. They finish sequences of numbers and round numbers to the nearest 10. In counting they count on and back in ones, fives and tens. The higher attaining pupils work with numbers up to 1000. They multiply single digit numbers and work out division sums such as  $30 \div 5 = 6$ . There is a small number of pupils who are not yet at the expected level. They work with numbers up to 20 but at times the reverse numbers and are not fully confident in adding without support. In the area of shape and space almost all the pupils confidently identify common two-dimensional shapes including circles, squares, triangles and rectangles. Many are able to identify hexagons. A large majority of pupils identify right angles. The average and higher attaining pupils recognise three-dimensional shapes, identifying them by the number of faces and edges. Higher attaining pupils show good understanding of reflective symmetry. The pupils apply their mathematics skills well. In work on pets the pupils record the number of pets on charts and then answer questions based on the information. Mental mathematics skills are developing well. The pupils in Year 2 make up sums like  $40 + 60 = 100$  in work using 'Ten's Blocks'.
82. In Key Stage 2 the pupils build on their previously acquired knowledge. By the end of the key stage the average attaining pupils work with numbers above 1000. They add and subtract three digit numbers. They multiply two digit numbers and divide with remainders. They show an understanding of negative numbers. In work on fractions they understand equivalent fractions. The higher attaining pupils work well with decimals. They square numbers and find square roots. In the area of shape and space almost all pupils rotate and translate two-dimensional shapes. They measure area by counting squares and measure the perimeter of shapes. Higher attaining pupils use the formula length x width to find the area. In data handling all pupils draw graphs including line graphs, for example in recording temperature. The information from the graphs is used to answer questions. In work using tables the pupils use information with constraints and make decisions, for example in planning leisure activities with a set amount of money and time constraints. The average and higher attaining pupils use and understand range, mode, median and mean in work on averages. The pupils are developing their mental mathematics skills using number games. They apply their mathematical knowledge satisfactorily when answering problems for example in investigative work with dice.
83. The school has made satisfactory progress since the last inspection. The National Numeracy Strategy has been effectively introduced and is starting to have a positive effect on raising standards in the school. The school analyses the results of statutory and non-statutory tests and assessments to identify areas for development. This is also having a positive effect on progress. There are examples of mathematics being used in other areas of the curriculum, for example in work on temperatures in geography and in Year 3 art where work on painting tiles is very well linked to work on tessellation in mathematics. There is, however, no systematic planning of the use of mathematics across the curriculum to give the pupils opportunities to apply their mathematical skills in a wide variety of situations. The use of information technology in mathematics is not yet fully developed.

84. The pupils show satisfactory attitudes to mathematics overall and this has a positive effect on learning. The majority of pupils are interested in the work they are doing and concentrate well, for example in a Year 6 lesson on planning a trip. When given opportunities by teachers most pupils work well together, for example in Year 2 lessons the pupils work very well when they describe the characteristics of a two-dimensional shape to a classmate. There are however, a number of pupils who present challenging behaviour and do not concentrate on their work. These pupils are mainly boys and this slows their rate of progress. Most teachers deal well with the pupils and teaching is satisfactory overall. A number of lessons have good quality teaching and in these lessons the pupils learn well and make good progress. Where teaching is good, the teachers match the work well to all the pupils, including those with special educational needs. Questioning is used effectively to develop learning, for example in work on area in Year 4 a teacher asked pupils how many degrees there are in a right angle, then develops this by asking pupils to halve the number. In lessons where progress is satisfactory rather than good, the teachers do not always use consistent methods to deal with misbehaving pupils. Work set does not always stretch the higher attaining pupils and their progress is occasionally restricted. The use of marking to develop learning is inconsistent across the school. There are some very good examples of effective marking, for example in Year 5 but in a number of classes marking is mainly for content.
85. The subject is well co-ordinated. There is a shared commitment in the school to raise standards. The monitoring of classroom teaching and the good use of assessment has had a positive effect on pupils' learning.

## Science

86. Inspection findings are that standards in science are above the national average by the end of Key Stage 1 and well above the national average by the end of Key Stage 2. The quality of teaching and the expectations placed upon pupils has increased enormously since the last inspection especially in upper Key Stage 2 and these factors have combined to raise the knowledge, skills and understanding of pupils by the age of 11. The progress made by pupils in science is satisfactory in Key Stage 1 and in Key Stage 2, it is satisfactory in the Years 3 and 4 and improves in Year 5 and 6 to being good overall. Pupils with special educational needs make progress which matches that of other pupils in their year.
87. By the end of Key Stage 1, a high proportion of pupils reach the expected standard of level 2 but only a small proportion reach the higher standard of level 3. Pupils have secure knowledge of the life processes of living things and during one activity they readily listed the qualities of life which are healthy and unhealthy, including comparing diets, taking exercise, the harmful effects of smoking and the need for sleep. As part of a study of plants, pupils showed a clear understanding of the way seed grow and by keeping a diary of seed growth, they applied mathematics skills by making a block graph of the seed's rate of growth. Whilst learning about the way materials change, pupils explained the way some things alter when they were heated or cooled, for example bread changes its appearance into toast and ice becomes water. In an interesting piece of work in which the appropriateness of materials was being looked at, one pupils wrote in her book, "If Humpty Dumpty was made of paper, he would not break, but he would bend". Some exciting activities such as making crispy cakes using chocolate and Rice Crispies enabled pupils to learn more about the appliance of science. During a lesson in which pupils were exploring the reason why a mole has small ears whilst mice have large ears, pupils discussed the way sounds are made by making vibrations and some could even describe basic ideas about the way our ears work. Most pupils have developed a secure knowledge of forces being a push or pull and showed their understanding by explaining how the paper "Kipper " moves when it is blown.

88. Although pupils' knowledge is secure and good overall, the skills they have by the end of Key Stage 1 to perform simple investigations are not as well developed as they could be. Practical work is provided for pupils but the work is often controlled by the teacher and opportunities for making decisions and recording in a wide variety of ways are limited. The use of information technology is not as good as it might be but recent improvements in information technology equipment is beginning to rectify this
89. By the end of Key Stage 2, pupils make satisfactory progress in improving their knowledge and understanding of science but they make good progress in improving their skills in performing practical science, both experiments and investigations. By Year 4, pupils have developed a good understanding of the significance of fair-testing. During an activity in which pupils explored Friction and the way it effects movement, they learnt about phenomena such as gravity and ways of comparing the impact friction can have upon objects sliding down a slope. Their understanding of materials develops by Year 4 and many pupils have a good knowledge of the differences between solids, liquids and gases with a few higher attaining pupils beginning to use simple particle theory to explain the differences. Most pupils have a good grasp of key scientific words for example, circuit, current and switch were words used correctly to explain points about electrical circuits.
90. Between Year 4 and 6, the progress of pupils improves and is very good overall. Expectations increase for pupils to work independently and in one Year 6 class, pupils perform very well in independent work. They are confident to work with others in planning investigations to prove or otherwise their own predictions. Their skills in gathering test data is satisfactory. During an investigation into the factors which affect the rate of dissolving pupils knew how to plan so that all except one factor was kept the same and also were aware of the needs to repeat tests to reduce experimental error. Pupils record well although the use of information technology only rarely features in their work. Most pupils are very secure in using data to find conclusions and discover whether or not their predictions were accurate and if not, why not. Most pupils in Year 6 have an above average level of knowledge. They use scientific vocabulary well to explain what they do and what they have found out. During work finding out about ideas to do with force and its effect, pupils used force meters to measure force using the unit of a Newton. Pupils accurately use terms such as condensation and evaporation and know how to make things such as saturated solutions. There is a good understanding of electricity which helped pupils to explore the factors which alter the brightness of a light bulb in a simple circuit.
91. The quality of teaching is mostly good with some outstanding teaching at the end of Key Stage 1 and Key Stage 2. The only example of unsatisfactory teaching observed during the inspection was in one Year 1 class where an inexperienced teacher presented work so that it did not meet the needs of pupils and unsatisfactory progress was made. In upper Key Stage 1, teachers plan in detail so that each lesson has a clear purpose. Thought is given to making lessons relevant to the pupils' life or interest. An excellent lesson was observed in which the teacher used a cuddly bear in order to attract pupils' attention and good links were made with literacy when a Big Book about sound was used as part of the plenary section. Most teachers in Key Stage 1 have a secure enough subject knowledge and professional confidence to skilfully lead pupils in lessons and direct and advise as necessary. Expectations for pupils to work independently, however, could be higher although there are many practical activities given to pupils.
92. In lower Key Stage 2, the quality of teaching is satisfactory overall and promotes satisfactory progress. Although practical work is provided the scope for developing pupils' problem solving skills is very limited. In upper Key Stage 2, the expectations upon pupils improves greatly. Lessons are thoroughly prepared and resources are well organised and managed. Pupils are given clear instructions and advice so that they know exactly what is expected of them. Very good class routines have been established so that pupils are confident to offer their own ideas

and suggest ways forward. Good use is made of scientific vocabulary and teachers have provided for pupils a systematic way of planning and recording tests. Across Key Stage 1 and 2, a variety of methods are used successfully. At times, good use is made of teachers demonstrating an experiment to illustrate an idea, at other times pupils themselves perform investigations and at other times pupils are expected to research facts for themselves. This variety maintains levels of pupils' interest and contributes to the progress they make. Assessment is used to help teachers to evaluate the impact of their teaching upon pupils' progress. At times, teachers assess what pupils can do and know, at the beginning of the topic so that planned work can be adapted to more effectively meet the needs of pupils. This is good practice which helps to make sure that pupils extend their skills and knowledge by building upon what pupils already know and can do. Homework is occasionally given in science which offers pupils and parents a chance to link school work with home. In the good and excellent lessons, good opportunities are provided for pupils to develop their social skills and as part of studies of nature pupils sense of spirituality is successfully developed.

93. Pupils enjoy science. In all except one lesson observed during the inspection, pupils were well behaved, showed good levels of concentration and worked well with others. They respond well to the interesting way in which teachers present science and like the way in which lessons have a clear structure including a plenary session. Behaviour is usually good. During the excellent lesson in Year 2, it was excellent with pupils all working exceptionally hard and giving total attention to their task and to the teacher when required. In Lower Key Stage 2, pupils worked industriously upon a task which was challenging, involving making their own simple keys. In upper Key Stage 2, in Year 5, behaviour was good during lessons looking at the best material for a bath shower. Although some pupils in Year 5 display challenging behaviour, the good quality of teaching kept their interest and the clear structure for investigation successfully motivated pupils and enabled them to make their own decisions thereby feeling some ownership for their work.
94. The subject is well managed. There has been a high level of curriculum development in association with the Local Education Authority which has provided a good planning structure which makes sure that all aspects of science are taught across the school. Procedures for assessment are good and better than normally found with regular topic assessments the outcomes of which are recorded and used to evaluate ways of making teaching even better. Despite the good management of the subject, there is a need to raise independent investigative skills lower down in Key Stage 2 as well as building into the planning more thought to placing science in a context. Some regular use if made of literacy and numeracy to support science but the expectations for pupils in Key Stage 2 to be more empirical could be even higher.

## **Information Technology**

95. The quality of resources for information technology has been poor until recently, and staff knowledge and confidence in using information technology has been low. As a result, the progress made by most pupils has been unsatisfactory and by the end of both Key Stage 1 and 2, pupils are not reaching the expectations of the National Curriculum. Recent improvements in the quality of computers, the development of the computer room, and the positive impact of training upon the confidence of teachers is rapidly increasing the progress of pupils across the school.
96. Information technology features in every class but, at the moment, computers are only occasionally used to help pupils to learn in subjects across the curriculum. The current emphasis is quite correctly upon developing pupils' range of basic skills which will equip them to be computer literate. This approach is benefiting standards and the progress made by

pupils has improved and is now good. Some good, challenging work was noted during the inspection, but the breadth of the curriculum has been narrow until recently which has impacted negatively upon the standards pupils have reached.

97. By the end of Key Stage 1, most pupils are familiar with computers and are confident to use them in a variety of ways. They are familiar with using a mouse and typing script on screen. In Year 1, pupils are learning to operate the mouse to select colour, brush and rub out as part of an activity to create imaginary mini-beasts. In doing this, pupils demonstrated good control of the mouse to make a circle and select their chosen colour. In Year 2 good work was noted involving pupils making three sided shapes and directing an icon to create different shapes. A number of pupils competently logged off without support. This work is of a high standard for pupils of this age.
98. In lower Key Stage 2, pupils are familiar with using a programmable toy using, " Logo" and have used an art programme to create some impressive images. In one class, pupils used the Internet to call up prayers and went on to write their own prayers and to draw pictures on screen. During this lesson some pupils were able to save their work. Pupils in Year 5 have visited the local supermarket and are making good progress in using a data handling programme to record and process the prices of a range of products. Higher attaining pupils ably used the computer's calculator to solve simple calculations such as the price of individual slices of ham or finding how much multiple packets of crisp cost. In Year 6, a very high standard of work was noted involving pupils creating their own contribution to the school web page which is being developed. Despite a technical problem pupils worked hard and showed a good understanding of the task in hand.
99. Despite the good examples of work occurring, and the satisfactory or good progress occurring during the lessons observed, the narrow range of the curriculum until recently means that the full range of skills in the information technology programmes of study are not yet developed enough. The skills involved in publishing, modelling and editing need to be further developed.
100. The school recognises this and has a realistically paced plan for improvement. The quality of teaching in information technology was never less than satisfactory and in some cases it was good. Teacher's subject knowledge varies; three members of staff having good levels of confidence and know-how. Other staff are becoming more confident and are eager to improve their own knowledge through the planned in-service training. Information technology is mostly used to teach skills and its use as a tool for developing all subjects is not well developed. At the moment, teachers are not yet confident enough to use information technology in its broadest sense. Teachers manage lessons in the computer room well and pupils benefit from being able to devote their mind to the task they have. They work as pairs very well and teachers make good use of matching knowledgeable pupils with those who struggle. The computer room can be hot due to poor ventilation and apparently cold in winter both factors which can reduce the progress made by pupils.
101. The subject has improved since 1997 under the leadership of the headteacher. It has some way to go yet, but the current direction is most encouraging and the school development plan sets clear aims and targets for its continued development.

## Religious education

102. The school has improved standards in religious education since the last inspection when standards were below those expected and progress was slow. Standards now meet the requirements of the Locally Agreed Syllabus at the end of both key stages. Pupils in both key stages make satisfactory progress. In some individual lessons pupils make good progress.
103. In Key Stage 1 the pupils understand that there are special times, for example birthdays and Christenings. The pupils know that people often belong to groups, for example they may be cubs or brownies. They are starting to understand that some people belong to religious groups such as Christians. Stories about Muhammad and St. Francis help the pupils to understand that there is a need to care for the world about us. All pupils have a basic understanding of the Christmas story. In their work on learning from religions the pupils talk and write about feelings such as happiness and sadness. They say how you can make someone welcome, by giving flowers for example.
104. In Key Stage 2 the pupils build on what has been learnt earlier. They show an increasing awareness of the three major religions studied. They understand that there are similarities as well as differences between the religions. In work on sacred texts the pupils have knowledge of the Holy Bible, Torah and Qu'ran. They understand that religions have rules or codes of conduct, for example the Ten Commandments and the Five Pillars of Islam. In work on the New Testament the pupils understand that there are different versions of the same event. For example they look at the Nativity story in different Gospels. The spiritual dimension of prayer is starting to be understood by the higher attaining pupils. The pupils are developing good insights in to the beliefs of themselves and others.
105. The quality of teaching has improved well since the last inspection. The quality of teaching is now satisfactory overall and at times good. The teachers make the lessons interesting by using artefacts, for example in a Year 3 lesson on the Eucharist the teacher used a chalice and paten well to develop learning. The pupils in this class responded well and as a result made good progress. The lessons are well planned using an agreed syllabus scheme of work. In a lesson on Creation a teacher uses a video well to reinforce learning, the pupils are interested in the film and respond well when it is running. Opportunities for pupils to talk about prayer and the use of music to think and reflect in a Year 6 lesson gives pupils an insight in to their own thoughts and beliefs. The majority of pupils responded well to this opportunity and exhibited good standards of behaviour. Overall the attitudes to religious education are satisfactory. There is, however, a small group of pupils who do not show positive attitudes and as a result their rate of progress falls slightly at times.
106. Religious education makes a positive contribution to literacy development. The pupils develop their reading and writing skills when they learn about different religions. The use of information technology is limited but a Year 3 class made good use of the Internet in work on prayer. They then used their cutting and pasting skills to print out the prayers. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
107. There is satisfactory co-ordination of the subject. The co-ordinator has worked hard with colleagues and the local authority advisors to raise standards in the subject. The teachers' knowledge of the subject has been improved and this has enabled teachers to become more confident in the classroom and as a result the pupils are learning more and standards are improving. There are no opportunities at present for the co-ordinator to monitor teaching and learning to disseminate good practice across the school and raise standards. The resources have improved and there is a good range of artefacts, videos and books that are used effectively to raise standards across the school. Visits to a local church and visitors in to school enhance the curriculum.

## Art

108. Pupils of all abilities in Key Stage 1, and in Year 3 and one class in Year 4 make satisfactory progress particularly in drawing, painting and printing where work is of good standard. However, progress slows in one class in Year 4 and towards the end of the key stage. There is satisfactory and sometimes good progress in lessons in Years 5 and 6, but progress over time is unsatisfactory overall across Key Stage 2. This is similar to the picture seen at the time of the last inspection. The school is beginning to combine art with design technology successfully to ensure more time is spent on the subject. There has been an improvement in textile work throughout the school as a result of workshops on the techniques of batik and tie and dye. However, at present the scheme of work for art does not provide sufficient guidance to support those teachers who are less secure in their knowledge and understanding of art, and medium term planning show that some work on artists is repeated in different year groups. This has resulted in fragmented learning towards the end of Key Stage 2. Resources are adequate in number although the range could be improved. They are audited, but not listed, and many need replacing.
109. The teaching of art is satisfactory overall although there are some weaknesses. A significant weakness of teaching is in the way artwork is displayed in the school. Some good quality work is not mounted very well, and sometimes not mounted at all. This does not show the quality of the pupils' work to best effect, and shows a lack of respect for pupils' contributions, and missed opportunities by teachers to raise pupils' self-esteem. Work is not clearly labelled to give it a context for those viewing, including pupils who would benefit from displays showing what new techniques they have learnt, and questions to encourage pupils to find out further information about the artists they have studied.
110. Teachers In Key Stage 1 and in Year 3 and one class in Year 4 provide a satisfactory and sometimes good range of experiences and materials for pupils. They give good support and guidance about the skills and techniques to use to make their drawings and paintings more life like or stimulate them appropriately so that pupils use their imagination. Consequently pupils' work in pastels, pencils, wax crayons and felt tips and paint in Key Stage 1 are bold, detailed and carefully executed. Work shows a growing confidence in the use of tools, including information technology, in colour mixing and the use of line on different sizes of paper and fabric. Pupils at the end of Key Stage 1 and in Year 3 know that primary colours combine to make secondary colours, and have observed the effect of adding small amounts of white or black to colours to change the tone. Pupils in Year 3 build further on these skills and techniques and learn simple perspective and hatching and shading techniques through the good teaching they receive. There is some evidence of aspects of three-dimensional work being covered satisfactorily in design technology and in some lessons of art. Pupils construct spiders' webs from straws and threads in Year 2 for a large group jungle display, and pupils in Year 3 and 4 design and make egg cups and coil pots from clay.
111. Sketchbooks, although used in the past are not used at present at any key stage and therefore there is little formal evidence of pupils the progress pupils make in being able to collect, develop, evaluate and adapt their ideas in art over time. Teachers give limited opportunities to develop their knowledge of artists. Even high attaining pupils in Key Stage 1 could only name Matisse as an artist they had studied and found it very difficult to talk about what they had learnt about his style and techniques. Pupils in Year 5 could only name van Gogh as an artist they had studied. The schemes of work plan for the coverage of different artists but teachers do not always follow these plans or know how to ensure pupils learn progressively about them as they move through the school. The use of research skills in this area of art is very limited.



112. Teachers give satisfactory opportunities to study art forms from different cultures and times across the key stages and good opportunities in Key Stage 1 to observe and use the patterns in nature. As a result pupils in Key Stage 1 develop a good awareness of the beauty of nature and of the patterns, line and colour within it. Pupils at the end of Key Stage 1 also develop ideas about Egyptian art and older pupils learn about Ancient Greek art forms and about the patterns and stories of the North American Indians, for example. The behaviour of pupils is well managed by the teachers setting interesting and age appropriate work. Attitudes to art are good and behaviour is always at least satisfactory in art lessons. Pupils like the practical nature of art and work at a good pace and with creativity in lessons.

## **Design and technology**

113. Pupils of all ages and abilities make satisfactory progress. This is an improvement since the last inspection when progress slowed towards the end of Key Stage 2. Increasing teacher expertise through training and provision of Qualifications and Curriculum Authority scheme of work have been two factors contributing to these improvements. Very little teaching of design and technology took place during the period of the inspection as most teachers were teaching the modules of art. Judgements are based on the two lessons seen, one in each key stage, and an analysis of planning and pupils' design and evaluation books.
114. Teachers provide a satisfactory range of materials and resources and plan lessons well in Key Stage 1. They pay good attention to the design and evaluation elements of the programmes of study, and to the vocabulary they want to introduce. Consequently pupils at the end of Key Stage 1 make a good attempt at designing a toy with a winding mechanism and label relevant parts such as the axle and handle, for example. Pupils are encouraged to think carefully about their designs, about the joining techniques they will use, the strength of the structure and the materials they will use to make the design viable. Pupils have studied a range of simple joining techniques and have evaluated them well. When evaluating the vehicles they had made one pupil wrote. 'The wheels could be better because they could have been glued stronger.' Lower attaining pupils are supported well by the teacher during lessons, and teachers provide for literacy needs, or allow oral responses. As a result they make similar progress. However, planning does not always meet the needs of higher attaining pupils as learning objectives do not provide enough challenge.
115. Teachers' planning in Year 4 shows similar strengths and weaknesses to Key Stage 1 with teachers giving the same good attention to the required elements of the programmes of study, the vocabulary to be learnt, and to the questions they are to ask the pupils. They give careful explanations and use resources well to exemplify how lever mechanisms work and how they can be used in designs, for example. Consequently these pupils talk about pivot points when discussing their designs with peers and work hard to design an article using levers. Teachers give good opportunities to investigate products and develop ideas through using proto-types in Key Stage 2 and this is improving the quality of the end piece. Pupils investigate and evaluate designs for money containers in Year 4, biscuits in Year 5 and pencil holders in Year 6, for example. Good links are made with learning in science and mathematics and as a result pupils by the end of the key stage use measurement confidently when designing their pencil holders, and know how the shape and size of articles to be contained effects the design, for example. Good links are made with literacy and information technology in Year 5 where teachers encourage pupils to use graphics packages and to use their knowledge of instructional writing for biscuit recipes. However, planning in Key Stage 2 rarely uses the assessment criteria suggested for different levels of attainment in the Qualifications and Assessment authority guidelines. This restricts the progress of pupils who are higher attaining.

116. Teachers manage behaviour well in design technology lessons mainly because the work they provide is mainly practical in nature and is interesting and well matched to needs on the whole. As a result pupils are enthusiastic about design and technology and work hard in lessons.

## **Geography and History**

117. In history and geography, all pupils make satisfactory progress and by the end of both key stages the standard of work is similar to what is expected for pupils of their age. Most pupils, including those with special educational needs, make satisfactory progress as they move through the school. This represents an overall improvement on the judgements which were made in the previous inspection.
118. The pupils in Key Stage 1 have a clear understanding of then and now. They begin to develop this concept in Year 1 when they sequence events in their own lives. They are very well introduced to the notion of the value of historical research when they collect information from their parents regarding their early childhood and development, which they plot on a time line. In Year 2 pupils look at childhood photographs of their teacher and carefully observe and record the changes which have occurred over time. They also begin to look at lives of people and events from the more distant past, such as Florence Nightingale or the Great Fire of London. These are well chosen experiences, which interest the pupils and prepare them well for the next stage of learning.
119. Activities which focus on helping pupils to develop a concept of time are continued in Key Stage 2. A variety of time lines are constructed which enable the pupils to place the topics they study, such as, the ancient civilisations of Egypt and Greece, the Tudors and Victorians in chronological order. The millennium tapestry, depicting significant events from the past thousand years, not only makes a very attractive display, but also raises the pupils interest in the past and increases their understanding of chronology.
120. Most of the geography taught in Key Stage 1 also arises from the pupils own experiences and the local environment. They make plans and maps of their classroom and the school marking the quieter and noisier areas. They discuss the work of people who help us in the community, such as the school nurse and the firemen. These studies and through visits to farms, and making comparisons with Carterton, pupils gain good insights into people and places and the effects of different environments on their lives.
121. More detailed map work of Carterton is carried out in Key Stage 2 and the pupils experiences are widened further. They become familiar with the continents and countries of the world. The links between Britain and the rest of the world is well understood by pupils in Year 5, when, following a visit to a supermarket they plot the country of origin of a variety of products on a world map. Year 4 pupils gain an awareness of how people damage the environment. They collect, sort and weigh household waste and from discussing the problems of disposal and pollution have recognised the benefits of recycling.
122. The teaching of history and geography is satisfactory, but there are some strengths and weaknesses and the quality of learning varies. The teaching is well planned in order to ensure the key skills are practised, and this is a strength. In history, for example, there is a good focus on the teaching of the concept of time and in geography on map making and map reading. There is, however, often a limited breadth and depth in the knowledge taught. This is partly due to the fact that the schemes of work are not yet fully developed. Most of the teachers have sufficient enthusiasm and expertise but this varies in different classes, and

some teachers require more detailed guidance. A particular strength, in both subjects is the good use teachers make of the literacy skills of the pupils. They encourage them to talk and use specialist vocabulary and to use different methods of recording information.

123. Some good lessons were observed during the inspection, where teachers used skilful questioning techniques to stimulate and challenge the pupils, who responded positively, contributing their own ideas and extending their thinking. There were periods, in other lessons, however, when small groups of pupils, especially boys, became disruptive and the teachers' strategies for behaviour management were inadequate and valuable learning time was lost.
124. The teachers' approach to marking is inconsistent. The presentation of work is not always satisfactory, but many of the teachers fail to make comments in the books in order to set targets for the future, or ensure that work is completed. This leads to incidents of underachievement and pupils not considering it important to take pride in the finished product.
125. The history and geography topics are, in most classes, supported by displays. These however, are of limited value. They are not always well mounted, and seldom include examples of pupils' work. The written labels are not always well presented and interactive comments are rare, this means opportunities to increase pupils' interest, celebrate their success and extend their thinking are missed. Some good examples of display, however, can be seen in a Year 4 class, especially those arising from the Ancient Greek topic.
126. The curriculum is enhanced by visits to places of interest, both locally and further afield. Good use is made of the expertise of a local historian and the pupils gain valuable insights into life in Ancient Greece from participating in an Ancient Greek day. There are books, posters, globes and maps to support the curriculum but there is a shortage of artefacts in both history and geography.

## **Music**

127. Only a small number of lessons were observed in the inspection period. Pupils were heard singing in assemblies. The levels of attainment at the end of Key Stage 1 are above those expected. At the end of Key Stage 2 the standards are lower than expected, particularly in performing. The school has improved standards in Key Stage 1 since the last inspection. The recently introduced scheme of work and audit of teachers' subject knowledge have not yet had time to have an impact in Key Stage 2.
128. In Key Stage 1 the pupils respond well to the very good quality teaching and they control their voices well, for example when using 'weather' words and sounds. The pupils raise and lower their voices as appropriate and change tempo. Good subject knowledge allows the teacher to develop the work using percussion instruments. The pupils use the instruments with great care. The teacher questions the pupils well to develop their understanding that instruments can make different sounds. By the end of the session the pupils know that you can make sounds by scraping, hitting and rubbing the instruments. In singing the pupils are given a range of songs to sing by the teachers. They sing these songs well with good control over rhythm and pitch and are showing developing skills in control and breathing. The pupils enjoy music. This coupled with the good quality of teaching leads to the pupils making good progress in music. In Key Stage 2 the quality of teaching varies, although it was satisfactory in the majority of lessons seen, it was unsatisfactory at times. The pupils respond appropriately when teaching is satisfactory but at times attitudes are unsatisfactory, for example not all pupils join in the songs being sung. There are examples of pupils singing rounds, for example in Year 4 using a lunch-time prayer. Generally singing is below the expected level for the pupils at the end of the key stage. The teachers do not always emphasise the importance of

deportment, breathing and voice projection when teaching songs. The teachers are not always fully confident in using the recently introduced scheme and this affects the quality of lessons. The use of music in assemblies is well planned and is helping to develop pupils' skills of appraisal.

129. At the present time the co-ordinator does not have the opportunity to monitor colleagues in the classrooms to offer support and guidance and raise the quality of teaching. A good range of musical instruments including African, metal and Latin American instruments are used effectively to develop pupils' musical experiences. A small number of pupils receive individual peripatetic tuition and this develops their musical skills. The opportunities for pupils to perform in groups or choirs are limited.

## **Physical Education**

130. Games were the main focus of work during inspection week although gymnastics was also observed. The school pool was out of action. Swimming was on the timetable, but there was not enough time to travel to see this area of physical education during inspection week. Judgements are based on the lessons observed and on the planning and records of the teachers and the co-ordinator. Pupils are offered very good opportunities to swim with sessions taking place at the local service base for Years 3, 4 and 5, and at the community swimming pool in Year 6 at different times throughout the year. As a result pupils make very good progress in swimming with only one pupil in the present Year 6 being unable to swim the required 25 metres without a float. Teachers have improved their knowledge of games through training and as a result progress in games is satisfactory at both key stages. However, progress in dance and gymnastics is less secure due to variable levels of knowledge of how to teach this area, and insecure management of pupils in the hall gymnasium.
131. The teaching of physical education is satisfactory overall, and some teaching has some good and very good features. However, there were some unsatisfactory gymnastics lessons seen at both key stages during the week of the inspection. The best teaching was seen in games. A strength of the best teaching in games is in the way teachers use physical education to develop relationships in many classes. They introduce small-sided games at an early stage of their education. Consequently pupils in Key Stage 1 learn to work co-operatively in groups with a good awareness of the space and skills of dodging and running, and learn to score and be aware of simple rules. Older pupils at the end of the Key Stage 2, including those with more challenging behaviour learn to take an increasing part in quite complex games that they devise for themselves. These teachers place a good emphasis on moral and social development in lessons and have a range of strategies for managing the more challenging behaviour of some boys. For example, one teacher in Year 5 took part in the game that was devised by a group of boys that had an element of unfairness within the game. She then explained how she felt after playing the game with them and asked them how they could improve the game to make it fair. The boys listened and then changed the rules accordingly.
132. In some lessons of gymnastics teachers' subject knowledge is good, but teachers do not manage pupils well. Consequently the pace of lessons slows and pupils do not have enough time to practise and perform sequences of movements or to work safely in groups. In one lesson seen a third of pupils paid little attention to the teacher throughout the lesson. In another lesson not enough mats were put out and pupils did not have enough time or space to practise and perform safely. Attitudes to physical education vary considerably from class to class. Boys on the whole prefer games yet do not always want to take part fairly. Some boys show disrespect to the teacher and do not treat others who are less skilful than themselves

with care and kindness. Attitudes to gymnastics are less positive in some classes, as they get older.

133. Pupils generally are given satisfactory opportunities to talk about what they are doing when they are younger, and to evaluate the quality of their movements, as they get older, but this is not a feature in all lessons. This limits the progress of pupils in this area of physical education and decreases opportunities to develop self-esteem and the capacity to reflect. There are satisfactory opportunities provided for pupils to extend their football and netball skills after school.
134. Teachers in many classes are providing good opportunities to challenge pupils physically and mentally either by creating games or sequences of movements for themselves or through visualisation. A particular strength of one lesson in gymnastics in Key Stage 2 was in the way the teacher asked the pupils to visualise shapes and talk about them in mathematical terms, and then to use their plans in order to improve their performance. All teachers provide a satisfactory and sometimes good warm up to lessons and the majority ensure all pupils and helpers taking part wear suitable footwear. However, not all pupils who forget their kit are involved in physical education lessons in other ways, by taking part in evaluations or taking responsibility to put out and put away equipment, for example. Occasionally teachers do not set good role models because they wearing unsuitable footwear themselves.
135. Teachers use pupils to demonstrate good practice of sequences of movements in games and gymnastics well, some teachers demonstrate very well. For example, one teacher in Year 6 demonstrated cricket skills very well during one lesson, and improved pupils' practice considerably. However, not all teachers feel confident enough to demonstrate themselves how movements should be linked fluidly and controlled in lessons of gymnastics. Consequently pupils show less satisfactory linking skills in gymnastics and movements are not always controlled.