

# INSPECTION REPORT

## **GREENFIELD PRIMARY SCHOOL**

Shelfield

LEA area: Walsall

Unique reference number: 104216

Headteacher: Mr Bernard Moon

Reporting inspector: Mrs Jane Randall  
1471

Dates of inspection: 24 - 27 September 2001

Inspection number: 198890

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Primary

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Coalheath Lane  
Shelfield  
Walsall

Postcode: WS4 1PL

Telephone number: 01922 682234

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Howship

Date of previous inspection: 1 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	Mrs J Randall	Registered Inspector	The Foundation Stage English as an additional language Art and design Physical education	What sort of school is it? The school's results and achievements What should the school do to improve further?
13346	Mr C J Bailey	Lay Inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
4926	Mrs T R Aspin	Team Inspector	Equal opportunities Mathematics Information and communication technology Design and technology Music	How well are pupils taught?
31175	Mr A Allison	Team Inspector	Science Geography History Religious education	How well is the school led and managed?
21666	Mr A Margerison	Team Inspector	Special educational needs English	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves an inner urban area close to the town centre and comprises a mixture of local authority and private housing. It has 301 pupils and 49 part-time nursery children (above average). Approximately 10 per cent of pupils come from ethnic minority backgrounds and 13 pupils speak English as an additional language although only one pupil is in the early stages of acquisition. Fifty-eight pupils (19.2 per cent) are in receipt of free school meals and this is about average but the school is not typical of schools in this band and is more similar in nature to schools in higher bands. Sixty-three pupils are on the register of special educational needs (18 per cent) and three pupils have statements of need, all of which are for behavioural difficulties. A range of attainment is presented on entry to the nursery but many pupils are below average and language development and social skills are particularly weak. The school has changed from a two-form entry to one and a half since the previous inspection with attendant budget difficulties. A serious criminal incident took place on the school car park in the autumn of 2000 and resulted in two teachers being injured, one very seriously. Despite all efforts the school had difficulties in covering the long-term absence and the Year 5/6 class had over 25 supply teachers. The amount of time spent in teaching by the headteacher and the absence of the deputy headteacher meant that some areas of development planned were delayed.

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

This is an improving school. Although rising standards have yet to show in the tests for 11-year-olds they are apparent in the work and results of pupils up to Year 5. The school now has a stable staff and teaching is much improved. The senior management team, with the active support and understanding of the governing body, have the determination and leadership to take the school forward. Changes in staff and training for teachers have meant an increase in the skills and quality. The school analyses its performance well through assessment data and acts securely on the findings and this is beginning to affect attainment. Pupils have good attitudes to school and to their learning. The school gives satisfactory value for money.

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

- Provision and teaching in information and communication technology - pupils are making rapid progress.
- Pupils have good attitudes to school and most behave well. The school has very good strategies to support those who have difficulties.
- The provision for pupils' personal development is good and there is good provision for extra-curricular activities and for ensuring pupils' welfare.
- Provision for pupils with special educational needs is good.
- The leadership of the school ensures clear direction and this is well supported by the governing body. The school monitors and evaluates its performance well and is taking effective action to improve weaknesses.

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

- Attainment in mathematics.
- Attainment in writing.
- Attendance, particularly in relation to unauthorised absence.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school was last inspected in December 1997. Since then the school has made satisfactory improvement. Standards are rising in English and science and are close to national expectations in English and science up to Year 5 and in mathematics up to Year 4 but this improvement has yet to show through in improved test results at the end of Year 6. Standards are more variable in mathematics. Pupils just beginning Year 4 have attainment close to national expectations. There has been a significant improvement in reading as a result of action taken. Standards in information and communication technology are rising rapidly with the introduction of the teaching suite and an increase in teachers' skills. All 'key issues' from the previous report have been tackled although some initiatives were delayed as a result of the accident last year. Changes in staff and staff training have resulted in a considerable improvement in teaching, particularly in Years 3-6. Performance data is well used to target individual pupils and to focus initiatives for development and these are influencing improvement well. The work in design and technology demonstrates the progress in the development of the subject. Behaviour has improved. The issues within the report relating to resources for the nursery and reception classes and the planning of work in the reception classes have yet to be addressed.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E	E	E
mathematics	D	E	E	E
science	E	E	E	E*

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

Care should be used when evaluating the above results as they are now dated and the school does not share the characteristics of the similar schools band in which it has been placed. Although the school was in the bottom five per cent of schools in its similar schools' band in science inspection findings are that attainment is now better but still below average. Pupils' attainment in this subject is hindered by weaker skills in writing. Attainment in English is now below average and in mathematics well below. In the past two years and at present there is a particularly high proportion of pupils with special educational needs in the Year 6. Present standards in Years 1-5 are better and pupils achieve levels close to national expectations in English and science and in Years 3 and 4 in mathematics. Standards at the end of Year 2 are below average in writing and mathematics and broadly in line in reading and science. The weakest aspect of mathematics is in mental skills and in English in pupils' writing. In information and communication technology attainment is above national expectations at the end of Year 2 and, although below national expectations at the age of 11 standards are improving rapidly and pupils achieve well. In all other subjects attainment is in line with national expectations at the ages of seven and 11. No judgement has been made on attainment in music. By the end of the reception year most children are in line with the expectations of the Early Learning Goals although there are weaknesses in social development and in the full range of experiences in physical development and in knowledge and understanding of the world. In mathematical development many children are in line but there are weaknesses in skills in using and developing ideas to solve problems and skills relating to practical work, for example in comparing quantities. Pupils with special educational needs achieve well. Although the trend in improvement over time, based on national test results is below that found nationally there is secure evidence of improving standards that has yet to



show in the test results at the end of Year 6. Last year the school did not meet its targets but these were set externally, not based on the school's extensive knowledge of its pupils and were unrealistic. Pupils are now achieving at least satisfactorily and often well against their previous attainment and this is the result of the improvements in teaching.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to work and to school are good. Most are positive and keen to come to school.
Behaviour, in and out of classrooms	Pupils' behaviour is good overall. The school has a number of pupils with behavioural difficulties and these are being managed well.
Personal development and relationships	Relationships are good and pupils are kind and helpful.
Attendance	Attendance levels are unsatisfactory and this is mainly due to unauthorised absence that is condoned by parents.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	satisfactory	satisfactory	satisfactory

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

The quality of teaching has improved since the previous inspection. Only one lesson seen was unsatisfactory and just over half the lessons seen were good or better. The teaching of literacy and numeracy is satisfactory. The school has successfully implemented the National Literacy and Numeracy Strategies and these are influencing the improved teaching. There are still some weaknesses to be addressed in the teaching of writing, particularly in the rigour required to ensure that better attention is paid to the use of basic skills in all aspects of writing and using the marking policy and pupils' targets to greater effect. There is insufficient flexibility in numeracy in matching work to pupils' needs and in planning for mixed age classes. In both subjects not all teachers have high enough expectations of presentation. The teaching of information and communication technology is good, teachers have good subject knowledge and pupils achieve well. They use their learning well in other subjects. The teaching of history and geography in Years 3-6 is good and outside visits and other secondary sources are well used to enrich the subjects. Teaching in the nursery is good with careful assessment in order to meet individual needs. The teaching and provision for pupils with special educational needs are good and these pupils achieve well as a result. The school generally meets the needs of all pupils satisfactorily and are aware of individual needs or problems. The needs of the pupils with little English are well met in the nursery and the school has procedures for identifying gifted and talented pupils and uses outside assistance to support pupils when the need arises.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a satisfactory range of learning experiences and is suitably enriched by visits and visitors.
Provision for pupils with special educational needs	Provision for special educational needs is good.
Provision for pupils with English as an additional language	Only one pupil is not a fluent English speaker and his needs are well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good overall with particular strengths in moral and social development.
How well the school cares for its pupils	The school cares well for its pupils' welfare, health and safety. It has good procedures for assessing attainment and progress.

The school tries hard to involve parents in the life of the school but does not yet receive the support from parents that it deserves.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher are good. There is a clear vision for the development of the school. The deputy headteacher has only recently returned to work after the accident. Subject co-ordination is satisfactory overall.
How well the governors fulfil their responsibilities	The governing body is fully committed to the school and fulfils its responsibilities well.
The school's evaluation of its performance	Monitoring and evaluation of the school's performance has improved and is good.
The strategic use of resources	The strategic use of resources is good, particularly in the context of the falling roll.

Accommodation is satisfactory although the hall is small. Resources are satisfactory overall but unsatisfactory in the Foundation Stage. There are sufficient suitably experienced staff to teach and support the National Curriculum. The school applies the principles of best value well and financial planning is well matched to identified priorities.

## 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>Children like school and are expected to do their best.</li> <li>They would feel comfortable about approaching the school with a problem.</li> <li>The quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>The behaviour in the school.</li> <li>The amount of homework set.</li> <li>The information about how children are getting on.</li> <li>How closely the school works with parents.</li> </ul>

The inspection team broadly agrees with parents' positive views. The behaviour in the school is good. There is a suitable amount of homework set and the information for parents is good. The school tries hard to work closely with parents but does not always get the co-operation that it deserves.

## **PART B: COMMENTARY**

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

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

1. In the national tests for seven-year-olds in 2000, standards of attainment were below average in reading and writing. When compared with similar schools standards in reading at seven were average and below in writing. The inspection findings are that attainment at the age of seven has improved and is close to national expectations in reading and writing. In mathematics in 2000 standards were well below those attained nationally at the age of seven and when compared with similar schools. Standards are improving but are still below those expected mainly due to mental skills being poor and an insufficient match of work to pupils' needs. Teacher assessments in science at the end of Year 2 in 2000 show that over 90 per cent of pupils achieved the nationally expected Level 2. The inspection findings are that attainment is in line with national expectations.
2. The results of the national tests in English for 11-year-olds in 2000 were well below average and also when compared with similar schools well below average. However a significant number of pupils taking the tests had special educational needs. In 2001 tests cannot yet be compared with national results but the results of this group were affected by the effects of long-term absence and the difficulties of teacher recruitment and by having a third of the class on the register for special educational needs. They also had less benefit from the now improved teaching. Inspection findings are that pupils make sound progress as they move through the school. The achievement of pupils in Years 3-5 is improving and pupils are attaining standards close to national expectations in these year groups. Inspection findings are that standards in listening are broadly in line with age expectations but in speaking they are not as well developed and pupils are not able to express their opinions and ideas clearly. In reading, although the proportion of pupils achieving standards below national expectations is higher than in most schools, they are achieving levels appropriate to their ability and this reflects the high proportion of pupils with special educational needs. Pupils with average and higher attainment read fluently. In writing standards are improving so that pupils in Years 3 and 4 are achieving close to national expectations. Writing is still below expectations in other year groups. Spelling is generally secure but careless errors, particularly in punctuation are affecting attainment and pupils are given insufficient opportunities to write for themselves. In mathematics in 2000 standards were well below those found nationally and in comparison with similar schools. Good progress has been made and inspection evidence shows that pupils in Year 5 are achieving well. In the current Year 4 standards are close to those found nationally, reflecting good achievement in Year 3. The current Year 6 contains an unusually high proportion of pupils with special educational needs and attainment in this group at the time of the inspection is well below expectations. Some of this group were also affected by the teacher absence of last year. Mental skills are the weakest aspect of mathematics in Years 3-6. Science results in 2000 were very low compared with the national average and in the lowest five per cent in the country when compared with similar schools. Inspection findings are that attainment in science is only marginally below average and this is mainly due to pupils' difficulties in writing skills. There is also a high proportion of pupils with special educational needs. In Years 3 and 4 standards are broadly in line. Overall pupils have made satisfactory progress and some lost ground, due to unsatisfactory teaching in earlier years, has been made up.

3. Pupils use skills of literacy and numeracy satisfactorily in other subjects although weaker writing skills inhibit written work. Pupils use reading skills well to find information, particularly on the Internet. Numeracy skills are used well in science and geography.
4. Standards in information and communication technology are above those expected at the age of seven although there are some gaps in knowledge and understanding of areas not yet addressed. Mouse control is very well developed and pupils use a simple word processor, create pictures and understand the procedures of logging on and closing down. At age 11 standards are below those expected although pupils are rapidly gaining in confidence and the skills required for their age since the introduction of the new computer suite. They use the Internet well to find information but have had little experience with graphics packages. They use a digital camera when appropriate to record their own attainment, for example in dance.
5. Standards in art and design and in design and technology are in line with national expectations at the end of Years 2 and 6. Good use is made of outside visits to enrich the opportunities for sketching and observational drawing. In Years 1-2 pupils learn a range of skills and evaluate what is successful, for example when joining materials. By the age of 11 they have a good understanding of the design process and sometimes base their work on the study of real objects such as the rides in a fairground. They add power units and use the computer for control.
6. Standards in geography and history are in line with national expectations at the end of Years 2 and 6. In Years 1-2 pupils gain an understanding of place and learn to use maps and symbols. They have a satisfactory understanding of past and how it differs from now. By the end of Year 6 they compare and contrast localities at home and overseas. They have extended their historical knowledge and understanding through studies of different societies and times. Both subjects are characterised by the good promotion of skills through the good use of objects of interest, outside visits and of secondary sources such as books, maps and photographs. Information and communication technology is used well for research.
7. No judgements have been made on standards in music as only one lesson was seen. Many pupils learn to play the recorder and other instruments and the large choir gives many pupils the opportunity to sing together. Standards in physical education are in line with national expectations at both age seven and age 11. Most pupils can swim 25 metres by the time they leave the school. When expectations are high pupils achieve very well and this was demonstrated in a lesson where pupils showed a very good standard in expressing moods and feelings by movement and expression. All pupils take part in outdoor and adventurous activities, the younger ones in the adventure playground and Years 5 and 6 when taking part in residential visits.
8. Standards in religious education are in line with the locally Agreed Syllabus at the end of Years 2 and 6. They have a satisfactory knowledge and understanding of both the Christian faith and a number of other world faiths. Understanding is extended by visits to various places of worship.
9. Children enter the nursery with a wide range of prior attainment. However the general level of attainment is below average and often well below average in language and communication skills and in personal and social development. The well planned curriculum in the nursery means that children make good gains in knowledge, skills and understanding in all the expected Early Learning Goals (the areas and expectations agreed nationally for children in nursery and reception classes). In the reception class achievement is satisfactory. It is good in the acquisition of the basic skills of literacy and numeracy but the insufficient emphasis and value placed on child-initiated learning and experiment means that some valuable opportunities for learning are lost.

10. All pupils with special educational needs achieve well. This is because the school has good procedures for identification and the comprehensive records and the sound individual education plans written by the co-ordinator help teachers to focus well on needs. The school had only one pupil who speaks English as an additional language at the time of the inspection. The needs of this pupil are well met at this stage in the nursery by a careful concern for care and interaction. There are no significant differences between the attainments of boys and girls.
11. Although the trend of improvement in the school's test results at the age of 11 is below that nationally up to 2000, progress and attainment is improving overall. This has yet to show in the national test results at the end of Year 6 but standards up to this year group are near to national expectations in English but are better in reading than in writing. Standards in Years 3 and 4 are close to national expectations. The school has strengthened the level at which pupils gain the expected Level 2 at the age of seven. In science pupils have a greater knowledge and understanding than shown in the test as performance has been hindered by weaker writing skills. The number of pupils with special educational needs is not spread evenly across the school and there have been larger numbers in the present Year 6 and in the past two years. A number of these pupils join the school later than the normal admission time. Pupils are achieving well in information and communication technology and the school is making rapid progress in raising attainment in this subject. The school has analysed its weaknesses well and keeps very good information on pupils' progress. It has good plans in place to tackle the areas identified for improvement. Leadership and management is good and the school now has a stable staff. It has a good capacity to improve further.

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

12. Pupils' attitudes to their work and the school are good overall. Many pupils show positive attitudes to learning and are keen to come to school. They take pride in the school and are enthusiastic about their own achievements and interests. The majority of pupils are friendly and courteous to each other, staff and visitors.
13. In lessons pupils are attentive and the majority undertake all the tasks required of them. Most pupils are able to sustain their concentration so that tasks can be completed and are keen to participate in lessons by answering questions. In some classes the difficult behaviour of a small number of pupils adversely affects the learning of the rest especially on occasions when teachers lack expertise in dealing with pupils exhibiting challenging behaviour. These incidents arise where teachers are inexperienced or fail to implement the school's behaviour policy. The school's behaviour policy is well structured and provides for suitable sanctions and rewards. Most staff implement it successfully and consistently and because of this pupils understand the difference between right and wrong. Overall the school is an orderly environment and conducive to learning.

14. Pupils' behaviour overall is good and this represents an improvement since the previous inspection. When pupils make visits outside school their behaviour is very good. Relationships between pupils and staff and pupils with each other are good and the school has in place effective arrangements to minimise bullying and harassment. For example, pupils can write their concerns and place them in a 'bully box' and the headteacher provides appropriate support. Older pupils often help younger ones so that a pupil in Year 6 cut up lunch for a much younger pupil without being asked. There are no issues arising from race or gender.
15. All staff offer good role models for pupils and the majority of pupils respect them. They encourage pupils to consider the consequences of their actions on themselves and others. Pupils regularly get out and put away equipment. Pupils in Year 6 take on responsible roles such as helping dinner ladies at lunchtimes and ringing the bell and younger pupils are appointed as class monitors. In addition pupils may serve as members of the School Council. A meeting of the School Council during the inspection showed that pupils in Years 3-6 are able to represent the concerns of others and discuss constructively issues of common interest. Pupils are given opportunities for collaborative working in subjects such as physical education but too little emphasis is placed on developing pupils' abilities to learn independently.
16. No pupils have been permanently excluded since the previous inspection and three pupils have been excluded in the last year for a total of four days. Appropriate records of exclusions are kept.
17. The school's attendance is significantly worse than the national average and has deteriorated over the last academic year. In particular, the unauthorised absence rate is high compared with the national average. Unauthorised absence occurs in most classes and involves a number of pupils over the academic year. This unauthorised absence is usually condoned by parents and is often for family reasons. Lessons normally start on time but a small minority of pupils is regularly late for school.

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

18. The quality of teaching is satisfactory. During the inspection it was good or better in about half of lessons. It was very good or excellent in about 1 in 8 lessons. Only one lesson seen during the inspection was unsatisfactory. This is a very good improvement since the previous inspection when 16 per cent of lessons were judged unsatisfactory. The proportion of very good or excellent lessons has almost doubled. In the Foundation Stage, which is the nursery and reception classes, teaching is satisfactory. It is good in half of lessons. It is consistently good in the nursery class. For pupils in Years 1-2 teaching is satisfactory. It is good in about 2 out of 5 lessons. The unsatisfactory lesson was in a class for pupils in this age group. In Years 3-6 just over half of lessons were good or better. About 1 in 5 of lessons were very good or excellent. In the previous inspection 1 in 3 lessons were judged unsatisfactory for this age group.
19. Nursery staff have a good understanding of the needs of young children and how they best learn. Activities are very well planned to cover all of the areas of learning that will help them attain the Early Learning Goals (the nationally expected attainments for children of this age). Work is securely based on observations and assessments of individual children. There is a good balance between adult-directed activity to focus on specific skills and child-initiated work that enables the children to explore, experiment and develop imagination. Teaching in the reception classes is good in whole class activities relating to the basic skills of literacy and numeracy. However group activities are not always well matched to individual needs and often tasks provided offer little learning potential. Many opportunities are missed for incidental learning and the consolidation of skills. Structured play activities have no clear learning

outcomes and are unsatisfactory. Lessons are not always well matched to children's stage of development. These weaknesses were identified in the previous report and have not been satisfactorily addressed.

20. The quality of teaching varies considerably across different classes and subjects. The specific qualities that are consistent strengths in the school are the enthusiasm of the teachers and their desire to succeed in providing a good quality education for the pupils. In most lessons, where there are pupils with particular behavioural problems, these are managed well to minimise the effect on the learning of others in the class. On occasions discipline and control is not good enough and pupils do not complete enough work in the time available. Subject knowledge is satisfactory overall. It is good in some areas, for example in the teaching of reading and information and communication technology. The school acknowledges there are weaknesses in subject knowledge in music. In the most effective lessons the teachers have very high expectations of pupils and the skills to keep their attention. Classroom routines are already very securely established even though it is early in the school year. The pace of teaching is brisk, and lessons are well structured. Explanations are clear and pupils know exactly what is expected of them in the time available. There are high demands on pupils to present their written work neatly and to complete their tasks. Relationships are very good and pupils are anxious to please their teachers. All these features were present in a mathematics lesson in Year 3 where pupils were learning to add money. The good use of visual aids, the carefully planned activities matched to pupils' levels of attainment, and access to suitable practical equipment also contributed much to pupils' learning. In a science lesson in Year 5 all these features were present but also a carefully managed simulation of a volcanic eruption captured pupils' attention. In both lessons very good questioning made pupils with all levels of attainment think and helped them to learn.
  
21. There are some weaker features of teaching within satisfactory lessons. In some mathematics lessons, for example, there is too rigid an adherence to the scheme of work without adapting work to match the prior attainment of pupils. This means that those with low attainment make too little progress in some lessons. In other lessons, for example in English, whole class teaching takes too long, leaving too little time for independent work. Occasionally the pace of the lesson is slow or opportunities are not provided for pupils to learn by using practical equipment. In all subjects marking is not used consistently to identify pupils' weaknesses, give them guidance on how to improve or used effectively to plan the next lesson. Teachers regularly praise achievement and most work is marked. Some consistent high quality marking is seen, for example in a Year 5 class, where pupils can see exactly what is wrong in their work and how to put it right. However, too often, in some other classes, comments such as 'you must be neater' are not followed up. Key spellings are not corrected in subjects such as mathematics and science and this limits pupils' ability to write down facts correctly in tests. Classroom assistants make a good contribution to pupils' learning, and frequently use their initiative to support teachers. For example in a lesson in the computer room, the classroom assistant not only helped those with learning difficulties but maintained an overview on all pupils and worked hard alongside the teacher to sort out the inevitable problems when pupils were investigating a program.

22. The teaching of pupils with special educational needs in lessons is good and mirrors how well they learn academic skills. However, the school ethos, characterised by high expectations of behaviour and good relationships between adults and pupils, means that they learn personal skills well too. The two main contributory factors in lessons that help pupils with special educational needs to learn are firstly the planning of literacy lessons and the good support they receive in these lessons. Provision for special educational needs is less effective in mathematics as specific weaknesses in number skills are not clearly identified and tasks not consistently well matched to pupils' individual needs. Group activities are generally well planned so activities are appropriately matched to the needs of pupils. Teachers also have a clear understanding of how support staff for pupils with statements of special educational needs are to be used in group activities so that pupils are fully involved in most lessons.
23. The teaching of literacy is satisfactory. Teachers plan well and their knowledge and understanding in the subject is good. Teaching of pupils in Years 1-2 is good, lessons are well structured and basic skills carefully developed. The teaching of reading is good across the school. Good use is made of classroom assistants to hear pupils read regularly throughout the school and this is improving standards. Pupils are taught how to extract information from books and from the Internet and are being given a firm foundation for future learning. Satisfactory use is made of literacy skills in other subjects.
24. The teaching of numeracy is satisfactory. It is good in about half of lessons for pupils aged 8-11 and excellent for the youngest pupils in Year 3. One lesson seen during the inspection was unsatisfactory, and that was mainly due to lack of classroom control. Mental skills are not developed consistently well throughout the school, which means that standards are too low by the age of seven and 11. However there is some very good practice in some classes. Numeracy skills are used well to support other subjects, in particular in science and geography.
25. Teaching of information and communication technology is good and provision for learning is very good. Teachers generally have good subject knowledge and are well prepared for lessons and so time is not wasted sorting out organisational problems. They know the computer programs they are using well, which means they can help pupils who get into difficulties. Dedicated time using the computer suite is used well, giving every pupil the opportunity to develop their skills and to use them to support literacy, numeracy and other subjects. Teaching is particularly effective for pupils with special educational needs as they attain the same standards as the average pupils in the class.
26. Teaching of physical education is satisfactory throughout the school. The teaching of science and history is good for pupils in Years 3-6. Few lessons were seen in other subjects during the inspection, but all seen were at least satisfactory, with some being good or very good.
27. Provision for homework is satisfactory. National guidelines are followed and homework is given regularly to support English and mathematics. The youngest children are expected to take books home to share or read. Occasional homework is given in other subjects where it is relevant.



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

28. The school provides a satisfactory range of learning experience curriculum that meets the needs of all its pupils. The quality and range of the planned experiences meet statutory requirements to teach all subjects in the National Curriculum and religious education. The younger children in the nursery and reception classes are provided with an appropriate curriculum based on the nationally recommended 'Early Learning Goals'.
29. Since the previous inspection the school has effectively reviewed its policies and schemes of work to take into account the national guidelines published in September 2000, although the school is awaiting the latest revision of the Locally Agreed Syllabus for Religious Education. In addition, an effective scheme of work for personal and social education has been introduced across the school. The National Literacy and Numeracy Strategies have been incorporated appropriately into the planning for English and mathematics lessons.
30. At the time of the previous inspection, the provision for supporting pupils with special educational needs was good. This position has been well maintained by the new special educational needs co-ordinator. Pupils are identified early and there are suitable plans in place for all pupils on the register of special educational needs. These plans are reviewed at least twice a year by the co-ordinator and the class teachers. Support staff's views are generally sought although they are not always invited to make a formal contribution and parents are always involved. Most of the individual plans have a small number of targets, but these are not always sufficiently detailed or precise to offer sufficient help for support staff or class teachers to plan specific activities aimed to teach pupils all of the necessary skills or knowledge. This is particularly the case for pupils with behavioural difficulties on the lower stages of the register and reflects the lack of assessment procedures designed to identify the precise areas of difficulty a pupil is experiencing. For pupils higher up the special educational needs register, mainly those at stages 3 to 5, external specialists from, for example the Learning Support Service and the educational psychologist, are used very well to provide advice and support.
31. A good range of well-attended extra-curricular activities takes place after school. Reflecting the school's strong commitment to making sure all pupils have equal access to all activities and experiences, no pupils are excluded by gender, ethnicity or ability from any clubs or visits. These include football, dance and choir. One of the football clubs provided by an external organisation welcomes pupils from the reception class upwards. As part of these activities, the school takes part in local sporting competitions and music festivals. Additional experiences are provided throughout the year such as visits to local churches, theatres in Birmingham and residential visits for pupils in Years 5 and 6. These are particularly well planned by the school and match with current topics. For example, last year the oldest pupils had a visit to Portsmouth where they visited the 'Mary-Rose' as part of their topic on the Tudors. These additional activities provide pupils with a good variety of interesting and exciting experiences that enrich the curriculum well.
32. The school makes good provision for pupils' personal, social and health education. Weekly lessons take place throughout the school following a published scheme under five main themes that is designed to gradually develop pupils' understanding of issues as they grow older. The weekly themes are also used as the theme for daily collective worship so they effectively support what is taught in lessons. The School Council makes a good contribution to pupils' personal development giving them good opportunities to contribute their ideas to ways in which the school can be improved. The school has suitable policies in place for sex and drugs education, which are taught as part of the science curriculum and through outside agencies.

33. The school has good relationships with its partner institutions such as one of the local higher education providers and the local secondary school to which most of the pupils move when they are aged 11 at the end of their time in the primary phase of education. The secondary school is particularly complimentary about the quality of the information provided about pupils with special educational needs. Good links are maintained with initial teacher-training colleges, the school accepts students with linked colleges and one of the support staff in the nursery has recently begun to train as a teacher.
34. Provision for pupils' spiritual, moral, social and cultural education is now good overall with particular strengths in pupils' moral and social development. Since the previous inspection there has been an improvement in this aspect of the school's work and it has a positive effect on pupils' behaviour and attitudes, helping to create the positive ethos in the school.
35. The school promotes pupils' spiritual growth satisfactorily. Assemblies, which are broadly Christian and comply with requirements, are based around the themes drawn from the personal and social education programme such as 'sharing' and 'being kind to others' and give consistent messages and food for thought. They are special times and occur in a calm atmosphere and provide pupils with opportunities for reflection. For example, in one assembly younger pupils were asked to think about how they had been kind to someone that day. Religious education lessons also contribute to pupils' spiritual development. Pupils learn about different faiths and the significance of beliefs on people's lives. They are also given opportunities to reflect on their own thoughts and feelings.
36. The positive relationships in classes and the enthusiasm with which many of the teachers approach their teaching help create an atmosphere in which pupils are interested in their learning. These two factors effectively help promote pupils' moral development, contributing to the improvements in their behaviour since the previous inspection. There is now a clear code of conduct in place and all staff use the discipline policy consistently to manage pupils' behaviour in lessons. This provides pupils with a secure framework for their behaviour and helps even those who find it difficult to behave responsibly to think of the effect of their actions on themselves and others. The recently introduced personal and health education programme is also beginning to make a positive contribution to pupils' moral development through the opportunities it gives for them to talk about specific moral and social issues.
37. The school makes good provision to develop pupils' social skills. Again, the positive relationships between staff and pupils make a good contribution because staff treat pupils' as individuals and provide good role models. Pupils have many opportunities to work together in lessons. For example, in the information and communication technology suite pupils often share computers, help each other and share ideas. In a Year 4 literacy lesson pupils were expected to organise themselves and get on with reading a short play script on their own, which they did successfully. The school encourages pupils to take responsibility. This starts with the youngest pupils being expected to clear away their work. Older pupils have responsibilities in class and some pupils are elected on to the School Council where they are an important link between the adults and pupils in the school. The School Council is active in seeking to improve the environment of the school and to make it more stimulating and pleasant place to teach and learn.
38. The school makes sound provision for developing pupils' cultural awareness. Visitors are welcomed into the school and pupils visit other places linked to several subjects such as geography and history, as well as visits to the theatre and music festivals. Although the school does not have formal links with places of worship other than the local church, pupils visit other religious centres such as a mosque and a Sikh temple as part of their religious education curriculum in which they study the religions and features of their art and culture. Parts of the

music, art and design and English curriculum, where pupils look at stories and poetry from around the world broadens their cultural awareness.

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

39. Overall the school cares well for its pupils' welfare, health and safety, and provides a secure and safe environment for learning in which pupils feel confident.
40. The school has sound arrangements for child protection and follows the policy laid down by the local Area Child Protection Committee. The headteacher is the designated person. Good links exist with external agencies involved in these issues. Staff are fully aware of the importance of child protection and know the first steps to take if an instance arises although training has not been updated in light of new appointments to the school.
41. Health and safety arrangements are good and no major hazards were noted during the inspection. Risk assessments have been completed. The school ensures that sufficient staff are trained in first aid procedures and the school nurse, who knows the pupils well, attends the school weekly. Accidents to pupils and staff are properly recorded. Fire equipment is in good condition and drills are held each term. The school's toilets are in need of renovation and cubicles cannot be locked from the inside. This affects adversely pupils' entitlement to privacy and dignity. The school is drawing up plans to refurbish pupils' toilets. In addition, pupils have no access themselves to drinking water and must ask staff for a drink if they feel thirsty during the school day.
42. The school's arrangements for monitoring attendance are unsatisfactory. The school is not yet using a computerised system of recording to provide accurate information in a more timely way. The school intended to implement computerised recording of attendance at the start of the current school year but this has not been done because of staff absence. Improving attendance is one of the priorities in the current School Development Plan and this includes improving the monitoring of attendance and target setting. This plan is to be implemented as soon as possible in conjunction with the Education Welfare Officer.
43. The school's behaviour policy sets out a range of sanctions and rewards. Pupils are well aware of school rules and even the youngest pupils understand what sanctions may be applied. Behaviour records are particularly comprehensive and well kept, using not only manual records but also computerised ones. The school's policies for eliminating oppressive behaviour and bullying are very good. Staff are alert to situations where bullying and harassment can arise and, according to pupils and parents, take prompt and effective action to stop it if it occurs. Pupils may use a 'bully box' to record incidents secure in the knowledge that all incidents – however minor – will be investigated. The school is involved with external agencies including police, medical and education psychologist in a pilot project focused on preventing bullying and harassment. Supervision of pupils at breaktimes and lunchtimes is satisfactory. Lunchtimes provide good opportunities for pupils to socialise with each other and attend clubs if they wish.
44. All staff know and understand the needs of pupils well and respond sensitively to them. The personal and social education programme is well structured and provides good opportunities for reflection.
45. The school's procedures for assessing pupils' attainment and progress are very good. Since the previous inspection the school has extended the range of tests it uses to include tests at the end of Years 3, 4 and 5 to supplement the statutory assessments for pupils aged seven and eleven. Each pupil completes reading tests twice a year and in some other subjects such as science,

there are end-of-year tests. The Local Education Authority baseline test is now used when children enter the nursery and at the end of the reception year as well as the beginning. This helps the school check the progress of the youngest pupils very effectively. In the nursery careful day-to-day assessment enables staff to focus well on the small steps of learning that children make and to plan accordingly. A nationally recognised test has been introduced in Year 1 that effectively bridges the gap between the end of the Foundation Stage test and the statutory testing at seven. The school makes a detailed analysis of these tests and uses the Local Authority services well to give further advice. The information is used well to identify areas of concern within English and mathematics.

46. The school does not have formal procedures for monitoring pupils' personal and social development, but all adults know pupils very well. There are consistent expectations of behaviour in classroom and around the school. Assessment procedures for pupils with special educational needs ensure that those with learning difficulties receive appropriate support in lessons although this is not as effective in mathematics. Pupils with statements of special educational needs receive the support to which they are entitled. However, although the approaches taken by adults with pupils with behavioural difficulties are sensitive to the individual pupils, the school does not have systematic procedures to assess pupils whose behaviour is the major cause for concern. Consequently, targets in their individual plans are not always specific or measurable enough to check their progress.
47. The school makes suitable provision for the induction of pupils into the school through the nursery and into other classes. Pupils in Year 5 and Year 6 have opportunities to visit the local secondary school to which the majority transfer on leaving. Pupils and parents appreciate arrangements made for transfer into secondary education.

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

48. Parents have positive views of the school and when they visit, the headteacher and other staff make parents feel welcome. Issues raised by parents on the questionnaires related to the quality of behaviour in the school, the amount of homework set, the information received about how their child is getting on and how closely the school works with parents. The inspection team did not agree that these aspects are unsatisfactory. The behaviour is found to be good, as is the quality of information provided.
49. There are opportunities at the beginning and end of the school day for parents of children with special educational needs and staff to have informal contact with each other. Parents and carers are invited to attend annual reviews and are consulted appropriately about individual education plans. They are also invited to termly consultation evenings where they can meet their child's teacher, although attendance at these events is not high.
50. Parents and carers support some school events well such as at Christmas but generally support for educational events is not forthcoming despite the best efforts of the school to publicise them and encourage parents to attend. Unfortunately, the reluctance of parents to attend events held by the headteacher and staff on educational issues sometimes means that parents remain uninformed about their children's education and this has led to misunderstanding and even friction between individual teachers and parents on occasions.
51. Regular newsletters are sent to parents and they also receive leaflets describing the curriculum at the start of the school year. The fund-raising activities of a small number of parents make an important contribution to school life. A few enthusiastic parents have succeeded in establishing a school bank in conjunction with a well-known retail bank. However, the school has no parents who regularly help in classes although some may visit occasionally to give talks. A homework policy has been introduced and homework is set regularly in mathematics and English and in other subjects on occasions. Home-school contracts have been sent to parents for signature and over 90 per cent have been returned to school.
52. Both the prospectus and the governors' annual report to parents have small omissions required by legislation. Nevertheless both documents present a well-rounded picture of the school's activities. The nursery produces its own prospectus and arranges home visits to children before they start school and these visits are helpful to both staff and parents and enable children to settle quickly. The school produces an annual written report at the end of the school year on each child's attainment. The reports provide considerable detail on what pupils have learned and include pupils' targets for the following year.
53. Overall, the school tries hard to involve parents in the life of the school but it has not yet received the support from parents that its efforts deserve.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The previous report identified leadership and management as strengths of the school. The leadership and management provided by the headteacher continue to be good. The head teacher has a clear vision for the school and his determination to take the school forward, with the support of the deputy headteacher, has a positive influence on staff. The long-term absence of the deputy headteacher following the incident last year meant that a key person in school development was unavailable and some issues of development were delayed. The key issues from the previous inspection are being successfully addressed. The monitoring and evaluation of teaching and learning across the school in English and mathematics, in conjunction with the successful adoption of the National Literacy and Numeracy Strategies, have helped to raise attainment, although the school recognises that progress in this respect is slow. The school also recognises that the monitoring of science and other subjects is still an area for development. The extension of the monitoring programme has been affected by circumstances outside the control of the school. Teaching in Years 3 -6, unsatisfactory at the time of the previous report, is now satisfactory overall, with no unsatisfactory teaching seen in these year groups.
55. The co-ordinator for special educational needs gives good support to staff. She writes individual plans for pupils along with class teachers and gives advice and assistance in their implementation. The co-ordinator also plays an important part in assessing pupils' difficulty when they are first identified as needing additional help. Comprehensive records are kept that are recognised by the local secondary school as being very useful and good use is made of computer technology to maintain the register of special needs. The co-ordinator has a clear understanding of impending introduction of the new Code of Practice in January 2002 and is preparing to review the school's policy to bring procedures and practice into line with the new requirements as soon as possible.
56. The governing body is fully committed to the school and fulfils its statutory responsibilities well. Governors are very knowledgeable about the school. This knowledge ensures that the decision making through the committee structure makes a positive contribution to the school's development. The governing body contributes well to the school development plan and ensures that financial planning facilitates the achievement of the identified priorities. Financial management in the context of falling rolls is good. The budget is well monitored to ensure that money is spent as designated. The adaptations to the building to accommodate the information and communication technology suite and the improved access to the school for the disabled exemplify this. The governing body is also very keen to find ways to increase the interest of parents in the school. Performance management procedures are in place. The head and deputy headteachers and all teaching staff have targets and the procedure is to be extended to non-teaching staff.
57. The school's monitoring and evaluation of its performance has improved since the previous report and is now good. This has been achieved by utilising a range of indicators including the 'Investors in People' initiative, a thorough self-review process and a tracking system of pupils' progress. This system makes very good use of information from baseline assessment, national tests and optional national tests and school devised tests as well as close scrutiny of data on the outcomes of national tests at the end of Years 2 and 6. This analysis leads to setting targets for pupils and providing additional support through, for example, 'booster classes' for older pupils to enable them to raise their level of attainment. The analysis of test data has also enabled the school to identify the particular aspects of English, mathematics and science in which pupils underachieve. As a result there is some modification of medium and long-term subject planning so that teaching addresses these shortcomings. Consequently, standards of attainment are rising, though slowly.

58. Accommodation is satisfactory, although in two classrooms and the hall it is not conducive to promoting teaching and learning well because of the poor acoustics and lack of space. The secure outdoor activity area for the nursery pupils is good and this is shared by groups of pupils from the reception classes on a timetabled basis. All pupils also enjoy the adventure playground. The environment is enhanced by the displays of work in the classrooms and the hall and corridor areas that reinforce learning and value pupils' achievement. The playground and grassed areas allow sufficient space for pupils to play safely during supervised break times. The quality and quantity of learning resources are unsatisfactory in the Foundation Stage and satisfactory overall for Years 1–6. Resources for information and communication technology are good. The school is increasing learning resources as finances permit in line with identified priorities. Teachers and support staff have the necessary experience and expertise to teach the curriculum effectively to the benefit of the pupils. Information and communication technology is used efficiently in the day-to-day administration of the school.
59. The school has several strengths that ensure that the quality of education provided for its pupils, including those with special educational needs, contributes to their progress. This is evident in the improved quality of teaching and learning, the way the school manages its pupils, the relationships between pupils and between pupils and staff within the school and the quality of leadership and management provided by the headteacher with the full support of the governing body. Given the below and often well below average attainment of pupils on entry, the challenge of managing finances in the context of falling rolls, the effectiveness with which staffing, accommodation and learning resources are used and the progress that pupils make, the school is judged to give satisfactory value for money.

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

60. *(1) Raise attainment in mathematics by: -*
- making better use of marking to identify pupils' problems, and using this information in planning future work;
  - having greater flexibility in the use of the National Numeracy Strategy to allow all pupils to participate in lessons at the right level;
  - planning more effectively to cope with the needs of pupils in single and mixed age group classes;
  - improving teachers' expectations of presentation and of the quantity of written or diagrammatic work to be completed in any one lesson.

(paragraphs 77-83)

**(2) *Raise attainment in writing by;***

- providing more opportunities for pupils to be involved in personal writing of different styles;
  - employing more rigour in ensuring that attention is paid to using the skills gained through direct teaching when used both in English and in other subjects;
  - using the school marking policy and the pupils' targets more consistently and rigorously to support this expectation;
  - having higher expectations of presentation and in the quality of pupils' handwriting.
- (paragraphs 68-76)

**(3) *Improve attendance by implementing the schools' new agreed strategy as soon as possible.***

(paragraphs 17, 42)

All these issues are well contained within the school's current development planning.

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

Improving the understanding of the role of child-initiated play in learning in the reception classes and ensuring that the work undertaken in group tasks has clear learning goals.  
(paragraphs 61-67)

Improving the resources for classes within the Foundation Stage.  
(paragraphs 58, 61-67)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	41

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	24	30	1	0	0
Percentage	5	9	38	47	2	0	0

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

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	304
Number of full-time pupils known to be eligible for free school meals	n/a	58

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	62

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	12

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	5.5
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	1.2
National comparative data	0.5

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

### *Attainment at the end of Years 1-2 (Year 2)*

Number of registered pupils in final year of Years 1-2 for the latest reporting year	Year	Boys	Girls	Total
		2000	23	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	12	20
	Girls	25	23	23
	Total	43	35	43
Percentage of pupils at NC level 2 or above	School	90 (84)	73 (84)	90 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	21
	Girls	23	22	23
	Total	40	42	44
Percentage of pupils at NC level 2 or above	School	83 (84)	88 (81)	92 (91)
	National	84 (82)	88 (86)	88 (87)

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

### *Attainment at the end of Years 3-6 (Year 6)*

Number of registered pupils in final year of Years 3-6 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	17	13	17
	Total	30	26	30
Percentage of pupils at NC level 4 or above	School	57 (64)	49 (45)	57 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	13
	Girls	17	12	12
	Total	24	21	25
Percentage of pupils at NC level 4 or above	School	45 (52)	40 (45)	47 (63)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	7
Indian	3
Pakistani	2
Bangladeshi	0
Chinese	0
White	240
Any other minority ethnic group	10

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

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

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

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	24.8
Average class size	28.4

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

Total number of education support staff	10
Total aggregate hours worked per week	180

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	n/a
Total number of education support staff	3
Total aggregate hours worked per week	81
Number of pupils per FTE adult	13.3

*FTE means full-time equivalent.*

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

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2000/2001
	£
Total income	668,054
Total expenditure	639,917
Expenditure per pupil	1,940
Balance brought forward from previous year	52,954
Balance carried forward to next year	81,091

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

**Questionnaire return rate**

Number of questionnaires sent out	326
Number of questionnaires returned	133

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	5	2	0
My child is making good progress in school.	45	45	7	2	1
Behaviour in the school is good.	26	47	16	6	5
My child gets the right amount of work to do at home.	30	41	23	3	3
The teaching is good.	45	43	8	2	3
I am kept well informed about how my child is getting on.	35	41	18	6	1
I would feel comfortable about approaching the school with questions or a problem.	52	37	7	3	2
The school expects my child to work hard and achieve his or her best.	54	38	4	3	2
The school works closely with parents.	23	41	23	11	3
The school is well led and managed.	29	44	15	5	8
The school is helping my child become mature and responsible.	38	48	8	2	3
The school provides an interesting range of activities outside lessons.	26	39	12	7	17

## **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**

61. The nursery is staffed by two nursery nurses and the reception classes each have a teacher and a teaching assistant. The provision for all areas of learning (Early Learning Goals - the national expectations of achievement for this age group) for children in the Foundation Stage is satisfactory overall. In the nursery it is good with a good balance between teacher-directed and child-initiated learning and good adult interaction to move learning forward. Teaching is good in the nursery and satisfactory in the reception classes. In the reception classes there are strengths in the direct teaching of basic skills in whole class groups but shortcomings in the planning for directed tasks. There are many missed opportunities for learning as children have too few opportunities for child initiated activity where they explore, investigate and develop imagination and language skills. Tasks are often unsupported with little adult interaction and no clear learning objectives. There is insufficient co-ordination to ensure that the good practice in the nursery is further developed in the reception classes and that there is a suitable continuity of organisation and practice for children to feel secure and to demonstrate the considerable skills already acquired. Tasks and methods are sometimes unsuited to the age and stage of younger children and insufficient attention is paid to previous learning. These weaknesses were noted in the previous inspection report and have not been addressed. The good observation and record keeping practices in the nursery are beginning to be extended into the reception classes but these have yet to be developed into a useful tool for matching work to individual needs at this stage. Resources are barely adequate to meet the requirements of the national Early Learning Goals for this age group and many resources are old, worn and of poor quality. The nursery staff makes very good use of a limited range of resources.

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

62. In the nursery children develop very well in this aspect and teaching is good. Many children are below average on entry and many are well below. Teaching in the nursery is well focused on social development. Even in the short time of the inspection there were discernible gains in children's skills. Children learn to be independent in managing their dress and in toilet skills. They learn to take turns and to sit sensibly to eat and drink snacks. They are beginning to co-operate with each other in play and this is strongly encouraged by the adult interaction with individual children and groups. Staff are pleasantly firm about teaching children to say 'please' and 'thank you' for example. The children show a good understanding in finding their own resources and friendly encouragement helps them to try a sensible activity and to take a pride in what they have achieved, for example in completing a painting. They learn to care for the class pets and to be curious about their surroundings. In the reception classes there are too few opportunities for children to make choices and to be independent and teaching is satisfactory. Too many tasks are teacher-directed and limited opportunities to explore and investigate. Children are expected to sit and listen for extended lengths of time, although this time is often enhanced by games or songs to reinforce learning and in this aspect teaching is good. Sometimes they concentrate less well on activities than they did in the nursery, as there is insufficient adult interaction to extend and develop skills and many of these tasks lack interest and excitement. Overall children make satisfactory progress in this aspect although it is very good in the nursery. By the end of the reception class some children have attained the Early Learning Goals although many are still below expectations, particularly in their ability to be self-motivated, self-confident and in maintaining concentration and attention. They have too little opportunity to gain independent working skills.

## **Communication, language and literacy**

63. By the end of the reception year most children are broadly in line with the national Early Learning Goals in reading and writing although a significant number of children still have below average vocabulary development and their speaking and listening skills are below average. In this aspect of learning children make good progress and teaching is good in the nursery and in the teaching of the basic skills of literacy in the reception classes but satisfactory overall. In the reception classes there is a heavy emphasis on the completion of work sheets and on copying an adult's writing at the expense of more interesting and wider ranging opportunities. There are many missed opportunities for writing in relation to guided play activity and children are less willing to use their emergent writing skills to be creative and to communicate freely. In the nursery the staff are very aware of all opportunities to interact with children to extend vocabulary and speech patterns and encourage talk of all kinds. They tell and read stories and children begin to join in favourite refrains and some were observed 'reading' the story heard earlier and telling the story in relation to the pictures. From this they had already learned that print has meaning and that books start at the front. Staff emphasise the initial sounds of words well and children learn many early skills well through these experiences. Good staff awareness means that a child with little English is making good progress even in the short time he has been in school. Many opportunities and much encouragement for children to use a variety of pencils, felt tips and crayons results in very good gains in learning to use mark-making skills. Even children who had attended the nursery for only three weeks were attempting to write their name and some remembered the initial sound and made recognisable attempts at this. By the end of the nursery year many children achieve levels in writing above the expectations for their age. More formal class sessions in the reception classes focus closely on the sounds of letters and letter formation although many children learned much of this in the nursery. The close adherence to a structured scheme provides insufficient recognition of previous learning although the actual direct teaching is good. By the end of the reception year many children are reading at a level above average for their age and below average attainers are in line with average expectations. They know a good number of words by sight and are beginning to use the sounds of letters as clues to read new words. They know the title of a book and can discuss the story. Writing is in line with the national Early Learning Goals with higher attainers already using simple punctuation and average attainers writing sentences or phrases to express meaning. Most form letters correctly and of a suitable size. The range of writing tasks attempted is limited by insufficient opportunities for independent, creative and imaginative work.

## **Mathematical development**

64. Teaching in this aspect is satisfactory overall. It is good in the nursery and in the direct teaching of basic number. In the reception classes there are insufficient opportunities to learn from practical experiences and from structured play with water and blocks for example. Many incidental opportunities for developing mathematical concepts are missed as structured play is not well planned and there is insufficient focus on clear learning expectations and outcomes. In the nursery all opportunities are seized to develop mathematical concepts. Vocabulary such as 'more' or 'bigger' features well in adult interactions with children working with sand, water or bricks. Counting is often part of activities in the role play area or at snack time. At this stage children make good progress in all aspects of mathematical development. In the reception class work is too heavily based on a commercial scheme and insufficiently matched to the needs of the children. Pages in the workbooks are completed without sufficient practical experience or underlying understanding although whole class teaching is good. Tasks have insufficient planning and interaction to ensure that good learning takes place and many opportunities are missed. The lack of building blocks inhibits some incidental learning about shape, place and size for example. At the beginning of the reception class most children

match, write and understand numbers up to five and are beginning to count to 10. By the end of the reception year higher attaining children are securely in line with most aspects of the required national Early Learning Goals. Average children are in line with many of them but are less secure in early addition and subtraction and there are weaknesses in children's skills in using and developing ideas to solve practical problems in all attainment groups. Vocabulary relating to size and measure is confused. The understanding of pattern and the use of vocabulary in relation to shape and position are secure in pupils with all levels of attainment. Lower attaining children recognise numbers and count to 10. These children are particularly insecure in those skills relating to practical work and have difficulties in comparing quantities for example.

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

65. Knowledge and understanding of the world is developed well in the nursery and satisfactorily in the reception classes. Teaching is satisfactory overall. In the nursery a wide range of interesting and exciting activities are provided to stimulate children to ask questions and to investigate and explore. During the inspection children were exploring autumn and investigating leaves and other natural objects found outside in the garden area. They gain an understanding of the seasons and follow this in their models and painting. They learn much about hedgehogs from a well-chosen story. Many visits and visitors broaden the experiences of the nursery children and they visit a farm and a sea life centre for example. They learn about people who help them by talking to police and fire personnel, doctor and nurse. Dolls in the role-play area reflect cultural diversity. Many well-planned experiences ensure that children gain some understanding of time and place. Children were observed fitting together a train track and building the train from a construction kit and becoming increasingly skilled as they used this from day to day. In the reception classes this area of learning is satisfactory. During the inspection children learned about parts of the body in a whole class teaching session. On occasions children use a small construction kit to make models, play with cars on a mat portraying a town or dress up. These experiences are not well supported by adults and there is no clear planning to show required expectations of the learning to take place. Most experiences are teacher-initiated and based more on the subjects of the National Curriculum than the spirit of the Early Learning Goals. Planning indicates that all aspects are covered during the school year. In both nursery and reception classes children gain well in skills, knowledge and understanding in using computers and are making very good progress in this aspect. Children in nursery also use old telephones and other equipment to gain a good understanding of the role of technology in daily life. All classes have some experiences in cooking. In all classes learning is restricted by the lack of large construction material to build and to use imaginatively. The construction equipment available is limited in quality and in range. There are no facilities for working with wood or clay. There is a very limited amount of 'small world' play material and some of this is of poor quality. Overall children are well in line with the requirements for their age on leaving the nursery. By the end of the reception class progress is satisfactory but there are too few opportunities for children to experiment, use tools and techniques to build and construct and to design and make and there is an insufficient focus on assessing and developing skills. Children are in line with the requirements of the Early Learning Goals in most aspects but not in building, constructing, selecting tools and equipment and assembling and joining materials as these experiences are not adequately provided.

### **Physical development**

66. Teaching of this aspect in the nursery is good. In the reception classes it is satisfactory. The secure outdoor area for the nursery is well used and children also participate in well-planned activities in the adventure playground. They learn to select activities from a range of bats,

balls and ropes and are supported well by adults to develop co-ordination. They participate in climbing and crawling activities and learn to be adventurous. By the time they reach the reception class they can jump, make different shapes in space and balance appropriately. In the reception classes there are opportunities for children to use the nursery play area but these opportunities are limited to short experiences as part of group activities and do not have clear learning objectives that support ongoing development. The physical activity lesson observed in the hall had a suitable structure with a warm-up and cool-down. Staff put out most of the equipment but children did learn to carry mats. This lesson meant that children spent too much time queuing for a turn on the apparatus and had little room for imaginary work and this limited learning. The format of the lesson did not match the learning needs of these young children and some of the apparatus is unsuitable but was carefully managed to ensure health and safety. In the nursery children manipulate a range of tools and construction activities. Careful adult interaction and good planning ensure that these skills develop well although there is a shortage of large construction apparatus. This lack of large construction items such as large blocks also has a similar effect on progress in the reception classes. Children demonstrate satisfactory skills in using scissors, paint brushes and other similar equipment but these classes do not have facilities for working with clay or to use tools. By the end of the reception year children generally have skills in line with those required by the Early Learning Goals but some skills are limited by the lack of equipment and by the lack of clear planning for child-initiated learning.

### **Creative development**

67. Creative development is good in the nursery and satisfactory in the reception classes. Teaching is satisfactory overall. In the nursery children explore many different forms of mark making and materials to make pictures, collage and models. During the inspection they were making collage from 'scrunched up leaves' and enjoying the feel, sound and colour of these. They mix colours, enjoy different kinds of paint and try out techniques such as printing. With adults they talk about colours, for example those on leaves or a hedgehog, and learn their names. They listen to music and join in songs. Imaginative play is well fostered when children dress up, take part in role play in the home area for example or use the limited collection of 'small world' equipment. In the reception classes opportunities for imaginative play are more limited. There is insufficient planning, assessment and adult interaction to ensure that learning is extended from that in the nursery. Children learn songs and many of these have an important role in developing other skills such as number songs or the 'Alphabet Song'. The class circle and singing games also contribute to learning social skills. Children listened to a tape and made satisfactory attempts to accompany this with percussion instruments. A satisfactory range of art experiences is provided in the reception classes although the provision of pictures to colour in had little learning potential or opportunity for children to develop skills beyond those of cutting. By the end of the reception class children have made satisfactory progress and skills are generally in line with the Early Learning Goals.

### **ENGLISH**

68. Standards in English are similar to those found in the previous inspection. In the 2000 national tests, standards were below the national average at the age of seven and well below at 11. When compared with similar schools, standards in reading at seven were average and standards in writing were below. At age 11, when compared to similar schools, standards in English were very low. However, a significant number of pupils who took the tests in 2000 had special educational needs and this made a significant difference to the standards achieved overall.
69. Over the last three years there has been no significant difference in the attainment of boys and girls in reading, although girls performed a bit better in writing at the age of seven. Over the



same period, at age 11, girls in Year 6 have performed better than boys have in national tests. The school has recognised this difference in attainment and has secure strategies in place to improve the performance of boys, particularly in writing. There are classes throughout the school with either a significantly higher proportion of boys to girls, or girls to boys and added to this, more boys have special educational needs. These factors are having an effect on the standards achieved by boys in relation to girls. This inspection found no significant differences in attainment, attitude or behaviour in the present Year 6 pupils.

70. Whilst the results of the 2001 tests cannot yet be compared either with national averages or against similar schools, available information indicates that standards of attainment in reading and writing at seven improved against those achieved in 2000. However, standards in English at age 11 fell against those achieved in 2000, particularly in writing. However, a third of pupils in this year group were on the register for special educational needs with 20 per cent at Stage 3 or above and some pupils were in the class where there were over 25 supply teachers during the year. Targets were not met but the target was not set by the school itself and not based on the school's own knowledge of its pupils. Pupils in the current Year 6 made good progress in reading and writing whilst in Year 5 but are still achieving standards below national expectations in all aspects of English. This is largely due to the high proportion of pupils with special educational needs (28 per cent) and the previously inconsistent teaching in the lower years as noted at the time of the previous inspection. However, due to some reorganisation of staff and the appointment of new teachers, inspection findings now indicate that pupils make sound progress as they move through the school so that achievement of pupils in Years 3-5 is improving and pupils are attaining standards close to national expectations for their age. Pupils with special educational needs make good progress relative to their ability towards achieving the targets in their individual plans and against national expectations, particularly in reading.

71. Standards in speaking and listening are broadly in line by the age of seven. This represents good progress, particularly in listening skills from when pupils entered the reception class, where speaking and listening skills are identified as being very low, with many children having very restricted vocabulary. Throughout the school, teachers use the whole class teaching part of the literacy hour effectively to engage pupils in discussion and they constantly seek to improve both the pupils' vocabulary and ability to reply to questions with extended answers. In lessons, younger pupils in Year 1 have a limited concentration span and a number of pupils find it very difficult to listen to stories or reading for more than fifteen minutes. However, pupils in Year 2 listen attentively to the teacher and many pupils respond to questions with relevant answers. By the end of the year, the majority of pupils are able to explain and develop their ideas well enough. By the age of 11, standards in listening are in line with those expected nationally but speaking skills are not as well developed. This partly reflects the high proportion of pupils with special educational needs in the current Year 6 class. Most pupils are able to listen well to the teacher and are confident to contribute answers to direct questions in the closing sessions of literacy lessons and opening class discussions. However, not enough pupils are able to express their opinions clearly using examples to justify their ideas.
72. In reading standards for pupils of seven are improving. Pupils in Year 2 are achieving standards close to national expectations. This reflects the emphasis the school has placed upon developing reading skills. The majority of pupils know how to use the contents and index in non-fiction books to find information. The higher attaining pupils are beginning to read with expression, are fluent and are able to work out unfamiliar words quickly. Pupils of all abilities enjoy reading and read books and magazines out of school. Lower attaining pupils are hesitant and do not recognise many words but they have a secure understanding of letter sounds so they can work out simple, new words. Although pupils in Year 6 are achieving standards below those expected nationally, the improving standards in Years 1-2 are also reflected in Years 3, 4 and 5 where pupils are achieving standards in line with national expectations. The higher attaining pupils in Year 6 read a good range of books and other materials in and out of school. They read fluently, with good expression and know how to use punctuation to add sense to their reading. They can talk about the characters and the plot of the story. Average pupils read fluently, but are less able to talk about the book they are reading, whilst lower achieving pupils are more hesitant and do not read with as much expression. However, although, pupils of different levels of prior attainment in Year 6 are achieving standards appropriate to their ability, the proportion of pupils achieving the nationally expected level is below that seen in most schools. This is a reflection of the high proportion of pupils with special educational needs noted earlier as well as the emphasis on developing reading skills from which younger pupils have benefited well.
73. In recent national tests for both seven and 11 year olds, standards in writing have been below the national average throughout the school. The school has identified this weakness, has analysed test data carefully with the help of the Local Education Authority and has developed an action plan to address the weaknesses. These actions have not yet had sufficient time to have an effect across the school. Inspection evidence indicates that, although standards are still below that of reading, they are improving so pupils in Years 2, 3 and 4 are achieving close to the expectations for their age. However, there are still important areas to be tackled, particularly in handwriting and spelling. In Year 2, pupils make sound progress over time, particularly in their ability to write extended stories and accounts but progress in handwriting is less secure. Most pupils write legibly, but the size and shape of letter is inconsistent and although joined up writing is taught, there is no consistent expectation on pupils using it in their work. Pupils in many classes in Years 3-6 still write in pencil, which affects their competence in developing a fluent style and the presentation of work varies considerably. This often reflects the expectations of the teacher, which in some classes are higher than in others. For example, in the Year 3 class all pupils, regardless of ability, are expected to present their

work in a common format and to use a ruler to underline the date and the heading. Consequently, many pupils have improved the quality of both presentation and handwriting in the three weeks since the beginning of the term. Spelling is generally secure although there are careless errors even amongst the higher attaining pupils in Year 6 where standards are below national expectations. Errors in punctuation, such as the omitting of capital letters and full stops are common and the quality of presentation is very inconsistent. Although pupils are good at answering direct questions and are able to find information well from texts they are less secure at expressing their opinions and writing extended pieces of work in which they develop their ideas and use paragraphs to organise their work. The scrutiny of pupils' work indicates that over time the range of writing activities in some classes, both in English and in other subjects, is limited so pupils do not experience a broad enough range of texts and are not expected to write enough on their own about, for example, how a story makes them feel. This restricts their opportunities to practise what has been taught in whole group sessions and limits the progress they make in learning how to write sensitively and in different styles. The weakness in pupils' writing skills affects attainment in other subjects, for example in science. When working, pupils are not in the habit of checking their work thoroughly, either using a dictionary regularly or getting a partner to check their work.

74. The quality of teaching is better than at the time of the previous inspection. It is never less than satisfactory and is good overall in Years 1-2. In Years 3-6 the teaching is more variable, but with no unsatisfactory teaching seen and very good teaching in Years 3 and 5. Pupils learn the skills, knowledge and understanding needed to achieve close to the national expectations in reading and writing in Years 3, 4 and 5. Since the previous inspection, the school has introduced the National Literacy Strategy and teachers have a good understanding of how to use this structure to plan lessons. They are confident in using subject language in the course of lessons. Consequently, they promote pupils' understanding of the language and ideas through clear explanations and instructions. In most classes, guided reading sessions are used effectively to develop pupils' reading. In addition, most teachers try to hear pupils read individually. Classroom support staff for pupils with special educational needs give these pupils good support encouraging them and using praise well so they make good progress towards the targets in their individual plans. Similarly, those support staff who arrive to a lesson part way through to work with groups provide positive support. However, there is not enough chance for them to talk to the teachers so that they are not always clear about what they are expected to do. Throughout the school relationships are good. Most pupils have good attitudes to work, try hard and behave well. However, in some classes there are a small number of pupils, generally identified as having special educational needs of a behavioural nature, whose behaviour and attitudes are not as good. In these classes the teachers are consistent in their expectations and use the whole school behaviour policy well to manage these pupils and to limit their influence upon the rest of class.

75. In the very good lessons, teachers explain carefully to pupils at the start of the lesson what they will be learning and choose texts that illustrate very effectively what the teacher wants pupils to understand. For example, in Year 5, the teacher provided extracts from several texts, including 'The Hobbit' to show how an author can create atmosphere and tension by introducing a new character to the story. The teacher's enthusiasm, excellent control and management of pupils created a positive atmosphere in the room, fuelling pupils' interest and concentration. Consequently, they quickly came to understand the idea. In these lessons, group and independent activities are very well matched to both the lesson's aims and pupils' ability, so pupils are fully involved in the whole lesson and are able to sustain their interest right to the end. Where teaching is less successful time is not managed well enough and work is not always well matched to the needs of all the pupils. For example, in some lessons, pupils sit on the carpet longer than they are able to concentrate, which adversely affects their behaviour. Consequently, the balance and flow of the lesson is lost, as the teacher has to manage challenging behaviour from a small number of pupils. Across the school, the quality of marking is inconsistent. In the best examples comments are helpful and highlight errors in punctuation and spelling. However, much of the marking does not do this effectively or consistently with weaknesses in presentation, handwriting and spelling not being tackled with enough rigour. This allows inconsistencies to become set patterns, pupils become careless and do not have sufficient pride in their work. In addition, although all pupils have individual targets to improve their work, they are not used consistently to guide the marking so pupils are not clear if they are making progress towards them.
76. The subject co-ordinator has been supported well by the headteacher in developing the subject, making sure that it has a clear direction and suitable targets. As a result of this positive leadership since the previous inspection, the school has introduced ways of monitoring teaching by observing lessons and looking at pupils' work. These procedures were put in place as part of the action plan to raise standards. This has had a positive effect overall with the quality of teaching and standards in reading and writing beginning to rise, although some of the weaknesses noted at the previous inspection, such as the quality of marking, are still areas for improvement. The subject has been effectively enhanced by an increased use of information and communication technology. During the inspection one session for Year 6 pupils in the specialist suite was used well by the teacher to reinforce pupils' ability to find information using the Internet about an author whose work they had recently been studying. A much greater use is now made of testing to check pupils' progress through the introduction and close analysis of the optional national tests in Years 3, 4 and 5, in addition to the statutory tests at seven and 11. This means that the school is much more aware of the areas of strength and weakness of the learning. As part of this the school makes good use of the services offered by the Local Education Authority, which helps analyse these tests, in addition to using the literacy consultants to look at and advise on the quality of medium-term planning.

## **MATHEMATICS**

77. Standards of attainment are below those expected by the age of seven and well below by the age of 11. In the national test results in 2000 standards were well below those attained nationally. When compared with similar schools they were below at the age of seven and well below at 11. Early indications are that standards in test results for 11-year-olds in 2001 are lower, due to unforeseen difficulties in the school during that year and the number of pupils with special educational needs. Test results are not yet reflecting the very clear satisfactory and sometimes good progress that is being made in improving standards, particularly for pupils in Years 3-6, which is a direct result of good teaching. Detailed analysis of national tests and non-statutory tests indicates that pupils now in Year 5 are making good progress overall. In a scrutiny of previous work the standards of pupils just beginning Year 4 were very close to those required nationally. The improvements are very recent and linked strongly to the quality

of teaching. The current Year 6 contains an unusually high proportion of pupils with special educational needs and attainment in this group is well below national expectations. Recent targets for pupils to reach expected levels in national tests have not been met and are unlikely to be met in 2002. These targets are set externally and are not based on the school's own tracking systems. There are no significant differences in attainment between girls and boys.

78. By the age of seven mental skills are poor. Those with average attainment take too long to add numbers to 10, although are generally accurate. Pupils with high attainment have strategies to add to 20, but again take too long to do it. Pupils with high and average attainment order numbers to 100 competently and are beginning to understand place value. Those with low attainment are sometimes confused using larger numbers. All pupils know the names of simple two and three-dimensional shapes but have forgotten what is a right angle. They have a satisfactory understanding of data handling.
79. By the age of 11 mental skills are poor. Although pupils know simple addition facts, even those with high attainment do not know some of the easier multiplication tables. They find it difficult to use these facts in other mental arithmetic questions. They have a broad spread of experience in number skills, shape and space and data handling. The data handling skills are used regularly in scientific experiments and pupils interpret graphs well. Measuring, the construction of graphs and diagrammatic work is not accurate enough to help pupils understand key concepts. For example the drawing of symmetry diagrams does help pupils understand the need for exact distances of object and image from the line of symmetry but in angle construction lines are not straight or joined carefully to facilitate accurate measurement. In the Year 3 class standards of presentation and mathematical communication are very good and improving rapidly, but presentation in some classes is unsatisfactory.
80. Numeracy skills are used well to support other subjects. In science for example, pupils record their data from their experiments and analyse results. However, although basic skills are taught well, too few opportunities are provided for pupils to use practical apparatus or to investigate within mathematics to develop understanding or to make pupils think for themselves.
81. The quality of teaching is satisfactory overall. It is satisfactory for pupils in Years 1-2. During the inspection one unsatisfactory lesson was observed for pupils aged 5-7. In classes for Years 3-6 teaching is good. It is good or excellent in just over half of lessons. This is an improvement since the previous inspection when teaching was judged sound across the school. Lessons are well planned, but in some lessons too much work is targeted at those with higher attainment or older pupils and at the nationally expected level. This means that pupils with lower attainment and special educational needs are unable to participate. Pupils are being asked to complete high level work when underlying concepts are not secure and therefore they do not understand what they are doing. This also means that pupils in mixed age group classes do not do the same work as those in single age group classes. For example, pupils in a Year 1 class were learning how to add two or three single digit numbers together, a task they were ready for, whereas those in the mixed aged class were expected to add 10 or even nine to higher order numbers without the necessary understanding. There is insufficient co-ordination of planning across all year groups. In the most effective lessons, tasks are well matched to pupils' needs. Good quality marking is used to assess attainment and set appropriate learning goals for different groups of pupils. There is a high expectation of behaviour and of the quantity of independent work to be completed. Relationships between the teacher and the pupils are very good, so pupils want to please by completing the work quickly. Pupils' skills of presentation and mathematical communication are consistently developed, which gives them pride in their achievements. Tasks are clearly explained so that pupils know exactly what is expected of them. Appropriate practical equipment is provided to help pupils develop

understanding. In a lesson in Year 5 the introductory mental skills activity was carefully managed so that all pupils could work at their own level. For example, those with high attainment worked with division facts using the number seven and those with lower attainment used the numbers three and four.

82. Marking and on-going assessment is not used consistently across the school to identify pupils' weaknesses, give them guidance on how to improve or used effectively to plan the next lesson. Some consistent high quality marking is seen, for example, in some Year 5 books. Pupils in that class can see what is wrong in their work and how to put it right. However key vocabulary is not consistently corrected in many classes and comments made are not followed up. The quality of marking was identified as a weakness in the previous inspection. Ongoing assessment is often used well in mental arithmetic activities in lessons and it is used well to decide whether to continue the activity or move on to the next. There are no procedures for identifying special educational needs in numeracy, but the recently appointed co-ordinator has identified this as an area for development.
83. Much is done by the headteacher and the Local Education Authority to provide a detailed analysis of individual pupils' attainments and their progress from year to year. Record keeping is good. Areas of specific curriculum weakness are addressed. Good quality additional support is given to targeted pupils in Year 6, whose specific needs are identified through the use of non-statutory tests. The headteacher monitors teaching and standards of work in pupils' books are also checked. Nevertheless, the co-ordination of the subject by the subject leader has not dealt with an overall weakness in planning linked to the inflexible use of the National Numeracy Strategy to match work to pupils' individual needs, age or levels of maturity. Practical resources are satisfactory, but not always used effectively to help pupils learn. There is well-planned and regular use of information and communication technology to support learning.

## SCIENCE

84. The attainment of pupils is similar to the previous inspection when attainment was described as in line with national expectations at the end of Year 2 and below national expectations at the end of Year 6. Teacher assessments at the end of Year 2 in 2000 showed that 92 per cent of pupils achieved the nationally expected Level 2 or above. This is broadly in line with the national average and when compared with similar schools. The unvalidated teacher assessments at the end of Year 2 for 2001 show that 87 per cent of pupils attained the nationally expected Level 2 or above. Whilst this is marginally lower than in 2000, the difference is accounted for by the difference in the cohort. However, a higher percentage of pupils attained the higher Level 3 (13 per cent). Test results at the end of Year 6 in 2000 identified that 57 per cent of pupils achieved the nationally expected Level 4 or above. This is lower than in 1999, very low when compared with the national average and well below the results in similar schools. The percentage of pupils achieving Level 5 (6 per cent) was well below the national average. The unvalidated results for Year 6 for 2001 show that 61 per cent of pupils achieved the nationally expected Level 4 or above. Although this is slightly lower than in 2000, the teaching of these pupils was affected during the year by circumstances outside the control of the school and, of the three pupils who did not take the tests, two were predicted to achieve at least Level 4 and possibly Level 5. The year group had a third of its pupils on the register of special educational needs. School evidence and inspection observation shows that pupils' written work in science is hindered by unsatisfactory writing skills and this affects test results.
85. Inspection evidence indicates that pupils achieve well in Years 1-2 and in Years 3 and 4 standards are broadly in line with national expectations. In the current Years 5 and 6 standards are marginally below national expectations as these pupils did not benefit from the current

improved teaching in earlier years. However, these pupils have made satisfactory progress overall and some lost ground has been made up. Test results at the end of Year 6 are lower than those indicated by inspection findings as pupils are inhibited by their lack of writing skills. There is no significant difference in the attainment of boys and girls.

86. By the end of Year 2 pupils, including those with special educational needs, make good progress in their knowledge and understanding and in their investigation skills. They are beginning to use appropriate scientific vocabulary. They know the difference between living and non-living things. They sort leaves by shape and living things by properties using everyday terms such as 'can swim', 'can jump' and 'can fly'. Through their investigations they are beginning to understand how to make a test fair, for example when testing different types of paper to find which would be best for wrapping a parcel. Pupils are also developing a sound understanding of electricity. They can identify household items that use electricity. They are able to construct a simple circuit to make a bulb light. They learn to read a thermometer and record their findings on a chart. Higher-attaining pupils present their work more neatly. However the work of all pupils is legible.
  
87. By the end of Year 6 pupils know more about seeds and germination and that plants make food by the process of photosynthesis. In their study of the water cycle they learn the meaning of and use correctly the terms 'condensation', 'evaporation', 'water vapour' and 'atmosphere'. They have a greater understanding of the concept of a fair test, for example when investigating the effects of exercise on the pulse rate in their study of the human body and its important organs. Their study of habitats exemplifies how they use charts to record the different creatures to be found in different locations. More practice in reading thermometers is given when they observe and then record the boiling point and the freezing point of water. The temperature of the human body and the diagram of the thermometer are clearly labelled. Through tasks such as these, pupils have the opportunity to use and consolidate their literacy and numeracy skills. There is evidence in the scheme of work that information and communication technology is used to support learning in science, but there was little of this in pupils' books. The work of higher attainers is very well presented whilst that of average and below average attainers is never less than neat and legible. However, the work in some classes is much better presented than in others and this reflects the varying expectations of teachers.

88. There is insufficient evidence to make a judgement about teaching in Years 1-2 as timetabling arrangements meant that no teaching was seen. In Years 3-6 teaching and learning are good overall with 2 out of 5 lessons being satisfactory, 1 out of 5 good and 2 out of 5 very good. This is a significant improvement since the previous report when raising the standard of teaching in Years 3-6 was a key issue. This improvement is partly due to changes in staff and partly to regular provision of in-service training for staff that has led to a more secure subject knowledge and understanding. Where teaching and learning is very good, planning promotes investigative skills well in addition to knowledge and understanding. Teachers use an imaginative approach to stimulate the interest of pupils. For example, in a Year 5 class in which pupils were learning about different types of rocks, focusing particularly on volcanoes, there was great amazement on the part of all pupils when the lids of film canisters were blown off after water had been added to a fizzing tablet. In this lesson also the homework task about vulcanologists consolidated the work done in school. Support staff are very well used to enable pupils with special educational needs to make good progress in lessons, shown in a Year 3 class investigating friction. In these very good lessons organisation and management are very good, teachers have very high expectations of their pupils and set challenging tasks based on their prior attainment. Teaching is brisk and questioning that includes all pupils is well used to promote and assess learning. In consequence pupils are enthusiastic, concentrate well, work at a good pace and, through the review of the lesson, are aware of what they have learned. Where teaching is satisfactory the pace of work tends to be slower and the teachers' expectations lower. All teachers take the opportunity in science to consolidate pupils' learning in literacy and numeracy. In a Year 6 class pupils recorded their pulse rates in tabular form. In a Year 4 class pupils were given the opportunity to write factually when recording their investigation into the strength of magnets. In this class also the teacher had used her assessment of learning from the previous lesson well to modify the lesson plan to better meet the needs of pupils. All work is marked but is not marked consistently and does not further pupils' knowledge and understanding or set targets for subsequent learning.
89. The subject is soundly managed by the co-ordinator, who has a clear view of the aims and priorities for science in the school. Monitoring and evaluation have improved since the previous inspection with monitoring of planning and work sampling. However, this monitoring has only a limited effect on teaching and learning and the raising of attainment. The intention to monitor teaching and learning through lesson observations has not yet been implemented because of circumstances beyond the control of the school. The scheme of work is based on the latest national guidance and ensures continuity and progression across the school. Overall assessment procedures are good and enable the progress of pupils to be tracked and are beginning to be used to set targets for pupils' learning. The school recognises that ongoing assessment needs to be more consistent and recorded similarly across the school. Resources, including books, are satisfactory to meet the needs of the curriculum. The school is able to make good use of the grounds, other facilities nearby and educational visits, for example to the seaside, to support learning and this helps to raise attainment.



## **ART AND DESIGN**

90. Standards in art and design are in line with those expected nationally and this reflects the judgement of the previous inspection report. Few lessons were observed and evidence is based on these and on discussion and scrutiny of work on display. This work shows a suitable extension of skills and techniques as pupils progress through the school although the school has identified this aspect as an area for further work. Work of the previous Year 6 pupils demonstrates good observational drawing skills after visiting a fair as part of a design and technology project and strong and valuable links were made between the two subjects using time and experience well. The chalk views of the Solent, completed on a residential visit, also demonstrate a good understanding of technique and a good use of external visits to link subjects and enrich experience. The good sketches completed by Year 1, following a visit to the seaside are another example of this. Particularly good pieces of work are framed and displayed around the school and this values effort and enhances self-esteem. There are also pictures by famous artists on display.
91. No judgement has been made on teaching as only two lessons were observed. Of these lessons one was good and the other very good. In both well-planned lessons there was a clear focus on teaching technique and suitable opportunity for pupils to practise and develop this creatively. Sketchbooks were used appropriately representing an improvement since the previous inspection. Pupils' work was used well as a basis for discussion and evaluation and to raise general development points. In the very good lesson very clear provision had been made to enable pupils with special educational needs to concentrate on the artwork rather than the preparation and therefore to succeed. In this lesson the very high expectations of behaviour and the teacher's very good classroom management skills enabled much to be achieved by all pupils.
92. The subject is enthusiastically co-ordinated and there is a clear view for its development. The scheme of work is planned to meet the latest subject guidance and the co-ordinator actively seeks further training. An assessment sheet has been developed to record progress but this has only just been implemented. Resources are satisfactory to meet the needs of the subject but the co-ordinator is aware of how they could improve. Progress in the subject was hindered as a result of the accident but there are plans in place for this term for time to monitor teaching and learning. The subject makes a satisfactory contribution to cultural development.

## **DESIGN AND TECHNOLOGY**

93. Standards of attainment by the age of seven and 11 in work seen are in line with national expectations and this is an improvement. In the previous inspection the judgement was that standards achieved by seven-year-old pupils were satisfactory but that 11-year-olds did not reach the required standards. The previous over-emphasis on using reclaimed materials and lack of development of specific skills and use of tools has improved. The school has made very good use of external support to improve teaching expertise and to provide a high quality experience for the oldest pupils to raise standards.
94. By the age of seven pupils experiment satisfactorily with different ways to create moving pictures. They examine an assortment of puppets and make their own, using a wooden spoon for a body. They look at different types of bookmarks and create their own. They learn how to join materials with thread without using a needle. Pupils learn a range of skills, and talk about their own work and what was successful. They give reasons for choices and for changes made in their designs.

95. By the age of 11 pupils have a good understanding of the design process. This aspect has improved since the previous inspection. Pupils study how real objects work and create models using the knowledge they have gained. They produce detailed and labelled design plans and use construction kits together with their choice of materials to create their models. They learn specific skills, for example how to cut different materials using the appropriate tools. They add power units and use the computer to make their models work. They design and make good quality and well finished items from wood associated with their history projects, for example a Victorian wool spinner. Numeracy skills are used well in some tasks, for example in a project to design, cost and make pizzas. Written evaluations are short and lack detail, often simply filling in a brief phrase on a worksheet and do not give pupils enough opportunity to use their literacy skills.
96. Due to timetable arrangements, no lessons were seen during the inspection and no judgement has been made on teaching. Judgements are based on a scrutiny of work, teachers' planning and discussions with pupils. The overall co-ordination of the subject is in the very early stages of development due to the sudden, unexpected and extended absence of the co-ordinator and because of other necessary school priorities. The most recent curriculum guidance is beginning to be used to identify tasks for each year group. Not enough work has been done to make sure that all projects are appropriate to the pupils' needs and to provide pupils with opportunities to develop their skills from year to year. There are no consistent procedures to assess and record attainment or to monitor teaching. There is a suitable range of practical resources to support learning.

## **GEOGRAPHY**

97. Inspection evidence indicates that standards of attainment are in line with national expectations by the age of seven and 11. The school has maintained the standards identified in the previous report.
98. By the end of Year 2 pupils have a satisfactory understanding of place. They know about different types of buildings and identify streets and buildings on a plan. Some Ordnance Survey symbols on maps, such as those for a church and a picnic area, are used. They also have an understanding of other places through comparing Sheffield with a seaside location and with a village in India. By the end of Year 6 pupils compare and contrast Sheffield with several different localities including Llangollen and a village in Kenya satisfactorily. They know about different regions of the world and the names of continents and oceans and locate them on a map of the world. They know about weather and through a river topic learn the features of rivers. Where a topic is revisited, particularly studies of the local area and map-work skills, the learning is extended, for example through considering how the school environment could be improved. Learning is well promoted through visits and the use of secondary sources such as books, maps and photographs. Literacy skills are fostered through written tasks such as devising questions about Llangollen. Planning documents indicate that information and communication technology is beginning to be used to support learning.

99. There was insufficient evidence to make a judgement about teaching and learning because of the school's timetable arrangements. In the one lesson seen - a Year 5 class extending mapping skills and knowledge and understanding of some of the key physical features of Europe - teaching and learning were satisfactory. The planning reflected a secure level of knowledge and understanding of the subject by the teacher and the needs of the pupils. Good management, brisk questioning that gave opportunities to all pupils, the good use of resources, and a task that stretched pupils' ability to read maps ensured that all pupils made at least satisfactory progress. Those with special educational needs made good progress in their learning because of the support provided by a classroom assistant. The lesson came towards the end of an afternoon and followed a long and very exciting science lesson. By skilfully linking questions to their study of the Second World War in history the teacher was able to capture and maintain a sufficiently high level of interest and enthusiasm that enabled all pupils to achieve most of the planned learning.
100. The subject is soundly managed. The scheme of work has been revised in line with the latest national guidance and ensures continuity and progression in learning, not only in skills but also in knowledge and understanding. There are sufficient resources to support learning in all areas of study. The co-ordinator monitors planning to ensure that the pupils are taught the essential geographical skills as well as knowledge and understanding. Samples of pupils' work are also evaluated to ensure curriculum coverage and to assess standards of attainment. However, this monitoring has only a limited effect on teaching and learning and the raising of attainment and direct evaluation of teaching and learning within classrooms does not yet take place. Short-term assessment through the marking of work is inconsistently implemented. Comments usually refer to the efforts of the pupils, but do not assist pupils to further their knowledge and understanding and so raise their attainment. The subject makes a satisfactory contribution to cultural development.

## **HISTORY**

101. Inspection evidence indicates that the standards of attainment at the end of Year 2 and Year 6 are broadly in line with national expectations. The school has maintained the standards identified in the previous inspection. Pupils, including those with special educational needs, achieve well in Years 1-2 and maintain a satisfactory rate of progress in Years 3-6.
102. By the end of Year 2 pupils have begun to develop a sense of the past and its difference from the present. Through their study of toys, the seaside and famous people such as Florence Nightingale and Grace Darling they learn key vocabulary including 'then', 'now', 'old', 'new', 'chronological order' and 'time-line'. By the end of Year 6 pupils have extended their knowledge and understanding through studies of, for example, Ancient Egypt, The Tudors, The Victorian period and Britain since the 1930s. Skills are promoted through careful observation of objects of historical interest and by using secondary sources such as books and information and communication technology to research information.
103. There is insufficient evidence to make a judgement about teaching and learning in Years 1-2 as no teaching was seen during the inspection. Teaching and learning are good overall in Years 3-6. Teachers have a secure level of knowledge and understanding of the subject to promote learning and this is reflected in lesson plans. All teachers observed manage the pupils well and have high expectations of behaviour so that there is a good learning ethos in the classrooms. Well chosen resources, as in a Year 6 class (with almost a quarter of the pupils with special educational needs), captured the interest of all pupils so that they listened closely to an audio tape and then watched a few minutes of a video recording with a high level of concentration. Their enthusiastic responses to subsequent questioning confirmed both their positive attitudes to the subject and the good learning that had taken place. In a mixed Year 3 and 4 lesson on

Ancient Egypt pupils were able to consolidate their research skills when using books to identify artefacts and their purpose. These research skills were further extended when pupils were enabled to access a relevant web site using the Internet in the information and communication technology suite. Where teaching is very good, as in a Year 3 class learning about Egyptian hieroglyphs, the teacher's expectations and management of pupils is excellent. Tasks are very well matched to the prior attainment of pupils so that all pupils achieve very well and the presentation of written work is very neat. These pupils work at a good pace and take pride in what they do. During the concluding session to the lesson the teacher raises their self-esteem by the way she reviews their learning and values the efforts of all pupils.

104. The subject is soundly managed and the knowledge and understanding of the co-ordinator is good. Monitoring of planning and sampling of work have enabled her to assess some of the strengths and weaknesses of the teaching. However, this monitoring has only a limited effect on teaching and learning and the raising of attainment. Short-term assessment through the marking of work is inconsistent. Comments usually refer to the efforts of the pupils but do not assist pupils to further their knowledge and understanding and so raise their attainment. The policy provides satisfactory guidance for teachers but there is insufficient guidance on teaching and learning and assessment and record keeping, in addition to identifying more clearly how information and communication technology can support learning to improve teaching and raise standards of attainment. The scheme of work is based on the latest national guidance and ensures continuity and progression in knowledge and understanding and skills as pupils move up the school. Resources are adequate for the teaching needed to meet National Curriculum requirements. Educational visits, for example to London and to Portsmouth are used well to enrich the learning opportunities for pupils. The subject makes a good contribution to cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

105. Standards of attainment are generally above those expected by the age of seven although there are some gaps in knowledge and understanding, as these areas have not been addressed yet. Standards are below those expected by the age of 11, although in some activities, for example in the use of the Internet, pupils are rapidly gaining the skills required for their age. All pupils, regardless of age, are confident using different equipment and exploring computer programs. Standards are rising rapidly due to the regular planned use of the recently developed computer suite. In the previous inspection report standards were judged in line with national expectations throughout the school. Since then the requirements have become more demanding. Pupils already have higher standards than those previously required.
106. By the age of seven pupils log on to the computer network unaided and open a program by finding and clicking onto an icon on a display page. They have very good mouse control, dragging and dropping small symbols to make repeated patterns. Pupils use a simple word processor, editing their writing at an appropriate level. They use tools such as 'pour', 'spray', and 'fill' to create pictures, experiment with colour and design, and drop in and modify shapes. They understand the importance of and complete the process of closing down correctly. They enjoy using the computers and behave well when using the computer suite. Lessons provide a good opportunity for pupils to improve social skills. They take turns and share their experiences with each other.
107. By the age of 11 pupils explore the Internet to find information, for example about the Crimean War. They do not all have a clear understanding of ways to check their input when they cannot get results, for example by looking carefully at spellings or addresses. Pupils have little understanding of work with graphics packages and do not know the technical vocabulary expected for their age. Although pupils know how to select a picture and add it to text, they

only have basic editing skills. However pupils in Year 3 are already developing ways of presenting information in different ways to suit an audience, for example in their work on posters. They know how to set a heading, align their work, and change fonts and colours. Pupils use a digital camera when appropriate to record attainment in other subjects, for example in design and technology and dance. It is evident from past and present planning that a range of information and communication technology equipment is used on different occasions to support learning for pupils of all ages, such as programmable toys and control equipment. However standards of attainment in this area of learning could not be assessed during the inspection. Pupils with special educational needs throughout the school make very good progress as they attain the same standards as others in the class.

108. The quality of teaching is good throughout the school with excellent teaching seen in Year 3. Teaching in all lessons is at least satisfactory with about three-quarters of lessons being good or better. All teachers demonstrate at least satisfactory and often good subject knowledge, which means that tasks are well thought out and pupils know exactly what they are supposed to do. Good use is made of illustrations, as for example in a Year 1 lesson when pupils were expected to experiment with different tools to create a picture of a house. The teacher produced an outline drawing of the house and asked pupils how it could be improved before they drew their own pictures. Teachers balance well the need to develop new skills and use those gained to support learning in other subjects. In the most effective lessons pupils are well prepared for the task before they enter the computer suite. They know with whom they will work in advance and there is no fuss or wasted time when they move from whole class teaching to work in pairs at the computers. In the excellent lesson the high expectation of the teacher for pupils to remain on task and excellent behaviour management ensured that all pupils made as much progress as possible in the short time available. In lessons that were less effective, pupils were allowed to drift off task when the teacher was helping others. In many lessons pupils learn much from discussions with the teacher and the class about how to improve their work.
109. The development of the co-ordinator's role and modifying the scheme of work to suit the needs of the school, integrating information and communication technology into all subject planning, developing suitable assessment procedures and monitoring teaching have all been interrupted due to the extended, sudden absence of the co-ordinator. Much work has been done recently to set up very good procedures to collect pupils' work to help assess attainment within each class and for individual pupils. Assessment and recording of attainment were identified as weak areas in the previous inspection. Government and school funding has been used very well to improve provision and the quality and quantity of both computers and other information and communication technology resources are good. This means that all pupils are able to spend dedicated time using a computer each week, to learn new information and technology skills, for Year 6 pupils to develop their English and mathematical skills and support learning in other subjects. Suitable provision is made for the protection of pupils using the Internet.

## MUSIC

110. No judgements can be made on standards attained by the age of seven or 11 or of teaching. Due to the organisation of the timetable, it was only possible to see one lesson and not possible to collect sufficient evidence during the inspection to make general judgements about teaching or standards. However in discussions with pupils in Year 6 it was clear that their knowledge was unsatisfactory. Standards were judged in line in the previous inspection but there has been a period of time since then when a greater emphasis had to be placed on literacy, numeracy and science. The teachers' planning, based on a very good scheme of work, indicates that in the coming year the full range of experiences in composition, appraisal and performance will be provided for all pupils. The school recognises that the lack of expertise of teachers is effecting

the quality of teaching, particularly for pupils in Years 3-6, but that raising standards in other subjects has taken priority. Teaching was judged unsatisfactory in the previous inspection. In the one lesson seen, which was satisfactory, the class was having their second lesson playing recorders. They handled the instruments carefully and resisted the temptation to blow hard, or when they were not supposed to play. The large choir gives many pupils the opportunity to sing a range of interesting songs. Pupils sing with enthusiasm and accurate rhythm but do not always sing in tune. Good opportunities are provided for pupils, regardless of their level of attainment in other subjects, to learn to play musical instruments. Regular concerts are arranged to encourage pupils to perform in front of others. The role of the co-ordinator is under-developed. There are no consistent procedures for assessing and recording attainment, monitoring the quality of teaching or standards attained. There are sufficient resources to support learning, although few library books for pupils to look at.

## **PHYSICAL EDUCATION**

111. Standards in physical education are in line with national expectations at seven and 11, matching the findings of the previous inspection report. Planning indicates that all areas of learning are well covered. Outdoor and adventurous activities take place as part of the two residential visits and all pupils use the adventure play area. The school fully meets the requirements for pupils to learn to swim. By the end of Year 6 in 2001 90 per cent of pupils could swim 25 metres or more and of the four who could not swim three were new to the school. The learner pool on the school site is a good support in attainment but at the time of the inspection was not in use due to technical problems. Health and safety procedures are clearly understood and all pupils and most adults suitably dressed. On two occasions whistles were used inappropriately indoors. In Year 1 pupils travel around the hall and apparatus satisfactorily, finding different ways of moving. In the class that represents the end of Year 2 in 2001 pupils demonstrated high attainment in an excellent lesson when they showed moods and feelings by movement and expression. They used the body well both individually and when asked to create a sequence with a partner. There was a high level of co-operation and focused discussion and evaluation. In this lesson pupils with special educational needs achieved well because of the teacher's careful planning and the interaction of the teaching assistant. In Years 5 and 6 pupils demonstrate satisfactory skills in controlling balls. By working in small groups they learned the importance of rules in games and the difference between attack skills and defence.
112. The quality of teaching is satisfactory. In one lesson it was excellent. Lessons are generally well planned with an appropriate format but in two lessons seen time management was insufficient to provide a cool-down activity. All teachers use peer demonstration appropriately to illustrate development points and to value effort. Some lessons are very noisy, a situation not helped by the limited space and poor acoustics in the hall. However, in the excellent lesson this situation was managed very well and the teacher did not have to raise her voice. The very high expectations of behaviour and participation, the very clear explanations given and the strength of the rapport with the class meant that pupils responded exceptionally well, gave of their best and produced high quality work, modifying and refining their work as the lesson progressed. In weaker lessons the teacher did not wait for silence and tried to talk over pupils.
113. The subject is well co-ordinated by a teacher with specialist training. All teachers have received recent training, including training in dance, which was an issue in the previous report and now has an appropriate place in the curriculum. The well-attended dance club is an indication of pupils' interest and enjoyment of this. The scheme of work and policy meet the latest national guidance well and provide good support to teachers. These documents also include valuable sections on safe practices, modifications for special educational needs and other issues of inclusion. Resources are sufficient and of good quality except the provision of

large apparatus suitable for younger pupils. The hall is cramped, particularly for older classes. The issue of insufficient hard surfaced area outside that was raised in the previous report has been addressed and is now good. Another improvement since the previous inspection is the extent of the out of school activities in physical education. Football training is open to both boys and girls and both play in competitive leagues. There are also training and competitive opportunities in athletics and 'Kwick cricket' as well as the dance club. The subject makes a good contribution to social development.

## **RELIGIOUS EDUCATION**

114. Evidence from the present inspection – scrutiny of work, displays and observation of two lessons - indicates that standards of attainment are in line with the expectations of the Local Agreed Syllabus at the age of 7 and 11. The school has maintained the standards identified in the previous report. The progress of pupils with special educational needs is good in both key stages, whilst the progress of other pupils is satisfactory.
115. By the end of Year 2 pupils have a satisfactory knowledge of the life of Jesus, particularly about Christmas and Easter. In addition they learn about Judaism, for example about the Torah and the synagogue and about Islam, including fasting, prayer, and giving money to help others. By the end of Year 6 pupils have extended their knowledge and understanding of Christianity, the Christian way of life, the Bible as the Christian library of sixty-six books and the important festivals. Pupils also have extended their knowledge and understanding of Islam and know about the prophet Muhammad, the Qur'an and the Five Pillars of Islam. Through studying symbols in religion they learn about significance of the Cross to Christians, the Star of David to the Jewish people, the Crescent and Star to followers of Islam, the Kanga to Sikhs and the Wheel to Buddhists. Learning is supported by visits to churches, mosques and temples to make it interesting and relevant.
116. There was insufficient evidence to make a judgement about teaching and learning. In Years 1-2 no lessons were observed because of timetabling arrangements. In Years 3-6 only two lessons were seen. Teaching and learning were good in one lesson and satisfactory in the other. In both lessons teachers had high expectations of behaviour and managed pupils with behavioural problems well, ensuring that learning was never less than satisfactory. Where the teaching was good the good subject knowledge of the teacher led to planning that included clear learning objectives. For example, in a Year 5 class learning about the structure of prayers, a brisk pace and a challenging task – to write a prayer that could be used in forthcoming acts of collective worship – motivated pupils well. As a result they worked with good concentration, though the lower attaining pupils, who were able to express their ideas orally but lacked good writing skills, worked more slowly than the others did. All listened carefully to their peers during the concluding session of the lesson as they read aloud a section of their prayer because the teacher challenged them to identify which section of the prayer was being read. This not only consolidated the understanding of the pupils about the composition of prayers and their speaking and listening skills, but also enabled the teacher to assess learning. In both lessons teachers used skilful questioning to stimulate thinking and that ensured that all pupils were included and were keen to contribute their ideas, helping to improve their knowledge and understanding.
117. The subject is satisfactorily managed. The co-ordinator has reviewed the scheme of work using the latest national guidance adapted to meets the needs of the school. The school recognises that the scheme of work may need to be modified when it receives the very recently revised locally Agreed Syllabus. The school also recognises that the policy is out-of-date and needs to be rewritten. The role of the co-ordinator has been developed since the previous inspection. Teachers' planning is now monitored and samples of work are analysed. This

ensures curriculum coverage but has little effect on the quality of teaching and learning and raising standards. Resources for the subject are satisfactory and are being strengthened, notably by objects of religious significance to support teaching about world religions as finances permit. However there is little evidence of information and communication technology resources being used to reinforce learning. There is no structured assessment system to monitor the progress of pupils and to inform planning. Neither does the marking of pupils' work develop their knowledge. The subject makes an appropriate contribution to pupils' spiritual, moral, social and cultural development.