

## INSPECTION REPORT

### **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

Langwith Junction, Nottingham

LEA area: Derbyshire

Unique reference number: 112908

Headteacher: Mrs R Jones

Reporting inspector: Mr D Gwinnett  
16548

Dates of inspection: 7 – 10 May 2002

Inspection number: 19843

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Langwith Road Langwith junction Near Mansfield Nottinghamshire
Postcode:	NG20 9RP
Telephone number:	01623 742609
Fax number:	01623 742609
Appropriate authority:	Governing Body
Name of chair of governors:	Rev F J Carvill
Date of previous inspection:	3 –5 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16548	Don Gwinnett	Registered inspector	Mathematics Art and Design Music Equal opportunities English as an Additional Language	How high are standards? How well are pupils taught? How well is the school led and managed?
11077	Janet Harrison	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with the parents? How well does the school care for its pupils?
1939	Michael Benson	Team inspector	English Information and communication technology Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
10144	Mary Marriott	Team inspector	Special educational needs Foundation Stage curriculum Science Geography History	

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU  
Tel: 01305 251 591

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's Catholic Primary School is situated in the village of Shirebrook to the north of Mansfield. It draws its children from three local parishes serving the villages of Shirebrook, Bolsover and Warsop. The socio economic circumstances of the pupils are well below average, although the proportion that receives free school meals, at 11.5 per cent, is broadly average. While children show the full range of attainment on entry, average attainments fluctuate year on year and are overall a little below average. The school is below average in size with a total of 139 pupils, 59 boys and 80 girls. There are 23 pupils with special educational needs (SEN), which is below the national average, and one child with a Statement of SEN, which is also low. However, there is not an even spread of pupils with SEN; some year groups have significantly more than other year groups. Four pupils come from minority ethnic backgrounds and two pupils speak English as a foreign language. This is below the national average. The school is popular with local parents; since the previous inspection, the number on roll has increased by nearly a third and the school has to operate a waiting list. There has also been a large turnover of staff, including the headteacher and deputy headteacher. The staffing is now stable.

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

Pupils achieve satisfactorily when comparing their attainments on entry to their attainments when they leave. Pupils' good attitudes to their work, excellent behaviour and harmonious relationships with each other and teachers has a positive impact on their learning. However, the high rate of absence and regular lateness of some pupils holds them back. The good quality of teaching motivates pupils to learn well. The curriculum is well balanced, although there are insufficient extra curricular opportunities. There is good provision for pupils' care and good arrangements for assessing their progress in the core subjects. The results of assessments are satisfactorily used to improve the curriculum and teaching in English and mathematics, but not always in other subjects. Parents and carers are kept well informed about what is being taught, and successfully encouraged to be involved in the life of the school. The quality of reports is satisfactory. The headteacher and senior management team provide good leadership and management and all teachers share a commitment to enabling each pupil to do their best. The school has responded satisfactorily to the issues of the previous inspection, although much of this improvement has only occurred recently. Overall, bearing all these factors in mind, the school is effective in most areas of its work but it is not yet effective in preparing all pupils for living in the wider cultural diversity of British Society. The school provides satisfactory value for money.

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

- The recent improvements to many aspects of provision are creating a positive learning culture.
- The quality of teaching and learning is good and improving, and has an increasingly positive impact on standards.
- The very good leadership and management of the headteacher are helping the school to rapidly improve.
- The pupils' excellent behaviour and good attitudes to work have a positive impact on their standards of work.
- Pupils respond well to the caring atmosphere in all classes.

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

- The standards and achievement in information and communication technology are below expectations.
- The rate of improvement in the foundation subjects lags behind that in the core subjects.
- The outside amenities do not support pupils' social or physical development.
- There are not enough opportunities to celebrate and appreciate Britain's cultural diversity.
- Whilst the attendance rate is improving it is still not high enough.

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

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

The school has made satisfactory improvements since the last inspection of 1997. Standards have been maintained in core subjects and the overall quality of teaching and learning has improved. The school now complies with National Curriculum requirements in design technology and information and communication technology (ICT). Standards have risen in design technology but are still below national expectations in ICT. Assessment is now better organised and is beginning to provide useful data that helps the school to set targets for all pupils. Schemes of work now exist in all subjects, although the school does not always successfully adapt nationally recognised schemes to its own particular needs. Improved monitoring of the curriculum and teaching is having an impact on standards. Whilst the co-ordinators of core subjects are held more accountable for standards in their subjects, this good practice is not so evident in the foundation subjects. The governors are more fully involved in the life of the school. Overall, the school has responded satisfactorily to the issues from the previous report and has a very good capacity to improve further.

## STANDARDS

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

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

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

Inspection evidence shows that standards are average in English, mathematics and science at the end of Year 6 and pupils achieve satisfactorily. The recent attempts to provide additional challenge for higher attaining pupils is beginning to have a positive impact on their progress. The reason for the difference between inspection evidence and last year's statutory results is that there were more pupils with SEN in last year's Year 6 and although pupils reached the expected levels for their age, fewer reached higher levels. Given the relatively small number of pupils in each year group, and the variation in the number having SEN, too much emphasis should not be placed on any single year's performance. Taking an average of the last three years, pupils' attainments are above average. All pupils in Years 3 to 6 are achieving satisfactorily and the recent attempts to provide additional challenge for higher attaining pupils is beginning to have a positive impact on their progress.

Inspection evidence shows that standards are average in English, mathematics and science at the end of Year 6. The reason for the difference between inspection evidence and last year's statutory results is that there were more pupils with SEN in last year's Year 6. In Year 2, standards are average in reading, writing, mathematics and science. Standards are high enough given the below average attainment of Year 2 on entry. Standards meet national expectations in all other subjects with the exception of art, where standards are above national expectations by the end of Year 2 and in ICT where standards are below national expectations in Year 2 and Year 6. Standards are low in ICT because of lack of equipment and because existing computers are not well enough used. Pupils are meeting the targets set for them by the governing body and Local Education Authority. The targets set for English in 2002, which were not high enough, have recently been made more ambitious.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn, have very positive attitudes to school and act responsibly.
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour in lessons and around the school is a considerable strength. There is no disruption in classes.
Personal development and relationships	Good. Very harmonious relationships with each other and teachers contribute positively to pupils' learning, helping them to develop well.
Attendance	Unsatisfactory. Attendance is below the national average. Whilst pupils enjoy school, too many pupils take holidays in term time. Recent attempts to improve attendance are having a positive impact.

## TEACHING AND LEARNING

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

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

Taking all aspects into account, the quality of teaching is good overall and leads to good learning. For children in the Foundation Stage (the reception class), the quality of teaching is good overall; all lessons were graded good or better, with a high proportion graded very good. In Years 1 and 2, the overall quality of teaching is good, and there was only one unsatisfactory lesson. In this lesson, the teacher, who was graded good in all her other lessons, lacked confidence in the subject. Good teaching continues in Years 3 to 6, where there was again only one unsatisfactory lesson. In this lesson the teacher had 39 pupils in a practical art lesson. This was far too many to cope with and the quality of teaching suffered. Recent unavoidable staff illness has caused some interruption to pupils' learning in one of the younger classes, although the teacher has now returned and the pupils, who are happy to have her back, are once again working hard. The quality of teaching is good in English, mathematics and science. In most other subjects it is satisfactory. Whilst some teachers satisfactorily teach the skills of literacy and numeracy across the subjects of the curriculum, there is room for some improvement here. Strengths in teaching and learning include the good management of pupils, that promotes enthusiastic learning and the good level of challenge that meets the needs of all pupils; despite mixed age and ability classes, teachers successfully support both higher and lower attainers including pupils who have English as an additional language or who have SEN.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides suitable practical and intellectual experiences that extend pupils' understanding. However, there are not enough extra curricular activities. The curriculum for the reception children is good.
Provision for pupils with special educational needs	Good. The school is committed to the inclusion of all pupils. Teaching of pupils with SEN is good. Individual Education Plans, containing clear targets, are effectively used by class teachers. Provision for higher attaining pupils is satisfactory and improving.
Provision for pupils with English as an additional language	Good. Pupils make good progress.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development help pupils to acquire strong values. However, provision for pupils' appreciation of minority cultures is limited.
How well the school cares for its pupils	Overall good. The school provides a happy and caring learning environment. Monitoring of pupils' academic progress is sound. The results of assessment are effectively used to target future learning in the core subjects, but not so successfully in the foundation subjects. Monitoring of pupils' attendance has improved recently and is now satisfactory.

The school has good links with parents and is working with increasing success to improve and extend these links. The curriculum is broad and balanced and all areas of the curriculum meet statutory requirements. There is suitable provision for pupils' welfare, health and safety, including good arrangements for child protection. Pupils are effectively encouraged to contribute their own ideas about how the school could be improved. The school has developed sound assessment procedures, which it is beginning to use effectively to match tasks to individuals and groups.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The caring ethos created by the headteacher and staff has a significant impact on pupils' learning and personal development. The headteacher has a strategic vision for the school and provides very good leadership and management. Whilst core subject co-ordinators effectively monitor standards and plan systematically for improvement to their areas of responsibility, this does not happen so effectively in the foundation subjects.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfils its role increasingly well. They have a sound understanding of the strengths and weaknesses of the school; however lack of firm leadership means that the governors are a little over dependent on the headteacher when taking decisions.
The school's evaluation of its performance	Good. The school analyses its performance according to gender, ability and subject. Good tracking procedures ensure that areas of individual weakness are identified and addressed. The quality of teaching is effectively monitored and this contributes to the overall good standards of teaching.
The strategic use of resources	Satisfactory. Resources are targeted to raise standards. The cramped space for teaching in Years 3 to 6 has an adverse affect, particularly on the teaching of practical subjects. Pupils with SEN benefit from the well-targeted help of support staff.

There are a satisfactory number of teachers and classroom assistants for the planned curriculum. This effectively supports pupils with SEN and those with English as an additional language. The accommodation is unsatisfactory overall, with insufficient teaching and storage space in Years 3 to 6. The school has a suitable range of learning resources with the exception of the reception class, where there is no outdoor play equipment or enclosed play space, and ICT where there is insufficient equipment. The principles of best value are satisfactorily applied; the school closely compares its performance with other schools and effectively listens to parents' views about how the school can be improved.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The teaching is good and their children like coming to school.</li><li>• Behaviour is very good.</li><li>• The school helps pupils to become mature and responsible.</li><li>• The school expects pupils to work hard and do their best.</li><li>• Parents feel comfortable approaching the school with problems.</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like more homework</li><li>• The amount information about how pupils are getting on.</li><li>• Some feel that the school should work more closely with parents.</li><li>• There are not enough activities outside lessons.</li></ul>

The inspection team supports the positive views held by parents. The quality of teaching is good overall and pupils' behaviour is excellent. Inspectors agree with parents' concerns about the range of extra curricular activities, even though the high number of pupils who are bussed too and from school limits the numbers who could attend. Inspectors found homework is well set by most staff. Inspectors feel that the school tries hard to work with parents and provides sufficient information about pupils' progress.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry to the school is broadly a little below average, although this depends on the year group as some year groups have broadly average attainment on entry. Current children in the reception class were below average when they joined the school and are now on course to meet the early learning goals in all the areas of learning. Their achievements are therefore good. This results from the good quality of teaching and care that is provided.
2. Taking the three years 1999 to 2001 together, the results of national tests for pupils in Year 2 have improved faster than the rate nationally. It is possible to track Year 6 pupils over the five years 1997 to 2001. This shows that the trend in the school's average national curriculum points score across the core subjects of English, mathematics and science was in line with the national average. The small sizes of year groups, and the differing prior attainment of pupils, result in swings from year to year. This is to be expected in a small school and not too much emphasis should be placed on these variations. For instance, the higher proportion of special educational needs (SEN) pupils in Year 6 in 2001 meant that their results were not as high as those of the previous year's pupils. This did not mean that there was a downward trend, simply that these pupils had a lower overall starting point. By contrast, the school was awarded a coveted School Achievement Award for its achievements in 2000/2001.
3. A study of the baseline scores for the last three years, taken when pupils enter the reception, shows that the school has a lower than average proportion of higher attaining pupils. This partly explains why pupils attain a lower than average proportion of higher levels compared to schools nationally in the national tests at the end of Year 2 and Year 6. Nevertheless, the school is not complacent and has introduced strict monitoring and target setting of pupils in each core subject. Higher attaining pupils are being supported so that they reach the higher levels of attainment. This is starting to impact well on standards but the arrangements need to be in place for a little longer before the advantages will show in test scores.
4. In the 2001 National Curriculum tests taken by pupils at the end of Year 2, the proportion of pupils reaching the expected level were well above average in reading and writing and above average in mathematics. This is an improvement over the last inspection, although direct comparisons are not statistically reliable, given the small sizes of respective year groups and their differing attainments on entry. In the 2001 teacher assessments for science the proportion of pupils reaching the expected level was in the top five per cent nationally. However, the proportion of pupils obtaining higher levels was below average in reading and writing and average in mathematics and science. Consequently, the average points score was in line with the national average in each of these subjects. Pupils attained as well as pupils in schools with similar contexts in reading writing and mathematics.
5. In the 2001 National Curriculum tests at the end of Year 6, the proportion reaching the expected level was below the national average in English, mathematics and science. The proportion reaching the higher levels was below average in English and mathematics and well below average in science. When compared to schools in similar contexts, results were below average in English and mathematics and well below average in science. This year group contained double the number of SEN pupils as the school average, and so a dip was to be expected. The school's analysis of optional tests sat by pupils in Years 3 to 6 show that they have made satisfactory progress. Whilst results were lower than those in the last inspection, not a great deal is to be gained by comparing individual year groups. The average performance in each of the core subjects between 1997 to 2001, and the current good quality of teaching and attitudes to learning, provides little evidence to suggest that there has been deterioration in standards.
6. In lessons seen during the inspection, standards overall are broadly in line with national expectations by the end of Year 6 and pupils, both boys and girls, are achieving satisfactorily.

Standards are average in English, mathematics and science and pupils achieve satisfactorily in these subjects. Those with SEN achieve well as a result of skilled support from assistants. During the inspection, higher attaining pupils achieved satisfactorily. The recent moves to identify and support higher attainers are therefore beginning to have a positive impact, although it may be too soon for this to affect the results in the national tests this year. Achievement is supported well by the good quality of teaching in this key stage. The attempt to support pupils' achievements across the ability range ensures that there is inclusive support for pupils, irrespective of their personal circumstances.

7. Inspection evidence shows that standards overall are broadly in line with national expectations at the end of Year 2 and that pupils are achieving satisfactorily. Standards in reading, writing and mathematics are average by Year 2. Standards in science are also average. Pupils with SEN make good progress, and there is little discernible difference between the achievements of boys and girls. The increasingly good identification and support for higher attaining pupils is having a positive impact on their learning.
8. Standards in information and communication technology (ICT) are below national expectations in Year 2 and Year 6 and standards of achievement are unsatisfactory. This is because the school does not have enough computers and does not use available computers as well as they might. Standards in art are above national expectations in Year 2 and are in line with national expectations by Year 6. In all other subjects, attainment is in line with national expectations in Years 2 and 6. However, standards in the foundation stage subjects are not rising as fast as those in the core subjects. This is because of a several factors: assessment is not so well embedded in these subjects and so pupils are a little less clear about what they have to do to improve. The lack of ICT hardware and the use of the library as a classroom restrict opportunities for pupils to do their own research. The good monitoring of teaching that is evident in the core subjects has not yet been successfully established in the foundation. Nevertheless, the school is aware that it should extend these fruitful ideas to the foundation subjects. When this is done, standards should improve at a faster rate.
9. Whilst literacy and numeracy are satisfactorily promoted across the subjects of the curriculum, there is insufficient planned use of literacy and numeracy. Whilst pupils use their literacy skills, for instance in science to record their investigations, and also use their numeracy skills to analyse the results, there is no co-ordinated approach to the cross curricular use of these skills. Consequently, teachers often use literacy and numeracy, but not at a level compatible with that in English and mathematics lessons. This means that some opportunities are lost to promote these key skills. The use of ICT to support research skills is unsatisfactory for the reasons given in paragraph 8.
10. The school is committed to an inclusive education where the needs of all are suitably met. Pupils with SEN achieve satisfactorily due to the effective support of Education Care Officers, who understand their particular needs well. They make good gains in learning in relation to their prior attainment. The good individual education plans, with clear and specific targets, ensure that their progress is closely tracked with activities that suitably match their needs. Those with Statements of Special Educational Need also make good progress. Higher attaining pupils achieve satisfactorily. The very small proportion of pupils with English as an additional language make good progress as a result of suitably planned support.

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

11. Pupils in all years enjoy coming to school and have good attitudes towards their learning, which make a positive contribution to their academic and personal progress. In lessons they take a pride in their work and are keen to please their teacher. They talk enthusiastically about their work and the school and value its friendliness. These good attitudes have been maintained since the previous inspection.
12. Attendance figures last year were well below the national average. In particular there was a high level of unauthorised absence. In the current year, the attendance figures to date indicate that

attendance has improved and promises to approach the national average. There is a similarly reducing trend in unauthorised absence levels, although these are still high. A small, but significant number of pupils are persistently late to school.

13. Behaviour in all years is excellent both in lessons and around the school. This is because all adults have very high expectations of pupils' behaviour and provide very good examples. All the parents who responded to the questionnaire were positive about the behaviour standards and several remarked how well the children behaved on school trips. These high standards are confirmed by the fact that school has not had occasion to exclude any pupil for poor behaviour in recent years. Relationships are very good throughout the school.
14. In the playground pupils play harmoniously and no children are left out in any way. Pupils feel safe in the school and confident in the abilities of their teachers to sort out any problems. Older children often help the younger pupils at play times. All pupils cope very well with the rather cramped and sterile playground area, showing good respect for others.
15. The school promotes an inclusive atmosphere where all pupils are encouraged to enjoy learning and show positive attitudes, irrespective of their particular circumstances. Pupils with SEN respond very well to the care and consideration they are shown. Learning support staff know their pupils well, as a result pupils are confident to speak to adults and to share any concerns they may have. Attitudes to work are good and pupils persevere well with their tasks. The very small proportion of pupils who speak English as an additional language have good attitudes to learning and achieve well.
16. Pupils' personal development is satisfactory. Pupils are keen to take an active part in school life and activities that are offered. Year 6 pupils help as monitors for example with the setting out of equipment and activities. Selected pupils fill in a questionnaire on their views of the strengths of the school and ways to improve it. This gives pupils a good sense of ownership in their school.

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

17. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. The quality of teaching and learning have improved recently as a result of the improved monitoring of teaching, the better use of target setting and the increasing confidence of the new staff in teaching literacy and numeracy. The school is in an exciting state of transition, with the improving quality of teaching beginning to have a direct impact on pupils' achievements. However, it will take a little longer for the results of this better teaching to fully show through. In the inspection, 22 per cent of teaching was very good or better, 76 per cent was good or better and 22 per cent was satisfactory. Five per cent of lessons, representing two lessons, were unsatisfactory. This is an improvement on the quality of teaching in the last inspection when two thirds of teaching was good or very good. The school has worked hard to successfully address the weaknesses identified in the last inspection. The weaknesses in the teaching of design technology and ICT in Years 3 to 6 have improved and pupils are now more skilled at assessing their own work. Also, better overall systems for assessing pupils, particularly in English and mathematics, helps teachers to target individual pupils more successfully.
18. The quality of teaching and learning in the core subjects of English and mathematics is good at both key stages, and science is good in Years 3 to 6 and satisfactory in Years 1 and 2. In other subjects, teaching is overall satisfactory. There was insufficient evidence to make a judgement in design technology and physical education. As a result of the overall good quality of teaching in English and mathematics, pupils make good gains in their learning. The school has targeted the learning of higher attaining pupils and is more successful than it was in ensuring that teachers set expectations that match the exact needs of these pupils. Strengths in the quality of teaching include teachers' day-to-day planning and their high expectations of work and behaviour. Pupils respond with interest and concentration to the teachers' high expectations and well-organised lessons. The good management of pupils' behaviour contributes significantly to a positive classroom culture in which pupils are eager to learn and apply themselves to intellectual, physical

and creative demands across lessons. The quality of teaching in the reception class is also good and has a positive impact on children's achievements.

19. In Years 3 to 6, the quality of teaching is good, and this has been maintained since the previous inspection. Three quarters of lessons were good or better, one lesson was excellent and a fifth were very good. One lesson was unsatisfactory. The overall good quality of teaching is having a positive impact on standards as pupils move through the key stage. In the classes for Years 3 and 4, teaching was good or better in all but one lesson. In this one unsatisfactory lesson the teacher had 39 Year 3 and 4 pupils for art. The room was so crowded that pupils were not even able to use chairs and were uncomfortable working at the wrong height. The teacher had chosen an exercise that lacked a creative potential and so learning was pedestrian. Because of the numbers, the teacher was unable to provide individual support across the age and ability range. By contrast, there was an excellent science lesson with Year 4 in which pupils investigated electrical conduction. The teacher was very well organised, gave very clear instructions and made excellent use of technical vocabulary in a way that brought learning alive. Pupils responded enthusiastically and excellent progress was made. The quality of teaching and learning in the classes for Years 5 and 6 is good overall with two thirds of lessons graded good or very good.
20. In Years 1 and 2, the quality of teaching is good overall; just over half of lessons were graded good, slightly under half satisfactory and one lesson was graded unsatisfactory. The isolated unsatisfactory lesson occurred in Year 1, where there was a slow pace and an insecure use of science vocabulary. However, the quality of the teaching in all other lessons with Year 1 was good. In a good literacy lesson, for instance, the teacher used questions very well to encourage pupils' speaking and listening skills. They spoke about what they had been doing over the weekend and the teacher encouraged longer and more thoughtful contributions through skilful use of questions. The quality of teaching in Year 2 was satisfactory. The teaching in Year 2 had been interrupted until very recently by unavoidable staff illness. During the inspection, the pupils were very pleased to have their own teacher back and the quality of teaching and learning was picking up pace as the inspection progressed. The quality of artwork in Year 2 is worth a special mention as the teacher has encouraged good quality work through her high expectations and enthusiastic manner.
21. In the good and very good lessons, teachers are more animated and engaging than in those lesson judged satisfactory. They are very clear what the learning outcomes will be and provide a high level of challenge to all pupils across the ability range. There is a clear correlation between teachers' subject enthusiasm and confidence and the quality of teaching. Where teachers are less secure in the subject, the quality and content of teaching becomes less inspirational. This has been well picked up by several teachers, including the Year 6 teacher, who has regularly made arrangements to swap classes with colleagues so that pupils derive maximum benefit from a subject specialist. For instance, the music teacher (responsible for Year 3 and 4) has taught Year 6 whilst the Year 6 teacher takes the Year 3 and 4 class for design technology. This 'teaching to strengths' is good practice and has resulted in a better quality of learning.
22. Teachers show a good understanding of how to teach the National Literacy and Numeracy Strategies. Strengths in literacy include the way that teachers provide an inclusive learning atmosphere by challenging the whole ability spectrum and by ensuring that targets are shared with pupils so that they understand what they have to do to improve. In numeracy, appropriate emphasis is given to teaching correct use of mathematical language and good use of mental mathematics sessions at the beginning of lessons to get things off to a spirited start. For example, in Year 5, the teacher did a good mental warm up that got the pupils thinking mathematically before doing some new work on symmetry. Teachers' use of ICT is not consistently good in all subjects, and this is a contributory factor leading to pupils' unsatisfactory achievements in this subject.
23. The teaching of pupils who have SEN is good. They receive high quality support from their Education Care Officers. The provision of targeted support to meet individual and group needs ensures that all pupils are fully integrated into the life of the school community and that they develop good levels of self-esteem. This enables them to make consistent gains in their learning.

Pupils who require additional help are identified as soon as possible when they begin school. The SEN co-ordinator, together with the class teachers and Education Care Officers discuss and develop pupils' individual education plans. The school is embracing recent new initiatives and this is good practice. There has been good support for the very small number of pupils who speak English as an additional language. As a result, these pupils have progressed well and are successfully integrated into all activities.

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

24. The overall satisfactory quality of the curriculum adequately prepares the pupils for the next stage of their education. This is because it is broad and balanced across most subjects of the statutory curriculum and because a good emphasis is given to English and mathematics. This is beginning to help improve the quality of the pupils' work in other subjects. Nevertheless, there are insufficient opportunities for pupils to use their improving skills in English, mathematics and ICT in other subjects.
25. The National Curriculum is covered in all subjects and in religious education (RE) the school complies with the Syllabus that is approved nationally for use in Catholic schools. However, in ICT some of the planned elements have not been fully completed. Whilst the school has improved its provision since the last inspection particularly in the breadth and depth of the English and mathematics curriculum, there are still significant shortfalls in ICT. Also, skills are not taught sufficiently systematically in ICT, design and technology, history and geography in order to make sure that the subjects are covered in sufficient depth. The time allocations for the teaching of all subjects are appropriate except for physical education, which is high. The termly blocks of time allocated to subjects such as design and technology or geography is efficient and contributes to the broad and balanced curriculum. Overall, the school has allocated sufficient time to teach the curriculum in Years 1 and 2, although in Years 3 to 6, the time allowed is slightly less than that recommended.
26. The quality and range of learning opportunities for children in the reception class are good. The curriculum fully meets the recommendations of the Foundation Stage curriculum. There is a good scheme of work and all planning is strongly linked to the areas of learning detailed in the reception year curriculum for children before they enter Year 1. The learning opportunities are relevant and meet the needs of the pupils. They prepare them well for the next stage of their learning. Assessment arrangements are good and information gained is used well to inform teaching and learning.
27. In Years 1 and 2, learning opportunities are satisfactory overall and in mathematics and English they are good. Schemes of work are in place and all the subjects of the National Curriculum and RE are taught. Teaching in mathematics and English is closely matched to the National Numeracy Strategy and the National Literacy Strategy; as a result, literacy and numeracy skills are successfully covered in the daily literacy and numeracy lessons and the consistent quality of this provision is helping to steadily raise the pupils' attainment. However, whilst the use of literacy and numeracy in other lessons was evident, for instance in history, art and design technology, opportunities to reinforce these key skills are sometimes lost because they are not sufficiently planned for. The teachers make good use of the teaching assistants to work on specific aspects of both literacy and numeracy. This has a positive effect on the pupils' progress because Educational Care Officers work is well planned and matched to the pupils' needs. They are well trained, knowledgeable and have the trust of the pupils.
28. Overall, the quality of the curriculum has improved since the last inspection. For example there is a better balance of time between subjects and, taken as a whole, the learning opportunities support the school aims well. Teachers' planning is sufficiently detailed and always shows what is to be learned during lessons. This is particularly the case in English and mathematics, where it makes a very good contribution to the pupils' attainment and the pace of their learning. However, the provision for extra curricular activities is unsatisfactory. Whilst some well-attended activities after school and at lunchtime, such as in sport, enrich pupils' learning, there are insufficient opportunities for the pupils to participate in musical and other activities. Whilst there is a problem

of attending activities, because some pupils are bussed to and from school, some parents said they would be willing to collect their children attending after school sessions if these were available. The curriculum is enriched by visits to places of local cultural and historical interest, and there are regular residential visits and Diocesan activities. Overall, these activities suitably enrich and enhance pupils' learning experiences.

29. The provision for pupils with SEN is good and is bringing benefits to the whole school community. The school had good systems for identifying pupils' needs shortly after they arrive and the good procedures to track these pupils continue to be implemented well as they progress through the school. Pupils have individually tailored education plans to support their learning. These are regularly reviewed thus enabling pupils to make consistent gains in their learning. The teaching and non-teaching staff work very hard to make sure that all of the pupils have full access to the curriculum. As a result, provision for all groups within the school is satisfactory and they are able to make progress.
30. Provision for personal social and health education (PSHE) is satisfactory overall. This area is taught successfully through weekly lessons, and there has been a recent attempt to define further what should be taught in the PSHE lessons. However, whilst the policies for sex education and drug education meet statutory requirements, and whilst relevant aspects of social education are suitably covered, older pupils do not have sufficient opportunities to understand what happens as they grow older. Pupils are not given enough opportunities in sex education sessions to ask questions, and are therefore kept in the dark about important matters relating to their growing maturity. For instance, some older girls say that they do not receive sufficient information or confidential support and are embarrassed about asking for this.
31. The school has good links with the community. Through sporting links, the pupils' involvements with other schools are good and they are successful in competitions. The school makes a positive contribution to town events. Good relationships with other early years providers helps the pupils' smooth transition into the reception class. The school maintains links with the local high school as well as the Diocesan high schools. Good induction arrangements mean that the pupils make the transition to the next phase of their education with confidence.
32. The provision for the pupils' spiritual, moral, social and cultural education overall is good. The school promotes an inclusive ethos, which values and supports individuals within the school community.
33. Provision for spiritual development is satisfactory. Opportunities are given in some subjects to pause and reflect, for example in art and design lessons or when making things in design and technology. Whilst these provide special moments for reflection, these are not consistently planned for. The school's religious education programme provides planned opportunities to explore beliefs and values and closely reflects the denominational nature of the school. Within the programme, pupils study other major world faiths and this enriches their view of the world. The programme of PSHE allows pupils to reflect on their own attitudes and behaviour, thus providing valuable moments for the pupils to think through how they behave and the effect that their actions have on others. Collective worship meets statutory requirements in full. Themes are explored in assemblies and overall make a sound contribution to the pupils' development. However, opportunities for reflection in assemblies are sometimes limited; at times assembly was hurried and did not provide sufficient quiet time for the full potential of the assembly to be realised.
34. Provision for the pupils' moral development is good. Clear school rules, that are known and understood by the pupils, are positive, easy to understand and focus on the importance of living collaboratively and of being self-reliant and responsible. Teachers provide good role models by their calm manner and willingness to listen when resolving disputes. The PSHE programme makes a good contribution in this area and helps the pupils to understand that it is sometimes very difficult to know what to do in some situations. A good feature that permeates this area of the schools' provision is the belief that the pupils are capable of making their own well-thought-out judgements and decisions if they are allowed to do so.



35. The provision for the pupils' social development is good overall. In the most successful lessons there are opportunities for pupils to organise themselves, for example when selecting resources in design and technology or, in English and mathematics, where they are expected to settle quickly and get on with their work after the main teaching activity. The older pupils look after the younger ones sensitively; numerous examples were seen of this around the school at playtimes and at lunchtimes and no instances of inappropriate behaviour or harassment were seen. They understand the school rules well and follow them carefully. The adults provide good role models, both inside and outside the classroom, which helps to establish a calm feeling to the school. However, there is only limited provision of extra curricular activities that would further extend opportunities for organised social engagement.
36. Satisfactory provision is made for the pupils to study their own culture and, in religious education particularly, to appreciate other cultures. Pupils also learn about art and music from cultures beyond Western Europe. However, mindful that the school's population is almost mono cultural there are insufficient opportunities for pupils to gain insights into the beliefs, values and traditions of other ethnic groups. Most pupils do not have a sufficient understanding of the cultural and ethnic diversity of modern Britain. This makes pupils less able to put themselves in the place of others and limits the effectiveness with which the school enables pupils to understand the feelings, values and beliefs of others within society.

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

37. Pupils are taught in a well-ordered and caring environment. The school takes good care of pupils' welfare. Good child protection procedures, which fulfil legal requirements, are in place. Pupils say that their teachers and other pupils are helpful and friendly and that they feel confident in the school.
38. Health and safety procedures have improved since the previous inspection and there are now effective procedures in place for risk assessment. There are good levels of supervision at breaks and lunch times and a very high number of the staff are trained in first aid procedures. Two health and safety issues were discussed with the head teacher during the inspection. These were the uneven surface of the playground and the condition of the perimeter fence. The playground lacks designated quiet and active play areas and pupils can trip on the rough surfaces or accidentally bump into others with resulting grazed hands or knees.
39. Procedures to support and monitor personal development are good. Teachers know their pupils well and the strong and supportive relationships have a positive impact on pupils' behaviour and attitudes to work. There is a calm but happy atmosphere in the school. Good care is evident in the way the teachers assemble pupils in the hall before they go home and make sure they are appropriately collected and escorted to the buses. Pupils receive a useful programme of personal and social education. However health education is not systematic enough and some of the older girls in particular are anxious for better information, facilities and confidential support.
40. There are very effective procedures to monitor and promote good behaviour. Pupils are involved in drawing up their classroom rules. The reward system is effective. Pupils collect stickers, which accumulate towards certificates. They look forward proudly to receiving awards at the special mention assemblies on Fridays, which parents can come to. Pupils behave very well and bullying is rare because all adults are alert to this and deal with any incidents promptly and effectively.
41. Procedures to improve and maintain attendance have improved since the last inspection and are now satisfactory. The new computerised registration system is being used effectively and provides very good monitoring information. The school now has a system to follow up unauthorised absence with a letter to parents. These measures are starting to improve attendance significantly. However, more remains to be done to ensure that unauthorised absence is followed up swiftly and further reduced.
42. The procedures and use of assessments was a weakness at the time of the last inspection. They have improved significantly and are now satisfactory overall, better in the core subjects than in the

foundation subjects where practice is inconsistent. There are now baseline assessments for all pupils and assessments each term in the core subjects and at the end of topics in the other subjects. The systems to track pupils' progress in English and mathematics are particularly good. As a result the teachers are better informed about the standards their pupils reach and the progress they are making. This helps them plan work, which is suitably challenging and relevant to individuals and groups. There has been good and rapid progress in assessment, which still needs time to fully embed.

43. There is good educational support for pupils. The older pupils in particular, feel confident that they know how well they are doing in their work and what improvements they can make. They have personal targets and also targets for the group they are working in. These targets are effective in helping to raise their attainment.
44. The school successfully supports pupils with SEN. There are established effective procedures, which meet the Code of Practice for pupils with SEN, for monitoring and targeting of teaching and support. The same is true for the small proportion of pupils who speak English as an additional language. The academic and personal support for these pupils has been good and they have achieved well.

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

45. Parents are pleased with the school, which is a popular choice in the local area. They believe that the school promotes good attitudes and expects their children to work hard. Parents find the school approachable and feel that they can discuss their concerns with teachers. They are pleased that their children enjoy coming to school and are well looked after. Some parents have reservations about the effectiveness of communications between school and home about their children's progress, the regularity of homework and the provision of activities outside of lessons.
46. The inspectors agree with parents' positive views. They agree with parents that the range of extra curricular activities is limited. However, they found that that the setting of homework is satisfactory and that it is regular and recorded in pupils' homework diaries. The inspectors consider that the school communicates generally well and effectively to parents about their children's progress. The annual progress reports meet national requirements and gives a good and suitably personalised picture of progress, although they could be clearer about the child's attainment for example by providing the National Curriculum level. There are two formal consultation evenings with the teachers each year. The teachers are out in the schoolyard at the end of the day, which provides a good opportunity for parents to informally discuss progress. There are frequent and informative newsletters. However, there are some missed opportunities to cater for the needs of those parents who are unable to visit the school regularly by, for example, developing the pupils' homework diaries as additional channels of communication.
47. The school has maintained the effective partnership with parents, which was evident at the last inspection. The school actively seeks parents' opinions with a survey and listens to them. Recently the school changed the way pupils were sent home at the end of the day in response to parents' suggestions. At the start of the term parents are given a class newsletter to indicate the forthcoming projects and way parents can help. This is good practice.
48. The school has good links with parents of pupils with SEN and keeps them well informed about the progress of their children. Parents are actively involved in both annual reviews and target setting in individual education plans.
49. Parents take a keen and supportive interest in their children's education. Consultation meetings with the teachers are very well attended. Parents give good support to the school and their children's work. Many parents and some grandparents are welcomed into the school to help in the classroom or with practical activities. Their help is effective and pupils like having the visitors. A few parents are not fully supportive of the school attendance procedures and do not notify the school of the reasons why their children are away. The Friends of St Joseph is thriving and raises

funds to supplement the school's resources, recently providing computer trolleys. Parents also demonstrate their support by their generous contributions to the school building fund.

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

50. The overall leadership and management by the headteacher and key staff are good, as they were at the time of the last inspection. The headteacher provides very strong and caring leadership, and a commitment to the inclusion of all pupils. As a result, the school benefits from a very positive ethos in which pupils and staff feel valued and supported. She is successfully driving the school forward by identifying and correcting factors that hold back standards. For instance, she has introduced close monitoring of pupils' progress in the core subjects in order to improve overall achievement. She has particularly focussed on the achievement of higher attaining pupils in order to improve their ratings in National Curriculum tests. She has also introduced and extended the monitoring of teaching to ensure that any flaws or discrepancies are quickly identified and corrected. The two senior teachers, who share the management of the school, are committed and provide very good support to the headteacher. As a result, there is a cohesive vision that communicates itself to staff and pupils. The senior management team make good use of LEA evaluation forms to help them identify features for improvement.
51. In line with the strong emphasis on self-evaluation, subject leaders have begun to monitor what is happening in their subjects so that they identify features that will improve standards. This is well underway in the core subjects of English, mathematics and science, but is only in its early stages in other subjects. Thus the school development plan has the development of the role of subject co-ordinators as one of its main priorities. The literacy and numeracy co-ordinators, who are also the two senior teachers, have monitored the quality of teaching in their subjects alongside the headteacher and LEA advisers. This close monitoring of pupils' tests and assessments enable these two co-ordinators to set clear targets to improve standards. The fact that the senior managers are also the co-ordinators for literacy and numeracy is useful as this helps them to directly shape the academic and social organisation of the school.
52. The effectiveness of the school is satisfactory overall, and is improving following the appointment of a new headteacher. There are several reasons why the school is increasingly effective. The improving quality of teaching is founded on the readiness of staff to accept monitoring of their teaching and lesson planning. This is done in an open and accepting way, as teachers realise that this will improve the quality of learning. Staff have attended relevant courses on national, school and subject specific initiatives, supported by a higher than average expenditure on staff development. Consequently, they are up to date in their thinking and are beginning to bring a critical edge to their work. The investment in staff development has helped the staff, a number of whom are fairly new to the school, to gel together as a team with a shared set of values and principles. The very good tracking system in core subjects, whereby each pupil's progress is charted and analysed, helps the school to recognise patterns of learning in order to provide compensatory support where it is needed. The school monitors its test results increasingly closely so that it is aware of gender differences and the relative achievements of higher and lower attaining pupils. The school uses its own analysis in order to complement its use of nationally produced data. For instance, the school was concerned that national data showed last year's Year 6 had not made sufficient progress between the end of Year 2 and the end of Year 6. However, its own analysis showed that some lower attaining pupils, who were absent when the tests were taken in Year 2, but who were present in Year 6, had an adverse impact on the statistical rate of progress. The school further supported this position by referring to optional National Curriculum tests taken by these pupils at the end of Year 4 and Year 5 that clearly showed an improving rate of progress, particularly in Year 5 and Year 6. The school responds well to national and local initiatives, balancing the competing demands in a way that does not divert attention from the main priorities for development.
53. The school's co-ordinator for SEN works in conjunction with the headteacher. She provides good leadership and management. She is keen to ensure that all pupils receive a rich and wide variety of experiences, which encourage positive relationships. Teachers and Education Care Officers work well together as a team, and are committed to the principles of inclusion. The management

of support for pupils who speak English as an additional language has also been good, and these pupils achieve well

54. The way in which the governing body fulfils its responsibilities is satisfactory overall. Several of the governors are very committed, although there is an uneven pattern of responsibilities, with a small group of governors taking most of the main responsibilities. Nevertheless, there are named governors who monitor what happens in literacy, numeracy, SEN, the reception class, religious education, ICT, health and safety and child protection. In this respect, the governors have improved since the last report when there was limited involvement in the day-to-day running of the school. There is a suitable range of committees who report to the full governing body. Whilst most statutory responsibilities are met, several items of information are missing from the annual report of the governing body, although none of these adversely affect the operational effectiveness of the school. These relate to arrangements for disabled pupils, details about sporting achievements and the action taken on points raised at the previous annual meeting. Whilst governors take good care of the fabric of the school and ensure it is a safe and comfortable place in which to teach and learn, some governors only have a hazy understanding of issues related to pupils' standards and achievement. Nevertheless, the governing body is almost entirely new since the last inspection, and are eager to learn about their roles, with most having attended training provided by the LEA. Lack of firm leadership of the governing body means that they are over dependent on the headteacher when making decisions. This adversely affects their ability to act independently and form a strategic overview.
55. The school makes satisfactory use of the grants, funds and resources made available to it. The school development plan is a satisfactory document that accurately identifies factors that will raise standards. Whilst the development planning and financial planning cycles are not sufficiently well integrated, the main priorities for improvement are suitably timed and costed, have succinct success criteria and list those accountable for its success. The school has carried over a higher than average balance to ensure it can pay for costs associated with improvements to the accommodation. The school makes sound use of new technology to support its administrative systems. The school satisfactorily applies the principles of best value in its use of resources; alternative options are considered before financial decisions are made and pupils and parents are consulted about how the school is run.
56. The school has a good number of teachers to meet the demands of the curriculum. There is a satisfactory number of trained and experienced support staff who contribute successfully to pupils' learning. All staff are aware of pupils with SEN, providing an inclusive ethos in lessons. Arrangements for inducting new staff are successfully implemented and arrangements for performance management of staff are securely in place and are increasingly contributing to rising standards across classes.
57. The school's accommodation is unsatisfactory. This is because there is insufficient teaching space for pupils in Years 3 to 6. The Year 6 class have to be taught in what was the library area following an improvement in working space for younger pupils. The library space is cramped and lacks natural light. Because it is used for much of the day for teaching, many pupils are unable to use the library area for research or independent learning. The use of the library area also places considerable pressure on storage space because storage facilities that were located in the library cannot be used for their proper purpose. The resources available for learning are satisfactory overall, although the lack of outdoor play equipment for the reception class limits opportunities for physical development. The uneven surface of the playground hampers the safe playing of games and there is a lack of social spaces where pupils can chat and relax.
58. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is above average, although this is often the case for smaller schools. The attainments of children on entry to the school are a little below average. By the time they leave the school at the age of eleven, pupils' attainments are average, and so pupils achieve satisfactorily in relation to their prior attainment. The quality of education, including the quality of teaching is good. The school promotes good attitudes and achieves excellent standards of behaviour. Provision for personal development, including moral and social development is good.

The school achieves this despite pupils' well below average socio-economic circumstances. Taking all these factors into account, the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve standards and achievement in ICT by: -
  - Making better use of ICT across the subjects of the curriculum.
  - Improving provision and use of computers. \*
  - Planning strategically for the long-term developments of the subject. \*  
(Paragraphs 8, 22, 24, 25, 77, 88, 117, 118, 121, 123)
  
- Raise standards in the foundation subjects by: -
  - Making more systematic use of the key skills of literacy and numeracy.
  - Rationalizing the length of time allocated to different activities and subjects
  - Making better use of information derived from assessments to target pupils' learning. \*
  - Improving pupils' independent learning skills by ensuring that they make better use of the library and ICT resources for research and investigation.
  - Applying the principles of sound leadership and management, which are evident in the core subjects, to all subjects of the curriculum. \*  
(Paragraphs 8, 9, 24, 25, 27, 41, 51, 77, 88, 121)
  
- Enrich the physical, social and cultural development of pupils by: -
  - Improving provision of extra curricular activity.
  - Providing an enclosed play area for reception class children equipped with large play equipment.
  - Upgrading the playground for older pupils by improving the surface for games and providing more informal social areas. \*
  - Improving opportunities for pupils to appreciate the richness of Britain's cultural diversity.  
(Paragraphs 28, 35, 36, 57, 70)
  
- Improve attendance and punctuality in order that all pupils gain maximum benefit from the educational opportunities offered by the school.  
(Paragraphs 12, 41)

\* Issues marked with a star are already included in the school's development planning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	19	8	2	0	0
Percentage	3	16	51	22	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points. The percentages do not add up to 100 because they have been rounded to the nearest whole number.

### 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)	139
Number of full-time pupils eligible for free school meals	16

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

#### 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	7
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.8

#### Unauthorised absence

	%
School data	1.4

National comparative data	5.4
---------------------------	-----

National comparative data	0.2
---------------------------	-----

*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
	2001	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	14	14	13
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	13	14
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	100 (100)	96 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	7	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	74 (95)	68 (91)	84 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	74 (91)	68 (82)	84 (100)
	National	72 (70)	74 (72)	82 (79)

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

N.B. The individual results for boys and girls in Key Stage 2 have not been included because the small size of the year group prevents a reliable statistical analysis of results.

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	134
Any other minority ethnic group	3

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

**Exclusions in the last school year**

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

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

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

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	20.7
Average class size	23.2

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	52

FTE means full-time equivalent

**Financial information**

Financial year	2000-2001
	£
Total income	267901
Total expenditure	252125
Expenditure per pupil	1814
Balance brought forward from previous year	3035
Balance carried forward to next year	18811

**Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	26

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	18	3	0	0
My child is making good progress in school.	76	9	15	0	0
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	42	36	18	0	3
The teaching is good.	63	28	9	0	0
I am kept well informed about how my child is getting on.	48	33	9	9	0
I would feel comfortable about approaching the school with questions or a problem.	70	21	6	0	3
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	45	36	12	3	3
The school is well led and managed.	48	36	9	0	6
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	21	24	39	0	15

### Other issues raised by parents

Parents felt that the new headteacher was gaining their trust and respect, although there had been disappointment when the last headteacher had left. There was some anxiety that the school might not contact them promptly about any concerns. Parents were, however, happy with the more formal systems of communications such as newsletters and reports.

**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**

59. During the last inspection, reporting for children in the Reception classes was included in Key Stage 1. Since then the curriculum for these young children has been re-organised and is now reported separately as the Foundation Stage. It is therefore not possible to compare standards from the last inspection.
60. Since the last inspection the provision for children in the reception class has improved and is now good. Improvements include the quality of teaching and learning, which is now good overall with examples of very good teaching seen. The introduction of baseline assessment and thorough tracking of attainment, together with the re-organisation of the curriculum for children of this young age, have been major contributory factors in the improvement of provision. Facilities for physical development are restricted as the school has no dedicated play area and this is unsatisfactory. However because the teacher manages and organises the curriculum provision for physical development effectively, using hall space, there is no detrimental effect on children's progress. The reception class is well organised and managed and has satisfactory resources to support learning.
61. Children enter the reception class at the start of the term in which they are 5; this is in September and January. Children are invited into the reception class for three mornings a week prior to their admission. A parent induction meeting is held in the summer term, where teachers introduce them to the school routines and discuss administrative details. The Foundation Stage co-ordinator introduces parents to learning through play across the six areas of learning. Children who enter the school in September, spend three terms in the reception class, and those who enter in January, spend two terms in class before they transfer to Year 1.
62. Initial assessment shows that most children enter the school with a range of skills, knowledge and understanding that overall are just below the average. All make good progress and by the time they leave the reception class a good proportion are working within the early stages of the National Curriculum. Good assessment procedures are in place and these enable teachers to plan suitable programmes of work and set targets for improvement for all children, including those with SEN and for those who are capable of higher attainment.

**Personal, social and emotional development.**

63. Priority is given to the personal and emotional needs of young children and they achieve well. Most children will exceed the early learning goals in this area by the time they leave the reception class. This shows very good achievement and reflects the skilful teaching and provision in the reception class. Children are constantly encouraged to feel confident about what they can achieve. They form good relationships, look after themselves responsibly and behave very well. Children have positive attitudes to learning and enjoy coming to school. They work co-operatively and collaboratively in various activities and role-play settings. For example children speak and listen carefully to each other; an example was when they imagined they were going to the moon in a cardboard box. All children take responsibility for personal hygiene, and most put on aprons independently when working with paint, glue and water. Both boys and girls learn the importance of sharing and taking turns when playing. They listen attentively to adults and concentrate when singing songs and rhymes. Appropriate resources are suitably placed and easily available for use. The teacher encourages children to play well together and to show consideration to each other.

**Communication, language and literacy.**

64. Almost all children are on course to achieve the early learning goals by the time they leave the reception class. A few children are already working within the early stages of the National Curriculum. Children interact well with others, speak confidently, and take turns in conversation, as is seen when they respond to the attendance register. They listen attentively to stories for an appropriate length of time and enjoy hearing and using sounds. Children refine their listening skills

by listening to their teacher as she reads from a big book, they predict blanked out words with confidence. For example, 'Would you like to come too?' 'Yes please.' The use of language is developed well. Children understand that print carries meaning and that English is read from left to right. They recognise words in familiar stories such as 'What ever next'. The higher attaining children can re-tell and sequence the story effectively. By the time they leave the reception class, most children are within the early stages of reading and some can read books confidently. They handle books appropriately, identifying the title page, the author and illustrator. In their writing children develop their fine motor skills and write purposefully, using the many areas provided for them, for example, in the Travel Agents. Most children can write their names and some can write simple sentences. For example, a group of children were making their own books about Baby Bear's journey to the moon. They wrote simple sentences, for example Title: 'A journey.' 'I wish I could go to the moon. On the moon he met a owl and they saw a chimney' 'Baby bear had a picnic on the moon.' Supplies of paper, pencils, pens and crayons are readily available in all areas of the classroom and children use them well.

65. The quality of teaching is very good. This helps the children achieve well in communication, language and literacy, reading, writing and handwriting skills. Elements of the Literacy Framework are well used. Children get off to an early, but appropriate, start and make very good gains in their learning. A commercial scheme is well used to introduce children to reading activities. A good understanding is developed through the use of well-known stories, such as 'Goldilocks and the Three Bears'. Very good opportunities are given for early writing skills. For example in the Travel Agents, children wrote out a cheque, for their holiday.

#### **Mathematical development.**

66. Most children are on course to achieve the expected standard by the time they leave the reception class. In relation to their initial assessment, they are likely to have made good gains in their learning because of the good teaching and interesting numeracy learning experiences provided. Children develop mathematical skills through effective use of practical activities, number rhymes, games and songs. Children use number games, such as 'Count the Cowboys', to gain an understanding of the properties of number. Children confidently count to ten. They acquire a sense of the size of a number and its position in a sequence of numbers through effective use of a number line. All children enthusiastically join in all activities and show confidence in their learning. They investigate the properties and vocabulary of numbers and mentally give numbers before and after any number to nine. They work independently in the 'Travel Agents' and write cheques to pay for their holiday. They sort sea animals into groups and count them and practice writing their numbers in the sand. Higher attaining children investigate early addition as they build blocks of cubes into towers. Capacity is explored as they play in water and sand.
67. The quality of teaching is good. This helps children achieve well in counting and calculating, shape, space and measure. Systematic provision allows children to progress in their knowledge, skills and understanding of mathematics. The curriculum is developed through the use of topics, stories, games and imaginative play. Elements of the National Strategy are used to very good effect. For example, in the mental and oral part of one session, the good pace successfully underpinned children's learning. Adults provision is professional and supportive for all children and praise is frequently used to raise self-esteem and encourage learning.

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

68. Children are on course to achieve the level expected by the time they leave the reception class. They make good gains in their learning. Children learn about maps and how to create a picture map of the seaside. They worked well together and developed their sense of position and used vocabulary well as they made their picture. They investigated water as a solid using ice balloons, they watched as the ice melted and predicted which would melt the quickest. When investigating floating and sinking, children made a plasticine boat and a foil boat. They discussed which one would float, and which would sink. Children ask probing questions, work collaboratively and investigate well. Good levels of confidence are evident as pupils develop their skills, knowledge and understanding of ICT. They learn the correct terminology for parts of the computer and

manipulate the mouse effectively, following on-screen prompts. They use The Jolly Post Office, Jack and the Beanstalk and Europe. Children enthusiastically used the mouse to place Jack in different Countries.

69. Teaching in this area is very good and has a positive impact on standards in exploration and investigation skills. Planning clearly reflects appropriate objectives, based on interesting and purposeful activities. Adults ensure that children remain interested by maintaining a very good pace to the lesson. Resources are good.

#### **Physical development.**

70. Children are on course to achieve the standards expected of them by the time they leave the reception class. They are acquiring good skills in movement and are developing a sense of space and body awareness. Children find a space of their own and perform a variety of body shapes as they move with confidence, imagination and safety, travelling around, over and through balancing equipment. Children use tools safely and with increasing dexterity. They take care when using construction kits and manipulate dough into recognisable structures. Planning shows that there are many opportunities for children to experience work in physical education games and creative activities. However, there is no dedicated outside area for the foundation stage. Although the hall space is imaginatively used and there is no detrimental effect on children's learning, this facility would provide another dimension for children's developing physical and play skills.
71. Teaching is good. Planning covers all elements of the recommended curriculum and provides opportunities for children to experience a feeling of being healthy, active and a positive sense of well being.

#### **Creative development**

72. Creative skills develop well and children make very good progress. They are on course to meet the expected standard by the time they leave the reception class. Children are encouraged to express their feelings through exploring media and materials, dance, story making and imaginative play. They have many opportunities to explore colour through painting and crayoning. They recognise familiar rhymes and jingles. Children perform with enjoyment and enthusiasm, for example when they explored movements linked to a seaside theme. They moved enthusiastically and energetically as they listened to Cliff Richard sing 'We're all Going on a Summer Holiday' using mime very effectively. Children develop an early interest in music. They use the 'Travel Agents' to experience imaginative play and develop social and negotiating skills. Children have many opportunities to observe and comment on each other's work for example by discussing the parts of the mime they liked the most.
73. The quality of teaching is good; the teacher plans very well for creative development and provides appropriate opportunities for children to explore art. The classroom provides a stimulating environment to trigger imagination

#### **ENGLISH**

74. Inspection evidence shows that standards overall are a close to the national expectation and that pupils' achievements are sound. In the 2001 National Curriculum tests for Year 2, pupils average points score was average and the pupils' results were in line with similar schools. Taking the average of the results from years 1999 to 2001, the trend in both boys and girls performance is above the national average. The previous inspection judged Year 2 pupils' standards to be average. Whilst direct comparisons are not possible, because of the small numbers in year groups, overall test results show that standards have been maintained with recent signs of further improvement in overall standards.
75. By Year 6, inspection evidence shows that standards are in line with national expectations and that pupils are achieving satisfactorily. Results in the national Tests on 2001 show that standards were below average and that the proportion achieving higher levels was also low. The reason why

the performance of the pupils in 2001 was below the standards of work produced by the present Year 6 is that the group that sat the 2001 tests had an unusually high number of pupils with SEN, so their overall performance was lower. Over the last three years, however, the trend in performance is above the national average for both boys and girls. However, the performance of higher attaining pupils is still not sufficiently high, and the school is successfully tackling this through improved monitoring and target setting.

76. The standards of work seen during the inspection for pupils at the end of Year 2 are in line with national expectations. By the age of seven, pupils' standards in reading are similar to the national average and they make steady progress. Pupils read with understanding and can predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Younger pupils read simple books with accuracy and understanding. Higher attaining pupils in Year 2 use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. All pupils know the difference between 'fiction' and 'non fiction' and lower attaining pupils read with suitable expression. Teachers ensure that the pupils receive appropriate and regular support at school, both as individuals and in groups. Most parents give support and encourage to pupils at home by listening to them read the books that they take home. Guided reading that is completed during the literacy hour is making a good contribution to the pupils' progress.
77. Pupils achieve satisfactorily between Years 3 to 6 and by the end of Year 6 standards match national expectations. Most pupils read a range of texts fluently and accurately and with good understanding. Pupils of all attainments develop satisfactory independent research skills, although there are not enough planned opportunities to do this in other subjects. The library does not have sufficient books that are accessible and of good quality to help support these skills and pupils do not yet have sufficient opportunity to use CD ROMS and the Internet to develop their understanding of topics in other subject areas. On the few times they have been able to do this it enriches the quality of their work considerably. Nevertheless, pupils know how to find information in reference books, using an index or contents. Recent improvements in standards of reading are due largely to good teaching during literacy lessons, in the guided reading session and in the support that parents give at home. Also more systematic teaching of phonics is beginning to pay off. This is increasing the range of the pupils' reading as well as the depth of their understanding.
78. Pupils with SEN, and those who have English as an additional language, make good progress. This is because the school promotes an inclusive policy that recognises the distinct needs of individual pupils. All pupils benefit from individual targets that are reviewed regularly. These are shared with pupils so that they know what they must do to improve.
79. In writing, standards are in line with national expectations by the end of Year 2. Pupils make steady progress throughout Years 1 and 2. By the age of seven, most pupils spell common words accurately and make good attempts to spell more complex words phonetically. Good teaching of phonics is making a good contribution to the pupils' performance in this area. Most can write stories made up of sequences of simple sentences. Descriptive words are used well when pupils write their own stories, although the volume of the pupils' work is sometimes low and this prevents some from practising their writing skills. Higher attaining pupils use question marks and full stops accurately. However, most average and lower attainers do not always use punctuation accurately. The pupils have target cards to remind them of these sorts of skills on their desk, but they have not yet learned to use them on an everyday basis to improve their writing. Through well-planned work in the literacy hour they now write for a variety of purposes, this includes writing some verse. Their handwriting is usually well formed and easy to read. Presentation is satisfactory.
80. By the end of Year 6 attainment in writing is also in line with national expectations. Many in the present Year 6 can write structured pieces of writing. They are beginning to understand how to structure a story and make a good beginning that grabs the reader's attention and then builds up interest. Many pupils use paragraphs, correct punctuation, sound grammatical structures and good quality vocabulary to enrich their writing. Many pupils do not yet use complex sentences and, whilst their choice of vocabulary is improving, it is not rich enough to reach higher levels of performance. They do not yet have sufficient planned opportunities to use these skills in other



subjects. For example there were very few examples of pupils using these growing skills in explanations and conclusions in science. Handwriting standards and spelling are generally satisfactory. The programmes that the pupils follow in these aspects are making a good contribution to their attainment and their achievements in this area.

81. Standards in speaking and listening are in line with national expectations at the end of Years 2 and 6. The school places considerable emphasis on developing speaking and listening skills and as a result most pupils make good progress. Many pupils are confident and articulate speakers. Teachers have high expectations of the accuracy of pupils' replies. Questioning in lessons encourages extended responses rather than single word replies. Also, teachers' explanations are succinct and to the point.
82. The pupils' attitudes and behaviour in English are good because teachers manage pupils well in all classes. As a result, pupils have very positive attitudes to their work. They work hard in lessons, get on with each other well and enjoy the work that they are set. They are interested in their work. They collaborate well with each other when required and this helps them to reflect on what they have done. Because teachers emphasize speaking and listening skills, pupils listen to their peers and take note of their views and this in turn helps them to think about their work. Their behaviour in English lessons is excellent. This means that they spend all their time working and so they cover more ground. All these factors account for the improving situation in this subject.
83. Teaching is good overall at both key stages. This represents an improvement since the last inspection. All teachers are confidently implementing the National Literacy Strategy. Teaching is structured and well planned to meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the pupils making sure that pupils are clear about what they are expected to learn, this helps them to concentrate on what they have to learn. When teaching is good, expectations are very high and the teacher's enthusiasm, explanations and knowledge of the subject have a very positive effect on pupils' attainment, progress and attitude to the subject. In a Year 6 class, pupils preparing for the national tests, working on refining their reading and co-operative skills were very motivated by the class teacher's clear explanations, perceptive questioning and evident enthusiasm for the topic. This rubbed off onto the pupils who as a result were motivated to do their best. They enjoyed the lesson. In developing writing skills in Year 1, the teacher, skilfully involved pupils in discussing adjectives and different ways of describing an object. The teachers are good at modelling writing, whether on whiteboards or flip chart. This was very effective in communicating to the pupils "this is what I mean when..." This raised the level of the lesson by involving the pupils directly in the whole lesson. As a result of this, and other strategies, the pupils' standards are rising steadily and they are now achieving what they should be. Other characteristics of high quality teaching are where pupils are reminded of the strategies to improve their work, such as good handwriting and correct punctuation, or how to find out an unknown spelling. Lessons are planned inclusively to include appropriate challenge for all pupils. Those with SEN are well supported by Educational Care Officers. Teaching of handwriting and spelling is good. Spellings are regularly given as homework. Parents support this well and make a good contribution in this area.
84. The co-ordinator provides good leadership and has a thorough understanding of the strengths and weaknesses throughout the school. For instance, through work sampling and lesson observation, she knows where teaching can become more effective and what will be the most efficient strategies to make the targeted improvements. This allows good support to be given to the teachers and makes it clear what must be done to make sure the pupils' performance improves. The co-ordinator also works well with the Local education authority staff that visit the school to evaluate the quality of work and has acted on their advice effectively. Monitoring is good and rigorous and this, coupled with more rigorous analysis of test results, means that strategic planning is based on very reliable data.

## **MATHEMATICS**

85. Inspection evidence shows that standards are in line with national expectations by the time pupils are in Year 2 and that pupils are achieving satisfactorily. Results of the National Curriculum tests

for Year 2 in 2001 showed that the proportion of pupils attaining the expected level for their age was above average and the proportion attaining the higher level was average. Pupils' results were in line with those of similar schools. Given the small number of pupils in each year group it is difficult to give an accurate picture of trends year on year and there are changing numbers of pupils with SEN in each year group. However, taking the three years 1999 to 2001, the trend in both boys' and girls' performance is above average. The previous inspection judged standards to be average by the end of Year 6. Whilst direct comparisons between then and now are not possible because of the small numbers in year groups, overall test results show some improvement in overall standards.

86. By Year 6, inspection evidence shows that standards are in line with national expectations and pupils are achieving satisfactorily. Results of the National Curriculum tests in 2001 showed that standards were below average with the proportion attaining the higher level well below average. There are several reasons why the performance of pupils in the 2001 tests was below the standards of work seen with the current Year 6. The year group who sat the tests in 2001 had twice the number of pupils with SEN as in the rest of the school and so their overall performance dropped. If one looks at the trend over the previous three years, then the overall performance of both boys and girls exceeds the national average. Nevertheless, the school accepts that it has not done enough to improve the performance of higher attaining pupils. It is now monitoring their progress very closely in order to improve the proportion reaching the higher levels of attainment. Evidence shows that last years Year 6 improved at a faster rate when they were in Year 5 and Year 6 than when they were Years 3 and 4. This is because the school had started to introduce closer monitoring of all pupils, although this monitoring was not sufficiently robust for higher attaining pupils until the beginning of the current academic year. In general, the school promotes an inclusive curriculum. SEN pupils, and those who speak English as an additional language progress well as a result of close monitoring and support. Current standards in Year 6 are similar to those at the time of the last inspection.
87. The National Numeracy Strategy has been well implemented and is making a positive contribution to pupils' learning. The mental session at the beginning of lessons is brisk and purposeful, helping pupils to think quickly and apply rapid mental recall. In a Year 6 lesson, for instance, pupils rapidly calculated various sums involving percentages, fractions and decimals. Most pupils knew that 25 per cent was a quarter or 0.25, and higher attainers were able to calculate that 40 per cent was the same as two fifths.
88. There is little difference in standards between the different areas of mathematical understanding. By Year 2, pupils have a secure grasp of numbers. They add up numbers to 100 and have a clear understanding of odd and even numbers. They apply number when telling the time, have a clear understanding of standard measures used to quantify length and weight and correctly name symmetrical shapes. Higher attaining pupils apply their mathematical knowledge to money and use the four rules of number accurately in simple situations. By Year 3, pupils use four-figure numbers and begin to understand simple fractions. By the end of Year 6, pupils successfully convert between fractions and decimals and accurately handle decimals to two places. They calculate the areas of squares and triangles and use and interpret data in different kinds of graphs. A weakness in some classes is that pupils do not apply mathematics successfully to everyday situations. This was not the case in Year 6 where pupils successfully responded to a range of everyday uses of mathematics. One such question was, "If seven children refreshed themselves with 4 litres of lemonade and they had the same amount each, how much lemonade did they have each?" Such questions as these intrigued the pupils and they eagerly calculated the correct answers. The use of ICT to support mathematics is inconsistent from class to class. A good example, again from Year 6, was where pupils used an Excel worksheet to calculate totals. They successfully formatted individual cells in order to show the results to two places of decimals as positive numbers using sterling configuration.
89. Pupils have very positive attitudes to their work and behave very well. This makes a very positive contribution to their learning. They work hard and do their best in most lessons because teachers make sure that lessons are interesting and well matched to individual pupils' needs. In the reception class and Years 1 and 2, the quality of teaching and learning are satisfactory overall

and contain regular good features. In the small number of lessons seen during the inspection, no lessons were graded unsatisfactory. In one effective lesson, in Year 2, the teacher effectively prepared different tasks for the different levels of ability in the class. Higher attaining pupils had to add up and take away larger sums, helped by the teacher, whilst a support assistant helped lower attaining pupils to work successfully with smaller numbers.

90. The quality of teaching and learning is good overall. In Years 3 to 6, the quality of teaching and learning ranges from very good to satisfactory and is good overall. Clear strengths in teaching are teachers' management of pupils' behaviour. Teachers have the knack of keeping pupils well motivated and this helps them to enjoy their learning. They do this by matching tasks to the pupils' different levels of ability and by ensuring that different questions are well pitched to the various levels of ability in the class. In one lesson with pupils in Year 3, the teacher successfully gained the classes close attention through her expressive manner and clear explanations. Another positive aspect to the teaching is the marking of pupils' books, which includes written comments that support pupils' efforts, telling them how to improve. For instance, comments in Year 6 books included "Remember to use the inverse operation to find the missing number", "Which method do you prefer?" and "Please go back and do it again!".
91. Whilst pupils have some opportunities to use their numeracy skills appropriately across the curriculum, there are insufficient planned opportunities. Good opportunities are evident when pupils use their measuring skills in design and technology or when cutting out materials, and they create tables and graphs in science to show the frequency of occurrences. In a good Year 2 art lesson, the teacher suddenly fired the question, "If this artist was born in 1938, how old is he now? Come on, work it out quickly". There was a very rapid response from a good many of the pupils. However, teachers do not plan enough of these kinds of questions and so opportunities to reinforce numeracy skills are lost.
92. The co-ordinator provides sound leadership and has a clear view of the areas for development in the subject. For instance, she knows that higher attaining pupils need to be challenged as well as those who have SEN. As a result of increasingly good tracking and target setting, there is a clear understanding of where individual pupils are at in their understanding. This enables teachers to give extra support where it is needed. The co-ordinator has taken on board all the messages given by advisory staff from the Local Education Authority, who have given good support by monitoring the curriculum and the quality of teaching. There is increasingly good analysis of test results, which helps the school to give support where it is most needed. The accommodation in Years 3 to 6 is cramped and this restricts learning particularly in Year 6 where there is insufficient storage space or room for pupils to re-group for different activities.

## SCIENCE

93. The 2001 National Curriculum teacher assessments for Year 2 showed that pupils' performance in science was very high at the expected level and broadly average at the higher level. Inspection findings show that these standards have been maintained at the higher level but that standards at the expected level are in line with that seen nationally. The difference between the year groups results from the lower average attainment on entry of the current Year 2.
94. Results for Year 6 in 2001 National Curriculum tests were well below the national average. The number of pupils reaching the higher level was well below the national average and the results were well below similar schools. However, an average of the results from 1999 to 2001 shows that both boys and girls were above average. The small cohort size means that there is a considerable year on year variation in results with some year groups, including the 2001 year group, containing a higher than average proportion of pupils with SEN. This is the reason that last year's results were below previous years.
95. Inspection evidence shows that Year 6 are attaining in line with national expectations. This is an improvement since the 2001 results, reflecting the higher overall ability range of the current Year 6 pupils and improvements to provision. Pupils' achievements are satisfactory but rapidly improving as a result of better use of investigative tasks in lessons and improved assessment of pupils'

learning so that planning more accurately matches pupils' individual needs. The school uses termly assessment to inform groupings for teaching and learning. This is beginning to have a positive effect on pupil's learning, including those with SEN. Standards in Year 2 have been maintained since the previous inspection, but have dipped in Year 6. This is not due to any fault in teaching and learning, but results from the different prior ability of the two year groups.

96. By the end of Year 2, pupils satisfactorily develop their skills, knowledge and understanding of science and its vocabulary. In Year 1, pupils are beginning to understand that sound can be made in a variety of ways. Using an investigative approach to learning, pupils understood the differences between loud and quiet sounds. In Year 2, pupils successfully used their observational skills as they drew a model of a stoat. They wrote an accurate description of the stoat and suitably measured and labelled it. Other pupils used effective research skills as they wrote information about water creatures. Pupils eagerly read information books and were keen to discuss what they had found, for example, 'Star fish don't have eyes they have holes'. Pupils' writing skills were successfully enhanced through this task. Pupils are encouraged to draw and label. Presentation of work is satisfactory and sometimes good. Some teachers take care to remind pupils of the skills used when recording their findings. As they move through Years 1 and 2, pupils achieve satisfactorily. Education Care Officers provide effective support to pupils with SEN, and this ensures that they fully access the science curriculum, making good progress. Improving support for higher attaining pupils is beginning to have a positive impact on their learning.
97. By the end of Year 6, pupils are achieving satisfactorily. They know that air resistance slows moving objects and that when an object falls, air resistance acts in the opposite direction to the weight. Pupils successfully planned and conducted an investigation to show how the mass of a spinner affects how quickly it falls to the ground. A very good discussion followed, as pupils used templates to test for the speed of descent. This further developed their understanding. Year 5 investigate the factors that vary the pitch or loudness of a sound. Pupils used a range of simple musical instruments in their investigation. They gave accurate simple explanations and made informed predictions. In years 4 pupils successfully conducted experiments to show that some materials are better conductors of electricity than others, and Year 3 pupils understood forces better through their experiments with elastic bands. There is evidence of coverage of all the attainment targets, pupils begin to develop a scientific vocabulary and many are able to use this in relevant contexts. As in Year 2, the progress of pupils with SEN is well supported by the support of Education Care Officers. Cross-curricular skills of literacy and numeracy are developed effectively in some classes through opportunities to collect and present data, recording the results in writing, numerically and in discussion. Whilst there is some use of ICT, this is not sufficiently well planned for and so these skills are not always successfully reinforced.
98. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. The better lessons featured a good pace, clear planning and a sound understanding of the subject. Where this is the case, pupils work busily and learn in a well-organised way. Where teaching was less good, but still satisfactory, the pace of lessons slowed, expectations were low and management and organisation did not support continuous learning experiences for all pupils. Under these circumstances, the pace of pupils' learning slowed and the progress of higher attaining pupils was adversely affected. In Year 3 to 6, the quality of teaching and learning was never less than good, and examples of excellent and very good teaching were seen. In one very good lesson in Year 6 on forces, the teacher planned an intriguing experiment, had all necessary resources ready to hand and used science vocabulary in an enthusiastic way. The pupils responded enthusiastically, in like manner, and they learnt a lot. In other successful lessons, activities are relevant and well linked to the learning objectives. Teachers have very high expectations of pupils' behaviour and performance. As a result, pupils' very good attitudes to learning have a positive impact on their rates of achievement. There are clear signs that the quality of teaching has improved as a result of improved use of assessment.
99. The long term and medium term plans are linked to national guidelines, and at present the school follow these exclusively. Assessment is closely linked to the completion of units of work. The subject is well managed, and the co-ordinator is effective and efficient. However, she does not

monitor the quality of teaching and learning, although the school plans for this to take place in the near future.

## **ART AND DESIGN**

100. Judgements are based on a very small number of observed lessons, scrutiny of planning and displays and discussions with the art co-ordinator. This indicates that pupils in Year 2 attain above national expectations and have achieved well, and pupils in Year 6 attain in line with national expectations and have achieved satisfactorily. The school has maintained the standards identified in the previous inspection report. Pupils' achievements are inconsistent across the school because the level of challenge and quality of teaching differs according to the individual teacher taking the lesson.
101. Pupils in Year 2 show good attention to detail in pencil drawings of landscapes. They practised different ways of using pencils before commencing the drawings and this attention to technique paid dividends as the final efforts were done carefully and thoughtfully. Also in Year 2, pupils have produced carefully crafted relief pictures using a wide range of different materials that they were studying in science, such as paper, wood, wool, metal and plastic. Other good examples of cross-curricular links to other subjects include imaginatively decorated "Joseph Coats" in design and technology. Pupils in Year 2 make good links to the work of artists. Drawings of plants in the style of the American artist Karl Urban successfully caught his concern for the natural environment and in the process gave pupils good opportunities to practice tonal variation in order to create depth in pictures. By Year 6, pupils have successfully caught a series of movements in their drawings in the style of Futurist paintings. This work showed them that paintings and drawings are not limited to one point in time and can have a quality that is not present in photographs. Other good work includes relief fabric designs based on a well-known myth or legend. Well-presented workbooks accompanied this with evidence of careful planning and research. However, scrutiny of sketchbooks in Years 3 to 6 shows that some pupils' work is too rushed and, as a result, does not meet the required standards. Overall, there are insufficient opportunities for pupils to make large scale or three-dimensional pieces. Whilst this partly results from the lack of space in Years 3 to 6, it also results from the lack of ambitious expectations of some teachers. There is little use of computers for art, other than to do simple drawings or to download clip art.
102. Insufficient teaching was seen to make a secure judgement about its quality. Nevertheless a scrutiny of artwork across the school shows that whilst the overall quality of teaching is satisfactory there is too much variation in teaching from class to class. Where teachers are imaginative and enterprising, as in Year 2, the resulting artwork is striking and takes pupils above the expected standards for their age. In other classes, the artwork is a little predictable with a lack of visual excitement. Whilst all teachers successfully encourage pupils to develop a strong technique, the way that this is done sometimes puts pupils off. In one lesson, for instance, pupils spent the whole lessons painting blocks of colour using various mixes of a single colour with white. This, added to the fact that there were 39 pupils in the lesson and there was no space for pupils to sit, removed any expressive qualities from their work with many working awkwardly at the wrong height for comfort.
103. The co-ordination of the subject is satisfactory overall. The co-ordinator of the subject is keen to see art developing as a subject and responds actively to requests for help from colleagues. The co-ordinator has taken lessons in classes other than her own in order to disseminate good practice. However, she accepts that there is little monitoring of standards across classes, or time to give formal support to colleagues in their endeavours. As a result, too much is left to individual teachers and there is not a strategic attempt to develop skills sequentially from lesson to lesson or from year to year. There are too few resources for art and insufficient attempt to take pupils to galleries or other places of artistic interest. At the time of the last inspection, teachers did not assess pupils' work in any organised way. This is still the case.

## **DESIGN AND TECHNOLOGY**

104. Only two lessons were seen during the inspection and it was not possible to make a secure judgement about the quality of teaching. However from the inspection of pupils' work, including displays and discussions with pupils, it is clear that the attainments of pupils at the end of Years 2 and 6 are in line with national expectations and pupils achieve satisfactorily. This is an improvement since the previous inspection when standards by Year 6 were below expectation. Aspects that are better include improvements to the depth and range of work and improvements to the range and storage of resources. However, written work in design and technology is still weak and assessments are too irregular to identify what needs to be done to make sure that the pupils build their skills term by term. In some cases, this means that the pupils' attainment remains unknown, making it harder for some teachers to provide sufficient challenge.
105. By the end of Year 2, pupils are able to make realistic plans for the items that they will work on. They produce sound designs that meet the feasible and detailed design briefs. They think about the order in which they need to do things and take care to make finished products that are attractive and appropriate for the job. They carry out simple evaluations at the end of the process and can say what they would improve if they did a similar task in future.
106. By the end of Year 6 pupils' design skills, knowledge and understanding are becoming more sophisticated. The pupils have a secure understanding of the design process. For example, they can produce detailed plans for making an object that has a well thought through sequence of actions to make it. To help them decide how best to make their product they use information from different sources and through testing, discussion and experimentation find out the best way to proceed. For example, Year 6 making musical instruments made drawings of their proposals, often showing precise measurements that supported work in mathematics, making good use of these to guide the construction of the artefact. From discussion with the pupils it is clear that they modified their plans as they proceeded. They are skilled at disassembling item to find out how they are made and then incorporating what they have found out into their work. This worked very well in a Year 6 project where the pupils made slippers. Whilst the pupils' evaluation skills are good their written work does not yet come up to a similar standard. During the inspection, discussions with the pupils and lesson observation demonstrated good attitudes to the subject; they enjoy the work, work together well and use their initiative willingly.
107. The leadership and management of the subject are barely satisfactory and more needs to be done to actively promote the subject. There is now a good scheme of work based on nationally approved guidelines, which provides good breadth and balance. However, although the teachers plan thoroughly, there is no clear strategic plan to develop the subject or increase staff knowledge and expertise. Despite the scheme of work, systematic planning of skills is weak through the school and superficial assessment arrangements mean that pupils' capabilities are not always recorded and passed on to the next teacher to help them plan future work. Resources are barely adequate, although those that are available are used well to support learning; this is an improvement from the previous inspection. ICT is not used effectively to support learning in this subject. Despite these shortcomings the staff have applied the advice they have received and as a result provision for design and technology is now improving within the school.

## **GEOGRAPHY**

108. Since the last inspection standards in the subject have been maintained at the end of Years 2 and 6. No lessons were observed during the inspection. From scrutiny of work across all ages and discussions with pupils and teachers' planning, it is evident that by Year 2 and Year 6, pupils attain the expected standards for their ages and achieve satisfactorily.
109. Evidence of work in Years 3 to 6 shows that the selected topics enable pupils to successfully explore places. They acquire, use and extend their geographical skills and vocabulary, and effectively use their enquiry skills to improve their learning. They have closely studied the quality of the school environment and the effects of pollution. From their studies, pupils successfully contrast their own locality with that of the Horta family in Tocuaro in Mexico.

110. In Years 3 to 6, pupils build on their earliest knowledge and skills through their studies. Pupils in Years 3 and 4 investigate Ancient Egypt and the Pyramids and use their research skills well as they investigate the work of the famous archaeologist Howard Carter. Pupils successfully use enquiry skills as they study India. These skills are developed further as pupils move into Year 5, where they use their mapping skills well to locate and mark key features on a World map. Pupils successfully compare and contrast Chembakoli in India with Shirebrook. They learn about the mountains of the world including those in the Himalayas. Pupils in Year 6 use their enquiry skills well to investigate using a range of resources, including ICT, as they learn about mountains and rivers of the world. Pupils animatedly discussed a local traffic survey they had just completed as part of an on-going topic re-routing a road around the school. This helpfully supported pupils' work in mathematics. Pupils spoke with confidence demonstrating a good knowledge and understanding. Pupils' skills in literacy and information technology are effectively consolidated through the subject.
111. From the evidence available, it can be judged that the quality of teaching is at least satisfactory. Planning shows that correct geographical terminology is well used and that activities well matched to the differing needs of pupils.
112. There have been sound improvements in the management of the subject. The co-ordinator has a very good over-view of the subject and is currently in the process of reviewing the planning and delivery of the subject. She has worked extremely hard.

## **HISTORY**

113. Since the last inspection standards in Years 2 and 6 have been maintained. Judgements are based on the 2 lessons seen, scrutiny of pupils' work and talking to pupils and teachers. By the end of Year 2 and 6, pupils attain standards that are in line with that expected nationally and achieve satisfactorily. Insufficient teaching was seen to form a secure judgement about its overall quality, although the small amount that was seen had many good features.
114. Throughout Years 1 and 2, pupils satisfactorily develop their knowledge as they study historical events and changes and the lives and conditions of people who lived in the past. In Year 1, pupils develop a clear understanding of how the past is different from the present. Observational skills are becoming well developed, as they learn about holidays in the recent and more distant past. Pupils enthusiastically study old and new artefacts, for example a Victorian bathing suit and camera, they use talk to good effect as they compare and contrast the different features. In Year 2 pupils extend and develop their knowledge as they become acquainted with notable figures from British history including Florence Nightingale, and are aware of the impact they made.
115. In Years 3 to 6, pupils suitably broaden the scope of their work. In Year 3 and 4 pupils investigate Settlers and Invaders; they successfully discuss Viking ships and engage in historical enquiry to learn more about them. Pupils further broaden their historical knowledge and understanding as they study World War 2. They write imaginary purposeful letters home to their mothers, describing life as an evacuee. In Year 5 pupils have a good understanding of chronology through the effective use of a time line showing major events and changes through history. By the time they are in Year 6 pupils have a very thorough understanding of past. They investigate inventions since 1930 and use a time line on which to record dates. Work is successfully recorded in different ways, using charts and tables and different writing genres. ICT is effectively used by teachers and pupils, including successful use of the Internet as a research tool. Pupils have a very keen interest in the subject and maintain a high level of motivation throughout the lessons. Pupils in Years 3 to 6 achieve satisfactorily in the subject, especially in developing skills of historical enquiry.
116. Taking into account the full range of evidence, the quality of teaching is satisfactory overall in both key stages. Some examples of good and very good teaching were seen. These teachers have a good knowledge and understanding of the subject and have clear objectives for learning. They make profitable use of a range of resources to help stimulate enquiry and extend thinking. The co-

ordinator provides good leadership and management for the subject and is developing the subject skilfully.

## **INFORMATION TECHNOLOGY**

117. Standards in information and communication technology (ICT) are below the national expectation for pupils at the end of Years 2 and 6. The pupils are not making enough progress as they move through the school and their achievements in this subject are unsatisfactory. This is a similar picture to the time of the last inspection when lack of suitable resources adversely affected learning. This is set to change following a successful application for grant support. In some aspects of the subject, the pupils' performance is close to the national expectation, for example in communicating information or where a class has used spreadsheets as part of their mathematics work. Whilst many pupils can use simple word processing, they do not all use this as an effective tool for writing by, for instance, drafting and redrafting their work. The lack of sufficient hardware, despite the recent introduction of new equipment, means that the pupils do not have enough hands-on time to consolidate what they have learned or to practice it and apply it to new situations. So whilst there are instances of satisfactory writing using word processing, it is not widespread or undertaken frequently. Some other aspects of ICT, such as using computers to control mechanisms, undertake modelling or to process data provision, is weak and so the pupils are not making steady progress through the school. The school lacks a rigorous or coherent strategy to raise standards in ICT and there are no plans to systematically improve the resources needed to meet the demands of the curriculum.
118. Whilst Year 2 pupils are able to enter work and data using a keyboard and whilst more able pupils know how to save and retrieve it later, pupils' overall weak keyboard skills slows the pace of their work considerably. By year 6 they are beginning to understand how sequences of instructions can be used to control a device such as a car park barrier or traffic lights. Higher attainers understand the importance of thinking the sequence through rigorously and the importance of this in making the device work. Pupils do not know how to make good use of the Internet or e-mail. Their knowledge of the use of ICT for data handling in general is very weak.
119. The pupils' attitudes, however, are good throughout the school and they enjoy their work. They are very interested in the subject and listen attentively when they are being taught. They are willing to persevere in their work and are willing to improve what they have produced. They take great care of the equipment that they use. Often they are not able to gain access to a keyboard themselves. Despite this, they listen well and get the most from the lesson. The pupils are willing to take turns and watch as their peers work. Whilst this arrangement is far from perfect, their good relationships with each other make this arrangement as effective as it can be in the circumstances. Despite the shortage of hardware the position has improved from the previous inspection. Overall, new equipment is having a positive effect on the pupils' attitudes.
120. The quality of teaching is satisfactory overall. The teachers' subject knowledge is now satisfactory and is continuing to improve. The approach taken to training is very effective and helps to build skill levels quickly. The teachers are enthusiastic and make the lessons interesting and chose good tasks to teach skills carefully and effectively. However the effectiveness of the lessons is considerably diminished by the lack of hardware. For example in a Year 2/3 lesson, only 4 pupils were able to use computers to follow up a lesson on databases. The remaining pupils worked from a commercial ICT scheme. This arrangement provides inadequate challenge for many pupils and, because they are not working on computers, it is very unlikely that they will be able to build up their skills sufficiently quickly whilst this arrangement remains. The keyboard skills of most pupils throughout the school are weak, many still relying on one finger to use the keyboard. The school has made attempts to address this but lack of opportunity to practice diminishes the impact of this.
121. Although there are some opportunities to use ICT across the curriculum, it is not systematically used to support learning in other subjects. Very little use is made of the Internet as a research tool and the pupils do not have systematically organised files and folders or use e-mail. Intermittent Instances of Internet use has been valuable. The teachers make the best use they



can of the existing arrangements and resources that they have, although there are still too few computers for most class lessons. The small monitor screens are inadequate for demonstrating skills to whole classes. This arrangement slows the pace of learning in nearly all lessons and does not give pupils sufficient “hands on” time to practice and become proficient.

122. The school has made good use of grant funding to purchase hardware and provide training for teachers and teaching assistants. As a result, the provision has improved since the last inspection and the subject is now taught more regularly in the curriculum. Whilst there is a nationally approved scheme of work, insufficient thought has been given to the systematic development of skills throughout the school. Whilst pupils are often knowledgeable about their immediate work they lack opportunities to practice and consolidate their learning. Weak links to other subjects, lack of sufficient hardware and the low skill level of the pupils, are the main obstacles to progress.
123. Leadership in the subject is overall unsatisfactory, although some good development work has been completed. For example, the co-ordinator has arranged good training for all staff, which is starting to improve their subject knowledge, skills and understanding, allowing them to teach more effectively. Monitoring and assessment arrangements are unsatisfactory and, as result, it is very hard for the school to plan for continued progress of the pupils year on year. The demands of this subject have increased since the last inspection and resources remain inadequate to meet the demands of the curriculum. Whilst there is a good short-term action plan to organise training, rigorous strategic plans for the subject have not been completed.

## **MUSIC**

124. Judgements are based on two lessons, a hymn practice, attendance at assemblies and Mass, and discussions with teachers and pupils. This shows that standards are satisfactory at the end of Years 2 and 6, but that pupils only achieve in a narrow range of skills due to limited resources and a lack of opportunities for extra curricular musical work. Standards have been maintained since the previous inspection.
125. In Years 1 and 2, pupils sing with enthusiasm. They sing with accurate pitch and articulate the words clearly, responding well to the story elements in songs. By Year 2, pupils use percussion instruments well when they perform and compose their own improvisations using simple musical structures such as rhythmic ostinati. In one Year 2 lesson, for instance, pupils understood how to play crotchets and quavers in simple rhythmic patters. To do this they successfully used rhythm names such as “pitter, patter” and “tip-tap” to help them recognise the musical notation patterns. Pupils were able to play these simple rhythm patterns by themselves, but had difficulty layering these sounds into more complex pieces.
126. In Years 3 to 6, pupils satisfactorily integrate performing and composing when they create their own compositions. In a well-organised Year 3 and 4 lesson, pupils successfully made up their own group song by setting new words to a well-known tune. They then performed these songs confidently to the rest of the class. Similar practical music making is done in other classes. However, the success of music lessons is too dependent on the individual skills of class teachers. Pupils’ progress is held back by the lack of instrumental teachers and extra curricular opportunities. At the moment there is no choir or orchestra in the school, although all pupils sing regularly in assemblies and services. Nevertheless potentially talented musicians do not have the chance to develop their musical skills beyond ordinary class music making and so the school is unable to produce solo players. The fairly narrow repertoire used in assemblies and services does not help pupils to widen their musical horizons.
127. The quality of teaching is satisfactory overall, although is too dependent on the confidence of individual teachers. Teachers make good use of the ideas and supporting materials provided by the music co-ordinator. Teachers manage pupils well, ensuring that they have plenty of time for practical music making. As a result, pupils learn with enthusiasm and interest. However, not all teachers have sufficiently ambitious expectations and are somewhat thwarted by the lack of suitable instruments and teaching space. This is particularly the case in Years 3 to 6 where there

are no electronic keyboards or exciting 'High tech' equipment to bring music making alive. This has a dampening impact on pupils' achievement.

128. Whilst the co-ordinator sets high standards in her own teaching, she has not had sufficient time to help other teachers develop musical confidence. She provides ideas to other teachers on an informal basis, but is fairly new to teaching and is still developing her skills as a classroom teacher. Under these circumstances it would be unreasonable to have expected too much of her. The subject is therefore ripe for development. Music making will not come alive until more instrumental work is established and a tradition of enterprising music making is cultivated covering a range of traditions and styles. The space for music making is cramped and there are too few instruments.

## **PHYSICAL EDUCATION**

129. It was possible to inspect only two lessons in physical education during the inspection. Some timetabled lessons were not taken as the time in the hall was given over to pupils who were taking the national tests on that morning. Consequently, it is only possible to reach secure judgements about swimming, and about games for Year 6, where standards match expectations for the pupils' age. It is not possible to reach an overall judgement on standards across all the areas of the subject or about the quality of teaching.
130. The pupils' attitudes and behaviour are good. Discussions with pupils reveal that they have very positive attitudes to physical education and enjoy lessons. In particular, the competitions they enter are exciting in both football and cross-country and they work hard to prepare for these events. They collaborate very well, for example in a games lesson in which the pupils were playing quick cricket they encouraged each other and made sure that the ball was returned to the bowler as quickly as possible. They listen to what they are asked to do by their teachers and work hard throughout the lessons.
131. There is a well balanced scheme of work that ensures that all the main elements of the curriculum are taught throughout the school, although the pupils do not have enough opportunity for outdoor and adventurous activity such as orienteering or visits to unfamiliar areas. The time allocated to physical education appears to be well above the national average. This is because a significant amount of time is spent in travel either to the swimming baths or to the Leisure Centre. Whilst swimming is a requirement in the programme of study, much of the work that is undertaken at the Leisure Centre could be taught on site and so save valuable time for teaching overall.
132. A good framework is being established that is both practical and manageable, which, if fully implemented, will help teachers to plan their work more effectively and raise expectations. The co-ordinator has successfully established a programme of improvement, although this subject has not been a priority for development. Resources are adequate in the school, although games provision is sometimes limited because displays in the hall restrict its use.