

# INSPECTION REPORT

**Braybrook Primary School**

Peterborough

LEA area: City of Peterborough

Unique reference number 110735:

Headteacher: Mrs Almas Baker

Reporting inspector: David Tytler

Dates of inspection: 26 – 29 March 2001

Inspection number:  
225309

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

© Crown copyright 2000

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

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior School

School category: Community

Age range of pupils: Years 4 to 11

Gender of pupils: Mixed

Name of headteacher: Mrs Almas Baker

School address: Braybrook  
Orton Goldhay  
Peterborough

Postcode: PE2 5QL

Telephone number: 01733 232159

Fax number: 01733 370325

Appropriate authority: The Governing Body

Name of chair of governors: Mr Barry Blades

Date of previous inspection: September 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	David Tytler	<i>Registered inspector</i>		What sort of school is it? How high are standards? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
9310	Brian Gilbert	<i>Lay inspector</i>		Pupils' attitudes and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and resources.
11901	Pat Lowe	<i>Team inspector</i>	Under-fives; Equal opportunities; English; EAL; Art.	
20063	Gerry Slamon	<i>Team inspector</i>	SEN The Nurture Group; Mathematics Religious education; Physical education.	Personal development, including spiritual, moral social and cultural development.
22831	Clive Lewis	<i>Team inspector</i>	History; Geography; Music.	How good are the curricular and other opportunities offered to pupils? Assessment.
2746	Roy Lund	<i>Team inspector</i>	Science; Information technology; Design technology.	

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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

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

## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>6</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS OR STUDENTS TAUGHT?</b>	<b>9</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?</b>	<b>11</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>



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

### **INFORMATION ABOUT THE SCHOOL**

Braybrook Primary School caters for 264 pupils, aged from four to 11, taught in ten classes, four of them mixed-aged groups. A nurture group supports eight Key Stage 1 pupils, who are experiencing significant emotional and learning difficulties. Numbers in the school have been falling, but have now stabilised. There are considerably more boys than girls, particularly in the younger classes. Pupils come from a variety of backgrounds, a small number from minority ethnic groups. Four pupils have English as an additional language. During the last school year, 47 pupils joined the school before the normal time of starting, and 37 left to go on to other schools before the end of Year 6. The percentage of pupils known to be eligible for free school meals is above the national average, as is the percentage having special educational needs. The attainment of pupils on entry into the school is well below that expected nationally for children of their age, with many having significant weaknesses in their speaking, listening and social skills.

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

Braybrook provides a high quality education for all its pupils and has many good, and some very good, features. Whilst standards are rising, they remain too low in English and mathematics. The school is well led and managed and makes good provision for pupils with special educational needs or having English as an additional language. High quality teaching is to be found in all year groups and most subjects. The social development of pupils is very good, and their moral and cultural development is good. When account is taken of all these factors, the school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- High quality teaching enables pupils to make good gains in their learning in lessons.
- The school is very well led and managed.
- There are very effective strategies for teaching literacy, and good arrangements for teaching mathematics.
- Arrangements for gathering information on what pupils know and can do are very good, and the information is used effectively to plan for the individual needs of pupils.
- Pupils' personal development is very well supported by the school's programme for personal, social and health education.
- The nurture group is a strength of the school, and is having a positive impact on teaching and learning in Key Stage 1.
- There is a good range of learning opportunities, including a number of out-of-school activities of high quality.

## WHAT COULD BE IMPROVED

- Standards, particularly in English and mathematics, throughout the school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1998, when it was found to have serious weaknesses. This is no longer the case, as the school has successfully addressed all the key issues of that report and now provides a good education for its pupils. In particular there have been significant improvements to the curriculum and the quality of teaching. There has been equally significant improvement in monitoring the effectiveness of strategies aimed at school improvement and in gathering information on what pupils know and can do, and using it to inform planning for individual needs.

## STANDARDS

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

Performance	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	E	E	E	E
Mathematics	E	E*	E	D
Science	E	E	C	B

<b>Key</b>	
<i>well above average</i>	<b>A</b>
<i>above average</i>	<b>B</b>
<i>Average</i>	<b>C</b>
<i>below average</i>	<b>D</b>
<i>well below average</i>	<b>E</b>

Standards for 11-year-olds are beginning to rise, but in last year's national tests in English and mathematics the remained well below what is expected nationally for children of this age. Results matched the national average in science. When compared with those of schools having a similar intake, last year's results were well below in English, below in mathematics, and above in science. When pupils' results were compared with those they had achieved when they took the Key Stage 1 tests, it was found that they had made good progress in English, satisfactory progress in mathematics, and very good progress in science. Inspection evidence shows that standards are improving in English and mathematics and are being maintained in science. Standards in information and communication technology are in line with national expectations. Standards in religious education are below the requirements of the locally agreed syllabus. Standards in art are above those expected nationally for children of their age. The school has recently been given the Department of Education's Achievement Award for significant improvement since 1997.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to the school and enjoy it. A minority sometimes find it difficult to concentrate in lessons, and hamper the learning of others.
Behaviour in and out of classrooms	Behaviour in the school overall is satisfactory. Behaviour in lessons is often good because pupils respond well to the skilful behaviour management of most teachers. On a few occasions behaviour is unsatisfactory because of shortcomings in the teaching. Behaviour is less good in the playgrounds or when pupils are unsupervised.
Personal development and relationships	The personal development of pupils is good, and there are high quality relationships between adults and pupils throughout the school.
Attendance	Attendance matches the national average. There are, however, high levels of unauthorised absence.

Attitudes and behaviour were good or better in 68 per cent of lessons and satisfactory in 28 per cent. They were unsatisfactory in two lessons (three per cent) largely as a result of inadequacies in the teaching.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen: 65	Good	Good	Good

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

The quality of teaching observed during the inspection was nearly always satisfactory, and many good examples of good teaching were seen. Overall, teaching was very good in 17 per cent of lessons, with one outstanding lesson, good in 60 per cent, and satisfactory in 18 per cent. Teaching was unsatisfactory in two lessons (three per cent). In the Foundation Stage, teaching was good in all six lessons seen. There was little difference in the quality of teaching in Key Stage 1 and Key Stage 2. In the lessons seen, the quality of learning matched the teaching. However, some unsatisfactory teaching in the past has meant that many pupils have not made the progress they should. During the inspection, the teaching of English was good in both key stages. In mathematics, it was good in Key Stage 1 and satisfactory in Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an appropriate focus on the teaching of English and mathematic, and the curriculum is broad and balanced. The good range of visits and extra-curricular activities makes the curriculum particularly relevant to its pupils.
Provision for pupils with special educational needs	Good. Pupils make good progress in line with their detailed and useful individual education plans.
Provision for pupils with English as an additional language	Good. Pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The personal development of pupils, including their moral and cultural development, is good and pupils are well prepared for a modern multi-cultural society. Their social development is very good, and their spiritual development satisfactory.
How well the school cares for its pupils	Arrangements for gathering information on what pupils know and can do are very good. The information is used well to plan for individual needs.

The school makes every effort to establish a good working partnership with parents and carers. An increasing number help in school and on visits, and hear their children read. A significant minority, however, have yet to be fully engaged by the school so that they can assist their children's learning at home and in school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher, with the active support of the deputy and the Key Stage 1 manager. As a result, the school has seen many improvements in the last two years and is well placed to improve further.
How well the governing body fulfils its responsibilities	Governors fulfil their statutory duties, have a clear understanding of the strengths and weaknesses of the school, and are playing an increasingly important role in school improvement.
The school's evaluation of its performance	There are good arrangements to monitor and develop teaching, and these have already had a significant impact on the quality of teaching and learning. Senior staff and governors regularly evaluate school effectiveness, adjusting strategies and policies as necessary.
The strategic use of resources	Good use is made of all available resources, including learning support assistants.

The school is well staffed with suitably qualified teachers and learning support assistants, and it is

generally well resourced. The accommodation is of high quality and is well maintained. The school is beginning to apply the principles of best value in all aspects of its work.

**PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• The teaching is good.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• Their children are making good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour.</li> <li>• The partnership with parents.</li> <li>• Extra-curricular activities.</li> <li>• Management.</li> <li>• The information on how their children are getting on.</li> </ul>

Inspectors agree with the positive views of most parents, but recognise that a significant minority have concerns which need to be addressed by the school. Whilst the school works hard to build a partnership with parents, many do not yet play a significant role in the learning of their children, either at home or in school. Evidence gathered during the inspection showed that behaviour was well managed within lessons and was at least satisfactory and often good. Behaviour at breaks and lunch times was less good. Inspectors also concluded that the school was very well led and managed and that the information given to parents on the progress of their children was good. There is a good range of high quality extra-curricular activities, although the take-up is often low.

## **PART B: COMMENTARY**

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

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

1. The school has a high number of pupils with special educational needs, and many pupils enter and leave the school other than at the normal times. Children enter the school with attainment well below that expected nationally for children of their age, and they make good progress in the Foundation Stage. Nevertheless, their attainment remains below national expectations. Standards for the older pupils are also adversely affected by some unsatisfactory teaching in the past, one of the reasons the school was found to have serious weaknesses at the time of the last inspection.
2. Standards for 11-year-olds are beginning to rise, but in last year's national tests in English and mathematics they remained well below what is expected nationally for pupils of that age. They matched the national average in science. When compared with those of schools having a similar intake, last year's results were well below in English, below in mathematics, and above in science. When pupils' results were compared with those they had achieved when they took the Key Stage 1 tests, it was found that they had made good progress in English, satisfactory progress in mathematics, and very good progress in science.
3. Inspection evidence shows that standards are improving in English and mathematics and are being maintained in science. It is likely that the school will meet its targets for the number of pupils to attain the expected Level 4 in this year's national tests for English and mathematics. Too few, however, will attain the higher Level 5, and as a result standards remain below those expected nationally for children of their age. Standards in information and communication technology are in line with national expectations, a considerable improvement since the last inspection, when they were judged to be below. Standards in religious education, which were judged to be in line with the requirements of the locally agreed syllabus at the last inspection, are now below them. Standards in art are above those expected nationally for children of their age, an improvement since the last inspection.
4. Pupils with special educational needs make good progress in their learning because of the quality of support they receive. An indication of the success of the special needs' provision is that pupils are regularly taken off the register of special educational needs. English is an additional language for four pupils, three of whom were in the early stages of acquiring English when they entered the school between one and two years ago. They received additional help and now need very little support to enable them to achieve and make progress commensurate with that of other pupils.
5. Pupils with particular behavioural problems are given extra support throughout the school. Eight Key Stage 1 pupils with behavioural and emotional difficulties are given good support in the school's Nurture Group, which gives them full access to the curriculum and prepares them for education in mainstream classes. The arrangements for all pupils, including those with specific learning and behavioural difficulties, enables them to achieve well, building on a low starting point.

6. The attainment of children on entry to the Foundation Stage is below that expected nationally for children of their age, and well below in communication, language and literacy and in personal, social and emotional development. Whilst they make good progress, their attainment at the end of the Foundation Stage remains below national expectations in communication, language and literacy, in mathematics, and in personal, social and emotional development. It is broadly in line with national expectations in knowledge and understanding of the world, creative development and physical development due to good provision and good teaching. This represents an improvement since the last inspection, when attainment was below in all areas.

7. Attainment in English has been consistently below the national average since 1996, and raising standards in literacy is a key priority for the school. Inspection findings show that standards are beginning to rise. They are now below the national average at both key stages, having improved from very low at Key Stage 1 and well below at Key Stage 2.

8. In last year's national tests for seven year olds, attainment was very low in reading and writing in comparison with the national average and the average for similar schools. Attainment in reading and writing has been consistently below the national average since 1996, though it improved on the previous year's results in 1997 and in 1999. There has been a decline in standards since the last inspection, when they were below national expectations in speaking, listening, reading and writing. There is no consistent difference in performance between boys and girls.

9. Standards for 11 year olds have risen each year since, apart from a slight dip in 1999, and they are continuing to rise, though they remain below what is expected nationally for children of their age. Boys have consistently performed better than girls. The attainment of pupils in last year's national tests was well below the national average and the average for similar schools. The percentage of pupils reaching the higher Level 5 was well below the national average. Pupils make good progress in speaking and listening skills at both key stages, but standards in reading are not high enough in the Foundation Stage and are below the national average at Key Stages 1 and 2.

10. The results in last year's national mathematics' tests for seven year olds were well below the national average and the average for similar schools. The results in last year's national tests for 11 year olds were well below the national average and below the average when compared with those of similar schools. The proportion of pupils reaching standards above those expected of pupils of their age was well below the national average.

11. Despite a dip in overall attainment in 1998, attainment in these tests has improved over the past four years in line with the national trend. Girls did not achieve as well as boys in the tests for 11 year olds. Whilst inspection evidence shows that standards achieved by pupils currently in Year 2 and in Year 6 are below average for their age, the school is well placed to meet its realistic targets for this year.

12. Last year's teacher assessments for seven-year-olds in science were in line with the national average and above those for similar schools. Apart from a dip in 1998, there has been a steady improvement in results in the national science tests for 11-year-olds. The results in last year's tests matched the national average but were above those of similar schools. Evidence gathered during the inspection shows that these standards are being maintained at the end of both key stages.

13. Pupils enter the school with attainment well below that expected nationally for children of their age. Overall, inspection findings indicate that they make good gains in their learning, including those with special educational needs or with English as an additional language. This represents an improvement since the last inspection.

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

14. Pupils' attitudes to the school and to their learning continue to be good. Pupils are happy to be in school and enjoy most lessons, and this has a positive impact on their learning. Whilst some pupils have a short attention span and find it difficult to maintain concentration, most are keen to demonstrate their knowledge by answering teachers' questions, though there is less evidence of their being encouraged to think independently.

15. The pupils' attitudes and behaviour in lessons and assemblies during the inspection were nearly always satisfactory and very often good, as a result of the behaviour management skills of the teachers. Attitudes and behaviour were good or better in 68 per cent of lessons and satisfactory in 28 per cent. They were unsatisfactory in two lessons (three per cent) largely due to inadequacies in the teaching. Behaviour in playgrounds and around the school did not always match the high standards expected by the school. A significant minority of pupils test the school's procedures, and this requires extra attention from teachers and support staff. In the few lessons where teachers do not apply classroom routines consistently, the behaviour of a minority of pupils deteriorates. As a result, the learning of others is impeded.

16. At break and lunch times, in the playground, pupils let off steam and their behaviour is often less good as a result. In the corridors, and at other times when supervision is less close, there are also lapses in behaviour. Pupils are usually good humoured and no examples of bullying or incidents of a racial nature were seen during the inspection. Boys and girls generally work and play together well. There were ten fixed period exclusions from the school in the last school year, involving five boys and two girls. They were for clear breaches of the school's behaviour policy.

17. Relationships between pupils, and between adults and pupils, are good throughout the school. All members of the staff are good role models. In their classes and assemblies, pupils show respect for the views of other people, including their peers, although this does not always apply in the playground or around the school. Pupils show respect for the school buildings, educational resources, artefacts and displays. Most pupils understand the effect that their words and actions would have upon others. Respect for others' feelings, values and beliefs is good, and pupils are supportive of those with special educational needs.

18. Pupils' personal development is good overall, but more opportunities could be provided for them to show initiative and personal responsibility. Pupils are welcoming to visitors and happy to talk openly about their life at school, including their friendships and concerns. They readily undertake any tasks they are given and take these responsibilities seriously. A number of Year 6 pupils have been made prefects and their duties include some low level supervision of other children. Others distribute attendance and dinner registers to the class bases, and set up the hall prior to assemblies. Year 5 pupils help by distributing the morning milk. All pupils are given a chance to discuss the school rules and contribute to their own classroom rules at the beginning of the school year.

19. A school council is well established. All pupils, including the very youngest, can contribute ideas through their class representatives. Council members are thoughtful and enthusiastic. The council is working well and adds in a very positive way to the pupils' understanding of the democratic process; it suggested, for example, that the school should introduce prefects for a trial period. A good range of extra curricular activities serves to increase the opportunity for pupils to add to their life experiences and support their personal development. The take-up in some of the clubs is, however, fairly low.

20. Attendance levels at the school are satisfactory and there has been a small but steady improvement in recent years. Unauthorised absence is significantly higher than that seen in most primary schools. This is largely due to the school's strict approach to lateness and to a small but significant number of children who are regularly absent without good reason.

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

21. The quality of teaching has improved significantly since the last inspection. In the lessons seen, teaching was nearly always satisfactory, with many good examples. Teaching was very good in 17 per cent, including one outstanding lesson, good in 60 per cent, and satisfactory in 18 per cent. Teaching was unsatisfactory in two lessons (three per cent) in Key Stage 2.

22. In the Foundation Stage, teaching was good in all six lessons seen. There was little difference in the quality of teaching in Key Stage 1 and Key Stage 2. In the lessons seen, the quality of learning matched the teaching. However, some unsatisfactory teaching in the past has meant that many pupils have not made the progress they should. During the inspection, the teaching of English was good in both key stages. In mathematics, it was good in Key Stage 1 and satisfactory in Key Stage 2.

23. The quality of teaching and learning in the Foundation Stage is good, a considerable improvement since the last inspection, when teaching was judged to be satisfactory. The knowledge and understanding of teachers is good, and basic skills are taught well. As a result, children learn systematically. Teachers plan carefully to meet the needs of the children, who respond well to the teachers' high expectations of work and behaviour, working hard and showing good levels of concentration. Time and resources, including learning support assistants, are used well. Learning is checked regularly and lessons adjusted accordingly. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as

they move through the Foundation Stage. Good use is made of homework in teaching children to read.

24. In Key Stages 1 and 2, teachers are confident in teaching the National Literacy Strategy, and this is reflected in the pupils' learning and rising standards in English. Adults take every opportunity to develop speaking and listening skills throughout the curriculum, and support staff work effectively with small groups to promote speaking and listening skills. Teachers are seeking further ways to improve the standards of reading across the school.

25. Teachers are becoming increasingly competent in teaching the National Numeracy Strategy. In the best lessons, teachers challenge all pupils to think for themselves and become involved in the lesson. In a few lessons, only volunteers were invited to answer questions and in some cases pupils were given too little time to consider their answers. Shortcomings in otherwise satisfactory lessons, mostly in Key Stage 2, were usually because the teacher's expectations of what pupils could do were not high enough and there was too little challenge in the lessons.

26. Teachers' knowledge and understanding is good at both key stages, and it underpins clear explanations and answers which encourage pupils to think for themselves. In an outstanding Year 6 English lesson, the teacher encouraged pupils to analyse paragraphs, complex sentences, subordinate clauses and technical vocabulary, and as a result pupils of average attainment made measurable gains in their learning.

27. The teaching of basic skills is good at both key stages, and is supported throughout the curriculum by the use of specific subject vocabulary and numeracy skills in subjects such as science and geography. Some pupils use information technology (IT) for research, in science and history for example, but the lack of computers in classrooms means that the use of IT across the curriculum is limited.

28. Teachers' planning is good at both key stages, ensuring interesting activities that build on what pupils already know and can do. In a good Year 2 information and communication technology lesson, a wide range of activities kept pupils' interest and enabled them to make very good progress in learning how to use data bases.

29. Teachers have universally high expectations of behaviour and in most cases have high expectations of what pupils can do. In a Year 4 mathematics lesson the teacher's brisk questioning kept all pupils involved and insisted that they explained their answers, which gave them a good understanding of what they had learnt. In some otherwise satisfactory lessons, however, expectations were not high enough. In a Key Stage 2 mathematics lesson the teacher's relatively low expectations resulted in pupils losing interest and the momentum of the lesson being lost.

30. With very few exceptions the management of pupils is good throughout the school, and this makes an important contribution to their progress. Teachers establish and maintain clear procedures which are applied consistently and respected by pupils. The few occasions when behaviour fell below the high standards expected by the school were linked to a failure to correct pupils quickly enough, or to activities which did not capture their imagination. In the unsatisfactory mathematics lesson, for example, the teacher did not apply the routines consistently, allowing noise to build up

which slowed the pace of the lesson as pupils drifted off task. The work expected was too limited and did not take account of the prior attainment of pupils. Extra work was not provided for pupils who finished the set task and then sat chatting to each other. As a result, pupils made few gains in their learning. The unsatisfactory physical education lesson was not well organised, lacked pace, and had inappropriate activities for the older pupils. Pupils did not respond well to the teacher's efforts to control the class and their behaviour was unsatisfactory.

31. Teachers make good use of time, support staff and resources throughout the school. Most lessons are taken at brisk pace which keep pupils engaged and interested. In a good Year 5 PE lesson, for example, the teacher maintained a good pace, switching activities and keeping pupils occupied in what can only be described as inclement conditions.

32. Good use is made of questions and review sessions throughout the school to check what has been learned. The information is used to adjust planning to meet the needs of individuals and groups of pupils. In a very good Year 2 English lesson, the teacher made her expectations explicit and used questions well throughout the lesson to check spelling and punctuation. She made good use of the final review session to reinforce what had been learnt and to allow pupils to explain for themselves what they had learned. The information gained was then built into her lesson planning. Homework is used well in all year groups to extend and support work in the classroom.

33. Teachers are careful to give good support to pupils with special educational needs to ensure that learning is in line with their individual education plans, and in this they make good use of the well-trained learning support assistants. As a result these pupils make good progress. The quality of teaching and learning of the eight Key Stage 1 pupils in the Nurture Group is good. In some lessons, however, the pupils' behavioural and emotional problems hamper the progress they are able to make. The few pupils who have English as an additional language are well taught, and they make good progress in line with that of other pupils.

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

34. The school provides a broad and well-balanced curriculum and a good range of learning opportunities, which successfully meet the needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. Pupils in the Foundation Stage are provided with an appropriate curriculum based on the recommended early learning goals for pupils under-five. This is a significant improvement since the last inspection, and the school has dealt very well with the key issues relating to the curriculum.

35. There are now schemes of work in place for all curriculum subjects, mostly following guidelines from the Qualifications and Curriculum Authority. These enable pupils to build on their prior attainment and to ensure their progress as they move through the school. The school has implemented the National Literacy strategy very well, and the Numeracy strategy well.

36. Provision for the high number of pupils with special educational needs is good and gives them full and equal access to the curriculum and to all aspects of school life. A good policy has been

drawn up in conjunction with all members of staff and with the help of outside agencies. Arrangements for identifying pupils are good and are well organised. A register is kept efficiently by the special needs co-ordinator and good quality individual education plans are provided for pupils on the register. Special educational needs staff work effectively to support these pupils, enabling them to play a full part in lessons.

37. An effective Equal Opportunities Policy promotes equal access by all pupils, including the few who have English as an additional language, to the full range of educational opportunities. The school reflects equality of opportunity in its aims and objectives, in the curriculum, and in its organisation, including the grouping of pupils. Pupils who experience emotional and behavioural difficulties receive support to ensure full access to the curriculum. Where the school lacks the necessary expertise, links are made with outside agencies. The school also makes good provision for the pupils it has identified as being more able, assessing their individual needs and meeting them well.

38. There is a gender imbalance: 60 per cent of pupils are boys and 40 per cent are girls. The imbalance is particularly evident in the younger classes, and more boys than girls have behavioural difficulties. The progress of boys and girls is regularly monitored to ensure equality of opportunity. At the present time, the difference is not significant. The school takes into account pupils' backgrounds and ethnicity when monitoring achievement to ensure fairness.

39. The curriculum is enriched through a good range of extra-curricular opportunities, including sporting and adventurous activities at lunchtimes and after school. During the inspection, however, these clubs were poorly attended by pupils. The school makes good provision for homework, which is set regularly.

40. The school makes very good provision for pupils' personal, social and health education. It has appointed an enthusiastic co-ordinator and a detailed whole-school scheme of work is in place. The governing body has decided to include sex education in the curriculum, and health and drugs awareness education is provided as part of the science curriculum. A satisfactory range of links with the locality effectively extends the experience of pupils and the school has strong links with its partner institutions. Although pupils move to a number of secondary schools at the end of Key Stage 2, links with the two schools to which most pupils move are good.

## **Personal Development**

41. Provision for pupils' personal development, including their moral and cultural development is good, whilst provision for their social development is very good and is a strength of the school. This represents a significant improvement since the last inspection. Satisfactory provision is made for pupils' spiritual development.

42. Pupils are encouraged in subjects such as art, religious education and science to appreciate the beauty of the world. Opportunities within other areas of the curriculum have yet to be fully explored. Teachers value pupils' contributions during informal discussions and in more formal personal, social and health education lessons. These opportunities are used well to develop

knowledge and insight into the values and feelings of others. Assemblies and religious education lessons are well used to encourage pupils to reflect on

their own importance and the world around them. There is a further valuable dimension to their spiritual development in well planned acts of worship, which often include pupils' own prayers, and opportunities to listen to the music of well-known composers.

43. Provision for pupils' moral development is good. Concern for the physical and emotional well being of others and respect for each other's feelings is evident in all aspects of school life. Through caring relationships with pupils, adults strive to promote values of honesty, fairness, and truthfulness. Those who lead assemblies strongly assert moral principles through themes such as friendship and good manners. Aspects of the curriculum encourage appreciation of problems in the world, for instance when pupils in religious education lessons consider the effects of religious intolerance. Teachers give a clear lead, showing care and concern for their pupils, and encouraging reflection on the consequences of their action. The school's aims underpin moral development, and the behaviour policy is generally consistently applied throughout the school day. In most lessons, teachers control behaviour through positive encouragement, stressing principles of fairness and self-respect. They encourage discussion in personal, social and health education lessons, which are sensitively managed so as to deepen pupils' understanding of issues of concern, such as rights, rules and responsibilities towards self, others and the environment.

44. Provision for pupils' social development is very good. Assemblies, attended by all staff and pupils, are well used to develop a feeling of community. Opportunities for greater responsibility increase through the school, with older pupils acting as prefects and carrying out many duties around the school. All classes are represented on the school council, which is a way of giving pupils a say in the running of the school. The social development of pupils with specific needs is well supported during 'Brunch' time in the Nurture Group.

45. Throughout the school, pupils are encouraged to appreciate and to contribute to the community in which they live. The school has forged strong links with a local beacon secondary school, Christian speakers, and the local football club, all of which enhance the curriculum and enrich pupils' experiences. 'Other very good examples of the school's provision are regular opportunities for Year 6 pupils to help at the local special school and for the choir to sing at residential homes. Pupils also contribute to the wider community through fundraising for a range of charities. This very good provision prepares pupils to play an active role as citizens. The social development of Key Stage 2 pupils is further developed through an annual residential trip.

46. Provision for pupils' cultural development is good. The syllabus for religious education makes a good contribution to understanding of other faiths. Subjects such as history and art make a sound contribution to the study of British and other cultures. There are extra-curricular groups in music, chess and mathematics. These, together with visits to places of cultural interest, help pupils to develop aesthetic skills and understanding of past cultures.

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

47. The welfare of pupils continues to be a high priority at the school and is of high quality. Each day begins with the doors of classes opened 10 minutes before the formal start, avoiding the need for children to wait outside in all weathers. The staff are there to greet pupils, and their parents and carers, an arrangement that helps to ensure a calm and smooth start to the day's work.

48. Pupils who are unwell or suffering minor injuries are looked after well. First aid procedures are good and are carried out effectively by staff with appropriate qualifications. Proper records are maintained and parents are notified whenever necessary, for example when children suffer bumps on the head. First aid boxes are well maintained with the correct contents.

49. The school's procedures for child protection are good. Members of staff are properly trained and they are aware of those procedures and their importance. They also know to whom to refer to if they have concerns about any of the children. There is a designated child protection governor who has monitored the procedures on behalf of the governing body.

50. Pupils' attendance is satisfactorily monitored by class teachers and the school secretary. They know the children and their families well. Any concerns are passed on to the headteacher who liaises regularly with the local authority's education welfare officer. The latter has worked with the school for a number of years and encourages good attendance and punctuality by, among other strategies, home visits to problem families.

51. There are effective measures in place to promote good behaviour, and teachers and support staff are consistent in applying them. There is a good behaviour policy, which was drawn up after consultation with parents and carers, and discussions with pupils. Teachers give praise for good work and behaviour, and pupils are pleased when they have earned stars or smiley-face stickers. Teachers adopt a positive approach when dealing with misdemeanours. There is a successful system of graded sanctions, including a recent trial of reducing 'special time' for pupils. This time gives them an element of choice for 30 minutes per week and is a privilege that they do not wish to lose.

52. A feature of the school's staffing policy is to provide for a higher than average number of learning-support assistants in class bases to help provide care for pupils. They, together with the midday supervisors, have been given the opportunity to receive appropriate training, including behaviour management.

53. There is good use of assessment procedures to identify pupils with special educational needs. There are good procedures for placing pupils on the register, keeping parents informed, and reviewing progress regularly. Pupils with special educational needs are given support to meet the targets set in their individual education plans and statements. The school fully meets the requirements outlined in pupils' statements of educational needs.

54. There is a high level of support for pupils who present challenging behaviour, but at times the school has to work with other agencies, in order to support them fully. The school's Nurture Group supports up to ten pupils between the ages of four and seven. After two terms

in this group, pupils are making good progress in managing their behaviour and learning. Where pupils have specific difficulties, differentiated work is available for them. A number of learning support assistants give valuable help. For pupils and adults who have mobility difficulties, there is a ramp at the front entrance of the school. Health and safety receives due attention and the school provides a safe and secure learning environment. Risk assessments are carried out regularly and teachers give safety guidance in lessons such as physical education and design technology.

55. The school has very good systems in place for assessing pupils' attainment and progress, and the data obtained is used very well to guide short- and long-term planning. This represents excellent progress since the last inspection when the school's assessment systems were characterised as poor. The school provides very good support and advice for its pupils, informed by the careful monitoring of their academic progress and, particularly, their personal development.

56. Much useful assessment is done on a short-term, day-to-day basis. In a Year 2 mathematics lesson, for example, the teacher realised from the pupils' responses that her planned activities were not possible and she quickly changed the lesson to revise work previously covered that the pupils had forgotten. Daily assessments of the success of lessons and pupils' responses are also made in teachers' written evaluations of their lessons. The school carries out all statutorily-required formal assessments of its pupils. Standardised baseline assessment of pupils takes place in the first few weeks after their entry to the school and at the end of their first year in school, so that comparisons and judgements of the progress of individual pupils can be made.

57. In addition to the national tests, the school uses annual optional mid-key stage tests and standardised reading and spelling tests. Mid-way through the year, teachers assess the pupils' progress in English, mathematics and science. As a result teachers' predictions of individual pupils' progress are reviewed and revised. In Years 2 and 6 these assessments are undertaken at the end of the first term. Parents and carers are then invited into school to be informed of their child's progress and to discuss what needs to be achieved. Individual short-term targets are set for pupils' learning in English and mathematics, and these are reviewed regularly.

58. At the end of the school year, each pupil's progress in all subjects, core and foundation, is assessed by the class teacher and a prediction made of the expected attainment levels at the end of the year to come. The information gained from testing is used well to make changes to the curriculum, to identify and support pupils with special educational needs, to group pupils for mathematics lessons, and to identify higher-attaining pupils. The school has analysed the results of the national tests carefully to identify trends and to assess progress from the point of entry to the school. Procedures for monitoring and supporting academic progress are very good. Pupils are given, and made aware of, individual targets for their learning and these are discussed and monitored regularly.

59. The school effectively supports pupils with special educational needs to meet targets set in their individual education plans and statements. There is good use of assessment procedures to identify pupils with special educational needs. There are good procedures for placing pupils on the register, keeping parents informed, and reviewing progress regularly.

The school fully meets the requirements outlined in pupils' statements of educational needs. Pupils with special educational needs are tracked through their individual education plans to ensure that they are making appropriate progress. Good support is also given to pupils who have been identified as being more able, and to those who have English as an additional language.

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

60. The school has worked hard to improve its partnership with parents, and most are supportive of it. A small, but increasing number, help in school and on visits, and hear their children read. A significant minority, however, have yet to be fully engaged by the school so that they can better assist their children's learning at home and at school.

61. Concerns raised by the relatively few parents who replied to the inspection questionnaire, and the tiny number who attended the parents' meeting, included behaviour, the range of extra-curricular activities, the management of the school, and the information parents receive on how their children are getting on.

62. Evidence gathered during the inspection shows that behaviour is well managed within lessons and is at least satisfactory, often good. Behaviour at breaks and lunch time, however, is less good. Inspectors also concluded that the school is very well led and managed and that the information given to parents on the progress of their children is good. There is a good range of high quality extra-curricular activities, although the take-up is often low.

63. The headteacher and staff do their best to involve parents and carers in their children's education. A friends of the school organisation has recently been re-formed to promote social and fund-raising events. Some parents are encouraged into school to assist teachers in hearing children read, and this is having a positive impact on standards. Where it happens on a regular basis it benefits children's learning. Parents and carers were invited to a meeting to discuss the school's behaviour policy and its approach to bullying. As a result, the school is to send an information leaflet to parents and carers on the behaviour and anti-bullying policies. No incidents of bullying were seen during the inspection. A survey of parents' and carers' views last term was used to help the school to plan the improvement of performance.

64. A system of home-school diaries, incorporating information about homework, is in force throughout the school. The intention is for an open exchange about each child, but relatively few parents use the diaries for this purposes. Those who do use them make useful comments about their children's reading at home.

65. The school has introduced a number of initiatives to support parents, including a weekly family literacy class and a session called 'Keeping up with the children'. During the very successful literacy session observed, five mothers, led by a tutor from a local college, studied the construction of sentences. The atmosphere was very friendly and the parents were able to work at their own pace. The parents value the experience and say that it helps them to understand the work the school is doing with their children. The literacy programme follows a similar series of sessions last term, on numeracy.



66. The 'Keeping up with the children' sessions are part of a project organised by the local education authority. In the session observed during the inspection, three mothers studied the form and balance of a poem. A crèche, supervised by a learning support assistant, was provided for three young children. In this case too, parents said they found the session very useful.

67. Regular newsletters include information on what children are to be taught each term. Personal letters are sent for more specific matters. Parents and carers also have access to notice boards outside the class bases for other information and reminders. The prospectus and the governors' annual report to parents are readable documents and useful sources of information. The annual reports to parents are very good. They are comprehensive and paint a good picture of what children know and can do, and of their social development. Many identify areas for future improvement. Parents, carers and children are invited to write their own comments on the reports but only a minority do so.

68. There are excellent opportunities for parents, carers and teachers to discuss matters of immediate concern at the beginning of each day, when the doors of each class are opened ten minutes before the formal start of school. The time is used well to resolve problems and make appointments for further discussion.

69. Parents and carers of pupils with special educational needs are invited to be fully involved in the reviews of their children's progress. Those who fail to attend parents' evenings are invited to attend at another time.

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

70. The headteacher, with the active support of the deputy head and governors, provides a clear educational direction for the school, which has led to significant improvements since the last inspection. As a result, the school no longer has serious weaknesses. The school has clear aims for the children's academic and personal development. It is very largely meeting its aims for their personal development and is beginning to meet its aims for their academic progress.

71. A strong senior management team is the driving force behind school improvement, and it works closely with the teachers, who share its aims. Most teachers have specific responsibilities, which they carry out diligently, as well as being responsible for all aspects of classroom management.

72. The governing body is well led and fulfils all its statutory duties. Its committees have a clear understanding of the strengths of the school and focus on improving pupils' achievement. They are becoming increasingly involved in the strategic development of the school. Governors receive regular progress reports from the headteacher and senior staff on all aspects of the school's work. Governors also visit to monitor the school's work. Recent visits have been to monitor the provision for literacy, the arrangements for looked-after children, and child protection.

73. The monitoring, evaluation and development of teaching has led to significant improvements in the quality of teaching in both key stages. Teaching has been monitored by local authority advisers, literacy consultants and the headteacher, both formally and informally, in line with the school's Effective Teaching Project. The subject leaders for English and mathematics have also monitored teaching and learning, but this is yet to happen in other subjects. Teachers and senior staff analyse planning and pupils' performance so that teaching can focus on pupils' needs and become more effective.

74. Governors have a performance management policy in place and staff are appraised annually, with targets agreed for development. The deputy headteacher manages the classroom support staff and has negotiated their roles and agreed job descriptions. Staff development is a priority of the school, which has been recognised as an Investor in People.

75. The four-year school improvement plan is a useful, clear document which identifies priorities for improvement. It has detailed action plans for the first year, with time-scales, costings, responsibilities and success criteria that focus on raising standards and are achievable and measurable. All aspects of the school's work are reviewed by the headteacher, senior management team, governors, and teachers with specific responsibilities. Where necessary, plans are adjusted.

76. The headteacher, senior management team, teachers, support staff and governors are committed to school improvement. The school's own evaluation of its work, the quality of teaching, planned improvement in information technology and the development of national strategies leave the school well placed to improve further. The budget is carefully planned to meet educational priorities. The school is currently carrying relatively high balances, but these will be used this year to finance a new and much needed computer suite.

77. The provision for pupils with special educational needs is well managed, and as a result they have full and equal access to the curriculum and to all aspects of school life. Additional support for pupils with statements of educational needs and with other specific needs is efficiently used to support pupils' learning. Learning support assistants receive good training and their work is regularly monitored. There is good liaison between the special educational needs co-ordinator, classroom teachers, classroom support assistants, outside agencies and the special needs governor.

78. Specific grants received by the school for additional support for pupils with special educational needs are being used effectively for the desired purpose. Pupils who are identified as being more able than the majority of their peers are tracked carefully to ensure that their progress is in line with their ability. They are given differentiated or extension work.

79. The school is well staffed with sufficient teachers to provide for all subjects and to allow co-ordinators some non-contact time. There is a good mix of experience, and there is now stability following the departure of seven teachers after the last inspection. There is also a good number of well trained learning support assistants. Training needs for all staff, including the midday supervisors, are identified and courses provided to meet individual and whole school needs. Good support is given to newly qualified teachers and staff new to the school.

80. The relatively new school building is in good condition and is well maintained by the caretaker and the cleaning staff. It is brightened by good displays which celebrate pupils' achievement. A number of improvements have been made in recent years, and the spacious accommodation, including some specialist rooms, provides a good environment for effective teaching and learning. The school is well resourced to teach the national curriculum, though there are too few computers in classrooms. A computer suite is to be opened shortly.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. In order to improve the school's performance, the headteacher, governors and staff should:

- Raise standards in reading in the Foundation Stage, and in reading and writing in Key Stages 1 and 2 \* by
  - \* further developing reading and writing skills throughout the curriculum;
  - \* teaching pupils to take more responsibility for the accuracy of their written work.
  
- Raise standards in mathematics\* by:
  - \* ensuring that all teachers have high expectations of what pupils can achieve;
  - \* developing a consistent approach to using and applying mathematics throughout the school.
  
- The governors should also seek ways to ensure that all parents understand the work of the school and give full support to their children's learning at home and in school.

*\*These have already been identified by the school as priorities for development.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	57

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	15	60	18	3	0	0

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

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

<b>Pupils on the school's roll</b>	<b>No of pupils</b>
Number of pupils on the school's roll	264
Number of full-time pupils eligible for free school meals	83

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>Nursery</b>	<b>YN – Y6</b>
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	37

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	26	16	42

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	14	12	20
	Girls	13	13	15
	Total	27	25	35
Percentage of pupils at NC Level 2 or above	School	64 (74)	60 (76)	83 (87)
	National	83 (82)	84 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	10	17	15
	Girls	12	13	10
	Total	22	30	25
Percentage of pupils at NC Level 2 or above	School	52 (79)	71 (87)	60 (89)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	18	12	30

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	12	13	17
	Girls	7	7	9
	Total	19	20	26
Percentage of pupils at NC Level 4 or above	School	63 (54)	67 (61)	87 (71)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	12	12	16
	Girls	7	7	9
	Total	19	19	23
Percentage of pupils at NC Level 4 or above	School	63 (61)	63 (88)	83 (71)
	National	70 (68)	72 (69)	79 (75)

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

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	211
Any other minority ethnic group	0

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

***Teachers and classes***

**Qualified teachers and classes:  
YN – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	21.0:1
Average class size	26.4

**Education support staff:  
YN – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	48

*FTE means full-time equivalent.*

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

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	7
Other minority ethnic groups	0	0

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

***Financial information***

Financial year	<b>1999/2000</b>
----------------	------------------

	<b>£</b>
Total income	620877.00
Total expenditure	538572.00
Expenditure per pupil	1780.00
Balance brought forward from previous year	38719.00
Balance carried forward to next year	107617.00

## Results of the survey of parents and carer

### Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	77

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	28	36	7	4	0
My child is making good progress in school.	24	37	5	6	3
Behaviour in the school is good.	13	26	21	10	5
My child gets the right amount of work to do at home.	14	40	11	8	3
The teaching is good.	20	41	10	2	2
I am kept well informed about how my child is getting on.	16	32	22	5	1
I would feel comfortable about approaching the school with questions or a problem.	25	32	10	8	0
The school expects my child to work hard and achieve his or her best.	27	36	10	3	0
The school works closely with parents.	13	30	22	10	0
The school is well led and managed.	15	32	10	15	4
The school is helping my child become mature and responsible.	15	36	12	10	3
The school provides an interesting range of activities outside lessons.	6	30	18	15	7

*\*Percentages are rounded to the nearest whole number.*

## **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**

82. The attainment of children by the end of their time in the Foundation Stage is below what is expected nationally for children of their age in communication, language and literacy, in mathematics, and in personal, social and emotional development. It is broadly in line with national expectations in knowledge and understanding of the world, creative development and physical development, as a result of good provision and good teaching. This represents an improvement since the last inspection when attainment was below in all areas.

83. The attainment of children on entry to the Foundation Stage is below that expected nationally for children of their age, and well below in communication, language and literacy and in personal, social and emotional development. They achieve well and make good progress. They are assessed on entry to the Reception classes and their progress is monitored throughout the year. Targets are set to help them to reach their potential. Regular assessment monitors progress and establishes areas for further improvement. All children, including those with special educational needs and those for whom English is an additional language, make good progress, compared with the satisfactory progress reported at the last inspection.

84. Consultations between parents and teachers take place before the child joins the school. Parents are advised on how they can prepare their children for school and support them during their time there. Children visit twice before they join the school. They enter the school in the September of the academic year in which they will attain the age of five, and they attend full-time. Older children are placed in a mixed Reception/Year 1 class; younger children go into the Reception class.

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

85. The attainment of children in personal, social and emotional development is below expectations for their age by the end of their time in the Foundation Stage. This represents good achievement and progress, however, since their attainment was well below national expectations on entry. Most children settle quickly into the routines of the Reception classes, and their attitudes are good. They enjoy coming to school and show enthusiasm and interest. The calm, welcoming atmosphere helps them to feel confident and secure. Language development and communication skills are given a high priority. Children are encouraged to listen attentively, to speak clearly and to extend their vocabulary. They learn to play together and to express and communicate their ideas and feelings through imaginative play. They select and use resources independently, including the use of the computer. They form good relationships with adults and with other children, learning to dress and undress independently and manage their own personal hygiene. Children are encouraged to take on an increasing number of responsibilities and they generally behave well, gradually beginning to understand right and wrong and the impact of their actions on others. They have a developing awareness of their own needs, views and feelings and are learning to respect the feelings, values and beliefs of others.

## **Communication, language and literacy**

86. The attainment of children in communication, language and literacy is below expectations for their age by the end of their time in the Foundation Stage. This does, however, represent good achievement and progress, since they were well below national expectations on entry. There are many formal and informal opportunities for children to develop their speaking and listening skills, for example when they talk about the daily weather and their news. All adults are effectively involved in helping children to develop their speaking and listening skills, as they interact with the children in indoor and outdoor activities. There is a short introduction to the National Literacy Framework in the Reception classes, and this is gradually extended until children experience the full hour. Children enjoy listening to stories and are encouraged to join in. They know how a book is organised, identifying the title, reading familiar words, and making suggestions about how a story might end. The early development of phonics helps to promote learning.

87. Standards in reading, however, are not high enough and the rate of progress is limited. Nevertheless, children make satisfactory progress in their ability to re-tell narratives in the correct sequence, drawing on the language patterns of well-known stories. Many children are confident in identifying initial sounds and final sounds of words. The majority of children recognise and write their own names and are beginning to write simple sentences. They are beginning to use phonic knowledge to write simple, regular words. In one lesson seen, pupils developed speaking and listening skills as they talked about healthy foods. On another occasion, they listened well to the story of the 'Owl Babies', answered questions, and suggested how the baby owls might be feeling. They were asked about their own experiences of feeling frightened. Many children felt confident enough to talk about their experiences. All pupils were involved in helping the teacher to write sentences with correct punctuation.

## **Mathematical development**

88. The attainment of children in mathematical development is slightly below expectations for their age by the end of their time in the Foundation Stage. This does, however, represent good achievement and progress, since they were below expectations, verging on well below, on entry. There is a short introduction to the Numeracy Framework in the Reception classes, and this is gradually extended to the full hour. Most children say and use number names, in order, in familiar contexts. There are many opportunities for them to develop mathematical language, such as *more*, *less*, *greater*, *smaller*, *heavier* and *lighter* to compare two quantities. In their activities, they talk about, recognise and create simple patterns. They recognise numerals 1 to 9 and find one more or one less than a number from 1 to 10. They count forwards and backwards from 0 to 10 and many children are able to count to 50. They are beginning to relate addition to combining two groups of objects and subtraction to taking away, and to use the language associated with adding and subtracting. Activities in the Reception classes support mathematical development well. The emphasis is on understanding and using numbers in practical contexts, for example counting how many children are present. There are books relating to number, games, puzzles, weighing activities and computer programs. Pupils thread and count beads, count building blocks and make patterns, thus consolidating their skills.

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

89. The attainment of children in knowledge and understanding of the world is broadly in line with expectations for their age by the end of their time in the Foundation Stage. This represents good achievement and progress, as their attainment was below national expectations on entry. Children learn about the layout of the school and the people who work in it and develop their knowledge of the locality and the seasons, as they go for local walks at different times of the year. They visit a farm and construct model farm buildings from a variety of materials, go to the local church to learn about the building, furnishings and the services, and visit a seaside resort. They ask sensible questions and listen carefully to replies, which helps them to develop some understanding of the world beyond their immediate environment. They study land use, buildings and the way of life on a fictional Scottish island and gain a sense of the past by studying old toys and objects from the past. They look at their own growth from when they were babies, and learn the parts of the body. In talking about their families, they begin to develop a sense of time and relationships. Children learn about different cultures and beliefs through stories and assemblies, and are introduced to scientific ideas through studying materials and deciding on the best materials for keeping cool or warm. They identify living and non-living things, observing and identifying features of the natural world, and growing seeds and bulbs to study new growth. They use information technology to support their work. Most children recognise the letters of their own names on the keyboard and, with help, can enter text and save and print out work. They build and construct with an increasingly wide range of objects, selecting appropriate resources. They develop their mathematical knowledge as they weigh out the ingredients and make biscuits and develop their scientific knowledge of irreversible change through the process of heating the ingredients.

## **Physical development**

90. The attainment of children in physical development is broadly in line with expectations for their age by the end of their time in the Foundation Stage. This represents good progress, as attainment was below national expectations on entry. They progressively develop their ability to move with confidence, imagination, control and co-ordination, in safety. They become increasingly aware of space, of themselves and others as they improve their performance of travelling with a ball and guiding it round markers with their feet. They learn to use a range of small and large equipment. In physical education lessons in the school hall they travel around, under, over and through balancing and climbing equipment, and move to music with developing confidence, imagination and control. They are beginning to recognise the importance of keeping healthy and the things that contribute to a healthy lifestyle, and recognise changes that happen to their bodies when they are active. They handle tools, objects, construction and malleable materials safely and with increasing control.

## **Creative development**

91. The children's attainment in creative development is broadly in line with expectations for their age by the end of their time in the Foundation Stage. This represents good progress, as attainment

was below expectations on entry. Their creativity is developed within a supportive learning environment. They explore and experiment with ideas, materials and activities. Children develop confidence as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. They use the 'Dazzle' program on the computer to support their work and have produced interesting firework pictures. Children explore colour and texture through a range of resources and sensory experiences, talk about their observations, and experiment with different media to draw themselves and others. For example, they used different shapes and materials to print with when they made a Humpty Dumpty collage, and could talk about similarities, differences and patterns. Children experiment with dough, making different shapes, and investigate what happens when they mix colours and use paints of different consistencies.

92. Children explore form and shape in two and three dimensions, as they create models of farm buildings and extend their knowledge of joining techniques. They use simple levers and sliding mechanisms to create movement for their teddy bear cut-outs. Children begin to recognise and name musical instruments and recognise and investigate how sounds can be changed. They recognise repeated sounds and sound patterns and match movements to music, responding very positively to what they hear, and use their imagination and communicate their ideas through music. Children enjoy joining in games and dances, sing familiar nursery rhymes and songs with enthusiasm, tap out repeated rhythms, and create their own music.

93. Children make a positive start to their education in all areas of learning. The quality of teaching and learning in the Foundation Stage is good. Teaching was good in the six lessons observed. This represents a significant improvement since the last inspection, when teaching was judged to be satisfactory. Teachers' knowledge and understanding is good and they teach the basic skills well, enabling children to acquire knowledge, skills and understanding systematically. Teachers plan effectively, have high expectations of work and behaviour, and use time and resources well. They use effective methods and manage their pupils well, and as a result children's interest and concentration are maintained. Children put intellectual, physical and creative effort into their work. Adults work as a team and ensure that pupils' pace of working and productivity is appropriate. The quality and use of regular assessment is good, and it is used to inform planning. Children are able to talk about what they know. All pupils, including those with special educational needs and those for whom English is an additional language, make good gains in their learning. Children take books home regularly to practise their reading.

94. The quality and range of learning opportunities is good, and the statutory curriculum is in place. The breadth balance and relevance of the whole curriculum is satisfactory. There is good provision for pupils with special educational needs and those for whom English is an additional language. The Foundation Stage is well led by an enthusiastic co-ordinator who is sensitive to the needs of the children and introduces them to a wide range of experiences. The staff in the Foundation Stage work together well for the benefit of all the children in their care.

95. Provision in the Foundation Stage is good. An attractive, outdoor play area has been completed, with different surfaces and fixed play equipment to develop balancing and climbing skills. There are, however, too few wheeled toys to enable children to develop their control, co-ordination and awareness of space and of themselves and others in the outdoor play area.

## **ENGLISH**

96. The attainment of pupils in last year's national tests for seven-year-olds was very low in reading and writing in comparison with the national average and the average for similar schools. The percentage of pupils reaching the higher Level 3 was well below the national average in reading and below the national average in writing. On the basis of teacher assessments, the percentage of pupils reaching the expected level or higher in speaking and listening was very low in comparison with the national average.

97. Attainment in reading and writing has been consistently below the national average since 1996, although it improved on the previous year's results in 1997 and in 1999. There has been a decline in standards since the time of the last inspection in September 1998 when, based on the figures for 1997, it was below national expectations in speaking, listening, reading and writing. Boys performed better than girls in reading and writing. The position was reversed in 2000, when girls performed better than boys in both reading and writing.

98. The attainment of pupils in last year's national tests for 11-year-olds was well below the national average and the average for similar schools. The percentage of pupils reaching the higher Level 5 was well below the national average. Attainment in English has been consistently below the national average since 1996, but standards have risen each year, apart from a slight dip in 1999. This represents an improvement since the last inspection. Boys have consistently performed better than girls.

99. Pupils enter the school at the age of four with standards in communication, language and literacy that are well below the national average for their age. Three other factors militate against the efforts of the school to raise standards. They are the above average number of pupils with special educational needs, the high level of pupils who enter and leave the school other than at the normal times, and adverse socio-economic factors. Raising standards in literacy is a key target in the school improvement plan.

100. Evidence gathered during the inspection findings shows that standards are rising. They are now below the national average at both key stages, having improved from very low at Key Stage 1 and well below at Key Stage 2. These improvements are the direct result of a wide range of strategies introduced into the school in the last two years. All pupils, including pupils with special educational needs and the small number of pupils for whom English is an additional language, achieve well and make good progress in line with other pupils. This represents an improvement since the last inspection, when progress was satisfactory.

101. The National Literacy Strategy is proving very effective in raising standards. Teachers welcome its structure and are confident in teaching it. Significant steps have been taken to improve standards, and it seems likely that the school will achieve its target of 70 per cent of pupils at Level 4 or above in this year's tests for 11 year olds. The evidence also indicates, however, that too few pupils will achieve the higher level at each key stage to enable standards to be in line with the national average.

102. Efforts to improve reading through an increased emphasis on phonics have had some success, but standards in reading are not high enough in the Foundation Stage and are below the national

average at Key Stages 1 and 2. There are a large number of pupils who lack the motivation to read. The progress of pupils in reading is regularly assessed at both key stages. The use of graded reading schemes is beneficial in ensuring the progression of pupils' skills. By the end of Key Stage 1, most pupils read simple texts accurately and with understanding. They express their views about major ideas and events in stories, poems and non-fiction. They use more than one strategy, but particularly phonics, to read unfamiliar words and establish meaning. By the end of Key Stage 2, most pupils show understanding of significant ideas, themes, events and characters in a range of texts, but few use inference and deduction.

103. The school has spent a considerable sum of money on attractive texts for the literacy hour and on books for the school library. The range of fiction books throughout the school is good. The school is currently building up the stock of non-fiction books. Pupils are taught to use the school library from an early age and are encouraged to take their reading books home each night to read to their parents. Many parents give good support to their children's reading at home and make good use of the home/school reading diary. A significant number of pupils, however, are not given this help and lack the will to succeed.

104. Writing is below the national average at both key stages, but there are clear signs of improvement over the last six months, owing to the additional time being devoted to it. Staff are working hard to effect further improvement, both in the literacy hour and in the additional writing periods. The emphasis is on different forms of writing, often related to texts read, or tasks set, during the literacy hour. This practice could usefully be extended to imaginative and other forms of writing in other areas of the curriculum.

105. Pupils make good progress in speaking and listening skills at both key stages. The majority of pupils listen well during class sessions in the literacy hour and most remain attentive. Adults take every opportunity to develop speaking and listening skills throughout the curriculum. Support staff work effectively with small groups to promote speaking and listening skills.

106. In one lesson in Year 2, pupils listened to part of a story, discussed what had happened so far and predicted what might happen next. In another lesson, they demonstrate their ability to locate key words and phrases that describe something. Pupils in Year 6 learnt to spell homophones in context. They identified the features of science fiction, after reading extracts from the book 'When the Tripods came'. They compared the book to 'War of the Worlds'. Most pupils successfully wrote a science fiction story, with the emphasis on the setting, characters, events and the careful choice of effective words and phrases. They used complex sentences to extend meaning.

107. The quality of teaching is good, overall, at both key stages. It was very good in three of the five lessons observed in Key Stage 1 and good in the other two lessons. It was good in six of the seven lessons observed in Key Stage 2 and excellent in the other lesson. This represents an improvement since the last inspection, when teaching was satisfactory. Teachers show good subject knowledge and understanding, and are technically competent in teaching the basic skills. They plan effectively, setting clear objectives that pupils understand and have high expectations of what pupils can do. Teachers use methods that enable all pupils to learn effectively. Pupils are managed well, and time and resources used to good effect. Learning support assistants make an effective contribution to pupils' learning.



108. The quality and use of ongoing assessment is good, and it is used well to inform planning. Homework is used to consolidate and extend work undertaken in lessons. As a result of good teaching, all pupils, including those with special needs and those for whom English is an additional language, achieve well and make good progress commensurate with that of their peers. This represents an improvement since the last inspection, when progress was satisfactory. Pupils acquire new knowledge and skills, develop their ideas and increase their understanding. Most pupils apply intellectual and creative effort to their work. They are productive and work at a good pace. They show interest and sustain concentration. They understand what they have to do, how well they are doing, and what they have to do to improve. These good attitudes, together with satisfactory behaviour and the good relationships that prevail, are significant factors in pupils' achievement and learning.

109. The statutory curriculum is in place and the quality and range of learning opportunities is good. The curriculum is enriched through book fairs and book weeks. At the most recent one, staff and pupils dressed up as their favourite characters, and pupils read from their favourite books at a special assembly. All staff, including the secretary and caretaker, went to different classes to read stories to pupils. There are two Book Fairs each year. Year 6 have recently received a letter from author Jacqueline Wilson in response to a letter they wrote to her.

110. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Equality of access and opportunity is good. The provision for pupils with special educational needs and those for whom English is an additional language is good. The four pupils for whom English is an additional language were in the early stages of acquiring English when they entered the school between one and two years ago. They received additional help and now need very little support to enable them to achieve and make progress commensurate with that of their peers.

111. The leadership and management of English is very good and ensures clear educational direction. The co-ordinator is one of two lead literacy teachers in the school and has put many initiatives in place to improve standards. She has provided training for staff on phonics, grammar, moderation and assessment. The procedures for assessing pupils' attainment and progress, and the use of assessment to inform curriculum planning, are very good. The monitoring of pupils' subject performance is very good. Resources are good and are used well.

112. There is a shared commitment to further improvement in the subject, and the determination to succeed. To improve standards further, there is a need to raise standards in reading in the Foundation Stage and in reading and writing in Key Stages 1 and 2. This can be achieved by further developing reading and writing skills throughout the curriculum, and by teaching pupils to take more responsibility for the accuracy of their work.

## MATHEMATICS

113. The results in last year's national tests for seven year olds were well below the national average and the average for similar schools. The proportion of pupils achieving standards above those expected for seven-year-olds was also well below the national average. Average scores improved sharply in 1999, but declined in 2000. Last year's results relate to 42 pupils, 17 of whom were on the register of special educational needs. Another significant factor is that 11 of that cohort had joined the school other than at the time of normal admission.

114. The results in last year's national tests for 11 year olds were well below the national average and below the average when compared with schools with a similar percentage of pupils known to be eligible for free school meals. The proportion of pupils reaching standards above those expected of pupils of their age was well below the national average. These results relate to a class of pupils in which half were on the register of special educational needs and three had statements. Despite a dip in overall attainment in 1998, attainment in the national tests has improved over the past four years in line with the national trend.

115. Girls did not achieve as well as boys in the tests for 11-year-olds. The school is developing strategies to redress the balance. Whilst some girls do not readily offer to answer questions, there was no evidence during the inspection of a difference in the attainment of boys and girls. In good lessons, teachers challenge all pupils to answer questions, with girls and boys working together at all levels of attainment.

116. The structure and content of the National Numeracy Strategy are firmly embedded. All teachers have received recent training, take part in joint teaching sessions, and have opportunities to observe good practice in other schools. The subject co-ordinator, who is a lead numeracy teacher within the local authority, guides planning and provides good advice for teachers. The school closely analyses its results to identify weaknesses in provision. These initiatives, together with a greater emphasis on mental computation and problem solving activities, are helping to raise standards. Whilst inspection evidence shows that standards achieved by pupils currently in Year 2 and in Year 6 are below average for their age, the school is well placed to meet its realistic targets for this year for 70 per cent of pupils to reach the expected Level 4.

117. There is a strong emphasis throughout the school on mental computation. All pupils benefit from regular practice at the start of lessons, and pupils' understanding of mental strategies is satisfactory. In the most successful lessons, teachers ensure that all pupils are fully involved. They use a good range of resources, such as 'counting sticks', number cards, and number 'washing lines', to allow all pupils to answer, and to check each answer. Where teaching is good or better, teachers use carefully targeted questions to challenge all pupils, encouraging the reticent to play a full part.

118. In a few lessons seen, teachers failed to question those who did not volunteer to answer, and some teachers did not give pupils enough time to consider their answers. Most teachers understand the importance of asking pupils to explain their reasoning. For example, pupils in a Year 2 lesson learnt strategies for working out what coins they would need, to make up different amounts such as 19p. By the end of the lesson, many could describe their methods competently to the whole class.

119. Pupils develop a confident understanding of the number system and of place value. Teachers are generally aware of the needs of the less able and give clear explanations. This is particularly true in Nurture Group lessons, where the class teacher and learning support assistant word their questions very carefully and give simple explanations so that all pupils understand what they are to do. The good support that these pupils receive as a small group not only helps their learning, but allows class teachers in Key Stage 1 to concentrate on other pupils, with little disruption.

120. Teachers throughout the school understand the importance of direct teaching, and make use of concrete examples as they introduce new concepts. In a Year 1 lesson, it was evident that many pupils had little understanding of the months or seasons at the beginning of the lesson. Through very clear teaching, supported by interesting tasks and good use of confident support staff, most pupils could order the months and the seasons by the end of the lesson. The class teacher realised the importance of continuing to teach at different levels as pupils worked in small groups.

121. In a Year 3/4 lesson, where teaching was well paced and very clear, pupils made very good progress in beginning to understand that  $\frac{1}{2} = \frac{3}{6} = \frac{4}{8}$ , and to compare fractions with different denominators. In a Year 6 lesson, following a clear explanation and a challenging mental session, higher attaining pupils could use their knowledge of fractions, decimals and percentages to work out problems. By the end of the lesson most pupils could find percentages of whole numbers and were beginning to apply these to simple problems.

122. Whilst pupils in Year 6 have average levels of attainment in number work, it is evident that the skills of problem solving have not been systematically developed as they moved through the school and, in consequence, are below average. The school is addressing this weakness.

123. Analysis of pupils' work shows that since the school identified the need to strengthen pupils' problem-solving skills all aspects of mathematics are given due attention, though there still needs to be a more consistent approach to teaching these skills in all classes. Pupils gain a good understanding of data handling and of shape and measure. Standards of presentation of written work are good in all year groups and pupils are expected to set out calculations logically.

124. The quality of teaching and learning is good overall in Years 1 and 2. Of the lessons seen, teaching was very good in one, good in one and satisfactory in one. Teaching and learning is satisfactory overall in Key Stage 2. The quality of teaching was very good in one lesson, good in two, satisfactory in two and unsatisfactory in one. This represents a significant improvement since the last inspection, when a key issue was to improve the standard of teaching throughout the school, but particularly in Key Stage 1.

125. Where teaching is good or very good, teachers have high expectations of work and behaviour, and a good understanding of how pupils learn. There is a good balance between direct teaching and independent learning. Where teaching has shortcomings, pupils are slow to get on with group tasks because expectations are too low. As a result, they lose concentration and waste precious time in idle chatter during individual and small group tasks. The unsatisfactory lesson was the result of weak behaviour management and a lack of pace. Pupils did not make enough progress because the room became noisy and a significant number did little work. In Years 3 and 4 pupils are set by prior attainment levels. Although the higher attaining group is well provided for, teachers

in the other two groups need to give greater consideration to the advantages of being able to teach groups of pupils set by ability. Where teaching is good or better, pupils respond well to teachers' high expectations and work with sustained concentration. Most pupils enjoy the subject and work hard. These good attitudes have a positive impact on their learning.

126. Effective and well-targeted support ensures that all pupils have equal access to the curriculum. Teachers use assessment information well to plan work and to monitor learning. Individual targets are set and lesson objectives are shared, so that pupils are aware of their own learning. The learning support assistants give good quality support to pupils and make a significant contribution to learning. Additional support for pupils with special educational needs is good. Higher attaining pupils are also identified and are regularly assessed to ensure that they are making the progress of which they are capable.

127. The subject co-ordinator was not in school during the inspection but it is clear that she provides good leadership. The temporary co-ordinator has good knowledge of the subject and has continued to monitor teachers' plans and pupils' work. The school is aware of the importance of teaching mathematical vocabulary and does so in such a way that pupils can understand problem-solving questions. Mathematics curriculum evenings are held annually to inform parents about the school's approach to teaching the subject. Resources are good, and teachers are making increasing use of information technology to support pupils' learning. Other subjects such as science, design and technology and geography make a good contribution to the development of pupils' numeracy skills.

## **SCIENCE**

128. Last year's teacher assessments for seven year olds were in line with the national average and above the average for similar schools. The results in last year's national tests for 11 year olds matched the national average but were above the average of similar schools. Evidence gathered during the inspection shows that these standards are being maintained at the end of both key stages. The findings indicate that pupils, including those with special educational needs or with English as an additional language, make good gains in their learning, as they enter the school with attainment well below that expected nationally for children of their age. This represents an improvement since the last inspection.

129. By the age of seven, pupils know that plants need water and light to grow. They can compare different sorts of plant, saying which are the same and which are different. They know which appliances use electricity, and can fit components together to make a circuit to light a bulb. Pupils can recognise different kinds of materials and are able to suggest words to describe their properties, such as *bend* and *twist*. They know that shiny materials reflect light and that cake mixture changes irreversibly when cooked. They can undertake investigations, predicting, for example, what might happen if a plant was not watered. They then test the prediction, note the results, and discuss them. Pupils pay good regard to safety issues, wearing goggles and washing their hands as necessary.

130. Pupils make good progress in their learning, and by the age of 11 can name the parts of a plant and describe their functions. They know that plants need light to make food, and some pupils

can explain photosynthesis. Pupils are able to construct electrical circuits in series and parallel, and to draw circuit diagrams. They know about light sources and that light travels in straight lines and can be reflected by mirrors. Pupils are able to separate mixtures of solids and liquids in different ways, and know about the effects of temperature on dissolving. They know that there are different states of matter, and can change solids into liquids and liquids into gases. Their investigative work is detailed and accurate, with good use of predictions and "what if..." questions. They are able to construct a fair test and to make and record accurate observations.

131. Pupils with learning difficulties are well supported by the learning support assistants and take a full part in science lessons, although their ability to record is often affected by their lack of literacy skills. Pupils clearly enjoy their science lessons, working hard and concentrating well throughout lessons. They co-operate well and are increasingly able to work independently as they move up the school. Pupils are able to share resources and ideas and to discuss these with adults, responding very well to questions and listening attentively to each other's answers. Though a few pupils become restless, behaviour overall is good and relationships between teachers and pupils are good-humoured and constructive. Pupils look after resources well and clear up efficiently and without any fuss. These positive attitudes and good behaviour are clearly related to good teaching in which there are many interesting activities, appropriate to the needs of each pupil.

132. The quality of teaching is good overall at both key stages. Of the five lessons seen, four were good and one very good, a considerable improvement since the last inspection, when teaching was unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. Teachers' knowledge and understanding is good, reflecting the school's priorities for improvement through regular in-service training. Planning is good. Assessment is well used to meet individual needs. Teachers have high expectations of what pupils can do. High attainers are given appropriate extension work in most lessons. The subject is used well to reinforce the pupils' basic skills in literacy through effective questioning and the use of scientific vocabulary, and in numeracy through estimating, weighing and constructing graphs and tables.

133. Teachers make very effective use of the learning support assistants, and as a result pupils with special educational needs join in all activities and make good progress. Groups are managed well, with good use of time so that the pupils are continually occupied and involved. Homework, however, is not used consistently to consolidate learning. Whilst the internet is used for research, information and communication technology (ICT) is not used consistently and this is an area for development.

134. The requirements of the National Curriculum are met, and the science policy and scheme of work are good. The subject is well led by the co-ordinator, especially in the monitoring of teaching and learning, staff development and the organisation and deployment of resources. Resources are good, although there is not enough software and too few library books for personal research. Assessment procedures are very effective. The curriculum is enriched by an annual field trip in Year 3 and by the use of the school pond and wild life area. The pupils' work is displayed very effectively throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

135. Standards of attainment in information and communication technology were well below national expectations at the time of the last inspection. A key issue was to introduce a policy and scheme of work for information and communication technology, to ensure that the subject was taught regularly. The report also said that teachers should be better trained in the subject. These points have been successfully addressed and standards in all aspects of the subject are now in line with what is expected nationally at the end of both key stages. Standards have been raised through good teaching and the practice of concentrating on weekly objectives. Direct instruction is given to the whole class, and individual pupils practise their skills in planned computer times during the week.

136. By the age of seven, pupils are able to access a file, open and close a program and save their work. They can use a key board and a mouse to rearrange text and to change fonts. Pupils can produce simple graphs, and enter and retrieve information from a data base. In one lesson, pupils were able to find out how many of them had birthdays in September. Some pupils are able to access the internet with help, and find information on, for example, the life of Florence Nightingale, as part of their history project.

137. Pupils make good progress, and by the age of 11 have considerably developed their basic computing skills. They are able to move and edit text to produce an advertisement in an English lesson and can use the internet and CD ROMs for research in other subjects, such as science. Pupils can send and receive e-mail messages and some older pupils are developing e-mail links with a school in Australia. They are developing their skills in control technology well and are able to use a temperature sensor linked to a computer, measure the change of temperature over time, and then plot a graph. Word processing is used regularly in English, and pupils produce a variety of tables and graphs in mathematics.

138. The last inspection reported that pupils made unsatisfactory progress, but the increasing emphasis on ICT throughout the school has resulted in all pupils now making good progress in all aspects of the subject. However, progress is being affected by the fact that there is only one computer in each classroom. At the time of the inspection there was no computer suite where whole groups may be taught, but a suite is about to be installed.

139. Pupils clearly enjoy their work, maintaining interest and concentration throughout lessons. They co-operate well in pairs and pupils show increasing confidence and competence in working independently as they move up the school, reflecting the confidence shown by teachers in using new technology. Lessons are well planned, with interesting activities. Pupils with learning difficulties receive good support from the learning support assistants.

140. In the four lessons observed, the quality of teaching was very good in one, good in two, and satisfactory in one. Teachers' subject knowledge is good and they have high expectations of behaviour and of what pupils can do. Lessons are well planned, with appropriate activities for pupils of all attainment levels. Very effective use is made of regular assessment, and the information gathered is used effectively to enable all pupils to be included in a range of activities. The planning and support for pupils with special educational needs is good, and teachers also offer good support to pupils with behaviour difficulties. The pupils' behaviour was good in all the lessons observed. Where the teaching is very good, humour is used well to defuse potential restlessness, and the relationships between teachers and pupils are good. There are very useful and informative displays

of pupils' work in every teaching area, many of them illustrating the use of ICT in other areas of the curriculum.

141. The management of the subject is good overall and the school's high priorities have paid off. The curriculum, drawing upon guidelines from the Qualifications and Curriculum Authority, is now good. The considerable amount of training the teachers have received, associated with very good support from the co-ordinator, has had a very significant effect on raising standards. The teaching and pupils' work are effectively monitored by the subject co-ordinator, and the portfolios of pupils' work are used well to inform parents and carers about their children's progress.

## **RELIGIOUS EDUCATION**

142. Standards in religious education are well below the requirements of the locally agreed syllabus for seven year olds, and below them for 11 year olds. Many pupils join the school with well below average literacy skills, and this limits the ability of pupils, particularly in Key Stage 1, to interpret stories and parables. Pupils, including those with special educational needs or with English as an additional language, achieve well in lessons in both key stages, but many in Key Stage 2 have difficulty in retaining knowledge of the different faiths studied. Religious education is highlighted in the school's improvement plan from April this year. The co-ordinator has correctly identified the need for more books and other research materials. This will help older pupils to retain more easily knowledge of aspects they themselves have researched, rather than depending on teachers to provide them with facts about faiths, traditions and religious practices.

143. Teachers feel well supported by the school's scheme of work, which is closely linked to the locally agreed syllabus. Throughout the school, pupils are increasing their knowledge and understanding of Christianity and other faiths, such as Buddhism, Hinduism, Sikhism, Islam and Judaism. They know that a major element in many faiths is that of caring for each other, and they are gaining a sound understanding of the role of festivals.

144. By the end of Key Stage 1, pupils have a sound understanding of a range of Bible stories. Teachers make good use of simple stories such as The Little Red Hen when teaching about springtime and Easter, so that pupils can understand the beauty and importance of such events. Through their religious education lessons, pupils gain an understanding of human relationships and the importance of each individual within a community. By the age of seven, pupils display basic knowledge of some features of Christianity and some other faiths, such as Sikhism.

145. By the age of 11, pupils relate some of the concepts of different faiths to their own experiences, and go beyond this to discover more about religious beliefs, ideas and structures. They know facts about the main faiths in Britain such as Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, and that each has a supreme being, a holy centre, and key leaders such as Jesus, Moses, Guru Nanak and Muhammad. Pupils also know that each faith has a holy text, for example the Qur'an, the Torah, the Guru Granth Sahib, and the Bible, and that each gives rules and examples for living.

146. Pupils develop a sound understanding that religions share some common features, for example

when they study the use of light in different festivals. It is when pupils are challenged to make such links between different faiths that their weak powers of retention are evident. By the age of 11, pupils have a good understanding of how people should treat each other, through studying the lives of religious leaders and inspirational individuals such as Mother Theresa.

147. The quality of teaching and learning is good overall and has improved significantly since the last inspection. Of the four lessons observed, one was very good, two were good and one was satisfactory. Teachers in Key Stage 1 are aware of the limited understanding of many pupils and use a variety of interesting teaching strategies to hold their attention and to motivate their interest. A good example was seen in a Year 2 lesson on Easter, where the pupils were enthralled and well motivated by the class teacher's reading of the story. The well planned follow-up tasks resulted in discussion about the story, and all pupils made good progress in their understanding. It was evident in this lesson that most pupils have little background experience to support their learning in school.

148. Most pupils in Key Stage 2 are well motivated by the teaching, which gives them good opportunities for discussion. A very good example was seen in a Year 6 lesson when pupils considered the torture some people suffer because of their religious beliefs. Pupils' answers showed that they have a good understanding that we should respect the faiths and traditions of other people and that all should strive to live in peace. These answers also indicated that lessons include an appropriate emphasis on the importance of equality of opportunity and the need to encourage respect for, and understanding of, other faiths and cultures. The support the school gives to pupils with special educational needs or with English as an additional language is good, and as a result they have full and equal access in lessons.

149. Pupils' learning and understanding are well supported by teachers' personal research, and by the sensitivity with which teachers approach Christianity, other faiths and issues raised in lessons. Teaching in lessons and in assemblies is used well to reinforce moral values and to provide recognition of pupils' own value as individuals. Most pupils show real interest and listen attentively to teachers, visiting speakers, and each other. A very good example was seen in a Year 6 lesson, where pupils were listening attentively and with respect when their headteacher was invited to speak to them about the festival of Diwali.

150. The subject co-ordinator has a clear action plan for the future development of the subject. Good use is made of visiting speakers, and of a specialist teacher from a local secondary school who has worked with Key Stage 2 pupils over a number of weeks. This provision was also well used by the class teachers to enhance their own teaching. Teaching and learning are well supported by a range of stimulating artefacts, which are well organised by the subject co-ordinator. Good use is made of visits such as that to a local mosque and to Ely Cathedral, to stimulate pupils' interest in the subject and to enhance their spiritual, social and cultural development.

## ART

151. Timetabling arrangements during the inspection meant that it was possible to observe only two lessons, one in each key stage. Additional evidence was obtained from an examination of pupils' work, the policy and scheme of work, long-term and short-term planning, pupils' reports, resources, photographic evidence, the art portfolio, current displays, and a discussion with the co-ordinator.

152. This evidence shows that at the end of both key stages the attainment of pupils is above that expected nationally for children of their age. This represents an improvement since the last inspection, when attainment was satisfactory. Pupils in Years 1 and 2 draw and paint self-portraits, using a variety of media, learn basic weaving techniques, and learn about sculpture, investigating shape, form and texture to represent their ideas in three dimensions. Pupils investigate line, shape, colour and texture in natural forms, make observations of natural objects and use fabric to make collages, and learn the simple techniques of appliqué work. Pupils are encouraged to review what they and others have done and say what they think and feel. Following a discussion on the subject, pupils in a Year 1 lesson chose and mixed colours competently to paint a picture of their feelings when they are ill.

153. Pupils make good progress through the school, and in Years 5 and 6 they study objects and their meaning, using drawing to create a range of different effects. They produce still life pictures, and show people in action after studying movement, methods and techniques in photographs, cartoons and the work of other artists. Pupils explore sport, dance, drama and music as a starting point for two-dimensional work, and after studying the design of containers in a number of cultures they design and make three-dimensional models of containers for a special purpose.

154. Pupils study costume at different periods and in different cultures. They design a piece of headwear for a character in a book and produce a piece of two- or three- dimensional work based on a story. They study urban and rural landscapes, consider the variety of approaches taken by a number of artists, and communicate their ideas in paintings. In one lesson they made clay containers with lids, applying the experience of materials and processes which they had gained earlier when making pinch pots, coil pots and slab pots. They evaluated the finished product to see how well it matched their design, whether it could be used, and how it could be improved.

155. Teaching was judged to be good at both key stages. It was good in the Year 1 lesson and very good in the Year 6 lesson. Teachers' knowledge and understanding are good and they teach the basic skills well. Their expectations are high and they manage pupils well, engaging their interest through a range of activities. Working in partnership with learning support assistants, they use time and resources well. The high quality assessment is used to inform planning and pupils are encouraged to evaluate and modify their own work. Homework is used to consolidate and extend the work in the lesson. Pupils respond well to the teaching and their acquisition of knowledge, skills and understanding is good. They apply creative effort to their work and their productivity and pace of working is good. Pupils show interest, concentration and independence and the friendly relationships have a positive effect on their learning. They have a good self-knowledge of their own learning. All pupils, including pupils with special educational needs and those for whom English is an additional language, achieve well and make good progress.

156. The statutory curriculum is in place and the quality and range of learning opportunities is good, as seen in the quality of displays around the school. The high quality of pupils' work is particularly evident in their framed pictures based on the work of famous artists. The art portfolio also contains many examples of high quality work. Clay masks, recently produced by pupils in Year 6 in lessons taught by a specialist teacher from a neighbouring secondary school, are of a high quality. The curriculum is broad, balanced and relevant to the pupils. Provision for all pupils, including pupils with special educational needs and those for whom English is an additional language, is good. All pupils have equal access to the curriculum and all the learning opportunities that the school provides.

157. The subject contributes to pupils' literacy development through discussion, and to pupils' mathematical development through design, particularly of patterns. It makes a good contribution to pupils' spiritual, moral, social and cultural development. It contributes to the development of pupils' skills in Information Technology through programs such as 'Paint', 'Dazzle' and other graphics packages.

158. The leadership and management of art is very good. The enthusiastic and talented co-ordinator has put many initiatives in place to improve standards. The procedures for assessing pupils' attainment and progress and the use of assessment to inform planning are good.

## **DESIGN AND TECHNOLOGY**

159. The pupils' attainment in design and technology at the end of both key stages is broadly in line with what is expected nationally for children of their age. Given their low attainment on entry into the school, all pupils are making satisfactory progress, an improvement since the last inspection when progress was described as poor.

160. By the age of seven, pupils can sketch simple designs and list the materials they need to make glove puppets. They can cut out the material, sew, and decorate it. Pupils can also design moveable card models, cut them out and join them with paper fasteners. Pupils complete evaluation sheets about the design and making process. By the age of 11, the pupils can make more complicated structures, many using simple electrical circuits. Pupils in Years 5 and 6 have made a variety of fairground models, using levers and gears, some with electric motors. The process of designing and evaluating is more complex, and pupils are able to suggest how they might improve the design to make the item easier to build and to judge whether or not it is fit for its intended purpose.

161. The pupils clearly enjoy their work and maintain interest and concentration well. They co-operate well when working in pairs, and there is an increasing confidence and competence in working by themselves as they move through the school. The pupils' behaviour was good in the lessons observed.

162. Judgements on teaching have been made from the few lessons observed, the pupils' work, and the displays. In the three lessons observed, the quality of teaching was good overall, with two good and one very good lesson. The teachers had good behaviour management skills and sound subject knowledge, although expectations of what pupils could do was not always high enough. Lessons are well planned, with appropriate activities for pupils of all attainment levels. Effective use

is made of assessment, and the information gathered is used to plan for individual needs. The planning and support for pupils with special educational needs and for those having English as an additional language is good. Teachers also offer good support to pupils with behavioural difficulties. The teachers make good use of the learning support assistants. The pupils' work is displayed very effectively. At present, not enough use is made of information and control technology.

163. The co-ordinator shows good leadership, especially in the areas of monitoring of teaching and learning and in the organisation and deployment of resources, which are good. The staff would, however, benefit from training in the subject to increase their knowledge and to raise their expectations.

## **GEOGRAPHY AND HISTORY**

164. Timetabling arrangements during the inspection meant that only one history lesson and four geography lessons were observed. Additional evidence from a scrutiny of the work, a review of planning, and interviews with the geography co-ordinator and pupils suggests that pupils make good progress in history and geography as they move through the school, from a low level of attainment on entry. Inspection evidence also shows that attainment at the end of Key Stage 1 in both history and geography is below what is expected nationally for children of their age.

165. The good progress made by pupils means that attainment in both subjects is broadly in line with national expectations by the end of Key Stage 2. The pupils' lack of literacy skills, however, means that the standard of the written work of the pupils currently in Year 6 is below that expected nationally for children of their age.

166. Work in pupils' books indicates that pupils in both key stages have experienced an appropriate range and quantity of activities in both geography and history. In history, pupils in Key Stage 1 have looked at old and new toys to develop their concept of chronology, and have learned about Florence Nightingale and the differences between hospitals and transport then and now. In Key Stage 2, pupils in Years 5 and 6 have studied The Tudors in some depth, with such topics as Tudor houses, Tudor vocabulary, cooking, William Shakespeare, and the Gunpowder Plot.

167. In geography, pupils in Year 1/2 have mapped their routes to the school, considering the sequence of features along the route, and have studied the contrasting environment of the fictional Island of Struay. In Key Stage 2, Year 5 and 6 pupils have studied traffic and the effect of out-of-town retail parks. They visited the nearby retail centre to collect data, and collated traffic survey data to discover which areas around the centre were most heavily affected by traffic flow.

168. In the geography lessons observed, Year 1 and 2 pupils were looking at the contrasting locality of the fictional Scottish island of Struay. They were beginning to express personal opinions, identifying likes and dislikes about a place and justifying them. They were listing things they would miss about their home locality, giving their reasons. Overall, however, at the end of Key Stage 1, pupils' understanding and level of geographical knowledge is below that expected for their age.

169. In Key Stage 2, Year 4 pupils used fieldwork techniques to collect evidence, drawing a map of an area near the school, and noting any human and physical features. All pupils are able, after some encouragement and instruction, to enter the position of such landmarks as the church and trees on their maps, though some pupils are not clear about how to read or use a map. In a Year 5 lesson, pupils considered how people affect their environment, and understood that different people hold differing opinions about an issue. They are aware of the detrimental effects of pollution, and of the effects of new building in a rural environment, and are writing "persuasive letters" arguing for and against a proposed shopping development. During the discussion, pupils showed an understanding of environmental change and sustainable development, but their progress in putting these ideas on to paper is slow.

170. Teaching was satisfactory in the geography lessons seen, two in each key stage. Teachers demonstrate sound subject knowledge and work hard to motivate the pupils. There was insufficient evidence to allow a secure judgements on the quality of teaching and learning in history.

171. Teaching in the one history lesson seen, in Year 5, was good. Pupils gained a good understanding of the reasons for Henry VIII's marriages to Catherine Howard and Catherine Parr, and the results of them. Pupils were able to provide reasons for events, considering such questions as "Why did Henry want another wife?" and "Why would Catherine want to marry Henry?" A group of pupils used the internet to find out more about Henry's wives, making notes from representations of actual documents and letters of the time. The teacher managed the pupils well, engaging their interest and making good use of questions to probe and guide pupils' learning. Pupils were intrigued by the accounts of Tudor marriages, divorces, babies and violent death, and discussed the issues enthusiastically. As in geography, however, they were slow to get any of their ideas on to paper.

172. The quality of learning in all lessons seen was satisfactory, although teachers have to work very hard and consistently to motivate pupils and ensure that they remain focused on the task at hand. Teachers' classroom management skills are generally good, but the need to bring pupils back to their work has a tendency to slow the pace of lessons and reduce the rate of progress. Pupils' attitudes and behaviour in geography and history lessons are satisfactory overall. In the best cases, pupils enjoy the introductions to lessons, and many ask and answer questions enthusiastically. A significant minority of pupils find it hard to concentrate on their work.

173. The co-ordinator for geography is new to the role, and at the time of the inspection the history co-ordinator was absent. Work for both subjects is based on guidelines from the Qualifications and Curriculum Authority, which provide support for teachers and ensure that pupils make steady gain in their learning as they move through the school. History and geography units are organised on a two-year rolling programme to take account of the mixed

aged classes in the school. Year 3 and 4 pupils are provided with first-hand opportunities to collect, present and interpret data. Year 5 and 6 pupils have the opportunity to undertake a residential visit during which they explore the physical and human landscape, look at rock formations and associated vegetation, and make comparisons with their home locality.

## MUSIC

174. Timetabling arrangements during the inspection meant that it was possible to see only one music lesson, though pupils were observed singing in assemblies. As a result, it is not possible to make secure judgements on the quality of teaching, the overall levels of pupils' attainment at the end of both key stages, or the quality of learning.

175. In the one lesson observed, in Year 1, the teaching was good and the attainment of pupils was satisfactory. They were able to repeat short, clapped rhythmical patterns and patterns tapped out on a drum and tambourine. A majority were able to clap their name pattern, answering the teachers' "WHAT-IS-YOUR-NAME?" pattern with their own. Working in pairs, they were beginning to produce musical patterns on untuned instruments. The teacher 'recapped' previous learning, managed the pupils well, ensured that all pupils were involved, supported less confident pupils well, and provided support and guidance during the composing activity. The quality of learning was good. As a result of the practical opportunities to work co-operatively and with untuned instruments, pupils made good progress in their ability to listen to a short phrase and tap out the pattern. Pupils' attitudes and behaviour were satisfactory, with most pupils following the teacher's instructions and using the musical instruments carefully. Singing in assemblies was generally tuneful and rhythmic, and most pupils were singing enthusiastically.

176. The newly-appointed music co-ordinator is appropriately qualified and, although she had been in post for only a few weeks at the time of inspection, is beginning to gain a good understanding of the teaching and learning of music in the school. The scheme of work for music has been adapted from guidelines from the Qualifications and Curriculum Authority. It covers all elements of the music curriculum and provides support for non-specialist teachers. Assessment in music is very good. Teachers evaluate pupils' learning against the objectives in their weekly plans, and at the end of each unit of study pupils' progress is assessed against the learning objectives for the unit. Teachers work during lunchtimes to provide a choir, recorder club and a "Samba Band". The choir and recorder clubs, however, were poorly attended during the week of the inspection. Music from a variety of cultures is played in assemblies, a range of performers visit the school to play for the pupils, and there are regular musical concerts throughout the year when all pupils are encouraged to take part. Resources for the subject are very good, and the accommodation, consisting of a good-sized music room, is good.

## PHYSICAL EDUCATION

177. Standards of attainment at the end of Key Stage 1 are below what is expected nationally for children of their age, but pupils make good progress and their attainment is in line with national expectations by the end of Key stage 2. Pupils experience a broad curriculum designed to promote their physical and social development. The curriculum is well organised to provide for gymnastics or dance each half term, with lessons in games taught throughout the year.

178. Lessons in games, dance, gymnastics and swimming were observed during the inspection. Pupils in Key Stage 2 attend swimming lessons at the local pool, where they make good progress. Records show that 90 per cent of pupils achieve the national expectations in swimming by the end of Year 6. The quality of teaching by the instructor and the accompanying teachers supports good learning. All pupils in Key Stage 2 are offered good opportunities for outdoor and adventurous activities during their annual residential trips.

179. Most pupils enter the school with low levels of attainment, but by the end of Year 2 they have increased their confidence in physical control and mobility as a result of the good teaching they receive. They perform a range of movements involving running and balancing and are gaining an appropriate awareness of space. Teachers understand the importance of teaching the basic skills and, as a result, pupils plan and perform simple skills safely, showing control in linking actions together. This was evident in a very good Year 2 lesson, where the class teacher made effective use of her own demonstration and those by pupils to teach the correct and safe way to perform a variety of jumps.

180. In games lessons, teachers help pupils to develop elements of play that include running, throwing, catching and control, using hands and feet. Pupils are taught the reasons for warming up before activities and the effects of exercise on their bodies. Planning shows that, in dance, pupils explore moods and feelings and develop their response to music and other stimuli. Most pupils, by the end of Year 2, remember, reproduce and explore simple actions with control and co-ordination.

181. Pupils enter Key Stage 2 with a sound basis for further development. They acquire good ball skills, as was observed in a Year 5 lesson where pupils were practising forehand and backhand skills in tennis. The teacher made good use of competition to motivate their interest and to consolidate their learning. In most lessons teachers are conscious of the importance of giving pupils enough time to explore, practise and evaluate their own and performances and those of others. The pace of games lessons is generally good, ensuring that the benefits of the warm-up sessions are not diminished.

182. Pupils are taught to devise and perform dances, using a range of movement patterns, including some from different cultures and places. In a good Year 5 lesson, pupils were observed composing a dance by adapting and developing step formations and patterns used in a Tudor dance. Their work showed clear evidence of planned progression and of the class teacher's good knowledge of the subject. A particular strength of the teaching in this lesson was the good balance between direct teaching and decision-making by pupils in small groups. In gymnastics lessons, pupils learn to devise fluent sequences for floor and on apparatus.

183. The quality of teaching observed was good overall and has improved since the last inspection. Teaching was very good in one lesson, good in six, satisfactory in one and unsatisfactory in one. Teachers have good knowledge of the subject, and plan their lessons with clear learning intentions. Lessons begin with good warm-up sessions and are generally well structured to keep pupils active and to allow enough time for exploring, practising and improving skills at the level of which they are capable. Good use is made of pupils to demonstrate their techniques as a stimulus for improvement, and there is an emphasis on teaching the correct skills. Teachers are aware of the needs of the less able, and this ensures that they too make good progress.

184. The weight given to developing the social skills of pupils who attend the Nurture Group allows them to play a full part in lessons with their peers. Most teachers have developed positive relationships within their classes. As a result, pupils enjoy their lessons, behave well and work together safely and co-operatively. The unsatisfactory lesson was due to weak behaviour management, which resulted in a significant number of pupils disrupting the learning of others. The school needs to ensure, with parents' co-operation, that pupils have the correct kit for lessons so that they are not deprived of healthy exercise.

185. The subject co-ordinator provides good leadership. She has identified dance as an area for development and has attended a relevant course so that she can advise teachers. Good use is made of a visiting specialist teacher who has given demonstration lessons in games and athletics. Pupils are offered a good range of extra-curricular activities to enhance their learning and sense of achievement.

## **THE NURTURE GROUP**

186. The Nurture Group is part of an inclusive programme provided by the local authority to enable more pupils with severe behavioural and emotional difficulties to attend their local mainstream school. At the time of the inspection there were eight Key Stage 1 pupils attending the group. Pupils are provided with a secure, caring environment in which to learn and to develop their social skills. The teacher and learning support assistant work well together and have a good understanding of how the pupils learn. There is a strong emphasis on pupils' personal, social and emotional development, and this is evident in all the work in the classroom. Occasions such as the daily 'Brunch' give pupils good opportunities to prepare the meal, which they share together and then take responsibility for washing up and clearing away.

187. Areas of the curriculum are planned for each week in discussion with class teachers, so that the pupils are broadly following the same work as their peers. The quality of teaching and learning is good, although in some lessons the impact of the good teaching on learning is diminished because of pupils' behavioural and emotional problems. Lessons are always well planned, with clear learning intentions which are shared with pupils. Behaviour is well managed through high expectations and positive relationships. Pupils are made aware of class routines, their individual daily targets, and each one's responsibilities within the group.

188. Appropriate emphasis is given to teaching the basic skills of literacy and numeracy. Pupils benefit from well-structured daily literacy and numeracy sessions. In one very good literacy lesson

the teacher, acknowledging how some pupils find it difficult not to call out answers, passed round a toy elephant to give each a turn to contribute words ending in *-ip*. As a result of this good strategy, all pupils were challenged to think of words such as *tip*, *hip* and *trip*. In mathematics lessons, pupils are taught the correct vocabulary and make comparisons, using terms such as *more than*, *less than*, *odd*, *even* and *smaller*. Pupils were making good progress in a lesson on *time* and most could tell, by the end of the lesson, what time was one hour more than the time shown on a clock face. Throughout the day, guidance, praise and encouragement are applied in a consistent manner, and pupils are encouraged to discuss and talk about their experiences.

189. The provision for these pupils is well managed within the school and supports the learning of all pupils in Key Stage 1, as well as those who attend the group. The physical environment supports learning, with appropriate space, facilities and resources. It is organised with imagination and care and due regard for health and safety. Pupils' progress is assessed and recorded through frequent observations and is discussed regularly with class teachers and parents. Individual education plans are of good quality and are reviewed fortnightly. The provision is underpinned by a policy statement, agreed by adults who work in the unit and by class teachers, and understood by parents. The policy outlines the aims, objectives and contents of the curriculum. There is good liaison with outside agencies to support the school in this work.