

# INSPECTION REPORT

## **GREAT STAUGHTON PRIMARY SCHOOL**

Great Staughton, St Neots

LEA area: Cambridgeshire

Unique reference number: 110678

Headteacher: Mrs Hilary Williams

Reporting inspector: Miss C. Thompson

22822

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> March 2002

Inspection number: 222568

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: The Causeway  
Great Staughton  
St Neots  
Cambridgeshire

Postcode: PE19 5BP

Telephone number: 01480 860324

Fax number: 01480 860639

Appropriate authority: The Governing Body

Name of chair of governors: Mr David Allan

Date of previous inspection: 13<sup>th</sup> March 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22822	C. Thompson	Registered inspector	<p>English</p> <p>Information and communication technology</p> <p>Music</p> <p>Physical education</p> <p>Provision for pupils with English as an additional language</p> <p>Equality of opportunity</p>	<p>Information about the school</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
15181	M. E. Hackney	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
15028	J. Dye	Team inspector	<p>Geography</p> <p>History</p> <p>Religious education</p> <p>Areas of learning for children in the foundation stage</p> <p>Provision for pupils with special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
22157	M. Roussel	Team inspector	<p>Mathematics</p> <p>Science</p> <p>Art and design</p> <p>Design and technology</p>	

The inspection contractor was:

Power House Inspections

Grasshoppers  
1 Anglesey Close  
Chasetown  
Burntwood  
Staffordshire  
WS7 8XA

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</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>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>32</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than average and serves an area of mixed housing in the villages of Great Staughton and Perry. There are four classes – Reception, Years 1/2, Years 3/4 and Years 5/6. There are 86 girls and boys on roll aged four to 11; very nearly all are white and have their origins in the United Kingdom. Attainment on entry to the Reception class is usually above the level expected. Two pupils have English as an additional language but both are fluent speakers of English and do not have extra support. Very few pupils are eligible for free school meals which is well below the national average. There are 23 pupils (just above the national average) on the school's register of special educational needs including four with a statement of special need. Pupils' main areas of difficulty are moderate/severe learning and behavioural difficulties. There is a high turnover of pupils caused by families re-locating for employment. In the past two years there has been an almost complete change of teaching staff.

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

This is a good and improving school which provides satisfactory value for money. This year, standards attained by seven and 11 year olds in English, mathematics and science are likely to be high. The school has sound strategies to promote educational inclusion and equal opportunities for all. Teaching is good. The school is very well managed; governors take a keen and informed lead in the development of the school. The headteacher provides strong and determined leadership for a hardworking team of competent teachers and learning support assistants.

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

- Seven and 11 year olds are attaining high standards in English, mathematics and science.
- Teaching is good with particularly effective teaching in mathematics for Years 3 to 6.
- Leadership and management are very good; governors and all staff share a strong commitment to continued improvement.
- Relationships are very good between adults and pupils and pupils themselves.
- Parents hold the school in very high regard.

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

- Raise standards in information and communication technology (ICT); throughout the school, standards are below those expected.
- \* In subjects other than religious education, English, mathematics and science, policies and schemes of work are not up to date; as a consequence, there is no explicit guidance for teachers.
- On occasions, pupils with behavioural difficulties disturb the learning of others.
- Consistent and up-to-date records are not kept of the progress made by pupils with special educational needs.

\*The school has already recognised this as an area for improvement.

*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 March 2000 when it was found to have serious weaknesses in leadership and management and pupils were under-achieving. Since the present headteacher took over, improvement has been very good. Standards are improving and, with the exception of pupils with behavioural difficulties, all achieve at least satisfactorily. Issues raised by the last inspection have been dealt with well. Teaching has improved especially in the Foundation Stage and Year 1. There is no complacency; the capacity to improve further is very good.

## STANDARDS

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

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

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table does not paint a reliable picture of this improving school mainly because where small numbers of pupils take National Curriculum tests, results can fluctuate dramatically from year to year because just one pupil counts for a high percentage. However, improvement is broadly in line with the national trend. Whilst results are variable, almost all pupils are making satisfactory progress. In 2001, compared to similar schools (those with a similar proportion eligible for free school meals), mathematics results for 11 year-olds were similar to those in the lowest five per cent of schools. Over time, standards attained by Year 2 pupils have improved and, in 2001, were above average in reading and writing and average for mathematics; however, standards do not yet compare favourably with similar schools. The school sets realistic targets for attainment in National Curriculum tests based on the school's good procedures for assessment.

Inspection evidence provides a much better picture of standards. This year (2002), standards in English, mathematics and science for Year 6 and standards in reading, writing and mathematics for Year 2 are likely to be well above average; all pupils in the year groups are likely to attain the expected or higher levels. Almost all children in the Foundation Stage are likely to attain the levels expected for their age. In the main, all pupils achieve satisfactorily, although in response to high quality teaching, Years 5 and 6 pupils are achieving well. Standards in ICT are unsatisfactory throughout. Standards in science have improved since the last inspection and are now average for Year 2 and above average for Year 6. Not enough evidence was available to make a judgement on standards in music, physical education history and geography. In art and design and design and technology and religious education, enough work was seen to provide evidence that standards are around the levels expected. Handwriting and presentation of work have improved considerably and are now satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and apply themselves to their work. When teaching is very good, pupils work at a very good rate.
Behaviour, in and out of classrooms	Good overall with no exclusions. Behaviour of Years 5 and 6 pupils in lessons is always very good. In Years 1 and 2 there is a small but significant group of pupils whose behaviour is, at times, unacceptable and disturbs lessons.
Personal development and relationships	Good overall with very good relationships throughout. Older pupils respond very well to the opportunities they are given to take on responsibilities.
Attendance	Good – above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

Teaching has improved since the last inspection. It is now good overall with more good or better teaching observed than in 2000. A small amount of unsatisfactory teaching was observed where the pace was too slow and pupils lost interest. Teaching in ICT is unsatisfactory, not because teachers cannot teach the subject, but because not enough is taught to enable pupils to make satisfactory progress. Teaching for children in the Reception class is good, with a strength in encouraging children to develop independence in such areas as tidying up and changing reading books. Basic literacy and numeracy skills are taught well so that Reception children make a good start in learning to read, write and use number. Strengths in teaching across the school are the very good relationships teachers establish with pupils and the clear statements of what they expect pupils to learn in lessons. These are shared with pupils so they have to consider whether they have been successful in their learning; in this way pupils develop a very good understanding of how they are getting on. Teaching in mathematics is good overall with the best teaching is seen in Years 3 to 6 where lessons move along at a very brisk pace. Pupils of all abilities make very good progress in these lessons in response to teachers' skilled questioning and very high expectations. English and literacy skills are taught well across the school with particularly challenging teaching for Years 5 and 6 which they respond to with great enthusiasm. In the main the school caters well for the needs of all its pupils; however, teaching and learning for the few pupils with behavioural difficulties are unsatisfactory because there is not a consistent, knowledgeable approach to dealing with them. Teaching and learning for pupils with specific learning needs are very good. It is here that highly proficient learning support assistants are very successful in keeping the balance between helping pupils and encouraging their independence and promoting good self-esteem. Homework is used effectively to support work done in class and promote good progress in reading.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with good provision for Reception children. Policies and schemes of work need to be updated in several subjects. There is a good range of activities outside lessons. The full curriculum for ICT is not being taught; as a result, standards are unsatisfactory. Setting according to ability for mathematics in Years 3 to 6 is having a very good impact on raising standards.
Provision for pupils with special educational needs	Good overall. Pupils with specific learning needs receive high quality support from learning support assistants and make very good progress. Provision for the small number of pupils with behavioural difficulties is unsatisfactory. Record keeping is inconsistent, especially for pupils with behavioural difficulties which makes it very difficult to track progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a clear and consistent approach to teaching right from wrong. In Years 5/6, pupils are given many very good opportunities to think beyond themselves; they develop a good understanding and respect for other people's beliefs and confidence to put forward their own ideas and opinions.
How well the school cares for its pupils	The school provides good pastoral care for its pupils. There are good procedures for keeping track of pupils' progress.
How well the school works in partnership with parents	Very well. Parents hold the school in very high regard and value the very good information provided about what is happening in school and how their child is getting on. Parental help with reading has a great impact on their children's progress and is appreciated by the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. The headteacher and governors share a very determined vision for the school. All staff work very hard together as a team. Management is very good with performance management linked very clearly to raising standards. The senior management team are very effective and have a good impact on raising standards. There is an appropriate number of suitably qualified staff to teach the National Curriculum.
How well the governors fulfil their responsibilities	Very good. Governors have an excellent understanding of the strengths and weaknesses in the school and of their role as a critical yet supportive 'friend'. Together with the headteacher and staff, they share a tenacious commitment to continued improvement.
The school's evaluation of its performance	The school has developed very effective systems for checking on the quality of education it provides. Thorough analyses are made of National Curriculum test results and other testing. Outcomes of the analyses are used to set targets for improvement. Teaching is checked on effectively with areas for improvement included in teachers' targets.
The strategic use of resources	The school has a very good understanding of what it needs to do to secure further improvement therefore all funding is used to good purpose. The budget surplus is earmarked for maintaining staffing levels and building work. The accommodation is very good, kept clean and used to advantage. The school has adequate resources. The school endeavours to get the best possible value from everything it does.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children love school.</li> <li>• Teachers are approachable and helpful; parents feel '...nothing is too much trouble'.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school has improved dramatically in the past two years.</li> </ul>	<ul style="list-style-type: none"> <li>• In their response to the questionnaire, parents stated that the amount of homework was not right. In the meeting with parents, they felt that it was about right.</li> <li>• A few parents felt they would like to know more about how their child was getting on at school.</li> </ul>

Inspectors agree with parents' positive comments. The amount of homework is about right and parents' help in hearing their child read at home is a significant factor in the good progress made. Inspectors found the quality and amount of information given to parents is very good.

## **PART B: COMMENTARY**

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

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

1. Previous serious weaknesses at the school has had an impact on the progress and attainment of pupils in Years 3, 4, 5 and 6. The school had been in decline prior to 2000. Parents had been taking their children away from the school, staff morale was low and there had been a high turnover of senior staff. Whilst great improvements have been made since 2000, there are some habits that have had to be un-learned such as poor handwriting and presentation. Prior to 2000, teachers' poor understanding of assessment often meant that expectations were not high enough and pupils did not make the progress they should. Consequently, many pupils have had much ground to make up and teachers are still noticing 'gaps' in pupils' knowledge and understanding. Given that attainment on entry is above the levels expected for this age group, results should be better. The recent very good improvements brought about by the headteacher are now beginning to 'bite'. Results are beginning to improve but have some way to go.

*Results of National Curriculum tests show:*

- Since the last inspection, results show standards attained by eleven-year-olds have not improved in English and science; in mathematics they have declined. In 2001, standards were below average in English, well below average in mathematics but above average in science;
- standards attained by seven-year-olds have improved considerably since the last inspection and are now above the national average for reading and writing and average in mathematics;
- compared to similar schools, standards are below or well below average except in writing for seven year olds and science for eleven-year-olds. In these subjects, results are average.

*Inspection evidence shows:*

- This year, standards attained by seven and eleven-year-olds in National Curriculum tests are likely to be high;
- almost all the Reception class children will attain the nationally prescribed early learning goals by the time they start in Year 1;
- standards in ICT are unsatisfactory.

2. Results of National Curriculum tests for 11 year-olds show standards have declined since the last inspection (2000) in English and mathematics but have risen in science. In 2000, standards in English and science were average and in mathematics, below average. In 2001, standards were below average in English, well below average in mathematics and above average in science. Compared to similar schools, standards are well below average in English, very low in mathematics and average in science.

3. Further analysis of the data provided about the school shows that, over time, mathematics stands out as the weakest subject and science the strongest. Generally, boys do better than girls in all subjects. The school has tried to analyse why this is so but cannot find a definitive answer.

4. Inspection evidence shows that standards attained by this year's Year 6 pupils are much improved. In English, mathematics and science, all pupils are predicted to gain the expected Level 4 and several the higher Level 5. There is no significant difference between the attainment of boys or girls. Pupils in this class are achieving well in response to high quality teaching and proficient support from learning support assistants. In Years 3 and 4, pupils are achieving satisfactorily. Standards in mathematics are improving across the

school; the grouping of pupils by ability for teaching Years 3 to 6 is having a positive impact on standards. These groups are relatively small and very closely monitored so teachers are soon picking up the gaps in pupils' learning and doing something about it.

5. Results of National Curriculum tests and tasks for seven-year-olds have improved considerably since the last inspection and reflect the better systems and procedures that are now in place for assessment and checking on the quality of teaching. In 2001, compared to all schools, standards in reading and writing were above average and in mathematics, average – a dramatic improvement since 1999 where the school's results were in the lowest five per cent in the country. Compared to similar schools, standards in reading and mathematics were below average and in writing were average.

6. Inspection evidence shows standards are likely to be even higher this year. In reading, writing and mathematics, all Year 2 pupils are predicted to attain the expected Level 2 and several pupils are likely to attain the higher Level 3. In the main, pupils in Years 1 and 2 achieve satisfactorily but there are a few pupils with behavioural difficulties that, on occasions, prevent themselves and their class learning as well as they might.

7. Standards in the Reception class are high because almost all children will attain the nationally prescribed early learning goals and a few will exceed by the time they start Year 1. Children achieve well in reading because it is promoted well and parents give a great deal of help at home.

8. Standards vary in subjects other than English, mathematics and science. In ICT, standards are below expectations across the school. The main reason for this is that not enough is being taught and not enough time is provided for pupils to practise ICT skills. Not enough evidence was available in music, physical education, history and geography to form a judgement on standards. Standards in religious education, art and design and design and technology are in line with expectations.

9. Overall, pupils with special educational needs achieve well. Pupils who have specific learning needs identified in statements are achieving very well. Teachers and skilled learning support assistants work very well together to make sure these pupils have work that is just the right level. Self-esteem is high and pupils know their efforts and opinions are valued by all. Pupils with behavioural difficulties are not making satisfactory progress in their work or in moderating their behaviour.

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

#### Strengths:

- The enthusiasm and interest of most pupils who like school and enjoy their lessons;
- pupils' good behaviour and respect for others;
- the very good relationships throughout the school;
- pupils' willingness to take on special responsibilities.

#### Area for improvement:

- inattentive and disruptive behaviour of a small number of pupils.

10. In all classes pupils have a good attitude towards school and this has continued since the last inspection. Pupils' attitude reflects the quality of teaching and related activities. Where teaching is very good, pupils are inspired and work very hard, but when the pace of the lesson is slow and unchallenging some pupils become inattentive. In Years 1 and 2 there is a small number of boys whose attitudes and behaviour have a negative affect on their progress and sometimes on the progress of others. Parents are unanimous in their view that pupils like school and are keen to learn. Most pupils are enthusiastic and speak with confidence about their involvement in activities and the topics they are learning. The school is an orderly environment where pupils are happy and familiar with the daily routines. Those with specific learning needs are equally interested and enthusiastic due to the very good support they receive. All adults in the school act as very good role models with staff and pupils showing mutual respect for each other. In the Reception class children settle well into the secure and happy environment and are eager to learn.

11. Pupils know the school rules well and have helped to write an agreed code of conduct. Most respond well to the school's high expectations of self-discipline and consideration for others. This makes a strong contribution to pupils' personal development and progress. During most lessons pupils are keen to answer questions and to contribute their own ideas and observations. Where teaching is challenging and interesting, pupils listen well to their teachers and to each other. In some lessons a few pupils with behavioural difficulties quickly lose interest and become noisy and fidgety. However, most pupils concentrate well on their work and try hard to do their best.

12. Behaviour is good. Pupils respond well to the positive ethos of the school which recognises and rewards success and achievement. Pupils know the difference between right and wrong and have a clear sense of what is expected of them. In the playground and at lunchtime behaviour is good with pupils playing well together and showing care and support for each other. Pupils speak enthusiastically about using the Friendship Bench which is a recent initiative organised by the School Forum to ensure that no-one feels lonely in the playground. Incidents of bullying are rare, but pupils and parents are confident that any problems will be dealt with promptly by staff. Pupils are very polite, friendly and helpful towards visitors. Most have a clear understanding of the impact of their actions on others. This is developed well through a range of stories and discussions in assemblies and through the programme of personal, social and health education. There have been no recent exclusions.

13. Relationships amongst pupils and between pupils and adults are very good. The school operates a 'buddy' system with older pupils caring for younger ones which has a good effect on pupils' relationships and their social and moral development. Pupils are confident to talk to their teachers who listen carefully to what they have to say. Those pupils with special educational needs are well integrated into all activities, and pupils are aware of the school's commitment towards inclusion. During lessons, particularly those which are well planned and managed, pupils share resources sensibly and willingly. They are co-operative and involved when working in small groups and with partners. A very good example of this was in a Years 5/6 class personal, social and health education lesson when pupils were confidently sharing their future ambitions and identifying the personal qualities and achievements of the group. The very good and established relationships throughout the school make a strong contribution to pupils' personal and academic progress.

14. Pupils' personal development is good. Pupils in all classes are keen to help and they willingly act as monitors and helpers. Pupils in Year 6 are easily identified by yellow sweatshirts and during their final year take on special responsibilities as librarians, organising resources for assemblies and caring for younger pupils at playtimes. A small group of older pupils represent others on the School Forum which meets every half term. Pupils know that

through the Forum they have a voice and representatives take their responsibility of noting concerns and suggestions seriously. Each term pupils from one class vote for a pupil to receive the citizenship award and many pupils display a mature and thoughtful approach towards their vote. In most classes pupils take responsibility for some aspects of their own learning such as researching additional information at home and at school. Pupils respond well to the regular opportunities to visit places of educational and cultural interest including a residential visit for older pupils. The school uses the local environment well as a learning resource and this makes a good contribution to pupils' progress and understanding of the area in which they live.

15. Attendance is good and above the national average. The level of unauthorised absence is below the national average. Pupils are punctual and want to come to school. Registration and lessons start on time and pupils' response to this ensures that there is an efficient and orderly start to the day. This has a very positive effect on pupils' attitude towards school and on their personal and academic progress.

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

Strengths:

- Very good relationships;
- strong team spirit;
- clear learning objectives for lessons;
- mostly very good teaching in mathematics;
- very good teaching for Years 5/6.

Areas for improvement:

- Teaching the full programme of study for ICT;
- management of pupils who disrupt the learning of others;
- brisker pace in Years 3 and 4 lessons.

16. Overall, teaching is good although it ranges from excellent to unsatisfactory. Of the teaching observed, three per cent was excellent, 17 per cent very good, 40 per cent good, 33 per cent satisfactory and seven per cent unsatisfactory. Unsatisfactory teaching occurred where the pace of lesson was too slow, pupils became restless and did not make the progress they should. These percentages indicate considerable improvement since the last inspection, particularly in Reception and Year 1 where teaching was often unsatisfactory. In this inspection there is a much higher percentage of good or better teaching. Judgements about teaching take into account lessons observed, teachers' planning and examination of pupils' workbooks. Teaching in ICT is unsatisfactory because not enough is taught.

17. Teaching is good for children in the Reception class. Children settle happily into school. Good relationships are quickly established. Children know what is expected of them and respond very well to the high expectations set for taking responsibility for clearing up and tidying away and changing quickly for physical education activities. Basic literacy and numeracy skills are taught well so that children make a good start on learning to read, write and use numbers. Parents are encouraged to help with reading and this supports good progress.

18. Teaching is good overall in mathematics but nearly always very good in Years 3 to 6 which is having a strong impact on raising standards. These year groups are 'banded' into three groups according to prior attainment and taught by the headteacher and classteachers for these year groups. In these lessons, teachers demonstrate very good subject knowledge and move lessons along at a brisk pace so pupils learn at a good rate. Teachers' good understanding of pupils' strengths and weaknesses ensures more able pupils are challenged to extend what they can do and the less able are suitably supported so that all achieve well. In these lessons, learning support assistants provide high quality help for pupils with specific learning needs which enables them to make good progress and have good self-esteem.

19. Teaching of English is good overall and ranges from satisfactory to excellent. Appropriate attention is given to teaching spelling and handwriting and allowing pupils time to practise these basic skills. As a result, standards of presentation are much better than at the last inspection when they were found to be 'low'. In excellent lessons, in Years 5 and 6, it is the cracking pace and challenging content that marks these lessons as 'special'. In satisfactory lessons the strengths are the very good relationships teachers have with pupils, good planning with clear learning objectives and well organised group work. The weaknesses are, in Years 3 and 4 where pace is often too slow to maintain pupils' interest. In Years 1 and 2, the weakness was that both groups of pupils were expected to sit through the input for both groups; however, this was corrected during inspection and improved considerably.

20. There has been a high turnover of teaching staff (three out of four) since the last inspection. However, through clear guidance and encouragement by the headteacher, there is a strong team spirit and a willingness and determination to improve further. There are explicit guidelines for planning, assessment and marking which all teachers implement. These guidelines set standards and ensure consistency across the school which is a great improvement since the last inspection when marking was found to be '*insufficiently rigorous*' and '*pupils have not taken sufficient pride in their work*'. For example, all pupils know what is expected of them in terms of setting out their work with the date and underlining titles. It is clear from examination of pupils' work that they respond to these expectations and now take pride in their work. Another effective feature is that all teachers get together each term to 'level' pupils' work against National Curriculum criteria. This feature is another improvement since the last inspection where it was found that teachers had '*limited understanding*' of assessment. These meetings give all staff a good understanding of the different 'levels' and what needs to be taught and achieved to move from one 'level' to the next. Marking is done against the learning objective for the piece of work. Pupils know if they have met the objective well or very well or if they need to improve. The best marking, seen in Years 5 and 6, offers praise and points for improvement whilst the least helpful is very difficult for pupils to read.

21. Planning is good overall and is mainly effective with strengths and weaknesses. A notable feature is that all lessons have clear learning objectives. These are shared with pupils at the start and in most lessons they are reviewed at the end which gives pupils a good understanding of their own learning. Good marking also reinforces pupils' understanding of whether they have achieved the objectives set for them. Planning for mathematics for Years 3 to 6 is highly detailed for all ability groups and is leading to good achievement for all. An area for improvement is planning to include the use of ICT in lessons; inspection evidence showed very little use of ICT, except for the individual pupil's use of a mathematics program.

22. Teaching for Years 1 and 2 pupils is good overall, especially where the teacher uses very good subject knowledge in art and design to inspire pupils in weaving activities. In these year groups there is a small but highly significant group of boys with behavioural problems. In a few lessons, in spite of the best efforts of the classteacher, their disruptive behaviour such as humming or talking loudly or pinching and poking other pupils whilst the teacher talked to the class, or absolute refusal to take part in the lesson and playing noisily with scissors,



interfered with the learning of the majority. There are four main reasons that this poor behaviour continues:

- There has been no consistent and very firm approach to dealing in class with these pupils which means mixed messages have been given to the classteacher and, subsequently, the pupils;
- the special educational needs co-ordinator has not spent time in the class to observe what goes on;
- the teacher is not given enough consistent support;
- detailed, annotated records of incidents are not kept to inform parents and referrals to outside agencies.

23. There were a few lessons where the perceived constraints for planning literacy and numeracy sessions meant that all pupils sat through the input and end sessions for both year groups which was not the most productive use of time. During inspection, the classteacher, commendably, changed her planning and organisation very successfully to cater for the differing needs of the groups. As a result, each group of pupils made good progress.

24. Teaching for Years 3 and 4 is founded on very good relationships and secure subject knowledge and ranges from very good to unsatisfactory. When teaching is very good, as it is in mathematics, the pace of lesson keeps pupils on their toes so that they work at a very good rate and achieve their best. When teaching is satisfactory, planning and the content of the lesson is usually good but the pace is too slow. When teaching is unsatisfactory it is because the pace slips, pupils lose interest, some become restless and learning is not as it should be.

25. Teaching for Years 5 and 6 pupils is nearly always very good and often inspirational. This high quality teaching results in very good progress by pupils of all abilities. High expectations within a framework of very good relationships ensures pupils work very hard but are not worried about asking for help or for an extra explanation. They are confident that their ideas, contributions or requests for help will be respected. Lessons are fun and well balanced so that there is no chance for pupils to lose concentration. The content of lessons is often thought-provoking, helping these young people develop informed opinions and to understand that others also have opinions that may not be similar but should be respected. Inspectors were impressed that pupils could discuss, very maturely, whether animals should be used for experimentation. As a group, they were very much against experimentation but could recognise and respect the ideas put forward by drug companies. Lessons often start with a very quick brainstorming activity or an exchange of ideas with a partner which sets the pace for the lesson. Not a moment is wasted as pupils move from one part of the lesson to the next. They listen attentively and are very keen to answer their teacher's quick fire questions before they start work. Excellent planning skilfully includes all pupils; pupils with specific learning needs are very well supported by proficient learning support assistants. Work is adapted so these pupils are fully included in all lessons and enabled to contribute to discussions; consequently self-esteem is high.

26. In the main, teaching meets the needs of all pupils effectively and is particularly successful in meeting the needs of pupils with statements of specific learning difficulty.

27. Throughout the school, homework is used well to enhance and enrich pupils' learning and is particularly successful in reading where parents' help at home supports good progress.

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

Strengths:

- very effective strategies for teaching mathematics in Years 3 to 6;
- good provision of extra curricular activities.

Areas for improvement:

- To meet statutory requirements by covering the full programme of study for ICT;
- making sure policies and schemes of work are up-to-date and include key skills;
- to make sure that older pupils cover the programme of study for history and geography as fully as they should;
- to ensure that consistent and up to date records are kept for pupils with special educational needs concerning their progress towards the targets that are set for them.

28. Overall, the quality of the curriculum is satisfactory and enriched by a good range of extra-curricular activities including residential visits. In response to the judgement that the school had serious weaknesses and standards were too low in English and mathematics for all age groups and science for seven-year-olds, the school has successfully concentrated its energies on raising standards in these subjects. It now recognises that there is much work to be done to complete policies and schemes of work for other subjects.

29. The school provides a curriculum, which is broad, balanced and relevant to the ages, needs and interests of the pupils. The programme of studies includes all the subjects of the National Curriculum and religious education which is taught in accordance with the locally Agreed Syllabus. The curriculum meets all statutory requirements other than teaching the full programme of study for ICT. It includes appropriate arrangements in planning for sex education and education about the misuse of drugs. The curriculum is supported by a range of visits, visitors and extra-curricular activities, which enhance pupils' learning. This represents an improvement on the findings of the last inspection when extra-curricular provision was found to be 'under-developed'.

30. The curriculum for children in the Reception class covers the six areas of nationally recommended learning appropriately. It makes a good contribution to the development of all children particularly in personal and social development, language and communication skills, mathematics and knowledge and understanding of the world. Satisfactory opportunities are provided for children's creative development and physical development.

31. Appropriate emphasis is given to English and mathematics with daily sessions for literacy and numeracy. The arrangements for teaching mathematics for Years 3 to 6 are particularly effective. The curriculum for history, geography and design technology does not offer pupils enough opportunities to develop a broad range of skills and knowledge. It is here that the school recognises the need to develop policies and schemes of work to ensure all skills associated with the subjects are covered.

32. The school ensures satisfactory equality of access to pupils and full social and educational inclusion. Boys and girls and pupils from different backgrounds work well together in all subjects and are given good opportunities to take part in extra-curricular activities at lunchtimes and after school.

33. Overall, provision is good for pupils with special educational needs. The provision for pupils with statements of specific need is very good and enables them to make very good progress. Pupils in Years 5 and 6 make particularly good progress in response to high quality skilfully-adapted teaching and proficient support from learning support assistants. Provision for the few pupils with behaviour difficulties is unsatisfactory. The school has a suitable whole-school approach and behaviour policy but teachers do not have the expertise to observe, assess and set up a consistent programme to ensure these pupils make progress in moderating their behaviour. Suitable records detailing incidents and diverse behaviours are not kept.

34. Provision for extra-curricular activities is good. There are opportunities for pupils to take part in football, netball, needlework, story club, book club, Spanish club, choir and to learn to play the recorder. Other activities, which enrich the curriculum, include visits to museums and places of local interest, including a farm, the church, a station, the local town and shops. The oldest pupils take part in a five-day residential visit, which includes environmental studies and some adventure activities. Last year a group also went to France. Visitors have included theatre groups, musicians from a local orchestra, representatives from a local church and others who live and work in the area. The school is well supported in the community and parents and volunteers support visits financially and by providing support for music teaching. Pupils also take part in school productions and older pupils take part in inter-school sport. Younger children take part in music festivals. All these experiences have a positive impact on pupils' learning about the wider world.

35. The school has good links with the on-site local playgroup and children visit regularly, often joining in school assemblies and special events. These visits help to make starting school a smooth transition. Staff from the local secondary school visit Year 6 pupils and these pupils make visits to the school, again ensuring a smooth transition. The school makes sure that all appropriate educational records are exchanged.

36. Provision for pupils' spiritual development is good. Spiritual development is promoted through assemblies, religious education and in other subjects as the occasion arises. Assemblies are led by school staff and sometimes visitors make a contribution. They share their interests, experience and feelings with the pupils who respond sensitively. Care is taken to establish a quiet atmosphere and pupils respond well to the music, singing and prayer and they show pleasure in the achievements of others. They also develop an understanding and respect for the beliefs of others as they study Christianity and other world religions.

37. Provision for moral development is good. Pupils are taught to understand the difference between right and wrong and to play fairly. Adults generally provide good role models of co-operation, kindness and care. Moral issues are discussed as they arise. Adults and pupils have agreed the school rules. The school promotes moral understanding through the use of praise and encouragement for good behaviour. Incidents of poor behaviour are very infrequent.

38. Good provision is made for pupils' social development. From their earliest days in school, pupils are encouraged to be kind, to share and take turns and to respect each other's possessions and views. Throughout the school, pupils co-operate well together in lessons, at break times and lunchtimes. Older pupils are given the responsibility of helping younger ones and share space and materials fairly. Pupils respect others' views in discussion and are concerned about the welfare of others. They raise money for charities and learn about people less fortunate than themselves and this too contributes to their social awareness. Some older pupils have responsibilities around the school. Other experiences such as involvement in performances, listening to the experience of visitors, and visits in the local area and further afield all help to extend pupils' social development.

39. Provision for cultural development is satisfactory. Pupils experience a range of texts in literature which includes the work of well-known writers and poets. In art and design, they see the work of well-known artists and craftspeople. Pupils listen to music from a range of cultures as well as singing and playing themselves. In history, they learn about past times and in geography, they begin to learn about their own area and a contrasting one overseas. In religious education, pupils learn about a range of world faiths and come to know more about what it means to be a believer. The visits to places of interest and visitors to the school enrich pupils' understanding of their own and other cultures.

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

### Strengths:

- The quality of pastoral care and welfare for all pupils;
- the very good procedures to monitor and promote attendance;
- assessment has improved considerably; good procedures are in place for tracking pupils' progress over time.

### Areas for improvement:

- to ensure that pupils with behavioural difficulties do not disturb the learning of themselves and others.
- to give pupils who are bussed in to school, and arrive early, a more profitable start to their day.

40. The provision for pupils' pastoral care and welfare is good which reflects parents views that their children are safe and secure in school and valued as individuals. In Years 3 to 6, pupils with special educational needs are very well supported by staff who are sensitive to their needs. This enables them to make good progress and to take advantage of all educational opportunities. Pupils with behavioural difficulties, mainly in Years 1 and 2, are less well supported during lessons which affects their progress and often disturbs the learning of others. Records kept of their progress are unsatisfactory and therefore not useful in tracking their progress or for informing outside agencies. Staff know pupils well and are alert to their individual, physical and emotional needs.

41. A good health and safety policy is closely followed and implemented by staff and governors. A formal risk assessment is completed annually and the action identified as a result is followed up. The site is well monitored by the caretaker and concerns are recorded and dealt with promptly. Electrical equipment is checked regularly. Good provision is made for First Aid with qualified staff on site. An accident book is kept up to date and parents are contacted appropriately where necessary. Regular fire drills are held.

42. The school has good procedures to monitor child protection issues. The headteacher has overall responsibility as the designated person. All concerns are well monitored and recorded in an incident book. All staff, including lunchtime supervisors, are aware of the

procedures through regular staff meetings. Pupils have access to all outside support agencies. The secretary is efficient in keeping up-to-date personal records for all pupils and these are used well to support their personal needs.

43. Very good procedures are followed to monitor and promote attendance. Registers are completed accurately and consistently and are well monitored by class teachers and the secretary. Procedures for monitoring and promoting good behaviour are satisfactory but there are inconsistencies. In one class there is a small but significant group of boys with behavioural difficulties. The teacher is not given enough support in terms of training or help in the classroom in order to ensure that the learning for all pupils is not disturbed by a few. A good system of reward and celebration is well established. Pupils win team points, stars, certificates and an endeavour cup as well as receiving regular appropriate verbal praise and encouragement to succeed. Procedures to monitor and eliminate bullying, racism or any oppressive behaviour are satisfactory and any inappropriate behaviour is dealt with promptly and effectively by the headteacher. The school's procedures for monitoring and supporting pupils' personal development are satisfactory. Staff know pupils well and personal achievements are recorded both formally and informally.

44. Pupils who are 'bussed' in from nearby Perry arrive early and have to sit in the hall where they can watch television until it is time for them to go in the playground. For these pupils it is not a productive start to their school day.

45. Procedures for assessing pupils' progress are good overall and the use of assessment information to guide curricular planning is very good in English, mathematics and science. In response to the key issue for assessment in the previous inspection report, the school produced an action plan that targeted the improvement of assessment procedures to inform planning and, furthermore, to ensure teachers' understanding of these procedures. The outcome of this focus is that assessment across the school has improved considerably. An assessment policy was recently drawn up that reflects the practice that has been going on in the school. Assessment in subjects other than English, mathematics and science is not as good and is in various stages of development. The school recognises that this is an area for development, especially in ICT.

46. In English, mathematics and science, a very effective tracking system monitors pupils' progress over time. A system of assessment by objectives clearly highlights an individual pupil's achievement and also makes it very easy to track where extra support is needed. These assessments enable the school to target pupils who may need to spend some extra time developing their skills. For example, each morning before school starts, a number of pupils spend time on class computers to develop a range of mathematical skills. The school administers a range of tests and, since September 2001, targets have been set in English, mathematics and science and recorded in each pupil's homework book so that parents are informed. The school looked at the development of a portfolio of writing that has a targeted group of pupils, one from each level of ability each year and work is being 'levelled' according to National Curriculum criteria to help in tracking the progress of the group. As an extra support to the recording of assessment, the school has obtained a commercially produced software program for tracking progress and setting targets. Training to use this program has been planned in the summer term.

47. The need to achieve the higher levels in the standard assessment tests has been recognised and the school has gone a long way to ensuring this is achieved. The predicted high levels of attainment for English, mathematics and science in the National Curriculum tests for 2002 have only been possible by the consistent monitoring of pupils' progress within the high quality of assessment procedures now in place.

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

### Strengths:

- The very high regard which parents now have for the school;
- the impact of the strong partnership with parents on the work of the school;
- the help and support provided by most parents for pupils at school and at home;
- the quality of information for parents including reports.

### Area for improvement:

- To ensure that statutory requirements are met for the prospectus.

48. The school has a very good partnership with parents. Most parents are very satisfied with their children's progress and feel that the school works closely with them. Parents see the school as having improved dramatically since the appointment of the headteacher, and now hold the school in very high regard. The school welcomes parents and encourages them to help in school and to work with their children at home. The majority of parents support the work of the school very well and provide much additional help at home by listening to children read and assisting with homework and special topics. Most parents feel that homework is well organised and that the amount of work pupils are expected to do at home is sufficient although 20 per cent of the responses to the pre-inspection questionnaire indicated that parents were not happy about the work their child was expected to do at home. All pupils have homework and reading diaries which parents sign and use well for communication. Parents feel comfortable about approaching the school with questions or to discuss a problem. They speak highly of the accessibility of the headteacher.

49. Parents of children joining the Reception class bring their children to visit the school several times prior to induction and a good partnership is developed. Parents of pupils with special educational needs are kept well informed about individual education plans and progress. They are invited to attend all review and assessment meetings and most parents support their children well. The very good links with parents has a strong impact on the work of the school and on pupils' progress and personal achievements.

50. A small group of parents help regularly in classrooms with a range of activities. During the inspection parents were providing valuable assistance by reading stories from around the world to pupils during a whole school assembly, listening to pupils reading and organising resources. Many more parents help when pupils go out on visits and they help to organise and support special events. Parents and members of the community are regularly welcomed into school to talk to pupils about topics related to the curriculum. These have included a local farmer, post office worker and senior citizens to talk about old toys and wartime experiences. This enrichment of the curriculum provides pupils with very good additional experience and has a very positive effect on progress. The Parent Teacher Association is a considerable strength of the school. The group is very active and through regular fundraising activities contributes towards a range of additional learning resources such as the development of the new library and computer suite.

51. The quality of information for parents is very good. For Years 1 and 2, the parents' noticeboard contains a range of helpful information such as what their children will be learning in science, 'sounds and words of the week' and the Parent Teacher Association newsletters. For Years 3 to 6, parents are well informed by a helpful list of topics to be studied at the beginning of each term to assist them in helping children at home. Regular consultation and information evenings are organised and these are well attended by parents. The school's newsletter 'Great Staughton Gazette' is well presented and sent to parents every fortnight. The newsletters contain a good amount of friendly and welcoming information

about activities and dates for the diary and positively encourages parents to be involved. The headteacher and staff are readily available to speak to parents informally on a daily basis.

52. Reports to parents are good and provide helpful and comprehensive information about progress and targets for improvement in English, mathematics and science. For Years 3 to 6, reports contain a grade for attainment and attitude and teacher assessment results. Pupils write their comments about what they have enjoyed this year and what they aim to improve. Parents are encouraged to sign the report and include a note of their own observations. The prospectus and governors' annual report provide good information about the school's organisation and curriculum provision. The current prospectus does not meet the statutory requirements as the record of attendance is omitted.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths:

- The headteacher's, governors' and staff's shared determination for further improvement;
- very clear vision and sense of purpose for the school;
- very good team spirit;
- very good systems for checking on the work of the school;
- governors' excellent understanding of the strengths and areas for improvement;
- spacious and clean accommodation which is well maintained.

Areas for improvement:

- More rigour to monitoring teaching to ensure improvement at a better rate;
- make sure record keeping for pupils with special educational needs is thorough and up-to-date;
- easy access from the classroom to the secure outdoor play area for the youngest pupils;
- meet statutory requirements to teach ICT and improve resources for the subject.

53. Leadership is very good. The headteacher took up appointment as acting headteacher for the school after a protracted period where there were serious concerns expressed about the school by the governors and local education authority. The appointment as acting headteacher was taken up just prior to the previous inspection in March 2000. The findings of that inspection were that *'Leadership and management are the most improved aspects of the school. The combined efforts of the acting headteacher and the resolve of the governors have provided the school with a new found stability and a clear educational direction for the future. As a direct result the school is rapidly improving'*. In spite of a high turnover of staff in the past two years, the headteacher, with a great deal of support from the governors, has led the school out of the period when it was seen to have *serious weaknesses which had affected pupils' achievements* into the current phase where it is now providing a good standard of education for its pupils. There is a very good team spirit amongst the present teaching and non-teaching staff. They all share the headteacher's and governors' determination for continued improvement. In their response to the pre-inspection questionnaire and in meetings with inspectors, it is very clear that parents hold the headteacher and staff in very high regard and appreciate all the improvements that have been made.

54. The headteacher has sustained her very clear vision for the school. With great determination, she has brought about further very good improvements which are having a significant impact on the quality of education. She has improved on the good planning systems noted at the last inspection and introduced other effective systems such as the whole staff being involved in assessing and levelling pupils' work against National Curriculum criteria. This system has improved teachers' knowledge of assessment and National Curriculum requirements – a weakness noted in the last inspection.

55. Very thorough analyses are made of data from National Curriculum and other test results. The outcomes of the analyses are used to improve on the school's provision. For example, standards in mathematics have been below average for some years so in September 2001, 'banding' was introduced for Years 3 to 6. Pupils are taught in three 'bands', according to ability. Inspection evidence shows that this organisation is having a strong impact on improving standards attained by all pupils in these year groups. Similarly, the school has identified 'tracking groups' of pupils who represent the range of ability within in year group across the school. The work of these pupils is sampled on a very regular basis to note progress and areas for improvement. Currently, the workbooks of a whole year group are not examined on a regular basis; therefore, a wider overview of the work undertaken and standards achieved is not obtained.

56. Performance management is in place. It is effective and very clearly linked to the school improvement plan and raising standards. Teaching is monitored well. Inspection evidence shows that there is a good understanding of the overall strengths and weaknesses in teaching across the school. However, there does not appear to be the rigour in supporting/monitoring to secure improvement at a better rate.

57. Management is very good. Although there is no deputy headteacher, the senior management roles are taken by two class teachers. The headteacher and governors are keen for this effective management structure to continue. The comprehensive systems for monitoring the work of the school provide a clear picture of strengths and weaknesses so that appropriate plans for improvement can be put in place. The school improvement plan and strategic plan are wide-ranging with a good focus on raising standards. The school improvement plan contains evaluation/success criteria but in many areas, these are insufficiently focused to be easily measured.

58. The headteacher and senior management team are subject co-ordinators for English, mathematics and science. The headteacher, particularly, has a very good overview of mathematics and is keenly aware of standards and the quality of teaching across the school. The co-ordinators for English and science have had a few opportunities to observe teaching and always check planning and the work of the 'tracking group' of pupils. However, this is an area to improve on as inspection evidence shows that co-ordinators are not fully aware of some of the practices in the school such as the difference in quality of marking or the organisation for the introductory sessions to lessons.

59. The school has, quite rightly, focussed its energies on improving standards in the core subjects of English, mathematics and science and on improving provision for children in the Reception class. In these areas they have been successful. Responsibilities for managing subjects other than the core subjects are shared between all staff. The school has recognised the need to up-date policies and decide on and implement schemes of work which are suitable for the school's organisation of year groups. During inspection there was not enough evidence to show that the full programme of study for ICT was being covered. The school must follow National Curriculum requirements for ICT.

60. Management of special educational needs is satisfactory overall. The new software program is used well for devising individual education plans but the weakness is in keeping up-to-date notes about progress towards meeting the targets on individual education plans. This weakness is particular noticeable in the case of pupils with behavioural difficulties. A great strength in the school's provision is the highly proficient learning support assistants who work alongside pupils with specific learning needs. Liaison between all staff is very good. Their sensitive and knowledgeable support ensures these pupils with statements of special educational need make very good progress and have good self-esteem.



61. The governing body, and most particularly the Chair and Vice-Chair, have continued to play a crucial role in the continued school improvement. Governors have maintained their excellent understanding of the strengths and areas for improvement. They visit the school very regularly and, on more 'formal' occasions, have a specific focus for their visit such as looking at displays of pupils' work or sitting in on lessons. Governors then write a short report which is presented to the whole governing body. From these reports, they have a good overview of what goes on in the school. They, too analyse data supplied about the school and from this informed base, question and challenge what goes on and if targets for attainment are high enough. Finances are managed very well and advantage taken of any government initiatives to gain extra funding for building work. All monies allocated to the school for specific purposes, such as special educational needs, are used in the best interests of the pupils. The current underspend is earmarked for maintaining the staffing situation and imminent building work. In the main, governors fulfil their statutory requirements very well but the statutory requirements for providing information on attendance within the school prospectus are not met.

62. There are an adequate number of suitably qualified teachers and learning support assistants in the school. Resources for learning are adequate except in the Reception class where there are not enough large toys to allow children have a good choice. In ICT there are not enough software programs to support and enhance learning across the curriculum. The accommodation is spacious and of very good quality. The facilities are kept very clean and well maintained. Throughout the school colourful and attractive displays of pupils' work, pictures and artefacts present an interesting environment in which to learn. Classroom provision is very good with sufficient teaching space for the number on roll. Recent improvements have provided an attractive new library/computer suite. The large hall and separate dining hall supplies the school with a good amount of space for physical education, assemblies and for midday meals. The outside hard and grassed play facilities are good. Pupils in the Reception class have sufficient secure outdoor play space to support their physical development but there is no direct access to the outside area from their classroom which restricts activities.

63. The library is very new and offers pupils an inviting environment where they can browse from a reasonable range of up-to-date fiction and non-fiction. It is also a good place to work. However, the present use of the library by a class as a computer suite as well as a library makes for extremely cramped conditions. The result is that both library and computer use suffers as when Years 5/6 class had their lesson in the library. The lesson had been very carefully prepared but pupils' enthusiasm and engrossed conversations about the books they had chosen raised the noise level to a point where it was very difficult for the pupils working at computers to hear each other or their teacher. Also, the actual physical space was very limited and it was quite difficult for the pupils to move around easily.

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

64. There has been very good improvement since the last inspection and many effective systems put in place to monitor the work of the school. In order to build on these firm foundations and raise standards further the headteacher, staff and governors should:

- (1) Raise standards in ICT by:
  - Ensuring the full programme of study is taught and associated assessment opportunities are in place;
  - making sure ICT is taught through, and used in, as many subjects as possible;
  - making full use of all the school's computers;

- allowing the subject co-ordinator time to monitor that a – c is happening;
  - providing a good range of up-to-date and relevant software.
- (Paragraphs: 8, 16, 21, 29, 59, 93, 129, 132)

(2) Update policies and schemes of work for subjects other than religious education, English, mathematics and science by:

- deciding on the schemes of work to be followed and ensuring key skills identified in the National Curriculum are included;
- putting in place related assessment;
- allowing subject co-ordinators time to monitor the effectiveness, or not, of the schemes of work in raising standards;
- planning for and developing literacy skills through subjects such as history and geography;
- planning for and developing ICT skills in as many subjects as possible;
- making sure that older pupils cover as much history and geography as they should and having evidence to prove this.

(Paragraphs: 8, 21, 31, 45, 59, 62, 93, 100, 102, 108, 110, 115, 119, 129, 132)

(3) Improve provision so that pupils with behavioural difficulties do not disturb the learning of others by:

- ensuring explicit guidelines are in place so that pupils, parents and teachers know exactly where the boundaries of acceptable and unacceptable behaviour are drawn;
- ensuring that sanctions and rewards relating to a. are known by all and used consistently;
- providing staff with high quality training in managing behaviourally difficult pupils;
- allowing the special educational needs co-ordinator and/or headteacher time to observe in class to assess where adult support is best deployed;
- keeping detailed, up-to-date records to note progress and inform parents and outside agencies.

(Paragraphs: 6, 10, 11, 22, 33, 40, 60, 87)

- (4) Ensure consistent and up-to-date records are kept of the progress made by pupils with special educational needs by:
- providing clear guidelines as to how records should be kept and by whom;
  - allowing the special educational needs co-ordinator time to check that records are being kept according to guidelines.
- (Paragraphs: 22, 32, 60)

Other issues which should be considered by the school:

- Meet statutory requirements for items to be included in the school prospectus.  
(Paragraphs:
- Provide a door from the Reception classroom to the outside area.  
(Paragraphs: 44, 52, 61, 62, 66, 77, 79)
- Provide a more purposeful start to the day for pupils 'bussed in' from Perry.  
(Paragraphs:

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	12	10	2	0	0
Percentage	3	17	40	33	7	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	86
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	18	19
Percentage of pupils at NC level 2 or above	School	90 (100)	86 (100)	90 (100)
	National	85 (84)	89 (88)	89 (88)

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

Where the number of boys or girls in the year group is fewer than ten, the individual results are not reported.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	9	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	7	12
Percentage of pupils at NC level 4 or above	School	77 (69)	54 (56)	92 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	69 (69)	69 (63)	85 (75)
	National	72 (70)	74 (72)	82 (79)

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

*Where the number of boys or girls in the year group is fewer than ten, the individual results are not reported.*

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	67
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	17
Average class size	22

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

Total number of education support staff	6
Total aggregate hours worked per week	87

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	271 305
Total expenditure	240 701
Expenditure per pupil	2 936
Balance brought forward from previous year	8 525
Balance carried forward to next year	39 129

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

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	5.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out	86
Number of questionnaires returned	76

### ***Percentage of responses in each category***

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	1	0	1
My child is making good progress in school.	46	49	4	0	1
Behaviour in the school is good.	50	49	0	1	0
My child gets the right amount of work to do at home.	22	55	20	0	3
The teaching is good.	62	36	1	0	1
I am kept well informed about how my child is getting on.	46	42	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	76	20	0	0	4
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	58	30	5	0	7
The school is well led and managed.	71	25	0	0	4
The school is helping my child become mature and responsible.	53	43	1	0	3
The school provides an interesting range of activities outside lessons.	45	42	8	0	5

## **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**

#### Strengths:

- Good teaching particularly in language and communication skills and mathematics;
- good relationships between adults and children and the calm atmosphere created;
- assessment and record keeping;
- strong and very successful home-school reading partnership.

#### Areas for improvement:

- Allow more flexibility in planning to allow for children to develop, complete and consolidate their work;
- provide more experiences for children to observe and investigate;
- provide a door from the classroom to the outside play area;
- develop the outdoor area so that it is a stimulating environment for all areas of learning;
- provide more large play apparatus.

65. There has been commendable improvement in the provision for the Reception class. At the time of the last inspection it was found that '*The school does not provide an appropriate curriculum for children under five*'. It was also found that teaching for this age group was '*unsatisfactory*'. In spite of two staff changes, teaching and the curriculum have improved and are now good. The impact of improvements is beginning to have a good effect on standards and gives children a sound start to full time schooling

66. Children enter the Reception class at the beginning of the autumn term in the year in which they become five. They attend part-time for the first few weeks but it is expected that they will attend full-time by autumn half-term. Most children manage this and settle very happily into school life, including staying for lunch. Most children have attended the on-site pre-school playgroup. The good working relationship between the school and this playgroup ensure an easy move to full time schooling.

67. Good contact is maintained with parents and the induction procedures ensure a smooth transition to school. Comprehensive records are kept of each child's development. Planning for the class is based on the recommended six areas of learning to achieve the nationally prescribed early learning goals as well as aspects of the National Literacy and Numeracy Strategies. The children join the rest of the school for daily assemblies and playtimes. The class has its own outdoor paved area but this does not provide a stimulating environment for learning in all areas of the curriculum. At present access to the area is not good enough because there is no direct access to the outside from the classroom.

68. Initial assessment is carried out in the first half-term which shows attainment to be above that expected for the children's age. By the end of the Reception year, nearly all children will have made reasonable progress in all the areas of learning and almost all will achieve the nationally prescribed Early learning goals for their age group with a few making a start on National Curriculum. This represents a similar finding to that of the last inspection.

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

69. By the end of the Reception year, almost all children are likely to achieve the early learning goals. They settle happily into the class. Pre-school visits, home school reading diary and easy contact between parents and staff have a positive impact on children's sense of security and well being. They are confident and eager to try new experiences. They co-operate well together, have good relationships with adults and are willing to share and take turns with equipment. They understand and abide by the rules and routines of the class and listen well to adult talk. Children tidy up efficiently and show good levels of independence when getting changed for physical education sessions. They are able to organise activities independently when there is an opportunity to do so. They show respect for materials and property and are interested in living things. The children have positive attitudes to learning and enjoy activities.

70. Teaching is generally good. All staff have good relationships with children and provide good role models. They offer caring support to develop children's skills and sense of well-being. Adults have high expectations of children's independence in areas such as clearing up and changing reading books. However, fewer opportunities are provided for children to develop independence in selecting and developing their work. Occasionally, where teaching is satisfactory rather than good, children's legitimate work and efforts are undervalued, as when a group had spent over twenty minutes making complex models with construction equipment. Without warning, they were asked to dismantle their work ready for the next teacher 'input session'. In this situation, learning opportunities were lost - they had no time to talk about what they had been doing with the other children or the opportunity to put it to one side and persevere with their models later.

## **Communication, language and literacy**

71. By the end of the year, almost all children are likely to achieve the early learning goals.

72. Children talk readily to each other and to adults. Many are able to describe complex events and re-read simple stories. They soon learn the words of songs and rhymes. The most able can read simple caption stories, recognise letters of the alphabet and some letter sounds and begin to write words and phrases themselves. Almost all recognise and write their name and some words and read simple caption books. There is planned teaching of phonics and handwriting and all children complete similar exercises. The most able enjoy finding rhyming words. All take books home to read with their parents and these are changed on most days. Children also borrow books from the school library to take home. They enjoy listening to stories and recently enjoyed making their own zigzag books. They understand that print carries meaning and goes from left to right and top to bottom in English. As their skills develop, children have more opportunities to become authors and illustrators of their own short books on topics of their choice, which can be read by others.

73. Teaching and learning are good overall. Relationships are good and lessons are well planned to build on children's experience and knowledge. Good use is made of assessment and work is appropriately challenging. After adult input, children have some choice of activities to develop their skills. However, sometimes there are not enough opportunities for children to use their imagination and record their own ideas in drawing and writing. Reading is well organised and children have good opportunities to listen to stories and share books in school and at home.

## **Mathematical development**

74. By the end of the Reception year, almost all children are likely to achieve the early learning goals. Children can recognise and write numbers to 10 and many can record simple addition. Most children can count accurately to 15 and can name shapes and understand concepts such as full, half full, etc. They compare the size and shape of things as they use construction materials and make models. They are beginning to use money as they buy tickets for their train journey and some can add coins successfully. Children enjoy number games and practical activities but have few opportunities to extend the work or seek their own mathematical challenges.

75. Teaching and learning of mathematics are good overall. There is input on mathematics on most days, which is followed by satisfactory activities. Tasks are explained clearly so that children know what is expected of them. Adults have good relationships with children and their explanations and questions help take learning forward. However, sometimes sessions are too short and children have insufficient time to complete, consolidate or develop the work. For example, when making necklaces, opportunities were missed for children to compare lengths and patterns. There are too few opportunities and resources available for children to seek answers to questions involving length, weight or capacity where mathematics is used in a range of everyday situations.

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

76. By the end of the Reception year, almost all children are likely to achieve the early learning goals. Children are able to talk about family matters and current and past events in their lives. They have experience of using a range of material as they cut, stick and join things together when making models and collages. Children use a variety of construction materials imaginatively although space and time are limited for these activities. When they go on walks around the school grounds and local area, they have good opportunities to observe plants, birds and insects there as well as the manmade environment. The class have recently enjoyed a visit to a station. The role-play area is now a ticket office for buying tickets for a train journey and a large train has been constructed to give children good opportunities to 'act out' their experiences. Children have also made passports for longer journeys. As part of children's learning about people who help them, the school caretaker made a special visit to the class to talk about her work. Children are beginning to use the computer mouse with confidence but have no access to a programmable toy. They are keen to find out why things happen and how things work.

77. Teaching and learning is satisfactory. Adults have good relationships with children and encourage them in their activities. The teacher has planned carefully and organised some visits and visitors to support children's learning effectively. Over the year, a range of particular investigative experiences are planned but there are too few regular opportunities for children to repeat these. Not enough opportunities are provided for children to investigate, observe living and growing things indoors and outside, or look closely at similarities, differences and change, for example, in cooking, in using a range of materials in water play or using magnets and mirrors. The class has a designated outdoor area but access and supervision is not easy and it is currently used for physical education. The outdoor does not provide a stimulating environment for learning in all areas of the curriculum.

## **Physical development**

78. By the end of the Reception year, almost all the children are likely to achieve the early learning goals.

79. Children can run, jump, hop and skip competently and confidently. They handle the available wheeled toys appropriately and nearly all can steer through a track carefully. They are aware of their own space and that of others as they handle small apparatus. They roll hoops and quoits with increasing skill. Children sustain physical activity for a reasonable length of time and enjoy outdoor activities. These activities generally take place as a whole class session as access to the designated outdoor area is not easy. There was no opportunity to see dance or work which included climbing or balancing, during the inspection. Children have good eye-hand co-ordination and control pencils, scissors, brushes and tools safely and skilfully. They manipulate small and large construction materials with increasing dexterity and dress and undress for physical education with minimal help.

80. Teaching and learning in this area are satisfactory. The designated outdoor space is small and children are encouraged to use space efficiently. The teacher ensures that children know the routines well and that they use equipment safely. Activities are carefully organised with a mixture of wheeled toys and small equipment being used together. There is little opportunity for children to experiment or set their own challenges. The planning of physical activities using large and small apparatus needs further development to ensure that children have regular access to these activities and to take part in dance/movement sessions.

## **Creative development**

81. By the end of the Reception year, nearly all children are likely to achieve the early learning goals.

82. Children have opportunities to paint, draw, colour, use clay and dough and experience a range of techniques when using these materials, including mixing colours. They also experience printing, collage and work with fabric. They have some opportunities for imaginative role-play and currently enjoy buying tickets for their train journeys. Dressing up clothes are available to develop imaginary play but access to small world materials is limited. Children enjoy their walks in the school grounds and are beginning to appreciate the beauty of the natural environment. Children sing rhymes and songs appropriately and have a weekly music session, which includes using musical instruments, although this was not seen during the inspection. Children have some opportunities to construct models from junk materials but examining past work shows that they are not regularly choosing for themselves what they want to make. Similarly in painting, printing and drawing, work is often completed in response to adult direction and as a consequence children have too few regular opportunities to express their own feeling and ideas in creative work.

83. The quality of teaching and learning is satisfactory overall. A small range of activities is provided during particular 'creative' sessions and these are planned sequentially throughout the term. The teacher works with groups at this time and often the subject of the creative work is chosen by her. Good support and praise is given to children and this has a positive impact on their learning. Opportunities for learning are missed when the adult input is too long and children have too little time to complete work themselves or to continue to develop it in another session. Sometimes adults over-direct the work and children have too few opportunities to make choices, use their own ideas and express their own feelings in creative work and role play.

## **ENGLISH**

Strengths:

- Standards will be high this year;
- good teaching and learning;
- basic skills are taught well and good progress made in reading;
- good subject management.

Areas for improvement:

- Making use of ICT;
- developing literacy through other subjects;
- more opportunities for observing teaching and more rigour applied to this;
- ensuring that pupils are encouraged to spell commonly used words correctly.

84. Standards attained by 11 year-olds in National Curriculum tests had been in line with the national averages from 1998 to 2000. In 2001, standards were below average; however, the school can provide convincing evidence that this group of 13 pupils had made sound progress over their time in school. Further analysis of national data supplied about the school shows that, averaged out over three years, pupils attainment in English is just under half a term behind. Eleven-year-old girls and boys do equally well in English but boys at the school do better than they do nationally. At age seven, girls do better than boys in reading and writing as they do nationally. For the similar period, results of National Curriculum tests and tasks for seven year-olds show great improvement – from well below average in reading and writing in 1999 to above average in 2001. The improvement reflects the impact of the recent very good improvements in the school brought about by the headteacher.

85. The school does not do well compared with similar schools. Results of 11 year-olds show that the school attains standards well below those of similar schools. It is here that the past history of underachievement and high turnover of staff in the school is noticed in the impact on standards and progress. Pupils may have been gaining the expected Level 4 in English, but few were attaining the higher levels. Given that pupils start in the school at above the local education authority average, they should be attaining better results.

86. Inspection evidence gathered from lesson observations, discussions with pupils and examining their work, provides a much more positive picture of the standards in the school. There are four main reasons for this:

- different teachers and better teaching;
- different groups of pupils;
- high expectations;
- much better systems for assessment and target setting.

87. Standards attained by 11 year-olds this year are well above average. All pupils are predicted to gain the expected Level 4 with a substantial proportion gaining the higher Level 5. There is a similar picture for seven-year-olds where all are predicted to attain the expected Level 2 with several gaining the higher Level 3. There are a few seven-year-olds who could do even better but their behavioural difficulties slow their progress.

88. Standards in speaking and listening are above the levels expected for seven and 11 year-olds. Teachers set high expectations for pupils to listen carefully and explain their work or give an opinion. In Years 5/6 class, pupils are encouraged to discuss with their partners or 'brainstorm' ideas about a given subject. Pupils in this class show confidence and speak clearly when they speak to their class and offer sensible, mature and well-reasoned arguments.

89. Throughout the school, all pupils show great enthusiasm for reading. They enjoy being read to and reading for themselves. Standards in Year 2 and Year 6 are above those expected because reading is promoted and developed effectively. Reading books are grouped well so that there is an interesting, wide range on offer for pupils to choose from. Reading scheme books are supplemented by pupils' own choice of book from the new library. In the main, pupils read books that are matched to their reading abilities and interest and make good use of their reading skills to extract information from non-fiction texts. Pupils know how to use an index to advantage and understand what a 'contents' page can tell them about a book. The amount of help given by parents of the youngest pupils is commendable and a crucial factor in the good progress they make. The good range of interesting fiction and non-fiction for the older pupils keeps their interest high. Pupils in Years 5 and 6 have preferred authors and are happy to explain, discerningly, why they like the style of writing or how they rate the characters. Homework tasks are interesting; they are not merely to read set pages, but carefully chosen activities such as to read and review a newspaper article or to read set pages and write a critique of a particular character. All pupils make suitable use of their knowledge of letter sounds and letter strings to help them work out unknown words. Older pupils are taught to make good use of clues from the text to make a reasoned guess at an unknown word.

90. In writing, all pupils at age 11 and seven are attaining levels expected for their age with a significant proportion in each age group achieving the higher levels. The school has introduced a new handwriting scheme which is going some way to improving the poor handwriting and presentation identified in the last inspection. In the main, standards in handwriting books are sound. Presentation is now satisfactory and, as the handwriting skills learned in Years 1 and 2 are built on, standards are likely to be higher in the future. Work displayed in Years 1/2 class on 'healthy' targets was of a good standard. Pupils had given considerable thought to their targets of 'to wash and clean my teeth every day' or 'eat a piece of fruit a day'.

91. Overall, there is an appropriate range of work covered, although there was little evidence of poetry being read or written by Years 1 and 2 pupils. In this class, Year 2 pupils write suitably ordered stories with a beginning, middle and end and make good use of adjectives and connectives to make their stories interesting. In the main, punctuation is used well. Individual pupils have specific targets for achievement in literacy and most know what these are and know how they are getting on towards meeting them. Teachers and learning support assistants give good support to pupils with special educational needs; in Years 5 and 6, this support is particularly good enabling pupils to make very good progress. Throughout, work is matched to pupils' abilities so that more able pupils have some challenge in their work and less able do not have to struggle with work they do not understand. This suitable work ensures pupils in Years 1 to 4 achieve satisfactorily. Pupils in Years 5 and 6 achieve well in response to high quality teaching. The expectations in this class are very high and pupils respond to these, work very hard and make good progress. The work they are given is very interesting and highly relevant providing them with thought provoking issues to consider, talk and write about. Questions such as, 'Should children carry mobile phones?' or 'Is it right to experiment on animals?' are met with very well considered answers from these young people. Good use is made of re-drafting in this class. Very good marking encourages pupils to re-draft and improve their work to take account of their

personal literacy targets such as 'use of a thesaurus' or 'use of metaphors and similes'. Pupils take good note of their teacher's comments and noticeable improvement is made in the ensuing work.

92. The school uses spelling lists from the National Literacy Framework. Inspection evidence shows that not enough emphasis is put on ensuring Years 1 and 2 pupils can spell correctly commonly used, but irregular, words such as 'said', 'there', and 'because'. The system for learning spellings is appropriate but when teachers write spellings for pupils to copy and learn, they must ensure that their letter formation is clear so that pupils learn the correct spelling.

93. Overall, teaching and learning are good and are having a good impact on raising standards throughout the school. An area for improvement, recognised by the school, is for greater use to be made of ICT. An area noted for development by the inspection team is for the school to develop literacy skills through other subjects such as history, geography and religious education. Phonics (the use of letter sounds) are taught well and more complex skills such as 'reading between the lines' or noting the distinctive style of a particular poet are taught very well. Teachers have secure subject knowledge and, in the main, organise their literacy sessions for two age groups effectively. However, there are times when teachers are not considering if the beginning and end sessions could be organised even better to ensure that both age groups are being challenged. Pupils' work is marked conscientiously and according to the marking policy. The best marking includes praise and helpful comments on how to improve but some comments are very difficult to read.

94. Pupils' attitudes generally reflect the quality of teaching; where it is excellent, so are pupils attitudes. There is outstanding teaching for Years 5 and 6 where lessons move along at a lively pace with highly interesting and meaningful topics to capture pupils' interest and imagination. In these lessons, not a minute is wasted, pupils are totally involved in their work and are reluctant to stop. In Years 3 and 4, when the pace is good, pupils maintain interest and respond thoughtfully to their teacher's good questioning. In a lesson observed, probing questions led pupils towards being able to distinguish which words signified a change of atmosphere in the story. When the pace is too slow and the teacher talks for too long, pupils, though reasonably well behaved, lose interest. The balance between teacher input and pupils working is lost; as a result, pupils do not have the time to complete the set tasks.

95. In Years 1 and 2, teaching and learning are good. A particular feature is the clear focus on developing pupils' subject specific vocabulary, such as 'non-fiction', 'contents' and 'index'. The great majority of pupils have positive attitudes and behave well, although there is a small group of boys in this class whose behaviour is unacceptable and who distract themselves and others, especially in the sessions on the carpet at the beginning and end of lessons. Group work is well organised and purposeful with good use made of proficient learning support assistants to work alongside groups which helps ensure good progress.

96. The library is three months old and is already a valued resource. It is thoughtfully designed to allow space for sitting and browsing and also has tables for working. Pupils use it with great respect and even the youngest are very proud of their library. The book-stock is reasonable with plans to improve on this. Parents have given very generous financial support to providing library stock. Pupils of all ages are enthusiastic about the up-to-date choice of authors and attractive picture books. There is a reasonable amount of good quality non-fiction books suitable for the age range of pupils. There are four computers in the library located on one side of the room. In a library/ICT lesson observed, the room appeared very crowded

97. Management of the subject is good. The co-ordinator has a good picture of the standards attained in the school. She analyses national and school data and the areas in



National Curriculum tests where standards need improving. As a result, there can be a change of focus for teaching or a need for different resources noted. Planning is checked and all teachers have been observed once by the co-ordinator although this is an area where more rigour needs to be applied to bring about improvement in the quality of teaching more quickly. Samples of pupils' work are examined; there are specific tracking groups representing the ability range in each age group. The work of these groups is checked on regularly to ascertain standards and progress. An area for further development would be checking on the work of all pupils in one age group in order to get the full picture. Resources for English are adequate.

## **MATHEMATICS**

Strengths:

- In the good teaching;
- pupils' attitudes to the subject;
- Ongoing assessment and setting of targets;
- The subject is well led and managed.

Areas for improvement:

- Use of ICT, especially in data handling;
- more links with other subjects;
- more opportunities for real-life investigations.

98. The inspection findings show standards of attainment for seven and 11 year-olds are high this year because all pupils in these groups are likely to attain in line with, or above, national expectations. Standards are higher than at the time of the last inspection and are still rising for all pupils throughout the school. The reasons for this are the good quality of teaching and analysis of tests leading to the setting of challenging targets. For the junior pupils, the banding of groups according to ability, a strategy that has been in place since September 2001, is having a significant impact on the standards this year.

99. The National Numeracy Strategy is established very securely in all classes. Pupils are taught as a Years 1 and 2 mixed ability class, but work in lessons is divided into levels of ability to challenge pupils in each year group. This was clearly seen in the scrutiny of work and in lessons observed during the inspection. However, in Years 3 to 6, the work is banded in ability groups across years. It is this banding into ability groups that is having the significant impact on standards. That is because higher ability pupils are able to work together on challenging tasks to move on in their learning regardless of their age. Similarly middle and lower ability pupils are able to be extended at their ability level and receive extra support as and when needed. Each class throughout the school follows the recommended national approach to planning and the teaching is systematic and effective. As a result, pupils are learning the right skills at the right pace so progress is good.

100. There were several issues for improvement in the last report. All have been addressed successfully. For example, standards are rising, work is matched to pupils' abilities, progress is good overall with the high expectations of the teaching having an effect on standards of work. The deployment of learning support assistants is also having a significant effect on building pupils self-esteem and confidence, consequently raising their sense of personal achievement. However, the opportunities for pupils to use their mathematical skills in other subjects, especially ICT are underdeveloped.

101. In Years 1 and 2, all lessons begin with a lively paced oral session to develop pupils' mental skills. The group work that follows is carefully matched to pupils needs. All pupils have individual numeracy targets. Each target is closely monitored and when achieved, new

targets are set. Pupils in Year 1 count in threes and fives, add and take away and sequence numbers from the smallest to the largest and vice versa. They understand a range of mathematical language such as addition, subtraction, taller than and shorter than and can identify two-dimensional shapes. They have conducted a survey of their class to find out how many children have pets. They then used the data to construct a graph showing what pets pupils had and how many pupils had similar pets. Pupils learn to use money and what coins are needed to make a set amount. The teacher was guiding their thinking by well-chosen questions to challenge them. For example, with 15p, all pupils first used a 10p coin but varied the pence to make 15p. The teacher challenged them to make the 5p in the smallest number of coins. There was lots of discussion about using  $2p+2p+1p$  but when challenged about making 23p there was more difficulty in deciding between  $2 \times 2p$  and take away 1p or  $2p+1p$ . However, this was a good session and all pupils gained much learning from their work with the teacher. In Year 2 pupils follow a similar pattern of work especially in mental recall such as addition facts to 10 and 20. They calculate sums such as  $11+10$  and  $25-20$  and understand the place value of hundreds, tens and units (HTU), including changing hundreds, tens and unit words into numbers. They sequence the months of the year and number of days in the year by a simple rhyme and tell the time by o'clock and quarter to and quarter past. In one lesson, pupils were engaged in sharing equally and learning the meaning and use of the division sign. For example, by using multi-link as a practical aid they were discussing how to share 24 by 6 and 18 by 3 and recording their findings.

102. Pupils' mental calculation skills are developed well in Years 3 to 6 because of the enthusiastic mental sessions at the beginning of each lesson. Consequently, by Year 6 they work easily and accurately with large numbers and multiply and divide by 10, 100 and 1000 and understand the relationship between multiplication and division. They understand place value and can read and write whole numbers by figures and words to 10,000, calculate fractions and convert fractions to decimals and round decimals to one decimal point. Pupils learn to use mathematical language such as subtraction being the 'inverse' of addition. They use coordinates and know compass points. Pupils understand metric measurements and calculate area and perimeter of shapes and understand problems of weighing such as 2000 grams = 2 kg. Pupils undertake work on data handling by solving problems through data collection, extracting, organising and representing data in a range of tables, charts and graphic presentations. However, there is little use made of ICT in data handling and this is a significant weakness in mathematics. Pupils with special educational needs make good progress in mathematics because work is well matched to their needs and those with specific learning needs receive high quality support from learning support assistants. In addition, some pupils use a commercial mathematics program every morning which is having good results and also supports pupils in their independent learning.

103. In the lessons observed in Years 3 to 6, it was clear how the banding arrangements were working to good effect. For example, in Year 3 pupils were learning to use grouping to calculate a division sum. They were concentrating on how many groups they could make with 12 multi-link blocks and calculated that 3 groups of 4 = 12 and in another group of blocks that 5 groups of 3 = 15. This grouping was recorded by the teacher on the board as 15 divided by 3 = 5 and quickly moved the pupils on to using groups of crosses such as 4 groups of xxxx = 16. By the end of the lesson all pupils were working confidently on the extension activity planned by their teacher. In the middle band, pupils were learning about negative and positive numbers and were using a thermometer scale to work out problems of the differences in temperature between different places. For example, in one area the temperature was 8 degrees Centigrade and in another it was 12 degrees lower, which the pupils soon realised resulted in negative numbers. Pupils in the top band were measuring and calculating the area of simple shapes. The main part of the lesson started with a very good brain storming session where pupils discussed how they could find out the area of a shape. It was soon clear that they had a good idea of how to work out the perimeter and soon

concluded the correct formula for calculating the area. However, although pupils solve 'problems' in numeracy lessons, there is little evidence of the planned wider use of their mathematical skills at other times during the school, such as in geography or practical science, for example.

104. The quality of teaching has improved since the last inspection. It is now good and often very good. Pupils enjoy mathematics and are responsive, enthusiastic and hard working, because teachers manage pupils skilfully and calmly. Pupils' self esteem is high as teachers use praise and encouragement consistently to reward their willingness to be involved. Learning support assistants play a valuable part in this too when they work with individuals or small groups. The particular strengths are in the planning, the use of assessment and the targets that are set for pupils to achieve. Marking is good overall with some very good marking where the teacher guides and moves the pupils on in their learning. There are some areas for improvement. Where the pace of the lesson is brisk, pupils are enthused and inspired and are fully involved in their lessons. However, where the pace is too slow there is a tendency for pupils to get bored and restless which subsequently leads to poor behaviour.

105. The subject has moved forward considerably since the last inspection under the determined leadership and direction of the headteacher. Every effort has been made to try to make sure all pupils succeed and reach the level of which they are capable and this is beginning to bear fruit by the predicted results for this academic year.

## **SCIENCE**

Strengths:

- Good teaching;
- pupils' good attitudes to the subject;
- management of the subject and checking on pupils' progress.

Areas for improvement:

- More opportunities for pupils to be independent in science investigations;
- use of ICT to support recording and presentation of data;
- development of links with other subjects.

106. Standards for seven and 11 year-olds are high this year because all pupils in these groups are likely to attain in line with or above the national expectations for their age. These standards are higher than those identified at the last inspection and are a direct result of the good quality of teaching, analysis of test results and the setting of targets. Pupils of all abilities make steady progress with their learning of the various aspects of science and generally enjoy the subject. In the majority of lessons observed, pupils responded positively to the teaching and worked effectively together. Teachers' assessments for pupils aged seven were in line with those expected nationally and at eleven, in the 2001 National Curriculum test, standards were above average. However, when compared with similar schools, standards are average.

107. No lessons were observed in Years 1 and 2 and only two were observed in Years 3 to 6. However, of the lessons seen, teachers have a secure knowledge and understanding for teaching science which enables them to extend pupils' learning of various aspects of science with confidence. Teachers' planning is sound in that the objectives are identified and made clear to pupils at the beginning of lessons. As a result, pupils know what they are expected to achieve by the end of the lesson. The main weakness in planning is that teachers are not planning different levels of work for pupils of varying attainment within the same class, especially because all classes are mixed aged classes. Consequently, although all pupils,

including those with special educational needs, make satisfactory to good progress, higher attaining pupils in particular, could do better.

108. In Years 1 and 2, examination of pupils' work shows they have been learning about electricity and have sorted appliances that work from a battery or the mains supply. They have drawn their own circuit to light a bulb and have looked at a series of circuits on a worksheet to identify which were correctly connected. They have also been learning about the sources of sound and sorting sounds into loud and soft sounds, linking very closely with music by identifying which instruments make loud and soft sounds. In the classroom, there are three interactive science displays, one pupils were investigating had resulted from an investigation into which metal would bend. The problem posed by a pupil was to investigate which metal would rust and collectively they decided to use a nail. They learned that it was necessary to make it a fair test and this ensured the same size containers with the same amount of liquid consisting of cooking oil, malt vinegar, boiled water tap water and one container with just air in. This investigation is still progressing and already some surprises have been noted from the predictions made. While the emphasis on practical investigations is a positive feature, the amount of recorded work in Years 1 and 2 is very limited and does not make sufficient use of either literacy or ICT skills to support and reinforce pupils' learning of scientific skills at this level

109. By Year 4, pupils increase their knowledge and understanding of physical processes in their investigation into magnet attraction. They had undertaken an investigation into which magnet was the most powerful and were using scientific terms such as poles, attract and repel and discovered how some poles attract and some repel. They had looked at forces and had undertaken a friction experiment by looking at three different types of footwear, such as flat shoes, trainers and ice skates and predicted which would produce the greatest friction. Pupils kept a weekend diary to record meals they had eaten and compared them with what is necessary to ensure a balanced diet. In addition to studying a balanced diet they also learned about the uses of different teeth and the importance of dental care and which foods and drinks are bad for teeth. In the scrutiny of pupils' work it was noted that some of the investigations that had been written up were after observing the teacher undertaking the test. This was what in fact occurred in the lesson observed in Years 3 and 4, where pupils were to investigate the changes that occur when some solids are added to water. Much of the time was taken up with the pupils watching the teacher demonstrating the tests. By the time the pupils undertook the test themselves there was no time to record their results in a table and make comparisons, as indicated in the teachers plan for the lesson.

110. By the end of Year 6, pupils have undertaken a good range of investigations. For example, they have investigated the effect of upthrust on objects in water and how the weight of an object affects the depth of impression in sand. They have tested materials to identify which are insulators and which are conductors, including identifying materials that are thermal insulators. They identify solids, liquids and gases and undertake classification of different rocks. Pupils have looked at living things in the environment and at plants and label the different parts of a flower. They have studied humans as a living organism and learned about the skeleton, muscles organs and in this context they have looked at the life cycle of a human, especially the period of puberty. In the lesson observed, pupils were grouping and classifying materials according to their properties. A good introduction by the teacher led to a brainstorming session where pupils started from the central focus of materials. From that, they were able to classify materials into manmade and natural materials and build up a bank of words. Each group then had a bag of materials to group according to their properties. There was a good discussion to identify and describe materials that were, for example, flexible or translucent or both. Overall, this was a well-balanced lesson with a challenging input from the teacher that enthused and inspired pupils. However, insufficient use is made of ICT to support scientific learning in Years 3 to 6, especially to support the present weakness in recording of data by use of graphs and tables.

111. The quality of teachers' marking is generally good. Positive written comments are made in books that not only praise but also guide pupils on how they can improve their work and the date the work was marked is also added. The policy for the subject is presently being reviewed. The school follows the local authority scheme of work that has been updated to the most recent curriculum guidance for science.

112. The work of the co-ordinator is having positive effect on the development of the subject through the monitoring of the teaching and learning and there has been support from the science support teacher who has visited the school and modelled a lesson. The subject has sufficient resources. Resources that need replacing have been identified and are being purchased.

## **ART AND DESIGN**

Strengths:

- Good use of sketchbooks;
- good examples of three dimensional art;
- high profile of art and design in the school.

Areas for improvement:

- Development of computer art;
- exploration of the work of famous designers in order to develop pupils own designs.

113. Since the previous inspection, standards have remained in line with those expected for seven and 11 year-olds. Pupils, including those with special educational needs, build artistic skills, knowledge and understanding satisfactorily.

114. The co-ordinator ensures the subject has a high profile in the school. For example, the school has won a number of awards in competitions and has had an artist working in the school with pupils. There are very good examples of three dimensional art in the form of clay modelling, slab, thumb and coil pots which have been glazed and fired in the school kiln. Another example is the soap carvings displayed in the Years 5 and 6 class. Other good quality art displays are seen around the school, especially in the school library where the winning artwork for a competition on the theme of 'Science in our Lives' is displayed in frames, thus valuing pupils' work. Artwork influenced by famous artists starts from the

Reception class where they had looked at the work of G. O'Keefe in the painting of 'Radiator Building at night on the New York Skyline'. Pupils had reproduced this idea in their good paintings of the village skyline at night. A Tate Gallery poster of Open Window at Saint-Jeannes by Raoul Duffy is displayed in a classroom. This theme was the focus in Years 3 and 4 lesson where pupils had looked at the work of Duffy and Matisse on the theme of a view from a window. The aim was to learn the skills of how paint can be put on as a wash and blended with colour and water to create a landscape. Other work using colour and brush skills was seen where pupils had created signs to represent words such as 'cold,' 'hot,' 'angry,' and 'happy.' Pupils in Years 1 and 2 were observed investigating the techniques of weaving and were learning the technical vocabulary of warp and weft as they started to weave onto card. This was a good lesson because the teacher had very good subject knowledge and could demonstrate very clearly the skills pupils needed to learn.

115. Sketch books are used well to support learning. For example, in Years 1 and 2 pupils had experimented with different colour and textured paper to create tones that ranged from light to dark. They had also worked on mixing colour and identified flesh colours from textured materials, wool and textiles. In addition, they had sorted textiles into soft, patterned, rough and fluffy textures. To gain skills in sketching faces, pupils had examples of their practice at sketching eyes, nose and mouth and built up a bank of faces cut from magazines and stuck them into the sketchbook. This work is continued into Years 3 and 4 where pupils had undertaken some in-depth practice on pencil sketching where they practised skills of shading, hatching, stipple and blending and had completed a sketch of a landscape using all the skills they had learned. They had practised repeating a pattern of a piece of patterned textile that they had glued on the page. Some examples seen had been completed to a very high standard. By the time pupils reach Years 5 and 6, the school expects they have developed sound skills in sketching and painting to build on and refine these skills. However, although the sketchbooks revealed some building on of previously learned skills, much of the work was repeating skill development from previous years with more of the completed work in the sketchbooks relating to design and technology than to art and design. It is here that the lack of an explicit scheme of work is evident.

116. In the small sample of lessons observed, the quality of teaching was good. Teachers form very good relationships with pupils, which results in their good attitudes towards work and good behaviour. Another successful feature of teaching is the good evaluative process, interwoven during and at the end of lessons, when pupils are encouraged to share their work and the teacher compares the work of famous artists with the good techniques that are being developed in some pupils' work.

## **DESIGN AND TECHNOLOGY**

Strengths:

- The subject is well led and managed;
- recent focus on the development of the design and technology curriculum.

Areas for improvement:

- Ensuring that the policy and scheme of work are closely adhered to so that the consistency of teaching and learning are maintained;
- ensuring that skills in designing and making are developed and built on as pupils get older.

117. Standards attained by seven and 11 year-olds are in line with those expected. Only one lesson was seen and judgements on standards were made from the scrutiny of planning, displays in classrooms and around the school, discussions with pupils and the subject co-ordinator. This evidence confirms that design and technology is part of the curriculum in all classrooms and even though the pressure is to raise standards in the main subjects of mathematics, English and science, the school has still endeavoured to maintain the curriculum time for design and technology. The appointment of a new co-ordinator has gone a long way to raise the profile of the subject. Examination of the co-ordinator's file shows just how much has been achieved in a short time. For example, the action plan highlights the writing of a draft policy that was in urgent need of updating, audit of design and technology equipment and resources and re-location of the equipment from changing areas. The co-ordinator has maintained a log and it is easy to see the range of work that had been covered in the autumn and spring term of this academic year.

118. Pupils talk enthusiastically about design and technology and are keen to show what they have designed and made, as in the Years 5 and 6 class where they were adding the finishing touches to moving toys using a cam mechanism. Pupils in Years 1 and 2 have looked at a range of different puppets then sketched and labelled a picture of their design. To make their puppets, pupils were required to compare different ways of joining and then practised their skills in sawing. To complete them it was necessary to cut and join fabrics to cover the body and then engage in an evaluation of how their puppets had been completed, in regard to their original design. Their spring term topic was to investigate the many types of houses that people lived in, design and make the models from scrap materials such as cereal boxes. The completed houses were displayed in an imaginary street in the classroom, thus demonstrating to pupils that their work is valued. In Years 3 and 4, the planned curriculum included, in the autumn term, an investigation into simple levers and linkages and to look at simple pneumatic systems with an aim to make 'moving monsters'.

119. In Years 5 and 6 pupils' planning for design and technology is combined with art and design. Designs for pupils' work were seen in the art sketchbook. Scrutiny of planning revealed that, in contrast to the other classes, design and technology was very sparse, and the autumn term there was none. However, in the spring term, planning for design and technology was to design and make a toy with moving parts, using a cam mechanism for a specific purpose. This unit was obtained from a national guidance scheme of work for design and technology and is similar in content to the topic undertaken by Years 3 and 4. It is here that the lack of a coherent scheme of work is evident. The school has adopted the local educational authority scheme of work for design and technology. Whilst it is practical at times to incorporate units from other schemes, it is also necessary to ensure that the consistency and progression of skills is maintained across the school.

120. In the Years 5 and 6 lesson, pupils had designed and made a toy with moving parts using a cam mechanism. This was a good lesson overall, but some of the materials used were not the best choice for the project. For example, using corrugated card was all right until it was painted and then it became soft, whereas a different form of rigid corrugated sheet, made out of a different material that can be bought commercially for design and technology work, would have been a better choice. Although the pupils had worked very hard and completed their projects, some of which were very imaginative, it was clear that their knowledge and understanding of the choice of a range of materials and the methods of joining them were not as well developed as they should be at their age. It is here that the past history of the school is evident and that there are gaps in pupils' knowledge. However, with the present focus on the development of the subject, pupils moving through the school will have more experience in choice of the best materials and methods of construction and subsequently raise standards above that expected nationally.

121. Since only one lesson were seen during the course of the inspection it has not been possible to make an overall judgement about the quality of teaching.

## **HISTORY AND GEOGRAPHY**

Strengths:

- Pupils' good attitudes to learning;
- pupils' knowledge of the Viking period.

Areas for improvement:

- To ensure pupils cover the full programmes of study in sufficient depth in both subjects;
- to ensure older pupils record their work appropriately in order to help them remember what they have experienced and learned;
- to ensure that pupils have opportunities to discuss historical and geographical issues related to their studies and current issues.

122. It was only possible to observe one history lesson and one geography lesson during the inspection. Evidence is gained from scrutiny of pupils' work, teachers' planning and discussion with pupils. There was very limited evidence from pupils' work to show that the programme of study for either subject are being covered as fully as they should. The school continues to plan for both subjects in a two-year topic cycle.

123. In Years 1 and 2, in history, pupils learn about old toys, contrast old and new homes, furnishings and buildings including the church. They compare life now with life in the living memory of family and friends and record work appropriately. In geography, pupils study the local area and discuss features they do or do not like. They have learned to follow simple maps and name and recognise several countries and continents on a world map. In the lesson observed, pupils learned about life in a contrasting location, Mexico. Pupils in Year 2 can identify hot, dry, wet and cold months by reading graphs showing rainfall and temperatures in Mexico. They talked about the lifestyles of some Mexican people comparing these with their own, recording work appropriately. Year 1 pupils enjoy drawing and writing about the selection of suitable clothes for a visit to Mexico in hot, dry or wet conditions. All enjoy listening to Mexican music and looking at pictures of people and landscape. The teacher explanation, questions and good use of resources had a good impact on the quality of pupils' learning.

124. In Years 3 to 6, in history this year, pupils have studied the Romans and Vikings, local history and Britain since 1930, including World War II. They have made recordings of their work. Most work seen covered Romans, Vikings and Britain since 1930. Study of Egyptians, Ancient Greeks and Tudors is included in the two-year juniors' topic cycle but no evidence of pupils' work on these topics was available.

125. Pupils have sound knowledge of the Vikings and describe their long ships, clothing and pattern of invasion. In the lesson observed, pupils in Years 3 and 4 learned about King Alfred's defeat of the Vikings and the subsequent peace made with them. They were able to recount and re-write the story about King Alfred and the cakes and briefly consider the moral and humanitarian issues about making peace with an enemy after many battles. They were asked what facts and information a historian would seek and how these might be verified. Good teacher explanations and questions helped take learning forward well and good use was made of computers for pupils to record their work about the Viking period. Pupils had positive attitudes to learning and had clearly enjoyed this area of work, which had been taught in some depth. Work on the Romans, the local area and Britain since 1930 was far less detailed and recording only covered basic facts and information. In geography, pupils have learned about weather and climate by contrasting hot and cold places in Years 3 and 4. In



Years 5 and 6, pupils are studying a contrasting location, Chembakolli in India. They locate India on a world map and have some knowledge of its climate and its varying physical features. This work on India is well linked to their study of Sikhism in religious education. There is little recorded work in geography and insufficient evidence of pupils' work about the local area and environment, or of water and its effects on landscapes, which are both included in the school curriculum. This lack of evidence indicates that the subjects are not covered in enough depth.

126. In lessons seen, pupils made good progress and showed positive attitudes to both history and geography. They listened well to teachers and co-operated well with each other in discussion and group work.

127. Teaching was good in both lessons. Teachers had good subject knowledge and their questions and support helped pupils focus on appropriate information. Available resources were used appropriately and links were made with other subjects.

128. The co-ordinators for history and geography are aware of the need for more resources to support the subject and plan to increase them when funding is available. The school uses nationally recommended documents as a basis for curriculum planning for its topic cycle. At present, the headteacher monitors teachers' planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Strengths:

- Pupils' positive attitudes towards the subject.

Areas for improvement:

- Raise standards throughout the school;
- ensure the full programme of study for the subject is taught and pupils' progress is assessed;
- make full use of all the school's computers;
- develop the use of ICT in other subjects;
- provide time for the co-ordinator to check on teaching in the subject.

129. Standards have declined since the last inspection. The full programme of study for ICT is not being covered, leading to unsatisfactory standards and under-achievement. Very little use is made of ICT in other subjects such as mathematics and science.

130. Evidence gained from lesson observations of Years 3 and 4 and Years 5 and 6 pupils shows standards are below those expected which indicates a deterioration in standards since the last inspection. Discussions with pupils indicates that many do not use a computer in school very often. Inspection evidence would confirm this. In many classes, computers were on but mostly un-used. Good use is made of some computers first thing in the morning for pupils to practise with a mathematics software program.

131. Throughout the school, teaching is unsatisfactory because not enough is being taught. No overall judgement can be made about the quality of teaching in the two lessons observed as the quality ranged from satisfactory to unsatisfactory. In the lessons observed, pupils have positive attitudes towards their work. They work happily together and help each other.

132. Management of the subject is unsatisfactory and has not developed since the last inspection because more time has been spent on raising standards in the core subjects of English, mathematics and science. At the moment the computers in the library are not being used to full advantage. There are not enough resources in terms of software to ensure ICT can be used more profitably in other subjects.

## **MUSIC AND PHYSICAL EDUCATION**

133. In both subjects, no judgements are made about standards, teaching, learning or improvement since the last inspection because extremely limited evidence was available during the inspection to provide evidence of pupils' attainment, work covered and progress made.

134. Inspectors attended a whole-school assembly which included pupils singing a range of well known songs, a recorder group and pupils accompanying singing with chime bars. Pupils' enthusiasm showed that music is enjoyed by all and has a suitable profile in the school. A member of the community gives generously of his time to run the school choir. One example of pupils appraising music was noted in Years 3 and 4 where pupils had completed reasonable pictures of a storm after listening to 'Peter Grimes' by Benjamin Britten. No lessons were observed.

135. The school has recently employed a music specialist for one day per week to teach all classes. Teachers remain with their classes for the music lesson so that they can improve their own subject knowledge and have a good understanding of what their pupils have done. Planning indicates that the full programme of study is covered over time.

136. Due to timetabling, no physical education lessons were observed. Planning shows that the full programme of study is covered, including swimming. Much good work has been done by the co-ordinator in developing a scheme of work for the school and she is now considering the best means of assessment to show pupils' progress.

## **RELIGIOUS EDUCATION**

Strengths:

- Years 5 and 6 pupils' knowledge of, and respect for, a range of faiths;
- pupils' good attitudes to learning.

Areas for improvement:

- To ensure pupils record their work appropriately in order to help them remember what they have experienced and learned;
- to ensure pupils cover the full programme of study about Christianity;
- to give all pupils appropriate opportunities to discuss religious and moral issues.

137. Religious education is taught according to the Locally Agreed Syllabus. It was only possible to observe one lesson. Judgements are made on the evidence gained from discussion with pupils, scrutiny of their work and teachers' planning. Pupils of seven and 11 reach the expected standards in religious education. It was not possible to make judgements on the quality of teaching and learning.

138. All pupils, including those with special educational needs, are provided with opportunities to learn about the role played by religion in peoples' lives. They learn about Christianity and other world religions and begin to understand something of what it means to be a believer.

139. In Years 1 and 2, pupils learn about special occasions including birthdays, naming ceremonies and weddings. They also learn about special people and special books associated with different faiths and they visit the local church. They learn about the life and times of Jesus and the Christian festivals. Pupils also learn about the family life of Christian, Jewish, Hindu and Moslem families. However, scrutiny of work showed insufficient recording of this work.

140. In Years 3 to 6, pupils have studied Judaism and Sikhism. Year 6 pupils discuss some of the similarities and differences between faiths and have secure knowledge of their symbols and ceremonies. In an assembly, Years 5 and 6 took great pleasure in performing a short play about Guru Nanek, the founder of Sikhism. Later, in discussion, a group was able to compare the Guru's concept of equality with their own experience of equality in our society. Some religious education is undertaken in whole school assemblies where stories from the Bible and other sources are used to highlight attitudes and values. Pupils in Years 3 and 4 are beginning to understand commitment and have thought about the responsibilities of belonging to a group and the choices this imposes. Some of this work has been recorded. Most recorded work is factual information about Judaism and Sikhism and there is insufficient recording of work about other faiths, including Christianity.

141. In the lesson seen and in assemblies, pupils show satisfactory and good attitudes to learning. They listen well to adult expositions and enjoy stories and discussion. Pupils in Years 5 and 6 showed particular enthusiasm for the subject and positive attitudes to learning when involved in small group discussion of their work on Sikhism.

142. The school has a satisfactory range of books to support the work in the subject and plans to obtain more artefacts and materials. Pupils visit the local church and have visits from members of other churches. The co-ordinator is newly appointed and has already contributed to the management of the subject.