

# INSPECTION REPORT

## **SHERRIER CE PRIMARY SCHOOL**

Lutterworth

LEA area: Leicestershire

Unique reference number: 120188

Headteacher: Mr. D. Brittain

Reporting inspector: Peter Sudworth  
2700

Dates of inspection: 26<sup>th</sup>-30<sup>th</sup> June, 2000

Inspection number: 198311

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Church of England Voluntary Controlled

School category: Primary

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Bitteswell Road,  
Lutterworth,  
Leicestershire

Postcode: LE17 4EX

Telephone number: 01455 552791

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Andrea Jones

Date of previous inspection: 27<sup>th</sup> October, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth	Registered inspector	Under-fives Religious Education Music Physical Education English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
John Baker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
Gordon Longton	Team inspector	English History Equal opportunities	
Graham Carter	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
Kevin Johnson	Team inspector	Information technology Design and technology Special educational needs	
Gordon Tompsett	Team inspector	Mathematics Geography Art	

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

### **INFORMATION ABOUT THE SCHOOL**

Sherrier CE Primary School caters for boys and girls from four to eleven years of age and is situated near to the town centre of Lutterworth. The number of pupils on roll at the time of the inspection was 435, bigger than most primary schools. A very few pupils are from ethnic minorities. Two of these pupils do not have English as their first language but they speak English fluently. The percentage of pupils entitled to free school meals (7.12 per cent) is below the national average. One hundred and thirty pupils are on the special educational needs register, higher than the national average. Most of these are on the early stages of assessment but 20 pupils are on the later stages, indicating that they have learning or emotional difficulties which require much support. Of these 20, seven pupils have statements of special educational need, 1.6 per cent of the school population, in line with the national average percentage. The school mainly serves a more established, older part of the town which includes a wide variety of housing types; the proportions of local authority and private housing are roughly equal. Attainment on entry to the school is broadly average.

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

Sherrier Primary School is an effective school. In many respects this is a good school and it is without any major weaknesses. The school has made very good progress in overcoming its previous difficulties. Serious weaknesses identified at the time of the previous inspection have been removed. Overall, the quality of teaching and learning observed was good. The leadership and management of the school are very good. The standards most pupils currently achieve are broadly in line with national expectations but girls' attainments in English are much higher than those of boys' in both key stages and much more so than the average difference nationally. Pupils make sound progress in all subjects except art in Key Stage 2 in which pupils' progress is good and attainment above expectations. Pupils' progress is also good in design and technology in both key stages. The school provides good value for money.

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

- The excellent leadership of both the headteacher and Governing Body; the analysis of the progress the school and its pupils make and planning for the future, including financial planning;
- The generally good quality of teaching;
- The enthusiasm of the pupils to attend school; their attitudes to learning, personal development, relationships with each other and with their teachers;
- The very good progress made by pupils with special educational needs;
- The very good provision for the pupils' moral and social development and the good provision for their spiritual and cultural development;
- Pupils' work in art in Key Stage 2;
- Recording how well pupils are progressing and the use of this to plan future work.

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

- The teaching of mental mathematics;
- The match of work in the Year 6 mathematics sets to the pupils' prior achievements;
- The quality of learning for the youngest children and extending those who are more able;
- Pupils' presentation and pride in their work;
- Opportunities for pupils to develop research skills and independence in learning;
- The amount and quality of science resources and opportunities for Key Stage 1 pupils to apply their mathematics in science;

- The cleanliness of the school and arrangements for first-aid.

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

The strengths of the school now outweigh areas for development but there is still scope to raise standards particularly in English, mathematics, science and information technology.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October, 1997. The school has made very good progress since that time. It is no longer a school with serious weaknesses but one with some significant strengths. Management has improved at all levels and the school benefits greatly from the excellent leadership of the headteacher and Governing Body. Their combined leadership has been particularly instrumental in making improvements. Teaching is of a higher quality as are the teachers' assessments of how well pupils are progressing. The school matches work much more to meet pupils' needs and a good policy for the more able is in place. Statutory requirements are now fulfilled. Planning for the school's development is very much improved. Sufficient time is now allocated to the different areas of learning for children under-five. Standards in spelling and information technology and progress in English and mathematics are better throughout the school. The curriculum requirements for religious education are now met. All pupils are able to attend the collective act of worship because swimming lessons have been re-scheduled. The provision for pupils' spiritual, moral, social and cultural development is now a strength. Pupils are well behaved at lunch-times. Complaints are handled well and acted upon. Budget management and financial planning are now excellent. Better use is made of time and lessons begin promptly. There are better links with the community and parents. However, science resources are less good and are unsatisfactory. Children under five still do not have any enclosed play area but preparations for this are well advanced. The school has excellent leadership and a committed staff who are keen to improve standards further.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	B	D	C	E
Mathematics	B	B	C	E
Science	C	D	D	E

**Key**

Well above average      A

Above average          B

Average                    C

Below average            D

Well below average      E

Throughout the school standards of work in science, English and information technology broadly reflect the expectations for pupils' ages. The school meets the locally agreed requirements for religious education in both key stages. In other subjects, standards achieved by most pupils in both key stages meet expectations for the pupils' ages, except in art in which standards are above average by the end of Key Stage 2. Sharper teaching in mental mathematics in both key stages could help to improve pupils' skills in this aspect of mathematics, but overall, standards in mathematics are in line with national expectations. The targets the school sets for its pupils in the national tests are usually obtained and occasionally exceeded. The attainment of the youngest children by age five meets national expectations. The improvement in results has matched the national improvement, as averaged over the past four years. Nevertheless, girls overall during the past four years have been doing much better than the boys, particularly in

English and more so than national average differences. Overall, the school is on course to meet its targets for English and mathematics.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and most have good attitudes to their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is good both in class and when they are at play.
Personal development and relationships	Pupils have very good relationships with one another and with their teachers. They respect different beliefs and are sensitive to the feelings of others.
Attendance	Good. Pupils are punctual for school.

Attendance is above the national average. Overall, pupils' personal development is very good.

### TEACHING AND LEARNING

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

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

98 per cent of the teaching observed was at least satisfactory. 70 per cent of all lessons were good or better, and included nine per cent which were very good. Only two lessons were unsatisfactory. Teachers have a good understanding of the National Literacy Strategy and teach English well. The teaching of the National Numeracy Strategy, including mental work, is sound but for mathematics it is good overall. The match of work to pupil's needs in all subjects is usually good but there is room for greater precision in matching work to pupils' prior attainment, particularly in the Year 6 mathematics sets and for children under-five. Lessons are well planned and expectations of behaviour are high. Teachers know the children well, and have good knowledge of the subjects they teach which impacts positively on pupils' learning. Pupils usually work well in lessons and show good levels of interest in what they do.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range of opportunities in the curriculum is good overall. Opportunities are good in Key Stages 1 and 2 but the experiences for children under-five could be more challenging. Statutory requirements are met.
Provision for pupils with special educational needs	Very good provision is made for pupils who have special educational needs. Pupils' individual education plans have clear targets and are reviewed regularly.

Provision for pupils with English as an additional language	Only two pupils speak a language other than English as their first language and both speak English fluently. They do not require special provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for pupils' personal development is good. It is very good for their moral and social development and good for their spiritual and cultural development.
How well the school cares for its pupils	Procedures for child protection are excellent. Sound provision is made for pupils' welfare, including first-aid arrangements. Very good arrangements are made for assessing pupils' work and tracking their progress.

The school works well with parents and they have very positive views about the school. The school acts quickly on parental suggestions or concerns. Targets for improvements in pupils' learning are shared with them. The Parents Support Group works enthusiastically to improve provision for the pupils. Monitoring of pupils' academic performance and personal development is very good. Good opportunities are provided for outdoor pursuits. The school does not have a dedicated area for the treatment of pupils who are sick or injured. Good opportunities are provided for extra-curricular activities.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. Subject co-ordinators manage their responsibilities very well. Day-to-day management of the school is of a very high quality. Members of the office staff add significantly to the pleasant atmosphere and to the efficiency with which the school operates.
How well the governors fulfil their responsibilities	The governing body has excellent systems and arrangements to monitor the work of the school and fulfils its statutory responsibilities.
The school's evaluation of its performance	The school has very good systems to monitor its work and to evaluate its performance. Governors, headteacher, subject leaders, parents and children all play a part in this through setting personal targets and making suggestions about developing and improving school life.
The strategic use of resources	Excellent systems are in place to obtain value for money and to plan ahead. Budget planning is excellent. The school has a very thorough five year strategic plan.

The adequacy of staffing, accommodation and learning resources is satisfactory. The headteacher and Governing Body combine to make an excellent partnership and, together with the staff, have worked extremely hard to improve the school. The school uses its money prudently and has good systems to obtain best value for what it spends. Overall, the school provides good value for money.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The quality of teaching is good;</li> <li>• Their children like school, work hard and make good progress;</li> <li>• They can approach the school with any concerns they may have and action is taken;</li> <li>• The school is well led and managed;</li> <li>• Pupils' behaviour is good;</li> <li>• Pupils are prepared well for the High School with which the school has good links;</li> <li>• The progress the school has made since the last inspection;</li> <li>• The school is very welcoming.</li> </ul>	<p>Some parents state that:</p> <ul style="list-style-type: none"> <li>• Pupils do not get the right amount of homework;</li> <li>• They are not well enough informed about how their children are getting on;</li> <li>• The school does not provide an interesting range of activities outside lessons;</li> <li>• The school does not work closely with parents.</li> </ul>

The inspection team agrees with all the parents' positive views of the school. The amounts of homework are generally appropriate for the ages of the pupils but there is some inconsistency between year groups and in the frequency with which homework is given. Parents have ample opportunities to discuss their children's progress and members of staff are always willing to discuss a child's progress at other times by arrangement. The school works very closely with its parents. The activities provided voluntarily by the staff after school hours and during lunch-times and the provision of residential visits are a strength.

## **PART B: COMMENTARY**

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

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

- 1 In the previous report there were weaknesses in the attainment of the youngest children at the age of five in their physical, mathematical and personal development and in these aspects the attainment of the children did not meet expectations. Improvements have been made and the attainment of children by compulsory school age now meets national expectations in all areas of learning. Their achievements are sound, although children with higher prior attainment could make better progress in some aspects of their work, such as in mathematics. It is good for their knowledge and understanding of the world, because of the opportunities provided for the pupils, such as outside visits. The children are confident and have developing skills in a wide range of learning. Some have made a start to reading and they are acquiring a good knowledge of letter sounds, which is enabling them to attempt writing on their own. The children enjoy number work and learn to form and read numbers and to understand about commonly used shapes. They can sort by colour and shape. The children relate well to one another and to adults. They learn about the world around them and, through water play, discover that some things float and others sink. They learn that some creatures are born out of eggs. The children have good opportunities to talk and to express their thoughts and feelings.
- 2 Taking the past four years together, the performance of Key Stage 1 pupils has been broadly in line with the national average in writing and better than the national average in reading and mathematics. By the end of Key Stage 2, pupils' performance has been broadly in line with the national average in English, slightly below the national average in science and better than the national average in mathematics. For the same period, Key Stage 2 girls have been doing much better than the girls nationally in English and in mathematics.
- 3 In the most recent published national test results (1999), pupils' performance at the end of Key Stage 1 was well below average against similar schools, defined by the percentage of pupils entitled to free school meals, in reading, mathematics and writing. Pupils' performance was well below average in reading, below average in writing and average in mathematics in comparison with all schools nationally. There was a good match between the teachers' assessments and final test results. A lower percentage of pupils as measured against the national picture obtained the higher levels in reading and writing and mathematics. However, results were above the national average in science as judged by the teachers' own assessments.
- 4 In 1999 at the end of Key Stage 2 the performance of pupils aged 11 was well below average against similar schools in English, mathematics and science and was average in comparison with all schools in English and mathematics but below average in science. However, the percentage of pupils in English who obtained the higher level was above the national average, although below average in science, and close to the average in mathematics. The results indicate the wide spread of ability in the school with a very significant percentage of pupils with special educational needs. This high percentage is considerably affecting overall results. Targets set by the school in conjunction with the Local Education Authority, are appropriately challenging and, given the cohorts of pupils, have generally been met. Key Stage 2 national test results in English for the year 2000 have improved and are slightly improved in science. Parents are happy with standards generally and nearly all parents state that their children are making good progress.

- 5 Currently standards are generally in line with national expectations in both key stages in English in all its aspects but with some strengths in speaking and listening. A minority of pupils are attaining at the higher levels. Many pupils speak confidently and with maturity with adults and in class and contribute well to discussion but a significant number of pupils have a more restricted range of vocabulary. Most pupils listen carefully but a small minority finds it a problem to concentrate for long periods of time. By the end of Key Stage 1 higher attaining pupils read fluently and accurately and make good use of punctuation and intonation when reading aloud. By the age of eleven pupils have a good knowledge of books and can express reasoned preferences about their favourite books and authors.
- 6 Key Stage 1 pupils have some good opportunities to write across the curriculum and for different purposes. Key Stage 2 pupils make good use of drafting skills in their writing. They use their writing skills effectively in other subjects such as in science and religious education and often write with empathy, for example as Mary by the cross. They study characters and talk with good knowledge and evidence to substantiate their viewpoints. Overall the quality of writing is sound in both key stages but presentation and handwriting are often unsatisfactory and standards of presentation are not consistent. Taught techniques in handwriting are not applied consistently in other work and pupils are not consistent in their presentation techniques, distracting from appearance and quality. Standards of spelling are satisfactory representing an improvement on previously reported standards, as does the overall sound progress being made in all aspects of English in both key stages.
- 7 The school has above the average percentage of its pupils on the special needs register. These pupils make very good progress because of the good quality individual education plans and the well prepared learning materials in many lessons which take account of their difficulties. More capable pupils are challenged better in mathematics and in English through grouping and setting arrangements. However, the assumption that all pupils in a mathematics set are at the same level of understanding does not ensure that pupils are making the best possible progress all the time, particularly in the Year 6 middle set, where the range of ability is often very wide. Teachers ensure that there is a more accurate match of pupils to their work in English.
- 8 Standards in mathematics are satisfactory overall. About three-quarters of the pupils are in line to meet the national expectations by the end of each key stage and a few to exceed them. Key Stage 1 pupils recognise coins and can calculate simple additions in money, some to beyond a pound. They have a good understanding of place value in tens and units by age seven and of two- and three-dimensional shape. By the end of Key Stage 2, pupils use the four rules effectively to solve problems. More able pupils have a sound knowledge of fractions and equivalent percentages. They understand about negative number, the use of formula and undertake investigations in shape. The school has partly implemented the National Numeracy Strategy but mental sessions are often sluggish and do not sufficiently sharpen up pupils' mental skills. These remain at best satisfactory. Some use of mathematics was observed in other subjects but this is not yet a strong feature of the curriculum, particularly at Key Stage 1 in which they make insufficient progress in this aspect of their work. Taking pupils' progress in all aspects of mathematics into consideration, progress is sound in both key stages.

- 9 Standards in science are in line with expectations in both key stages and most pupils are expected to attain the expected levels and are making sound progress. By the end of Key Stage 1 pupils have a satisfactory knowledge of the sources of light. They can make simple predictions and close observations, for example when they research the waterproof properties of various materials. They can describe in simple terms the features of a fair test and record results in words and pictures but they have insufficient skills in estimating, measuring and drawing graphs to illustrate their results. By the end of Key Stage 2 pupils understand about the need for a healthy diet and know the position of major organs in the body. They know that smoking is dangerous to health. They appreciate the effect of balanced and unbalanced forces in physical science. Pupils now have better opportunities to plan investigations than at the time of the previous report.
- 10 Pupils' attainment in art is in line with expectations in Key Stage 1 and progress is sound. Pupils make good progress in Key Stage 2 resulting in standards above expectations by age eleven, representing an improvement since the last inspection. Their appreciation of art and art history is good in Key Stage 2. They can understand the mood of the artist. Standards in observational drawing and their illustrative work in, for example, science in which they make detailed drawings of plants and specimens is very good. Pupils use a wide range of media and techniques in their drawings and paintings and in various styles undertake various kinds of modelling, pottery and construction. They are adventurous and keen to try out new ideas. Their work on Salvadori Dali is very imaginative and of a very high standard. Work in clay is of a good standard.
- 11 In design and technology standards by the end of both key stages are in line with national expectations. Pupils work confidently with a range of tools. They follow their designs and there is a good match between the design and the end product. Key Stage 2 pupils benefit from examining products before designing their own, for example, slippers. They make good progress in this subject in both key stages.
- 12 Standards in history and geography are in line with national expectations by the end of both key stages and they make sound progress. They use maps and atlases confidently and in history they remember what they have done because of the good emphasis on historical enquiry.
- 13 Standards in information technology have improved since the previous inspection and are now in line with national expectations in both key stages. Progress is sound but there are signs of better progress as pupils become more familiar with computers and make greater use of them. Key Stage 1 pupils learn to word-process and this is taken on further in Key Stage 2 where pupils can change the text and fonts, move text around by cutting and pasting and verify their spelling with spell check programs. Key Stage 1 pupils can program a moving toy and by the end of Key Stage 2 pupils have learned to program traffic lights and to use sensing programs.
- 14 Inspection evidence indicates that pupils' achievements across the school are sound, given the high percentage of pupils with special needs, but there is scope for improvement, for example in mental work and presentation.
- 15 The involvement of significant numbers of pupils in the orchestra and choir and individual and group instrument lessons contribute to satisfactory standards in music by the end of both key stages. In class lessons progress is sound. Pupils also have good opportunities to take part in extra-curricular activities in sport as well as a balanced physical education programme. Progress was sound in physical education lessons observed but there was insufficient evidence to judge overall attainment. Standards of attainment in religious education accord with the Locally Agreed Syllabus. Pupils make expected progress and

have an appropriate knowledge of major world faiths, including Christianity.

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

- 16 Pupils' attitudes to the school are very good. Pupils enjoy school, are eager to attend and take part in all aspects of school life. Their attitudes to learning are good overall. The vast majority of pupils are attentive, respond well to questions, undertake tasks enthusiastically and enjoy lessons. For example, in a Year 6 mathematics lesson, pupils thoroughly enjoyed the challenge of solving codes and writing in numerical codes for their partner to interpret.
- 17 Pupils are very enthusiastic about the good range of extra-curricular activities offered by the school, particularly the choir, orchestra and sport. Many pupils take part in these activities which make a positive contribution to both their academic and personal development.
- 18 Behaviour is good overall and very good in assembly, in the dining-room and during breaks and lunch-times. Pupils are aware of the high standards expected and nearly all respond well to their teachers, creating an orderly environment conducive to learning. At lunch-time Key Stage 2 pupils organise their own games of football which are played very competitively but in a good sporting manner. In the Key Stage 1 playground pupils play together harmoniously, although boys can sometimes be boisterous. However, there were no signs of aggressive behaviour or any forms of oppressive behaviour at any time during the inspection and there have been no exclusions in the past year. Pupils are very friendly, courteous and polite to adults and show respect for other people's property and the school. For example, the school is virtually litter free and there are no signs of graffiti.
- 19 Pupils' personal development is very good. They mature as they progress through the school and willingly take on increasing responsibilities. For example, Reception pupils tidy up after themselves and, in all Key Stage 1 classes, pupils take turns as helpers of the day. Key Stage 2 pupils carry out a wide range of classroom duties, such as tidying the book corners and they often volunteer to undertake other tasks. Year 5 pupils carry out whole school responsibilities, for example, as librarians. Year 6 pupils act as school monitors, helping teachers to set up their classrooms and listening to younger pupils read. Small groups of Year 6 pupils are trusted to use the classroom facilities at lunch-time, and the pupils respect that trust. All classes have representatives on the School Council. Pupils take their responsibilities very seriously and have shown initiative in suggesting equipment and markings for the playground. Pupils are beginning to take some responsibility for their own learning; for example, there is some independent work in information technology but they make insufficient use of the library to research and make notes.
- 20 Relationships between pupils are very good. They work well together in the classroom when in pairs or groups. They share in the achievements of others in celebration assemblies and applaud spontaneously in the classroom when someone has particularly excelled in working out a correct answer. Relationships between pupils and staff are also very good and pupils are secure and confident in their relationships with other adults. Members of staff give a very positive lead in encouraging good relationships, for example, by giving praise and encouragement at every opportunity and by introducing humour into their teaching.
- 21 Pupils care for others and have a good awareness of others' needs. If someone is hurt at playtime, they summon adult help, offer comfort and assist the injured pupil to the first-aid facilities. They offer support for less fortunate people by raising considerable sums of

money for charity.

- 22 Levels of attendance are good. There are very few unauthorised absences and nearly all pupils arrive punctually. These factors contribute positively to the standards achieved by pupils. Registration is carried out in accordance with statutory requirements.
- 23 Since the last inspection, attitudes to school and pupils' personal development have improved and are now very good. The good standards of behaviour have been maintained.
- 24 Pupils respond well to the challenge of school and make good progress against the targets set for them. They are well integrated and take part fully in the school's activities.

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

- 25 Overall the quality of teaching observed during the course of the inspection was good and it has improved significantly since the previous inspection. It was good overall in Key Stages 1 and 2 and sound overall for children under-five. Ninety-eight per cent of lessons were satisfactory or better. Sixty-one per cent of lessons were good and a further nine per cent very good. Of the Key Stage 1 lessons seen, approximately three-quarters were good or better. Two lessons were very good. One-fifth of lessons were satisfactory. In Key Stage 2, 58 per cent of the lessons observed were good, 10 per cent were very good and 30 per cent were satisfactory. Overall, there is little difference in the quality of teaching between the two key stages. Only two lessons were unsatisfactory, one in each key stage.
- 26 Teachers have a good understanding of the National Literacy Strategy in both key stages enabling them to teach reading and writing confidently so that pupils make sound progress in their learning. In one Key Stage 2 literacy lesson, the good level of challenge and high expectations of the teacher led to good understanding of Hai Ku poems and in another of persuasive writing. Teachers have a sound understanding of the National Numeracy Strategy. The quality of teaching in mathematics does not yet reach the same standard as in English because some teachers have not yet received their training, but teaching was unsatisfactory in only one mathematics lesson. Whilst teachers are developing pupils' skills in mathematics there is often a lack of pace and urgency in the mental warm-up sessions. However, in one good numeracy lesson, the clear and effective instructions given to the pupils on how to use a protractor when measuring angles, enabled good learning to take place.
- 27 Some good opportunities are provided for the pupils to develop their literacy and numeracy skills in other areas of the curriculum, for example in geography when they use scale and co-ordinates, when they measure during experiments in Key Stage 2 science and whilst word-processing in information technology. However, Key Stage 1 pupils have insufficient opportunities to develop skills in measuring, estimating and drawing graphs in their science lessons.

- 28 In other subjects too in both key stages, teachers have good knowledge and understanding of the subjects that they teach. Consequently most lessons are planned and taught well, and there are good demonstrations of skills and techniques in more practical lessons, such as dance. In both key stages teaching is good overall in English, mathematics, music, geography, design and technology and science. It was not possible to judge the quality of teaching in history in either key stage nor religious education and information technology in Key Stage 1 because of time-table arrangements. Teaching of physical education is sound in both key stages and in Key Stage 2 it is good in religious education and information technology.
- 29 Lessons are well planned, and include what pupils are expected to learn. Teachers' planning clearly indicates what is to be taught to pupils of different prior attainment. Their expectations of what pupils can achieve are generally appropriate. When the aims of the lesson are shared with the pupils at the beginning of the lesson, pupils have a clear focus of what they are to achieve and they work hard to succeed.
- 30 Examples of good teaching were found in almost all areas of the curriculum throughout the school and these are having a significant impact on the quality of pupils' learning. The good and very good teaching in a significantly high number of lessons is characterised by well-planned activities that proceed at a brisk pace and are well matched to the pupils' needs. In the very best lessons, planning is thorough, expectations of work and behaviour are high, teachers have good knowledge of the subject, and resources are well prepared and used. The very good lessons in both key stages are typified by an infectious enthusiasm from the teachers in which they set very clear and concise learning objectives so that pupils know exactly what is expected of them. The content appeals to the pupils' interests. As a result, the pupils work with vigour and enthusiasm and produce work of good quality. In a very good Year 1 lesson, for example, the teacher used pupils' own work to improve their understanding of how illustrations enhance the text. In a Year 6 English lesson very good use was made of the overhead projector to display school meal menus which captured the interest of a group of lower ability pupils and furthered their understanding of alliteration.
- 31 The teachers know their pupils well and this has a very positive impact on pupils' learning. Throughout the school, teachers assess pupils well during lessons through discussion and observation. In the best lessons, teachers use their assessments to plan tasks that are well matched to the needs of all the pupils enabling teachers to challenge pupils of differing capabilities in most lessons. For example, in a Key Stage 1 mathematics lesson, the teacher kept on increasing the number of coins for pupils to add in order to test pupils' mental skills. In an English lesson the reading skills of a group of lower achieving pupils were challenged well in a group session when they had to complete a 'sound search' in order to identify and learn initial letter sounds. Teachers talk to pupils about their work and some use positive comments in their marking to help them improve. The teachers' extensive portfolios of agreed and levelled examples of work are very thorough, highly useful and indicate much hard work.
- 32 Pupils with special educational needs are taught well both in classrooms and when withdrawn to special groups. Teachers and support assistants make good use of individual education plans to set appropriate learning targets. Consequently tasks match the pupils' needs. Year 4 pupils receiving additional literacy support, for example focused on improving their use of capital letters and full stops. Teaching provision for pupils with specific difficulties is planned carefully and at times they have individual support or work with another class if the activity is appropriate. Homework is used satisfactorily to extend and enrich the pupils' learning, although expectations and frequency are a little inconsistent.

- 33 When teaching is sometimes less successful, it is due to a lack of focus and unclear lesson objectives. For example, in the one unsatisfactory mathematics lesson in Key Stage 1, which had nevertheless been conscientiously prepared, there was no clear focus in the mental session. The teacher tried to cover too much within the lesson and the work prepared on the theme of time was confusing. The teacher attempted to teach analogue clock time and the 24 hour system simultaneously. The young pupils were not able to manage the task which largely required the pupils to record their work in sentences. As a result, the amount of mathematics they undertook was minimal. Similar expectations were made of all pupils in the lesson resulting in a poor match of work to pupils' prior attainment.
- 34 Occasionally teachers do not expect enough of the pupils and set writing tasks which do not challenge them sufficiently. For example in a Year 1 lesson pupils were required to write only six or seven words on a worksheet rather than write sentences independently. In a Year 3 English lesson too much was done for the pupils and tasks were not sufficiently challenging. The work was completed quickly by the pupils who merely coloured in to fill in time.
- 35 Occasionally, in some lessons such as in a Key Stage 1 religious education lesson about pilgrimages, there are no visual materials to help pupils' understanding of ideas presented to them by the teacher, for example the location of Lourdes and the kind of place it is.
- 36 Teachers use a good range of methods that help pupils consolidate their learning. Teachers use learning resources effectively and they are prepared in advance to ensure the best use of time so that pupils can be engaged quickly in tasks. They question pupils well to assess their knowledge and to improve their understanding. Questions which require pupils to think and reason are used effectively to promote discussions and improve oracy skills. Some teachers seize upon learning opportunities well. In a science lesson about the sources of sound the teacher used the noise from the grass cutter outside to help pupils and focus their attention and listen. There is a good balance between whole class and group work. Very good relationships are established and as a result pupils feel confident and secure. They contribute eagerly to discussions and work hard during independent activity sessions.
- 37 Teachers have effective strategies to manage pupils' behaviour and to raise their self-esteem. The pace of the lessons is often brisk, and in the best lessons the teachers make clear to the pupils how much time they have to complete an activity, and effective intervention encourages them to persevere with the task. The management of the pupils in the lessons is good throughout the school, and as a result pupils respond positively to the tasks they are given. The teachers make their expectations of behaviour clear, and the standard of discipline is good. Good behaviour is noticed and praised and classroom support staff interact positively with the pupils.

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

- 38 The school's curricular provision is good. It is broadly based, and includes all the statutory requirements for National Curriculum subjects and religious education according to the Locally Agreed Syllabus. An appropriate allocation of time has been given to all subjects, including additional time to English and mathematics to meet the requirements of the National Literacy and National Numeracy Strategies. The school has effective policies for teaching about health issues, drugs awareness and to provide for sex education. These aspects of the curriculum are covered effectively in class discussions known as 'circle time' in the Reception classes and in Key Stages 1 and 2, through personal, social and health education lessons (PSHE). Many aspects of health education are taught through science, physical education and food technology. For example, sex education is taught through science, when pupils learn about the life cycle of animals and plants, and in Year 6, about human reproduction. Parents are well informed in advance about the content of the sex education programme.
- 39 At the time of the last inspection the school curriculum was criticised for being imbalanced, and the provision for children under five was described as unsatisfactory. Much progress has been made since then. The time allocated to different aspects of the curriculum is now well balanced and the curriculum for the youngest children includes all the national recommendations for young children's learning. Some cross-curricular themes, such as citizenship, are identified within the PSHE programme, but are not always clearly identified in the long-term plans for other subjects. The school's recently produced 'curricular map' for Key Stages 1 and 2 provides a useful, broad overview for parents, and helps teachers to avoid unnecessary repetition in their planning. The school has successfully reviewed the curriculum using recent national guidance.
- 40 In most instances pupils have equality of access and opportunity to the curriculum but, occasionally, work is not well matched to pupils' prior attainment and all pupils are given the same challenge. In Year 6, classes are successfully organised into ability groups in order to match work more closely to the needs of pupils in English, mathematics and science. Nevertheless, in mathematics it is assumed that all pupils in the set have similar needs when assessment evidence indicates that there is still a wide range of capability.
- 41 Provision for pupils with special educational needs is very good. Their learning needs are identified at an early age and assessment and support are arranged promptly. They have access to the full curriculum. Individual education plans reflect accurately pupils' needs and these are closely followed by teachers. Work is frequently well matched to the learning needs of those pupils on the special educational needs register, including statemented pupils, and often achieved through the effective deployment of a classroom assistant. Work in groups is linked appropriately to class work, for example a group of Year 3 pupils learned about simple fractions and was able to return to the class afterwards to share in the class activity. Procedures to review their progress are good. Equally more able pupils have been involved in specific projects designed to challenge them fully and a trial register of more able pupils has been set up for one class. Quite recently older Key Stage 2 pupils produced materials for the local 'Feast Week' celebration and have taken part in technology projects.

- 42 The provision of extra-curricular activities is good. After school clubs include choir, netball, football, cross-country, athletics and French. The orchestra rehearses weekly at lunch-time. An annual school musical production, involving many pupils, is a notable feature of school life. An annual residential week is organised in Shropshire for Year 5 pupils, during which they are taught outdoor and environmental skills.
- 43 The school uses planned visits well to enhance pupils' curricular experiences. These include visits to churches, a Sikh temple, various museums, and a science discovery park. Many visitors, including the local vicar, members of a string ensemble, the Fire Service, police and district nurse all contribute to pupils' awareness and understanding of their local community, and how they relate to it. The very good links with the High School further pupils' understanding of their local community.
- 44 The overall provision for pupils' personal development is good. The provision for spiritual development is good. The school has a strong ethos, which places high value on the worth of the individual and the need to care for one another. Collective worship complies with legal requirements during which pupils are given time to reflect through prayer. Pupil involvement is a feature of most assemblies. In one Key Stage 2 assembly, pupils were asked to consider the great dedication that was required by Olympic athletes in order to be successful. They were told of the dedication of the famous Scottish runner Eric Liddell, in his striving to serve God in what he thought was a truly uncompromising and Christian way. In another assembly pupils offered thoughtful suggestions when they were asked to consider what they felt to be the attributes of real friendship. Many subjects contribute to pupils' sense of awe when learning something new. In a Year 3 art lesson, pupils showed a genuine sense of wonder when being shown the paintings of Salvador Dali. In the same year group, pupils studying 'heroes' in history learned of the courage and dedication of such people as Mother Teresa. In a Year 6 English lesson pupils displayed a genuine sense of tenderness and loss in their poems about the Great War. In Year 5 religious education lessons, pupils showed a real interest in communicating with God in their composition of heart-felt prayers, often about friends and family.
- 45 The provision for pupils' moral development is very good. The school's behaviour policy is well understood by pupils and consistently and thoughtfully applied by teachers. Through assembly, discussion times, PSHE lessons and religious education, pupils are encouraged to think about moral issues and to consider the differences between right and wrong. In a Key Stage 1 assembly, pupils were asked to consider what they meant by 'fair play' through a lively presentation by the head teacher. Pupils contributed their suggestions enthusiastically, showing a genuine interest in the theme. In their spare time, pupils show concern for the less fortunate in their regular collections for charities, such as the NSPCC and 'Rainbow' fund. Year 6 pupils have considered the morality and futility of war in their poems about peace and life in the trenches. Year 1 pupils gave serious consideration to ways of treating friends in their discussions during a PSHE lesson about friendship and caring for others.
- 46 Provision for pupils' social development is very good and pupils are very well supported. Many opportunities are provided for pupils to work collaboratively in groups, in such subjects as physical education, music, science, art and design and technology. Through a good range of extra-curricular activities and visits, pupils learn how to respond to others in different social settings and to make worthwhile contributions to the collective effort. Many pupils in Year 6 respond very well to opportunities to act as monitors for assemblies, support class teachers throughout the school and also help at lunch-times. Class monitors help with registration arrangements and Year 5 pupils assist in the library. Pupils in Year 6 take seriously their responsibility for younger pupils when hearing them read, and helping with the very young in the playgroup. Older pupils have good

opportunities to interact with each other in different contexts when involved in outdoor pursuits during their residential week. Many pupils take seriously their involvement in team sports such as netball, football, and in major annual musical productions. Pupils behave courteously towards visitors, and show great respect to teachers and other adults employed in the school. During Friday assemblies, a majority of pupils across the age range show real appreciation and interest in the achievement of others through their spontaneous applause.

- 47 The provision for pupils' cultural development is good. There are many activities, within and beyond the school, which promote cultural development. In art, pupils study the lives of famous artists and acquire useful knowledge of different styles and techniques. Religious education makes a significant contribution to pupils' understanding of other cultures through the teaching of customs, beliefs and values of different religions, such as Sikhism. Through their study of 'myths and legends' pupils in Year 5 gain a good understanding of the story of St George and his heroic slaying of the dragon. The school provides good opportunities for pupils to develop a good understanding of their local and national heritage through regular visits to museums, such as a Roman museum, and a museum of social history. Previously taken visits to the Symphony Hall, Birmingham and involvement in activities at De Montfort Hall, provide worthwhile opportunities for pupils to learn more about their musical heritage and the work of musicians at first hand. Through their history work, pupils in Year 4 study the life of ancient Egyptians and in doing so increase their understanding of how those people worshipped and buried their dead. Theatre groups and members of music ensembles visit the school regularly.

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

- 48 The school is very caring and makes good provision overall to ensure pupils' welfare, health and safety. This provision includes excellent child protection procedures, very good procedures for promoting good behaviour and eliminating oppressive behaviour and satisfactory procedures for promoting healthy and safe living and pupils' general welfare. This is an improvement on the previous inspection when arrangements were described as adequate.
- 49 The headteacher is the named person for child protection and the excellent child protection procedures include keeping all staff up-to-date through regular training and ensuring that all staff, including non-teaching staff, are fully conversant with the child protection procedures. Excellent liaison is maintained with other agencies.
- 50 Procedures for promoting positive behaviour and eliminating oppressive behaviour are very good and include discussion of the school rules at the beginning of the year in Key Stage 1 classes. Key Stage 2 pupils discuss and agree class rules with their teachers at the beginning of each school year. Appropriate rewards are given for good behaviour. They include initiatives within the classroom, such as weekly rewards for 'Best Table', and also the award of merits, which contribute towards the certificates awarded in assembly.

- 51 Pupils with behavioural difficulties are set appropriate targets and rewarded appropriately when these are achieved. Appropriate sanctions are also in place. For example, two entries in the behaviour book result in detention. Behavioural incidents are discussed in PSHE sessions or assembly, which contribute to quick resolution of problems as they arise.
- 52 Procedures for monitoring and promoting regular attendance are good. Attendance and punctuality are monitored carefully and unauthorised absence is followed up appropriately. Ensuring regular attendance and punctuality are part of the Home/School Agreement and parents are reminded about these aspects when the need arises.
- 53 Procedures for ensuring a safe working environment are good overall with all issues being recorded in the 'Hazard Book' and resolved with appropriate urgency. All issues are reported to the Health and Safety Premises committee who meet termly, as well as carrying out an annual inspection of the premises. However, provision for first-aid and medical care is barely adequate. The provision is fragmented and there are only two qualified first-aiders on the staff with an additional first-aider at lunch-time.
- 54 Pupils' personal safety, personal hygiene and general well being are covered satisfactorily in PHSE lessons. In addition these messages are reinforced by outside speakers such as the police on stranger danger and a HGV driver talking about road safety. In addition, Year 6 pupils undertake cycling proficiency training.
- 55 Pupils receive very good personal and educational support and guidance that makes a significant contribution to their personal development and educational achievements. Pastoral care is the responsibility of class teachers who, together with support staff, know their pupils well, are sensitive to their needs and thus able to provide good personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have and there are opportunities in PHSE sessions to discuss problems. Detailed records are kept of pupils' personal development and target setting includes at least one personal development target.
- 56 Concerns expressed at the time of the previous inspection relating to assessment have been addressed very well. The school has developed its procedures for the assessment of pupils' academic progress very well over a short period of time and these are now very good and used effectively to assist lesson planning. The co-ordinator for the more able pupils has worked hard in combination with the Local Education Authority and produced a good policy for the more able and is trialling a carefully considered register of more able pupils.
- 57 Assessment of pupils' work is overall of good quality. The headteacher, staff and the Governing Body have a clear understanding of the need for assessment and how to make good use of the information it provides. Attainment is assessed very well in many subjects but it is not yet as strong in science, information technology and religious education and in the more practical subjects of music and physical education. Standards pupils are attaining in English, mathematics and science are checked regularly. Careful analysis of the responses pupils make in the national tests assists the school to tackle areas of particular weakness in the core subjects of English, mathematics and science. Teachers make good use of baseline tests at entry, standardised tests and other tests to check on pupils' progress and teachers record results in their assessment files which are passed on to the next teacher as pupils move up through the school. As a result of these records, teachers know their pupils well and set them demanding learning targets that are very often well matched to their attainment. The school monitors differences in attainment by gender. Particularly good records are being trialled of pupils' phonic knowledge and

reading skills, although these are not yet well established. Assessment is used to good effect in informing lesson planning and planned lessons are sometimes modified because of this assessment analysis.

- 58 The curriculum co-ordinators have an important role in the assessment process throughout the school. They are responsible for suggesting improvements to the curriculum and allowing the curriculum to change. In group meetings co-ordinators meet other teachers from different schools in the area and are able to assess the school's performance in their subject against other schools. They are responsible for writing an action plan for their subject which fits into the school's development plan.
- 59 The quality of individual education plans for special needs pupils is very good. Targets are clear and concise and enable teachers to record progress accurately in order to help future planning and reviews, where necessary targets for personal development are set. These are discussed and agreed with pupils. Annual reviews of statemented pupils meet requirements.

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

- 60 There is a good partnership with parents, which makes a positive contribution to pupils' attainment and progress. Parents are very satisfied with all aspects of the school, except the provision of homework, information on children's progress and extra-curricular activities. They state that their children like school and make good progress, that standards of behaviour are good and the quality of teaching is good. They find the school to be approachable and the management and leadership effective. Their children work hard to achieve their best and the school helps the children to become mature and responsible. The inspection team fully endorses these positive views. However, the team does not support the views of a significant number of parents who are not happy with homework, the links with parents, information on children's progress, or extra-curricular activities provision. The team considers provision of homework is satisfactory, although sometimes inconsistent in frequency and in the amounts given to different year groups. Links with parents are good. The team considers that information on pupils' progress is very good and the provision for extra-curricular activities is good.
- 61 Parents are well informed about the school through the prospectus, the governors' annual report, frequent newsletters and other correspondence. Information about the curriculum is satisfactory. A meeting on literacy was held in the spring term and supported by leaflets on reading and spelling. General curriculum information is given in the prospectus and the school plans to issue details of the work to be covered by each year group at the start of next term.
- 62 Parents are very well informed about their children's progress through consultation evenings and very good annual reports, some of which are excellent. All reports set academic and personal development targets, most give comprehensive details of what pupils can do in all subjects, together with attainment levels in English and mathematics and the very best also comment on progress in English, mathematics and science. Parents are also welcome to discuss any concerns about their children's progress at any time.
- 63 The school works very closely with parents of pupils who have special educational needs. The co-ordinator for special educational needs meets parents regularly and concerns raised are followed up quickly. The governor with particular responsibility for special educational needs liaises very well with the school and offers very good support in

ensuring the targets stated in the action plans for special needs provision are achieved.

- 64 Parents make a good contribution to children's learning at school. There is some parental help in the classroom and parents provide good support on trips and visits. The Parents' Support Group raises considerable funds for the school, runs a uniform shop and organises many social events which bring the whole school together. Parents also provide practical help such as decorating work and installing seating in the grounds. Parents support for their children's learning at home is satisfactory overall, but variable. Homework includes a shared reading scheme and regular spellings and, for older pupils, a weekly task.
- 65 Induction arrangements for children entering school are good and ensure that pupils make a happy start to their school life. These include close liaison with playgroups, interviews with parents and visits by children before they start school. Younger siblings are encouraged to attend sports day and special races are provided for them, thus indirectly helping them to prepare for their first day at school.
- 66 Parents are having a positive impact on the school's development. Most governors are parents and parents' comments were taken into account when preparing the Home/School Agreement which nearly all parents have signed, thus endorsing strongly their support for the school's aims and values.

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

- 67 Overall, the leadership and management of the school are very good. The leadership of the headteacher is excellent. He has helped the school to make very good progress in its overall development since his appointment two years ago. The acting deputy headteacher has worked well with the headteacher and offered him good support in securing improvements.
- 68 The Governing Body is excellent in fulfilling its responsibilities. The partnership of the headteacher and Governing Body has been instrumental in securing significant improvements since the last inspection. The rigorous systems which have been put in place to monitor what the school is doing, to identify its strengths and areas for development, have helped to take the school out of the serious weakness category. Significant improvement has taken place, including a much clearer educational direction for the work of the school. Job descriptions are more appropriate for the staff's responsibilities. Statutory requirements are now fully met. The senior management team has a greater function in monitoring the work of the school. The budget is better managed. The school development plan is very much improved and a strategic plan has been written.
- 69 The headteacher's leadership has been a very significant factor in the improvements that have been made, including the quality of teaching. He has helped the staff to regain their confidence and self-esteem. He knows every child by name and takes a personal interest in them. He has established very good systems to monitor both medium- and short-term planning, classroom practice and involve the subject co-ordinators in promoting their influence on curriculum practice and the quality of what is happening in the subjects for which they are responsible. He plays a significant role in creating a happy learning environment. The parents, governors and headteacher readily acknowledge the good work of the temporary headteacher, who began the process of improvement, during the two terms he led the school fairly soon after the previous report was published. The governors and headteacher have also valued highly the advice of the Local Education Authority during this ensuing period.

- 70 Weekly staff meetings are well planned and concentrate on curriculum development. Both staff and senior management team meetings have agenda and are minuted. Senior management team meetings concentrate appropriately on standards, progress and target setting for pupils. Members of staff are kept well informed about administrative and routine matters through regular internal circulars ensuring that staff meeting time is used to good effect.
- 71 The school's aims are detailed and specify separately those that apply to its children, its staff and the whole school. In most respects the school fulfils its aims. However, the school recognises there is scope for continuing improvement in fulfilling the aims which relate to higher academic and teaching standards, realising in pupils their full academic potential and the provision of extension opportunities for more able children. For example, standards in mental mathematics and in writing and presentation could be improved and a better match of work to the great spread of ability in mathematics in Year 6 could be obtained. It has plans to achieve these. The school's mission statement 'Striving for excellence, educating for the future' was thought about very carefully by the Governing Body and staff. There is much evidence that it has a vision to aspire to this statement through the quality of its strategic plan and the improvements that have been made in the last three years.
- 72 The governing body is being very well led by its chairperson. It meets twice termly, thus exceeding the minimum requirement on a regular basis. The quality of its membership is high. The excellence of the Governing Body is reflected in the quality of the five-year strategic development plan and in the various ways in which the Governing Body keeps itself updated about the curriculum and what is happening in the school. In many ways the Governing Body is a model of excellent practice. Members visit the school at frequent intervals and monitor what is happening through links with particular cohorts of pupils, through their subject links and also through their visits as representatives of different committees. They report back officially on their visits to the whole Governing Body and ensure that reports are seen and signed by those to whom they refer. The committee and working party structure is excellent with very good terms of reference. Committee members are well briefed before meetings take place so that members are well prepared for discussion. Working parties and committees meet regularly and keep the full Governing Body well informed through formal minutes of the business.
- 73 Curriculum co-ordinators understand their roles and carry them out effectively. Each of them has a specific action plan with actions they intend to take during the course of a year and the criteria they intend to use to judge their level of success. They make presentations to the governing body to keep them informed about the developing curriculum. They monitor medium-term planning and lessons across the school and give written evaluations. The intentions they have for development in their subject responsibilities are reflected in the school development plan, which is of very good quality with its own success criteria and costings. It is colour coded for ease of reference and use.
- 74 The school development plan provides a good focus for the school's more immediate intentions, is well structured and it is on target. It includes key personnel for the different initiatives, the time scale and the objectives for improvement. It includes a range of opinion in its formulation, including the children's views.
- 75 Management fully meets the requirements of the Department for Education and Employment (DfEE) Code of Practice for special educational needs. The special needs co-ordinator is suitably trained and supported well by teachers in the school, teaching assistants and teachers from the Local Education Authority (LEA) learning support

services. The school endeavours to offer the best possible provision by funding support for special needs above the amount identified by the LEA. This funding enables extra support assistants to be employed and buys in help from outside agencies.

- 76 The school is appropriately staffed and there is an appropriate balance of experience and expertise. With two exceptions, all teaching staff have responsibilities for co-ordinating areas of the curriculum. Within the time constraints this is carried out successfully. Curriculum co-ordinators effectively monitor planning and pupils' work. A good start has been made in the monitoring of the quality of teaching and learning, particularly in English and mathematics, where the governors have also been involved. The school recognises the need to provide opportunities for all co-ordinators to monitor directly the quality of teaching and learning in the subjects for which they have responsibility.
- 77 The school has defined the roles of the co-ordinators, year leaders and support staff. There are good procedures in place for the induction of new teachers and classroom assistants. Currently the school is not administering an appraisal system for staff. However, there are plans to adopt the forthcoming performance management system in the near future.
- 78 The arrangements for staff training and development are satisfactory. The school has six teachers who are involved in three job shares. These are managed very well between the pairs of teachers because of the excellent liaison and joint planning. The continuity of pupils' learning is assured by these arrangements.
- 79 Financial management is excellent. A very near budget deficit of two years ago has been cleared and a comfortable carry forward amount is now anticipated.
- 80 The head teacher and bursar present the Governing Body with several proposed budget models following the annual allocation of funds by the Local Education Authority. These are closely scrutinised by the governors before the final version is agreed. Spending priorities are very closely linked to the school's plan for development and drive towards improved standards. Teaching staff in their roles as subject co-ordinators carry out annual subject audits and present plans for development and estimated costs. These plans are significant features in priorities for spending.
- 81 The use made of specific grants is entirely appropriate. The Standards Fund and other government grants are managed carefully and spending is driven by the strong commitment to improve standards.

- 82 The principles of best value for money are fully applied by the governors. The finance committee monitors spending very closely and all appropriate information is sought before decisions are made. Day-to-day administration of the budget and other school funds is highly efficient. A recent LEA financial audit could not identify any significant areas for improvement. The two minor issues raised by the audit have been addressed. The school uses available technology effectively for financial administration and is developing its use to support pupils' learning.
- 83 Resources for learning are satisfactory overall. There are good resources for special needs pupils to support pupils' learning, including appropriate computer programmes. Resources are also good in religious education, geography, art and physical education. Amounts of books are good and in good condition. In most other subjects the amounts and range of resources are satisfactory, including those for children under-five, but they are unsatisfactory in science.
- 84 Accommodation is satisfactory overall and allows the curriculum to be taught effectively most of the time. However, the school is not cleaned to a sufficiently good standard. The grounds are attractive and provide good facilities for recreation and outdoor physical education, as well as including adventure play equipment, an environmental area and quiet areas with seating. However, there is no enclosed play area for the under-fives but plans are well in hand to provide this in the very near future.
- 85 In Key Stage 1 classroom space is generous for the current number of infants. It is adequate in Years 3, 4 and 5 but cramped in Year 6. The mobile classroom is adequate in size but gets very hot on sunny days. However, regardless of the size of classrooms, all lessons suffer at some time due to noise transfer from other classes. This is inherent in the open-plan design of the building and is particularly noticeable in Year 6 where 3 classes are joined by a common high-roofed area and in Year 3 with noise transfer from the music room. Displays in classrooms are good overall and create a stimulating environment conducive to learning.
- 86 However, there are additional facilities within the main building which enhance the quality of learning, the studio adjoining Reception which can be used for whole class sessions, the activity area between Reception and Year 1, a music room and a number of small rooms for individual or group teaching.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on the significant progress which the school has made since the last inspection and to help continue the momentum, the Governing Body, headteacher and staff should act on the following:

- improve pupils' facility in mental work in mathematics throughout the school by: (Paras 8, 14, 26, 109, 113)
  - a) sharpening up the pace and strategies used in the introduction to mathematics lessons;
  - b) ensuring all staff complete their National Numeracy Strategy training.
- match the work in the Year 6 mathematics tasks to pupils' prior attainment more precisely by: (Paras 7, 40, 112)
  - a) grouping within the sets in Year 6 to combat the very wide range of capabilities and so extend and challenge pupils more appropriately.
- improve the quality of learning for children under-five by: (Paras 87, 91, 92)
  - a) providing a more stimulating working environment for the children to work in;
  - b) making better use of the very good planning document in the daily practice of the curriculum;
  - c) ensuring those children who have more capability are challenged more appropriately.
- improve the quality of writing and presentational standards in pupils' work by: (Paras 6, 14, 103)
  - a) making pupils more aware of the need for consistently good presentation, setting higher expectations in this respect and ensuring teachers obtain a successful response from the pupils;
  - b) giving pupils' more opportunities to use the library for research purposes and skill the pupils in note taking to inform their own writing
- further improve the work in science by: (Paras 9, 27, 119)
  - a) improving the quality and quantity of resources;
  - b) ensuring that Key Stage 1 pupils have more opportunities to develop skills in measuring, estimating, and drawing graphs to illustrate their findings.
- take steps to improve the quality of cleanliness in the school and the arrangements for pupils' first-aid. (Paras 53, 84)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	61	28	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	435
Number of full-time pupils eligible for free school meals	31

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	130

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99(98)	25(35)	28(33)	53(68)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17(29)	18(30)	23(33)
	Girls	23(31)	24(32)	26(32)
	Total	40(60)	42(64)	49(65)
Percentage of pupils at NC level 2 or above	School	75 (88)	79 (94)	92 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20(29)	22(33)	24(35)
	Girls	23(31)	26(32)	27(33)
	Total	43(60)	48(65)	51(68)
Percentage of pupils at NC level 2 or above	School	81 (91)	91 (97)	96 (99)
	National	82 (81)	86 (85)	87 (86)

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

*Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999[98]	30[40]	32[33]	62[73]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15(20)	16(27)	24(28)
	Girls	28(27)	25(23)	29(20)
	Total	43(47)	41(50)	53(48)
Percentage of pupils at NC level 4 or above	School	69 (65)	66 (69)	85 (66)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15(24)	16(25)	21(29)
	Girls	24(30)	25(27)	26(25)
	Total	39(54)	41(52)	47(54)
Percentage of pupils at NC level 4 or above	School	63 (74)	66 (71)	76 (74)
	National	68 (64)	69 (64)	75 (70)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	358
Any other minority ethnic group	1

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	17.1
Number of pupils per qualified teacher	25.4
Average class size	29

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

Total number of education support staff	14
Total aggregate hours worked per week	195

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

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

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

### **Financial information**

Financial year	98/99
	£
Total income	675163
Total expenditure	668454
Expenditure per pupil	1437
Balance brought forward from previous year	7177
Balance carried forward to next year	23291

## Results of the survey of parents and carers

### Questionnaire return rate

30.1%

Number of questionnaires sent out

435

Number of questionnaires returned

131

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	5	1	0
My child is making good progress in school.	50	42	6	1	2
Behaviour in the school is good.	37	54	5	3	2
My child gets the right amount of work to do at home.	23	56	12	5	5
The teaching is good.	47	46	5	0	2
I am kept well informed about how my child is getting on.	26	53	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	38	2	1	0
The school expects my child to work hard and achieve his or her best.	56	41	2	0	2
The school works closely with parents.	31	53	11	2	5
The school is well led and managed.	45	46	3	1	5
The school is helping my child become mature and responsible.	39	53	2	0	0
The school provides an interesting range of activities outside lessons.	20	48	18	6	8

\* Percentages may not always equal 100 because of rounding.

### Other issues raised by parents

Pupils are well prepared for the High School; the links with the High School are excellent;  
 The headteacher talks to younger siblings when parents bring them on site;  
 Several parents stated they are impressed with their children's progress;  
 The school is very welcoming. Parents state good progress has been made since the last inspection.

## **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**

- 87 Currently the children begin school at the start of the term in which they are to become five. At the time of the inspection eight children were still under five. Overall, their attainment on entry to the school is average. The children receive a curriculum that is based on the national recommendations for young children's learning. The school's planning of this curriculum is outlined in great detail but the execution of the planning is not yet of the same high standard and its organisation lacks excitement.
- 88 The early years teacher and the two job share teachers for the other Reception class work together closely. The Reception children occupy a large open suite which has an enclosed room which is used purposefully for such activities as music, story time, numeracy and literacy work. At the time of the inspection the children did not have an enclosed play area but preparations for this are at an advanced stage. Under close supervision children have opportunities to use the outside playground to play with large wheeled toys as part of their physical education.
- 89 The quality of teaching for the children under-five ranges from sound to good but is sound overall. Assessment of the children's progress is good and it is monitored regularly on a day-to-day basis. The teachers have a good knowledge of the pupils' capabilities. However, insufficient use is being made of this information to challenge the more able children and some of the more able children could be achieving better.

#### **Personal and social education**

- 90 The children's progress in this area of learning is satisfactory and their attainment is broadly in line with national expectations by age five. The teaching of personal and social education is sound. The children learn to look after their things and to tidy up after an activity. They learn to work with others, for example in making group models or in role-play situations, such as at the Sherrier restaurant and the baker's and greengrocer's. The children play in the pirate ships but the quality of role-play situations could be enhanced so that they provide more life-like situations with in-built opportunities for developing their learning, as defined in the very good plans for the early years' curriculum. The children share, take turns, work co-operatively in groups as, for example, when they work together in the water and sand trays. They respect musical instruments and control them well. Their behaviour is generally good and they generally listen to others in group discussion and take turns in answering. The children equally take turns to ride the limited number of wheeled vehicles.

#### **Language and literacy**

- 91 By the age of five most children's attainments meet the national expectations for this area of learning and they make sound progress. Almost all can recognise and write their first names using appropriate upper and lower case letters and some children are beginning to write sentences with identifiable letters and with spaces between words which they can read back. They are acquiring good phonic knowledge and more able pupils can recognise some letter sounds and a minority of the children know all their letter sounds. Most children can recognise some words and are beginning to write unaided, demonstrating that they know the initial letters of words and using letter sounds to try and write the words. The children's speaking skills are satisfactory and they join in discussion

both formally in class settings and informally during their activities. More able children are beginning to read simple books and most recognise some words. Children listen well and understand instructions. All children show an interest in books, know that they are read from left to right and listen attentively to stories. The quality of teaching in this area of learning is sound. Appropriate choices are made of texts and lessons proceed at a suitable pace but sometimes children are not seated so that they can see all that is taking place and some become disinterested as a result.

## **Mathematics**

- 92 The attainment of most children in mathematics by the age of five meets national expectations. Children can recognise common two-dimensional shapes, such as triangle and circle, and most can also identify either one or two commonly used three-dimensional shapes. About half the children can order by size and they are becoming familiar with positional language. Most know the days of the week in order and understand the meaning of 'before', 'after' and 'between' in discussing the order of numbers. Good use is made of number rhymes and number songs to add and subtract one. Whilst they are taught to write numbers correctly they are also learning some bad habits. For example, by drawing round a number template without due care about the correct starting position. The majority of children can recognise and recreate simple repeating patterns. They can sort by colour and shape and draw 'two more than' and join sequences of numbers by drawing lines to dots. Through their rôle-play in the shop they become familiar with the idea of money and different coins having different values. The quality of teaching in mathematics is sound. The teaching is often lively and the teacher has good relationships with the children but not enough is being done to stretch more able pupils and to speed up the progress they are making. Nearly all children can count to 20, a slight majority can write numerals to ten and a small number of children can write numerals to 20. A large majority can read numerals to ten but less than half can read numerals to 20.

## **Knowledge and understanding**

- 93 A variety of activities help children to acquire a good base of knowledge and understanding by the age of five. Teaching is good in this aspect of their work because of the good variety of planned activities which are planned for the children, including first-hand observational work, such as the farm visit. Good use is also made of visitors to talk about their work, for example the policeman, the kitchen helpers and the caretaker. As a result, the children make good progress in their knowledge and understanding of the world. Through their water play the children learn about floating and sinking and appreciate that animals and plants need a supply of water. The children have learned about different types of dinosaurs and know that they lived a long time ago but that they are now extinct. The children understand about the range of weather by recording on daily charts with appropriate symbols. The children learn about dry and wet and are invited to touch items on display to develop language associated with natural objects, for example, fir cones and stones. They learn directional words such as 'around' and 'through' by reference to 'Rosie's Walk'. They learn about festivals from different faiths such as Divali.

## **Physical development**

- 94 The children are making satisfactory progress in their physical development and by the age of five the children's attainment meets national expectations in this area of young children's learning. The teaching of this aspect is sound. The children's fine motor skills, required in letter and number formations, are developing satisfactorily but they sometimes form letters and numbers incorrectly by using unsuitable methods, such as the use of templates. Most handle pencils, brushes and paste spreaders correctly and have a reasonable hand control over them. In outside play the children are confident on wheeled toys and ride them safely and with due thought for others. In physical education lessons the children find partners quickly and without fuss which enables the lesson to proceed without interruption. They can move in straight and curved lines, although there is little opportunity for pupils to think for themselves. Pupils use space well and jump in and out of a circle formed by a skipping rope but there is insufficient teacher comment on the quality of their movement and few opportunities for pupils to demonstrate what they can do to inspire others. However, good opportunities are taken to introduce pupils to positional language such as 'sideways' and 'backwards'. Their running, hopping and skipping techniques are sound.

## **Creative development**

- 95 The children's creative skills are appropriate for their age and meet national expectations in this area of learning and their progress is satisfactory. The teaching of this area of learning is sound. The teachers give the children appropriate experiences in music and art. The children enjoy action songs such as "stamp your feet and clap your hands' and they sing enthusiastically. They make peg dolls and link this to work in history. They use a range of sticking media to make representations of creatures. For example they have made spiders from pipe cleaners and dough and made cards which have a moving part, such as a fish which comes out of a lily. They represent what they see and develop their imagination through use of water colours, pastels, wax crayon and a combination of colour washes and wax.

## **ENGLISH**

- 96 Currently standards are broadly in line with those at the time of the previous inspection. However, pupils' results in the 1999 National Curriculum tests for pupils aged 7 were well below the national average in reading and below the national average in writing. The percentage of pupils obtaining the higher level was well below the national average. Results for pupils aged 11 were close to the national average. When the 1999 Key Stage 1 results in reading and writing are compared to similar schools, both the percentage of pupils attaining the expected level and the percentage of pupils attaining the higher level were well below average.
- 97 At the end of Key Stage 1, taking the whole of the four year period (1996-1999) together, and despite some fluctuations in results, the percentage of pupils obtaining the expected level or above was in line with the national average in writing and above it in reading.
- 98 Despite similar fluctuations occurring in the National Curriculum results for English for pupils aged 11, the school's results at the end of Key Stage 2 during the past four years have been in line with the overall average. In 1999 and in the preceding three years Key Stage 2 girls have performed much better than boys of the same age. When these results are compared to those of schools with similar pupils, the number of pupils attaining the expected level is well below average but the number of pupils attaining the

higher level is broadly in line with the average for similar schools. The percentage of pupils attaining the expected level in English improved in the national tests in 2000.

- 99 In speaking and listening, pupils' attainment is in line with national expectations by the end of both key stages and most pupils make sound, and a few, good progress throughout the school. By the end of Key Stage 1, pupils often answer questions accurately but some pupils show much greater proficiency in articulation. Pupils listen carefully and speak clearly, varying the tone of their voices in conversation. They converse easily about different subjects. In Year 2 the pupils are very keen to answer the teacher's questions, reply very confidently and use full sentences. By the end of Key Stage 2 higher attaining pupils reach high standards in their speech and are particularly fluent and have developed a mature vocabulary. Pupils are confident in talking with adults and, during the inspection, this was ably demonstrated in their conversations around the dinner table at lunchtime. One group was keen to talk about the proposed visit to Cadbury World due to take place in the week after the inspection. They could also describe their experiences on holiday to different parts of the world. Average and lower attaining pupils speak clearly in conversation. Pupils talk aloud confidently in class discussions and many converse in a way that easily holds the listeners' attention. This was noticeable in a Year 6 class geography lesson when pupils discussed the different way of life in Ethiopia.
- 100 Teachers have worked hard to improve the standards in reading. Inspection evidence indicates that by the end of Key Stage 1, standards in reading are broadly in line with the national average and most pupils make satisfactory progress. Higher attaining pupils in Year 1 are confident, fluent and accurate readers who use punctuation to denote dialogue. They recognise whole words easily and cope with words such as 'pretended', 'beautiful' and 'invisible'. They can name favourite books and the authors. By the end of Key Stage 1 the pupils' confidence has improved. Above average pupils can retell in detail the story they are reading. Less able pupils read more slowly, though with accuracy. Classroom assistants and the special educational needs co-ordinator give lower attaining pupils, including those with special educational needs, good classroom support. This provision has a good impact on their interest in reading and on their reading skills. The school tries hard to encourage parents to assist their children in learning to read by regular practice with them at home.
- 101 Pupils continue to make satisfactory progress in reading during Key Stage 2. Higher attaining pupils in all year groups are very confident readers. A pupil in Year 3 had read all the Harry Potter books and could discuss them in great detail. The above average reader in Year 6 was reading 'Little Women' and could retell the story in detail, including many facts about each of the characters in the book. The majority of pupils who were heard to read during the inspection make good use of the local library as well as the school library.
- 102 Throughout the school, reading standards are improving. Pupils in Key Stage 2 describe how to use the classification system to locate a book in the library. Inspection evidence indicates that most pupils are in line to reach national expectations in reading with higher attaining pupils in Year 6 exceeding the national standards for their age. However, there is still a significant number of pupils who find reading quite difficult.

- 103 Pupils' attainment in writing is less well developed than their reading but by the end of both key stages is broadly in line with the standards expected for ages 7 and 11. Pupils make satisfactory progress. Pupils in Year 1 write sentences independently. They show some understanding of full stops, capital letters and question marks. They use their knowledge of sounds when attempting to spell unfamiliar words. By the end of Year 2, pupils write for a range of purposes. For example, they write the story of 'The Three Little Pigs', and 'An Adventure at Sea' and write factually about food and drink. Handwriting of the more able pupils is clear and legible but, overall, the presentation of their written work is not good enough.
- 104 In Key Stage 2 the pupils' writing becomes more organised. Year 3 pupils make good use of drafting and redrafting to improve their work. In Year 4 the more able pupils are beginning to set their work out in paragraphs. Year 5 pupils show satisfactory improvement over the year. For example, the more able pupils use a confident, clear style of writing. The structure of their writing is better, for example when they write about the length of playtimes at school. In Year 6 there is some evidence that the school's focus on spelling this year is having an effect and standards are beginning to rise. In one Year 6 lesson, pupils look at the school prospectus and they are able to use this as a starting point for analysing information. They are able to compare it to a brochure on Disney Land and can analyse the language used to inform the reader. Another Year 6 class can identify the persuasive devices used in advertising. A third Year 6 class can discuss the reasons why they have written particular styles of books for children in the nursery having first studied fairy stories to get some idea of the structure and style of writing required to interest young children. They can discuss characters and plots before making an outline plan of their own story.
- 105 The development of the National Literacy Strategy throughout the school is good. Pupils work hard during the literacy hour to improve their vocabulary and knowledge of grammar. Writing skills are used effectively in other subjects, such as writing in technical language for weather forecasts in geography.
- 106 Pupils' behaviour and their attitudes to work are good in most English lessons. They are always ready to begin lessons on time and are very enthusiastic. Pupils enjoy the challenge of new language and work hard to apply their learning to written tasks. They easily recall what they have learned previously. When writing, pupils generally concentrate well and sustain this until the end of the lesson. Pupils' enthusiasm and good behaviour are significant factors in promoting the satisfactory progress in many lessons. There is a very pleasant, caring attitude in all classes. In one class, when a pupil was congratulated on his work, the whole class broke out into spontaneous applause.
- 107 The quality of teaching in the subject is good overall. It was very good in two out of the seventeen English lessons observed, in twelve it was good, in two satisfactory, and one lesson was unsatisfactory. The good quality teaching makes an important contribution to pupils' learning and to pupils' achievements, which are appropriate for their ages. Teachers have a deep knowledge and understanding of English. They have embraced the structure of the literacy strategy very well. In their planning, learning aims are clear and shared with pupils at the beginning of every lesson. As a result, pupils are aware of what is expected of them. Lessons are well paced with very good use made of all available time. This is particularly true of plenary sessions at the end of lessons during which all teachers use questioning skills effectively to consolidate and assess pupils' learning. Pupils particularly appreciate the opportunity to hear what other groups have been doing. In the unsatisfactory teaching observed, a lack of challenge for the pupils combined with some ineffective behaviour management meant that the pupils gained little from the lesson. Teachers' marking is very effective and follows the school's marking

policy.

- 108 A clear and comprehensive policy for the subject is in place. Long- and medium-term planning is of good quality. It ensures coverage of the programme of study and makes effective provision for teachers to build on existing literacy skills. Very good assessment procedures are in place and assessment is used effectively to inform future planning. Homework is set on a regular basis in reading and spelling. The co-ordinators have worked hard during the year to implement the National Literacy Strategy. The governors, the headteacher and the English co-ordinators have monitored teaching and learning and there are plans to extend this in the coming year. The resources to support the National Literacy Strategy are of good quality and effectively used by all teachers. The library provision is satisfactory. Pupils make every effort to improve the supply of books by collecting vouchers from a variety of sources to obtain extra resources.

## **MATHEMATICS**

- 109 Pupils' performance in the 1999 national tests at the end of both key stages was in line with national averages. The percentage of pupils achieving the higher levels at age seven was below the national average but at age eleven it was close to the national average. The standards in the national tests are slightly lower than at the time of the last inspection when the number of pupils reaching national expectations was above the national averages for pupils aged 7 and 11. However, over the last four years the school has kept in line with the overall nationally rising trends. Inspection evidence based on the scrutiny of work, discussions with pupils and staff and lesson observations indicates that overall standards are in line with national expectations and pupils are making sound progress in both key stages. Pupils' achievements are mostly appropriate but could be higher in mental work.
- 110 Most of the pupils in the Reception class who are over five can count to 10 and some to 20, and they can confidently write and recognise their numbers. In Year 1 the majority of pupils can add on one number and sometimes two to give a total of twenty. They can count in fives, tens and some in hundreds. They are starting to be able to tell the time. In Year 2 the pupils are progressing well in their understanding of money. They recognise coins and calculate simple addition of money. Some are able to sum money to over a pound and write down their results accurately. Scrutiny of work in Key Stage 1 indicates that the pupils engage in a good coverage of the national mathematics curriculum.
- 111 Year 3 pupils have a good knowledge of place value, addition and subtraction up to 100 and some to a thousand. They have completed work on money, measurement and two- and three-dimensional shapes. Currently they are working on fractions and making good progress in recognising, writing and calculating mentally a half, quarter and an eighth of a given number. Some are able to apply their knowledge into calculating fractions of money. Year 4 pupils have some understanding of negative numbers and the various units of measurement and know the terms 'perimeter' and 'area'. They can also form tally charts and graphs. Year 4 pupils are working on decimals with the link to fractions. They are learning the use of two decimal places in money with calculations from pence to pounds and pence and most pupils soon grasp the importance of moving the decimal point two places. Year 5 pupils are making good progress and can collect, record, draw graphs and interpret data. Most have sound knowledge of the standard methods of multiplication of three digits by one and some by two digits. They have completed work on probability and are aware of the correct mathematical terms of 'certain', 'more and less likely'. Pupils have sound knowledge of square numbers, fractions, rotational symmetry and can explain number patterns. Currently the pupils are making good progress in

learning how to use a protractor carefully to measure angles and recognise the need for accuracy.

- 112 By the end of Key Stage 2 pupils are able to use all four rules of number to solve problems with a suitable degree of confidence. They have sound knowledge of fractions and their equivalent percentages. They have studied negative numbers, time zones, indices, formulae and undertaken investigation work in shape and space. The top Year 6 set group can find out the relationship between metric and imperial measure and use formulae for conversion. Most can convert temperatures from Fahrenheit to Centigrade and grams to ounces. The second ability set can solve real money problems with discounts in percentages with a reasonable level of proficiency, using their calculator skills. The lower ability set consolidate their knowledge of division with real problems and record and present their data in a variety of ways. The higher ability group makes proportionally more progress than the other two sets. The second set contains a wide range of ability and there is not always an appropriate match of work to the pupils' needs. The third set contains a high proportion of pupils who are on the special needs register and these pupils are making good progress. Overall, Key Stage 2 pupils make sound progress.
- 113 The National Numeracy Strategy has been partly implemented and new and appropriate resources have been purchased. The training program is nearly complete and the Strategy is already having a positive effect. The sessions are divided into satisfactory time allocations. However, the mental sessions at the start of lessons lack sharpness and a variety of techniques. In many instances the warm-up mental session is either missing or does not proceed with any pace or urgency and as a result many pupils are not being challenged to think or to take part.
- 114 Despite this particular weakness, overall the teaching of mathematics is good. Only one unsatisfactory lesson was seen out of the nineteen observed, nine lessons were good and three lessons were very good. This represents an improvement since the last inspection when the teaching at Key Stage 1 was satisfactory, and unsatisfactory in a significant number of lessons at Key Stage 2. In the unsatisfactory lesson about time in Year 1, the focus of the lesson was confused. Pupils did not engage in enough mathematical activity because they spent too much time writing answers in sentences. In the best teaching subject knowledge is good, and effective use is made of correct mathematical vocabulary. The lessons proceed briskly and with good pace and challenge. In such lessons a lively and stimulating mental session involves all pupils at the start, time limits are set and the work is well matched to pupils' needs. The class is made aware of the lesson content and assessments are made in the closing plenary.
- 115 Planning across the school is good. The teachers have adopted a very good system for tracking the attainment and progress of the pupils. This is particularly good for the pupils approaching the end of Key Stage 2 national tests when the curriculum is divided into sections, pupil's progress analysed and areas for improvement noted and worked on. Throughout the school the pupils respond well to the subject.

- 116 The subject is very well organised and led by two effective co-ordinators. Together with the senior management team and the governors, they monitor the teaching and the pupils' work. There is an appropriate level of resources, which are well used. Good examples were seen during the inspection of numeracy across the curriculum in design and technology, literacy and geography. The policy for mathematics is a good document that supports the teaching throughout the school.

## SCIENCE

- 117 In the 1999 statutory Key Stage 1 teacher assessments, the proportion of pupils achieving at the expected level of attainment was above the national average and at the higher level, the percentage was well above the national average. In comparison with similar schools, the percentage of pupils achieving at the expected level of attainment was broadly in line with the average for similar schools but at the higher level it was above the average. The attainment of boys and girls was not significantly different.
- 118 In the Key Stage 2 statutory assessments, the proportion of pupils achieving at the expected level was close to the national average, but at the higher level was below the national average. In comparison with similar schools, the proportion of pupils achieving at the expected level was below the national average, and well below the national average for the higher level. In comparison with girls, the performance of boys was below that indicated by national comparisons. However, averaged over the four years, these differences become insignificant. Taking the last four years published results as a whole, the average attainment of all pupils in the Key Stage 2 assessment was well below the national average. Inspection evidence indicates that by the end of both key stages, the attainment of pupils is in line with the national expectation. Improvement in standards being attained by pupils currently in Year 6 is due to good teaching and improved planning and assessment. Current standards are similar to those reported at the time of the previous inspection and the percentage of pupils in 2000 attaining the expected level in science by age 11 was very slightly improved on the 1999 results.
- 119 By the age of 7 pupils can make simple predictions and observations, as seen in an investigation into how waterproof certain materials are. They can describe what makes a fair test and record their work in picture and word form. They have insufficient skills in measuring, estimating, and drawing graphs to illustrate their findings. Many pupils have a satisfactory knowledge of the sources of light and sound, and how light can be reflected by a plane mirror. By the age of 11, pupils have a satisfactory knowledge of the major organs of the body and can describe the kinds of food which constitute a healthy diet. They understand the way forces act on various objects, and can explain the directions in which forces act, and how they can 'balance' other forces. They have a sound understanding of the factors that make smoking dangerous and are beginning to understand the links between lifestyle, diet, disease and micro-organisms. Many pupils show good oral skills, but do not always write and spell with sufficient accuracy.
- 120 Taking account of attainment on intake, the overall progress of pupils is satisfactory across both key stages and pupils' achievements are sound, although in both key stages, pupils make good progress in some lessons. The older pupils make good progress in their study of forces, electricity, and the structure of the human body. They make sound progress in their investigative work, and in the quality and accuracy of their recorded work. Pupils are given good opportunities to plan their own investigations, a criticism from the previous inspection which has now been addressed. In Key Stage 1, pupils make insufficient progress in using different kinds of graphical and mathematical ways of recording their investigations. Pupils with special educational needs make good progress

in both key stages as a result of well matched tasks and additional classroom assistant support. Pupils show keen interest in their investigations and during plenary sessions consolidate on their prior learning when responding to questions.

- 121 Pupils' attitudes and behaviour during lessons are generally good, and sometimes very good. In Key Stage 2 the behaviour of pupils is invariably good. They show respect for both their fellow pupils and adults. During practical work, they use equipment and resources responsibly, and enjoy working collaboratively. In Key Stage 1 behaviour in lessons is also good. Pupils try hard to complete their tasks and handle equipment carefully. In one investigation into the sources of sound, pupils made a 'special effort' to listen quietly and carefully as they walked around the school grounds, acting as 'sound detectives'.
- 122 The overall quality of teaching is good, but ranges from satisfactory to very good. This is an improvement since the last inspection, when some of the teaching was described as 'unsatisfactory'. In both key stages, teaching is good overall. In the most successful lessons, teachers use their good subject knowledge to challenge pupils, and assess their understanding with skilful questioning. In Year 4, pupils are asked to plan an investigation to separate a mixture of different solids. The teacher uses the plenary session very effectively to make links with pupils' prior learning. Through skilful questioning they are encouraged to make thoughtful suggestions about how to use different pieces of apparatus. Some pupils are able to explain in simple terms the differences in structure between the particles of liquids and solids that account for their differences in behaviour. In another Year 5 lesson the teachers' enthusiasm for the subject prompts pupils to display good knowledge and understanding of the motion of the earth on its axis. Some pupils show their interest when they talk confidently about the discoveries of Galileo and Copernicus. Successful teaching is characterised by very good planning. In a good Year 5 lesson about the earth's rotation, the teacher plans activities to match the experience and knowledge of the pupils. She shows great enthusiasm for the subject and provides a good range of resources which interest and motivate pupils, including those with special educational needs. As a result, pupils are very keenly involved in their tasks, work enthusiastically, and maintain a productive pace. A common strength of the teaching in the best lessons is the very good management of behaviour. Where teaching is less successful it is often because lesson objectives are less precise, and teachers' presentation during plenary sessions is too long. In many lessons pupils are encouraged to develop their oral skills through class discussion, but insufficient opportunities are provided to develop pupils' writing for different purposes. Practical work does not provide sufficient opportunity for pupils to develop a range of measuring skills and graphical recording in Key Stage 1.
- 123 The school has recently successfully introduced the Science 2000 materials, and teachers' planning indicates that this is contributing to a well designed curriculum which offers suitable breadth and balance. This is an improvement since the last inspection when the curriculum coverage was described as 'uneven'. Although one of the two subject co-ordinators has been on long-term sickness, the sustained work of the Key Stage 1 co-ordinator and support of senior management has ensured that the curriculum provision is good. The quality of joint planning and assessment by teachers with parallel year group classes has further contributed to the quality of this provision. Although there is a sufficient range of resources to deliver the curriculum, the quantity and quality of many resources are insufficient and unsatisfactory.

## **ART**

- 124 Standards of art are in line with national expectations at the end of Key Stage 1 and above

national expectations by the time the pupils leave school at age eleven. This represents an improvement since the previous inspection when standards were in line at the end of both key stages. The good skills learnt at Key Stage 1 and the sound progress made are built upon and enable the pupils to make good progress throughout the whole of Key Stage 2. The standard of art in Key Stage 2 is a strength of the school. In the four lessons observed the teaching was good in three lessons and sound in the other. Where teaching is good the teacher has good subject knowledge, the lesson is well planned and prepared and the teacher demonstrates well the necessary techniques. Lessons seen on art history and appreciation involve good discussion on the style of Van Gogh and pupils learn how to interpret the mood of the artist.

- 125 Displays round the school demonstrate that pupils' skills and knowledge are developed well. A strength of pupils' work is the standard of observational drawing and illustrative work. Work seen in Year 6 on still life is of a very good standard. This good work is also seen in other subjects such as science, where pupils produce accurate and detailed drawings of specimens and plants.
- 126 By the end of Key Stage 2, pupils' achievements are good. They have experienced a wide range of techniques and media. This includes drawing, painting in various styles using different types of paint, modelling, pottery and construction. As a result their work is adventurous and they are keen to try out new ideas. The pupils take pride in their work, concentrate well, help each other and tidy away readily.
- 127 Pupils' drawings show qualities of line, pattern and shape and a sensitive use of colour. Still life, perspective exercises and landscape pictures using pastels, chalk and watercolour show a high level of skill, observation and control with pupils demonstrating a good understanding of the use of line and shading techniques. Imaginative work seen in Year 4 in the style of Salvador Dali is of a very high standard. Three-dimensional work produced in clay is also of good quality.
- 128 The subject is well led by two talented and enthusiastic co-ordinators and there is good guidance for teachers to help them in their planning. The portfolios of pupils' work maintain good records of their work and the standards achieved, including some examples involving the use of information technology. The school has good resources and facilities for art.

## **DESIGN AND TECHNOLOGY**

- 129 Standards at the end of both key stages are in line with national expectations. The school has maintained the standards reported previously. The co-ordinators manage the subject well. There have been considerable improvements in curriculum planning and in monitoring its effectiveness since the last inspection. The scheme of work and systems for measuring pupils' progress have undergone thorough reviews and further improvements are planned in the light of evaluations. The co-ordinators have already taken account of the revised National Curriculum and have incorporated the use of information technology into the scheme.

- 130 By the end of Key Stage 1, pupils plan and draw designs for their products. They can select appropriate materials and draw on a range of methods to fix materials together. They follow their designs closely so that their finished models match their original drawings. By the end of Key Stage 2, pupils' examine products such as shoes or purses, before testing their own ideas. They can evaluate materials in order to select those most suitable for making models. They work confidently with a range of tools and adhesive and test finished products in order to seek ways to improve them.
- 131 Due to good planning and the systematic approach to improving designing skills, pupils throughout the school generally make good progress. At Key Stage 1 for example, pupils explore different methods to make puppets. In a Year 2 lesson, paper bags are decorated with snake designs and 'eyes' and 'tongues' are added to make glove puppets. Pupils in Years 3 and 4 show a great deal of enthusiasm when explaining their designs for torches and lamps. These are clearly labelled and practical. Good quality work can be seen in the money purses they made earlier in the year. Years 5 and 6 pupils design and make slippers and shoes. These are carefully 'tested' at each stage to ensure their designs are feasible. The final products demonstrate well the skills and care entailed in their making.
- 132 From the small number of lessons seen, as well as teacher records and pupils' work on display, teaching is judged to be good. Lessons are well planned with suitable resources available. Pupils develop their ideas and their independence by selecting their own materials. Teachers give clear instructions so that pupils know what they have to do. Classroom assistants give good support to groups and individuals so they learn and achieve well. Very good relationships mean that pupils progress in a secure and happy environment. Occasionally at Key Stage 1 teachers do not demand enough of the pupils and they carry out tasks such as cutting, which pupils could do themselves.

## **GEOGRAPHY**

- 133 At the end of both key stages the standards attained by the pupils are in line with national expectations and their progress is at least sound. These findings are similar to those for the subject at the last inspection. They have good general geographical knowledge, are able to use maps and atlases confidently and can compare life and geographical features of other areas with their own locality.
- 134 In Years 5 and 6, the pupils can interpret photographic and statistical resources and discuss the differences and similarities between life in their own locality and that in Ethiopia. They are beginning to use correct geographical language when describing landscape features. In Years 3 and 4 the pupils can explain the need for weather forecasts and have started to become familiar with the technical language involved with climates in different localities. They are able to explain the need for symbols in both weather and conventional maps. Pupils in Years 1 and 2 have conducted simple fieldwork in the area around the school. They can complete traffic surveys, and interpret the results, for example to identify the busiest roads and where there are parking problems. They look at ways in which their local roads can be made safer. In one lesson the pupils were able to notice the link between plans and maps and to find methods of putting their information onto a map. The pupils soon see the need for symbols and an explanatory key.

- 135 The quality of teaching is good in both key stages. Five geography lessons were observed during the week of the inspection, all of them were of a good standard. The pupils are given clear instructions, set challenging work and there is a good pace to the lessons. The teachers have good subject knowledge and use the correct geographical vocabulary. The pupils' attitudes and approach to the subject are good as a result of the enthusiastic, well-planned teaching and the good relationships that exist in the classrooms.
- 136 The curriculum is broad and balanced and covers the National Curriculum Programmes of Study and the pupils' experience is enriched by visits to places linked with their studies.
- 137 The subject is well resourced, has a policy and scheme that supports the teachers and is led by co-ordinators who have good subject knowledge and are enthusiastic about their work.

## **HISTORY**

- 138 During the inspection it was not possible to observe any history lessons. Judgements are based on a scrutiny of teachers' planning, policies, displays of work, resources and discussions with pupils and teachers. Evidence from the inspection indicates that pupils are making satisfactory progress in their learning throughout both key stages. Standards of attainment have been maintained since the previous inspection and are in line with those expected for pupils aged seven and eleven.
- 139 Pupils in Key Stage 1 are introduced to the subject through stories that help them develop concepts of time and place. Year 1 pupils find out how washing was done in the past and compare toys they own with those children played with many years ago. Year 2 pupils learn about significant characters and aspects of life in Britain in the past beyond living memory. They study pictures of two streets in Britain, one representing the present day and the other at the time of The Great Fire of London. Pupils look for differences in the pictures, beginning to realise how easily the fire started and spread. They write a diary of daily events at the time of the fire. This shows a developing understanding of chronology as they write about the days in sequence.
- 140 At Key Stage 2 pupils develop their historical knowledge through specific studies. Pupils learn about life in ancient Egypt and find out how Egyptians used to write in hieroglyphics. They solve secret messages and make a list of 'Who's Who in Egyptian Gods'. They produce an excellent exhibition of Egyptian clothes and study death masks and how kings were buried. Other year groups study Roman times and write about Boudicca's Revolt. Year 6 pupils study life in Britain from the 1930's to the 1990's. They create a time line from 1939 to 1945. They make good use of their literacy skills, writing about the war, including letters home from an evacuee, rationing, propaganda and D-day. Pupils use computers at home, at school and at the local library to research their studies. In discussion, pupils said they had enjoyed their work and particularly appreciated having a visitor in school who had served in the Land Army who could give them a first-hand account of what life was like in the war years.
- 141 Teachers' planning is very good. Evidence of pupils' written work shows that activities are planned appropriate to the age and prior attainment of all the pupils, including those with special needs, to allow them to make sound progress. Work is marked well, good use is made of comments to praise and encourage pupils according to the school's marking policy. There are good links with geography through the study of maps and to religious education by studying the lives of famous reformers, such as Florence Nightingale. Teachers present the subject in interesting ways and make good use of visitors to the

school, artefacts and books to stir pupils' enthusiasm.

- 142 Discussions with pupils in both key stages indicate that pupils enjoy history and look forward to their lessons. Year 6 pupils particularly enjoy learning about how life has changed since 1948, focusing on changes in transport, technology in the home, music and differences in the style of clothes, which they find very amusing.
- 143 The subject is well led. The enthusiastic co-ordinator monitors teachers' planning and collects pupils' work to check curriculum coverage and standards. There is a new comprehensive policy and scheme of work, due to be introduced in the autumn term, that ensures full coverage of the National Curriculum based on the new Curriculum 2000 documents. A good emphasis is placed on historical enquiries and recording information. Teachers take many opportunities to develop awe and wonder through the provision of artefacts in history. Very good assessment opportunities are indicated in the scheme of work. A portfolio of pupils' work has been developed and is available to staff as a source of reference.
- 144 The school has good resources including a range of artefacts that are well stored by the co-ordinator. Good use is made of the local area. The co-ordinator is aware of the need to improve the use of information and communication technology to enhance pupils' research skills and this will be addressed in the near future. The co-ordinator has addressed the concerns expressed at the time of the previous inspection. She has written detailed lesson notes for all year groups in Key Stage 2 in order to ensure that satisfactory attention is given to the development of skills and knowledge in all history studies.

## **INFORMATION TECHNOLOGY**

- 145 Standards at the end of Key Stage 1 have improved since the previous inspection and are now in line with expectations for pupils aged seven. The school has maintained standards at Key Stage 2 which remain in line with expectations for pupils aged eleven. Pupils throughout the school are beginning to make better progress and this is now sound in both key stages. .
- 146 By the end of Year 2, pupils are beginning to master early word-processing skills. They enter simple text directly on to the screen and change the size and type of lettering to gain a better effect. They represent data they have gathered in pictograms about their favourite car colour and use art programmes to create designs. Pupils control a programmable toy, by entering sets of instructions to make it move along the floor according to their instructions.
- 147 By the end of Key Stage 2 pupils demonstrate satisfactory word-processing skills. They use the keyboard to enter text and use the appropriate facilities such as spell check, highlighting or 'copy and paste' in order to enhance their work. Pupils create and retrieve information from data bases and use spreadsheets to model changes in numbers or money, such as indicating a percentage price rise in menu costs. Sensor equipment is used to record data and pupils control devices such as 'traffic lights' by creating and entering correct procedures.
- 148 No direct teaching was seen at Key Stage 1, but evidence from pupils' work shows that they develop appropriate skills from an early age. For example, a pupil in Year 1 was seen following written instructions carefully in order to access an art programme to create and colour a design. Most pupils type their names and print their work. In Key Stage 2 pupils build successfully on early skills becoming increasingly competent with word-

processing and when using graphics and spreadsheets to display work.

- 149 In the small number of lessons seen at Key Stage 2, the quality of teaching is good, because of the teachers' good subject knowledge. Pupils are given clear instructions on how to use the computer for specific tasks. A Year 6 class, for example, was taught how to prepare pages for a multi-media display. The teacher instructed pupils who passed on the information to others. This form of organisation enabled her to support those who most needed help. The objectives are clear so all pupils know what is expected of them. Good relationships and high expectations result in good behaviour and hard work from pupils.
- 150 The co-ordinator manages the subject well. There is a clear scheme of work to ensure pupils gain the necessary skills in a systematic way. There is an effective system for monitoring progress and assessing skills. Recent national guidelines for the subject have been adapted to improve the range of work covered, particularly in mathematics, English and history, although the contribution of other subjects to work in information technology is less well developed. Although resources are satisfactory, progress for some is inhibited at present. They are not able to follow up work satisfactorily in lessons because of the need to wait until a computer is available. However, the school has successfully bid for funding to increase resources in order to continue the trend of improving standards.

## **MUSIC**

- 151 The attainment of the pupils is broadly in line with national expectations by the end of both key stages. Opportunities are provided for pupils to listen to and appraise music and to perform and compose but a greater emphasis is currently being given to composition work in Years 3 and 4 than in Years 5 and 6.
- 152 In addition to formal classroom opportunities in music lessons, pupils have good opportunities to appreciate music in assemblies and to learn about composers and their works. Extra-curricular provision includes the orchestra (16 children) and a choir (40 children). A significant number of pupils gain from these extra opportunities. About 40 pupils are learning to play a wide range of instruments and the orchestra plays to a good standard. The provision of extra-curricular activities, combined with class music lessons, ensures that pupils' progress is at least satisfactory. Good encouragement is being given to a particularly talented pupil pianist.
- 153 By the end of Key Stage 1 pupils aged 7 can follow a musical pattern and clap back the rhythm. They listen carefully to music and can identify the instrument being played and which orchestra group they belong to. They are familiar with the range of string instruments, partly because of visiting ensembles to the school. They can identify high and low pitch. By the end of Key Stage 1 pupils respond accurately to clapping back a rhythm.

- 154 By the end of Year 6 pupils have developed specific likes and dislikes with regard to popular music and they can articulate simply why certain pieces of music or artists appeal to them. Occasionally sentiment gets the better of them as one girl remarked, 'because he's Spanish, good looking and hunky'. They are prepared to listen to the musical choice of others and they have acquired a good knowledge of music since the 1930's. They can compose music together in groups to represent a specific theme and comment maturely on each other's work.
- 155 Overall the quality of teaching is good in both key stages. There is a good range of musical expertise amongst the staff and they use this effectively in lessons, for example to teach musical terminology and to combine individual instruments and percussion in musical composition or to perform on instruments for the pupils to make a teaching point. As a result of the good subject knowledge, pupils retain an interest and often make good progress in such lessons, showing a good level of co-operation and taking part enthusiastically. Consequently the pace of learning is often good.
- 156 The co-ordinator has good musical expertise and knowledge. The supportive music policy has good aims and objectives for the music curriculum. It contains practical guidance for non-specialist colleagues, a list of resources and a record of attainment levels for pupils to aim for. The co-ordinator leads the choir and conducts the orchestra to good effect.
- 157 Resources are satisfactory but there is a need for more percussive instruments and recorded music from non-western sources in Key Stage 2. The school takes part in competitions and on occasions joins with other schools to make music.

## **PHYSICAL EDUCATION**

- 158 The planned curriculum for physical education is in line with the expectations in the National Curriculum Programmes of Study. A good feature of the curriculum is the provision for outdoor pursuits both undertaken in the school grounds and on residential visits to Shropshire. Facilities for physical education are good. The school has two halls, enabling one to be used for games if the weather is inclement, good hard and grassed areas and some climbing equipment in the grounds. The school makes appropriate use of local swimming facilities enabling most pupils to swim 25 metres by age 11. Few lessons could be observed during the course of the inspection because, in some of them, final practices were being undertaken and preparations were being made for sports days, to ensure all pupils knew what they had to do. It was not possible, therefore, to make accurate judgements about levels of attainment by the end of both key stages across the whole range of physical activities. However, from observations of lessons, it is apparent that by the end of Key Stage 1 pupils can throw and catch in pairs when standing still at short distances apart but they have more difficulty when trying to do this on the move. In dance Year 1 pupils make good body shapes in response to recorded movement tapes, although they have too few opportunities to devise their own movements. Year 2 pupils could make good weaving shapes 'like spiders' when being shown by the teacher.
- 159 By the end of Key Stage 2 pupils have satisfactory fielding, bowling and batting skills when engaged in games such as rounders and have suitable knowledge of the rules in major team games. Underarm bowling was generally accurate. Year 4 pupils could throw bean bags into a hoop accurately from distances of two metres and a few pupils could do this at a distance of four metres. Boys were more accurate than the girls. Few pupils could throw a hoop over a cone. In skipping activities girls outperformed the boys.
- 160 Overall, the quality of teaching is sound in both key stages and ranges from good to satisfactory throughout the school. In the best teaching, relationships between the

teachers and the pupils are good and class management is effective. As a result pupils enjoy what they do and take part with enjoyment in both key stages. In Years 1 and 2 dance lessons, teachers demonstrate much enthusiasm and give personal demonstrations and pupils' movements improve by copying the good examples. Resources are always ready allowing lessons to begin promptly and to proceed with good pace. Where teaching does not reach the same good standard the pupils are not sufficiently active. For example, pupils queue for turns in team relays or to bat in rounders. Occasionally in dance, there is too much dictation in the taped lessons about the way pupils carry out movements and not enough is left to the pupils' own imaginations. Pupils are not always reminded to carry apparatus correctly. For example, pupils sometimes carry baskets of equipment backwards or walk sideways to do this.

- 161 Pupils dress appropriately for activities. They have good attitudes to their work, play fairly and are prepared to take turns. They show a definite keenness to do their best. They work well in pairs, find partners without fuss, listen carefully to instructions which helps lessons to have a good pace and focus.
- 162 The co-ordinator has good skills and some other staff share his enthusiasm. As a result a good range of extra-curricular sporting activities takes place. Football, netball, cross-country and athletics are regular features of the sporting year. The school competes against other schools in various sporting activities and, although the major aim is to encourage an interest in sport, to compete fairly and encourage sportsmanship, the school has achieved some success. The physical education policy has good aims and expectations by the end of both key stages. There is good practical advice for specific types of lessons. There is also some practical advice about teaching soccer and specific detail about the swimming programme and the range of awards.

## **RELIGIOUS EDUCATION**

- 163 By the end of both key stages pupils' attainment in religious education meets the expectations in the Locally Agreed Syllabus. The pupils make sound progress in their knowledge about religion and in their understanding of the importance of religion to different faith communities. There is an appropriate balance between the teaching of Christianity and other world faiths. By the end of Key Stage 1, pupils appreciate the purpose of prayer and can write their own prayers of thankfulness. They know that certain symbols are important to particular faiths, for example the cross in Christianity and the 5Ks in Sikhism. They learn about some stories from the New Testaments, such as the parable of the sower, some of the healing miracles of Jesus and from the Old Testament, stories such as Joseph and his multi-coloured coat. They appreciate that Christ can inspire the lives of his followers and have learned about Mother Theresa's work amongst the poor of Calcutta and the organisation which she has bequeathed.
- 164 By the end of Key Stage 2 pupils have know more about other faiths, such as Islam and Sikhism. They know about the differences between places of worship by visiting places of worship, for example, the local Christian Church and a Sikh temple, the Gurdwara. They know about church furniture and its purpose and the parts of the church and their function. They also know about the importance of dress for specific occasions and for particular faiths, such as the turban. Years 5 and 6 pupils have visited a Sikh temple and learned much about the Sikh faith and its traditions in this way. They know something about the lives of people influenced by Christianity such as Lord Shaftesbury, Nelson Mandela, Helen Keller and the apostle Paul. They understand the difference between the Old Testament and the New Testament and gain knowledge about people from the Old Testament, such as the leadership of Moses. Good use is made of empathetic writing,

for example, writing as Mary by the cross at the crucifixion which contributes to pupils' literacy skills.

- 165 Teaching observed was always at least satisfactory and more often good. Only one lesson could be observed in Key Stage 1 which was sound. Four lessons were observed at Key Stage 2, three of which were of good quality. Overall, the teaching is good. In the best teaching good use is made of resources, such as Braille alphabets to discuss work about Helen Keller in Year 4. In a Year 6 lessons a rosary was introduced as an example of an aid to prayer and pupils were taught how the fingers on one hand can similarly be an aid. Appropriate music is used well to create a sense of spirituality as they discuss prayer. The use of artefacts in this way helps pupils to retain their concentration and promote the good quality of discussion and the pupils' learning. They show good levels of interest and attention and are developing a good understanding of why particular faiths carry out specific rituals. However, a Key Stage 1 lesson was not as effective as it might have been because of a lack of such resources. There was no visual material to help the pupils understand the location of Lourdes and what it is like. Nevertheless, the good quality of discussion helped the pupils to understand the theme 'pilgrimage' which was the focus of the lesson. By contrast Year 4 pupils were shown a video about Victorian times and the work of Lord Shaftesbury which helped them to gain a good understanding of why he took action to help working children and women.
- 166 The co-ordinators for the subject are keen and enthusiastic. The overall co-ordinator has a good grasp of the subject and this has enabled her to complete a new scheme for the subject so that there is more cohesion in learning about different faiths and religious concepts across the school. She has also developed packs of background information about the content to be taught so that members of staff are more confident in presenting lessons. She is also developing assessment tasks, which are intended to help teachers assess the level of pupils' understanding. Resources for religious education, including reference books are good and they are well organised.
- 167 The subject policy is a very helpful document and has good aims. It includes reference to spiritual, social, moral and cultural education but it does not go far enough in suggesting how religious education can be used to further this provision. It contains good guidance about content and materials to be used and exemplars of good practice.