

# INSPECTION REPORT

## **PARISH CHURCH CE (VA) PRIMARY SCHOOL**

Gainsborough

LEA area: Lincolnshire

Unique reference number:120621

Headteacher: Mr T. A. Edwards

Reporting inspector: Miss F. M. Robinson  
22182

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> October 2000

Inspection number: 224045

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Acland Street  
Gainsborough  
Lincolnshire

Postcode: DN21 2LN

Telephone number: 01427 612554

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Appropriate authority: The Governing Body

Name of chair of governors: Mr G. Fisher

Date of previous inspection: 14<sup>th</sup> – 17<sup>th</sup> January 1997

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Team members		Subject responsibilities	Aspect responsibilities
Miss F. M. Robinson 22182	Registered inspector	English, Music	Characteristics of the school; The school's results and pupils achievements; Teaching; Leadership and management; What should the school do to improve further?
Mrs A. Willatts 14226	Lay inspector		Pupils attitudes, values and personal development; How well does the school care for pupils; How well does the school work in partnership with parents?
Mr R. Bristow 18346	Team inspector	Mathematics; Geography; Special educational needs	How good are the curriculum and other opportunities offered to pupils?
Mr T. Neat 20007	Team inspector	Science; Physical education; Aspects of Education for Children in Foundation Stage	
Mr J. Stringer 8326	Team inspector	Information and communication technology; Design and technology; Equal opportunities	
Mrs J. Moore 8710	Team inspector	Art and design, History	

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

### **INFORMATION ABOUT THE SCHOOL**

Parish Church of England (Voluntary Aided) Primary School is located in the centre of Gainsborough. It draws its pupils from the nearby area, although a small number of pupils with particular needs come from further away in the town. Pupils join the school at the start of the year when they reach the age of five and most have below average levels of skill and knowledge at this time. In all, there are 146 boys and 160 girls aged up to 11 including an above average proportion of pupils with special educational needs. Nine pupils have statements of special educational need. The proportion of pupils who are entitled to free school meals is broadly average. There are no pupils who speak English as an additional language. The school strives to make sure that pupils become happy and confident learners and attain their full potential.

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

Parish Church School is an improving school where pupils make a good start and receive a good education. Most of the pupils enjoy coming to school and behave well. Standards are not as high as they could be by the age of 11. After a good start in the reception classes, pupils achieve well at Key Stage 1, but standards have not yet improved enough in mathematics and science by the end of Key Stage 2. The headteacher, staff and governors understand the school's strengths and weaknesses and there is a strong, shared commitment to succeed. They have made significant changes to teaching and the curriculum to bring better achievement and there are early signs that this is proving successful. The school has a high proportion of pupils with special educational needs and this lowers overall standards in Key Stage 2. The quality of teaching is good and pupils are interested and eager to learn. The school has many strengths and is well placed to make progress. Effective use is made of available finance and the school gives satisfactory value for money.

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

- Standards are good by the age of seven in English and mathematics.
- The quality of teaching is good throughout the school.
- The school is well led and managed by the headteacher and senior staff.
- The provision made for special educational needs is very good.
- Relationships are very good and the pupils thrive.
- The children get a good start to their time in school in the reception classes.

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

- Standards are not high enough at the end of Key Stage 2 in mathematics and science and work is too easy for the more capable pupils in science.
- Governors still rely heavily on the headteacher when making decisions.

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

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

In 1997 the main key issues in the inspection report were:

- To improve the quality of teaching in science, art, design and technology (DT) and information and communication technology (ICT) in Key Stages 1 and 2 to raise standards of attainment.
- Improve the use of special educational needs support in order to maximise progress and attainment levels of all pupils.
- Develop monitoring, evaluation and assessment procedures throughout the curriculum.
- Implement an efficient management structure in order that the full senior management is used to further develop the educational direction of the school.
- To provide a systematic programme of staff development linked to curriculum needs.

The school has made good progress since the previous inspection. The quality of teaching has improved considerably and teachers have adopted a wider range of methods to raise standards of attainment, but this is not yet complete at Key Stage 2. All the staff know what the chief priorities are

and together they have worked hard to improve standards. These are improving as a result. The leadership and co-ordination of subjects has improved well since the last inspection. The subject co-ordinators have shown that they can continue this improvement in the future. All the staff and governors are ready for the tasks that lie ahead.

## STANDARDS

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

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

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

Standards are not high enough by the end of Key Stage 2 in mathematics and science. However, more pupils are reaching the expected standard but there is still some way to go. The headteacher, key staff and governors have a shared commitment to raise standards. They have made a good start to boost the levels of attainment in Key Stage 2, especially in English. In the 2000 national tests standards were well below the national average for all schools and those of similar schools<sup>1</sup> in mathematics and science. Improvements have occurred more rapidly in English, where standards were in line with the national average in all schools, and above this level when compared to similar schools. Improvement has been slower in mathematics and science, but recent staff changes in Key Stage 2, effective methods of assessment, good quality teaching and the ongoing impact of the literacy and numeracy strategies, are having a significant impact on raising standards and the quality of pupils' learning. Inspection findings support test findings in English. Standards in mathematics and science were satisfactory during the inspection because of the reasons outlined above.

Children start in the reception classes with below average levels of achievement. They make good progress between reception and Year 2, and standards improve greatly. By the age of seven standards are well above the national average in mathematics and average in reading and writing. They are well above average in comparison with similar schools in mathematics. In science standards are satisfactory. All of this is an improvement since the last inspection.

This year the school targets for attainment were achieved in English, but not in mathematics. There is a shared commitment to raise standards throughout the school, especially at Key Stage 2. Attainment is satisfactory at both key stages in information and communication technology (ICT). Attainment in all the other subjects is also satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and they are eager to learn. They work cheerfully and productively.

<sup>1</sup> Schools with the same percentage of pupils known to be entitled to free school meals,



Behaviour, in and out of classrooms	Good. Pupils behave well in lessons in the playground and when moving around school. They are polite to visitors.
Personal development and relationships	Very good. Pupils enjoy each other's company and they look after each other.
Attendance	Good. The level of attendance is above that found in most schools.

## TEACHING AND LEARNING

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

The teaching is good overall with 26 per cent very good or better teaching, 60 per cent good, 12 per cent satisfactory and 2 per cent unsatisfactory. The quality of teaching has improved considerably since the last inspection, especially at Key Stage 2 when one lesson out of 20 was unsatisfactory. Progress is good in most subjects because they are well taught. The better teaching was in the reception classes and in Years 5 and 6, where the quality of teaching was consistently good or better. The quality of the current teaching at the end of Key Stage 2 is helping to raise standards. Recent changes in staff have made a significant improvement to the pupils' progress, especially in Key Stage 2, but this has not yet materialised into overall gains in attainment.

The teaching of English and mathematics is good overall and the basic skills of reading, writing and mental mathematics are taught well. Teachers manage their pupils well and make effective use of resources. Activities are well planned and pupils really enjoy working. This is because the tasks they are given are challenging and interesting and they learn well. Where there was a weakness, in the lower juniors, the pupils were not involved sufficiently and when this happened their learning slowed down. The higher attaining pupils are not always given work which is sufficiently challenging in science.

Because teaching is so good, pupils' learning is good too. Pupils concentrate well, work hard and make steady progress throughout school

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a full range of learning opportunities with a strong emphasis upon literacy and numeracy.
Provision for pupils with special educational needs	Very good. Teachers and classroom assistants support these pupils well and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils work together well and they always help and support each other effectively. They clearly know what is right and what is wrong and their spiritual development is satisfactory. Work on their own and other cultures effectively broadens their understanding. Pupils work well with adults and act sensibly when making difficult choices.
How well the school cares for its pupils	The school provides well for the needs of all its pupils. The ethos of the school is strong and the quality of care is good. Children are happy and secure. Pupils' achievements are recorded efficiently, particularly in English and mathematics, where individual targets are set for improvement based on their gains in skills, knowledge and

	understanding.
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Partnerships with parents and carers are good. The school has worked hard to build a partnership with parents. They think a lot of the school and are pleased that their children go there.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a strong team spirit and the headteacher and key staff are providing a clear educational direction for the school. They are committed to better standards and are working effectively to improve teaching, learning and the curriculum. Recent staff changes have made a significant impact on teaching and learning at the end of Key Stage 2.
How well the governors fulfil their responsibilities	Satisfactory. The governors are supportive and committed to the success of the school. They are kept informed of what is happening in school and what still needs to be done, but rely heavily on the headteacher when making decisions.
The school's evaluation of its performance	Sound. Governors and senior managers check how the school is doing, and this helps them to keep on course. The school's systems work well. The headteacher and staff have introduced rigorous procedures to track standards and rates of progress. There is a shared determination to make standards better.
The strategic use of resources	Good. The school uses its resources effectively so that standards can continue to improve and pursues the principles of best value well.

The staffing of the school is good and resourcing is satisfactory. The youngest pupils are in two classrooms one of which is rather small.

### 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>• Their children like coming to school.</li> <li>• Teaching is good.</li> <li>• The staff expect the best of the pupils.</li> <li>• They feel at ease when talking about problems and concerns.</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• There are not enough activities outside lessons.</li> </ul>

Inspectors agree with the positive view of parents. However they also judge that there are enough activities outside lessons.

## **PART B: COMMENTARY**

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

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

1. Since the last inspection standards have increased significantly at KS1 and in English at KS2. Satisfactory progress has been made since the last inspection because the proportion of pupils reaching the expected standard in mathematics and science has increased significantly but there is still some way to go.
2. Most children enter the reception classes with skills that are lower than those expected for pupils of similar ages. The children achieve well and make good progress in achieving the Early Learning Goals<sup>2</sup>. Children are on course to achieve the national goals set out for children by the time they finish their reception year.
3. The 2000 Key Stage 1 national tests showed that pupils achieved standards in mathematics that were well above the national average in comparison with all schools and were very high in comparison with similar schools. A high proportion of pupils achieved Level 3 in mathematics. In reading and writing pupils achieved standards that were broadly in line with the national average for all schools and similar schools.
4. By the end of Key Stage 2 standards in English were in line with the national average for all schools. They were above average when compared to similar schools. This shows considerable improvement on the previous year when standards were well below average. Standards were still well below average in mathematics and science in the 2000 tests in comparison with all schools and similar schools. This is because new staffing structures had not yet begun to boost standards and there were a greater number of pupils with special educational needs.
5. Trends over time do show an improvement in English, mathematics and science with more pupils reaching the expected levels. The improvement is due to more effective methods of tracking pupils' progress in order to set challenging targets, booster groups, good quality teaching and the positive impact of the literacy and numeracy strategies. This is accompanied by recent changes in staffing, and a strong determination to raise achievement.
6. The inspection found standards were above average in English and mathematics at Key Stage 1. They were found to be average in science. Pupils are taught well and they make good progress in their learning during the first key stage. Skills and knowledge are built from a below average base in reception, although standards are average by the time they move into Year 1. The literacy strategy introduced three years ago is having a very good impact on improving standards of reading and writing, especially at Key Stage 1. Pupils work well and benefit from the emphasis on shared text work and guided reading. Standards in mathematics have improved, and the numeracy strategy has been introduced well. It is beginning to have a significant impact on mental mathematics. Science standards have improved because the good arrangements for assessing and recording pupils' work have a positive effect on learning. The monitoring of the teaching and learning by the co-ordinator is helping to ensure that learning is based securely on what has already been taught.
7. At Key Stage 2 standards are satisfactory for the 11-year-olds in English, mathematics and science. This differs from the most recent test findings in mathematics and science. The reasons that standards are improving are due to significant improvements in the quality of teaching. New staff are in place and they are well trained. Progress is speeding up but the good teaching has not been in place long enough to boost standards overall. However the signs are positive. The numbers of pupils reaching the required levels have increased, but there is still

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<sup>2</sup> Standards expected by the time the pupils leave the reception class.

some way to go before overall standards are satisfactory. Things are moving along the right track. Improved teaching and the literacy and numeracy strategies are the main reasons that standards are improving in the main subjects.

8. The literacy strategy is having a positive impact on English in Key Stage 2. Pupils understand their reading and they put good expression into their voices. Writing is much better. The pupils make wider choices in their vocabulary and they use the correct punctuation more regularly. The numeracy strategy is also having a positive impact on standards although it has only been in place for a shorter time. Higher attaining pupils understand numbers to thousands and they know their tables very well. Average and lower attaining pupils understand place value in lower numbers and many of them know their tables. The pattern of standards is influenced by a greater proportion of pupils with special educational needs at Key Stage 2. The school works very well with these pupils and they make good progress in their learning.
9. In science seven-year-old pupils attain satisfactory standards. They carry out tests to find out where shiny objects reflect most light. They know the main parts of a flowering plant and can draw cross-sections of fruit to show the position of seeds. The 11-year-olds also reach satisfactory standards. Many, but not all, pupils know the importance of carrying out investigations in a fair way. They know that plants use carbon dioxide and they can name the important organs of the human body and where they are positioned.
10. In the other subjects (Reported on in Part D) attainment is satisfactory for the seven and the 11-year-olds. Standards have improved in science, art and design, design and technology and ICT since the previous inspection. Especially good progress has been made in ICT which was unsatisfactory at the previous inspection.
11. The headteacher and key staff know that standards need boosting in Key Stage 2 and they have made important changes that are improving the quality of teaching. There is a shared commitment to raising standards throughout the school and the introduction of setting in literacy and numeracy from Year 1 is having a significant impact on standards. There is good evidence of the effectiveness of these strategies with an increase in attainment for most pupils. The pupils' targets have been met and they are regularly reviewed to monitor how the pupils are progressing over time. Sometimes the higher attaining pupils are not being challenged in science lessons and tasks are not matched so closely to their ability. This limits their progress and their attainment as well. In recent national tests boys tend to perform better than girls in English, mathematics and science at Key Stage 2, but this was not obvious in lessons observed during the inspection. Pupils with special educational needs achieve appropriate standards in relation to their previous attainment.

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

12. The pupils' attitude to learning is good. Pupils work well together and support one another. They like to come to school, and enjoy their lessons. Pupils are happy to join in class discussions and are keen to answer questions. They work well without close supervision and are able to find and use resources independently. Pupils with special educational needs are well supported through their individual education plans and by support staff. This enhances their attitude to their learning and they make good progress. Most pupils take full advantage of the range of extra-curricular activities and the field trips that the school offers. These activities have a positive effect on the pupils' personal development, and help them to become confident and independent.
13. Behaviour throughout the school is good. The strategies used to promote good behaviour are effective and are used consistently by staff. Those pupils who have behavioural problems respond well to the structured programme of praise, rewards and, when necessary, the sanctions used throughout the school. Pupils relate well with one another and with the staff. The majority of parents are happy with the standard of behaviour the school expects of its pupils. They are polite to staff and visitors and show respect for each other. They work co-operatively in class and are good at looking after one another in the playground. Some Year 6 pupils help to supervise, and play with the 4+ and Key Stage 1 pupils. This helps them to form good relationships through the

school, as well as giving the older pupils a positive sense of responsibility. Neither parents nor staff feel that bullying is a problem in the school. Staff, in accordance with the behaviour policy, have effectively dealt with the odd occurrences of oppressive behaviour in the recent past.

14. Pupils' personal development is very good. The school has a positive attitude towards promoting pupils' personal development. As well as the Year 6 help in the playground, all pupils have responsibilities in their classrooms, such as taking dinner registers to the office or handing out books and equipment. The older pupils take responsibility for setting up the hall for assembly, helping in the office and running a tuck shop at break time. Pupils develop increasing independence and responsibility in learning throughout the school, especially in their research and study skills. For example, computers are used to research topics in history and geography at Key Stage 2. The pupils care for their surroundings and are aware of the need to look after the school environment. The recently established school council, which has representatives from all years except 4+, are organising the tidying of the playgrounds as well as looking at some other health and safety issues. Assemblies and circle time give pupils the opportunity to reflect on personal relationships and the concepts of acceptable behaviour.
15. Attendance at the school is good. Late arrival at school is not deemed to be a problem; morning and afternoon sessions usually start promptly. Registers are marked in accordance with statutory requirements. The Educational Welfare Officer visits regularly and keeps in touch with the few pupils who have problems with regular attendance. There were no exclusions in the last year.

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

16. Since the previous inspection, teaching has improved considerably. Teachers' subject knowledge has become more secure in most subjects through the impact of the good work of the co-ordinator and in-service training. Literacy and numeracy strategies have been introduced successfully and the range of teaching methods has been extended. Assessment is more closely linked to short term planning and is used to inform future work, and marking has become more consistent throughout the school. This is very much due to the headteacher's positive lead in lifting standards and the way in which staff are committed to raising standards.
17. During the inspection 60 per cent of the teaching was good or better and 26 per cent very good or excellent. The best teaching was in the Foundation Stage<sup>3</sup> where 90 per cent of the teaching was good or better and in Years 5 and 6 where 82 per cent was good or better. Recent staff changes are making a significant impact on pupils' progress at the end of Key Stage 2 but as yet overall standards are not improving fast enough in mathematics and science. Teaching was good overall in Key Stages 1 and 2.
18. In the reception classes lessons are well planned and securely based on the appropriate curriculum for the four to five year olds. Teachers have an accurate understanding of the progress each child is making and they use their findings to plan further work. Teachers and support staff make the best use of assessment information to inform planning. The consistently good quality teaching, and the teachers' knowledge of this stage of learning are factors that contribute towards better standards and effective learning.
19. Teaching in Key Stage 1 is good. The underlying strength of teaching arises from the good relationships, which teachers have with their pupils. They clearly value all pupils and create an encouraging atmosphere in which pupils develop confidence and are keen to contribute to their learning. Pupils want to work in lessons and they are well motivated and try hard. All of these factors have succeeded in raising standards in English, mathematics and science. In English and mathematics pupils soon develop independence and use information and communication technology where appropriate. Reading, writing and number skills are built on and developed successfully in every class. Pupils are taught in groups of different abilities for literacy and

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<sup>3</sup> The reception classes.

numeracy from Year 1, and this means that teaching always has a sharp focus, which helps their learning to be effective. Most teachers commence lessons with questions and answers to find out how much the pupils have remembered from the previous lesson. In a very good example in a Year 1 and Year 2 lesson the teacher's questioning skills encouraged the pupils to provide imaginative words for a ghost story. Teachers structure their questions well for pupils with special educational needs and all the time learning is progressing well. Teachers have good subject knowledge and are generally good at stimulating discussions and obtaining ideas from pupils. They motivate pupils well and generate a clear sense of purpose in classes. In most lessons the standard of questioning is high and well differentiated to promote the thinking of pupils of all abilities.

20. In Key Stage 2, two thirds of the lessons were of good or better teaching quality. This means that pupils are now making good progress but there is still some way to go before standards at the end of the key stage reach national levels. The pace of learning is good overall. Where learning was less than satisfactory, in the lower juniors, this was due to the slow introduction followed by work that was too easy. In general, teachers in Key Stage 2 share the same strengths of teaching as those in Key Stage 1. Expectations are good in most classes but where there are weaknesses, in science, teachers' low expectations limit the progress that the pupils can make. Also, in science, the higher attaining pupils are not extended sufficiently by their tasks and this limits their achievement. Most teachers create a good balance between exposition, questioning and activities. Teaching is less effective where pupils are not given sufficient opportunity to ask and answer questions in a way, which helps them to reinforce their learning. Overall teachers' subject knowledge and understanding is good at Key Stage 2. Marking is of a high quality and is helping to improve pupils' progress.
21. Teachers plan well at both key stages especially for literacy and numeracy lessons. A standard format is used for planning, which details medium and short-term objectives. This gives all the teachers a sharp focus so that their teaching is successfully targeted at the different groups. Teachers make good use of text books, which support pupils' learning effectively.
22. The management of pupils is good at both key stages with a good balance between whole class teaching and work in small groups and individual work. Introductions are clear and the main points of the lesson are reinforced at the end, ensuring that pupils' learning is consolidated and extended. In an excellent mathematics lesson for Years 1 and 2 pupils, the lesson got off to a brisk start focussing pupils' attention on doubling odd and even numbers. Pupils understood what is meant by adding on and counting back. Effective use was made of questioning in the plenary session for example, 'How did we do that?' Throughout the lesson, organisation was excellent and pupils were well managed.
23. Teachers carry out informal assessments regularly in Key Stage 1 and augment these by setting objectives and targets. They maintain appropriate records of their observations and assessment and communicate effectively with each other. This information then feeds into planning the next stages in learning. Good use is made of assessment of homework to extend pupils' learning. All of this work is in place at Key Stage 2 and is helping to inform future plans effectively.
24. Teaching for pupils with special educational needs is good. Teachers know their pupils well and plan activities to match their needs. They make good progress. Pupils respond positively when their contributions are valued and their self-esteem is high. Support staff are used effectively and detailed records of gains in skills, knowledge and understanding are kept. Targets are reviewed often on a termly basis and amended where appropriate to provide new challenges.
25. To sum up the teaching:-
  - There have been good improvements in the quality of teaching since the last inspection.
  - New staff and effective training are improving standards and teaching overall.
  - At Key Stage 2 these changes are more recent and have not yet begun to push up standards significantly in mathematics and science, although pupils are progressing at a faster rate than they were.

- ❑ Teachers' expectations are too low in science. Higher attaining pupils are not extended sufficiently.
- ❑ In the lower juniors the introductions to a small minority of lessons were too long and the tasks were too easy for the pupils.

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

26. The quality and range of curriculum opportunities, provided for pupils aged 4 to 11, is good. The school meets statutory requirements for all National Curriculum subjects and religious education, and has appropriate curriculum policies in place for the implementation of Curriculum 2000. The Foundation Curriculum, provided for the children in the reception classes, is planned appropriately on the basis of the recommended areas of learning.
27. National literacy and numeracy strategies have been fully and effectively implemented throughout the school and have contributed to the raising of standards. The school is well placed to raise standards in ICT skills across the curriculum with the recent provision of the computer room that is effectively used for teaching skills. Adequate time is given to each subject.
28. Pupils are introduced to a wide range of well-planned activities. Wherever possible, there are good links between subjects so that skills learned in one subject are practised in another. For instance the development of writing skills in English are extended by taking notes in science when using the Internet, and writing persuasively when considering issues such as litter and recycling in the local community. A high priority is given to ensuring that boys and girls share the full range of activities. This was evident when football skills in Years 5 and 6 were developed in mixed groups.
29. All pupils have equal access to the curriculum. The needs of gifted and talented pupils are catered for satisfactorily, especially in numeracy and literacy. No gifted or talented pupils were identified in science. There is a strong commitment to providing pupils with special educational needs with the same curriculum opportunities as others, both inside and outside the classroom. Work is well planned and individual targets are realistic and achievable. The provision for pupils with special educational needs is very high in quality and is a strength of the school.
30. The decision to organise pupils of similar ability into sets for numeracy and literacy has enabled teachers to plan more closely for their needs, including those of more able pupils. Opportunities for this group of pupils are not always so sharply focused in science. By monitoring teaching and learning overall the subject co-ordinators contribute effectively to improving standards.
31. Personal and social education is now given more time on the timetable and staff have recently developed a detailed programme of health education, which includes sex education and attention to the misuse of drugs. Family life, underpinned by a strong Christian ethos, is given an appropriate emphasis. A broad range of purposeful visits, including annual residential experiences for pupils in each of the Key Stage 2 classes, support the curriculum very well. The school has close contacts with the local church and pupils use the locality well including visits to the local health centre when studying *Ourselves* in Key Stage 1. Visitors enrich the curriculum, as when an *India day* was planned to help pupils gain a greater understanding of other cultures and values, which included experiencing food, dance and customs. This had a good impact on the quality of learning and pupils still refer to it in an enthusiastic manner. The 'School Council' involving elected representatives from each class group, provides good opportunities for pupils to become involved in decision-making.
32. There are good links with pre-school groups and secondary schools to enable a smooth transition in the learning process. However, apart from competitive sport there are few curricular links with local schools. Attempts to foster closer links have not been successful, nor has it been possible to enrich multi-cultural understanding through exchanges with other schools. The school is most successful in training teachers, and has purposeful links with local colleges.

33. During the week of the inspection there was a good range of well-attended activities outside lessons, including music and non-competitive team games. Extra music tuition is available for selected pupils, and there are several recorder groups. Some additional activities, including 'Kid's club', Brownies and Rainbows, are organised at the school, for which a charge is made. Staff give willingly of their time and the range of clubs including choirs, guitar, chess and football and netball clubs contribute effectively to pupils' personal and social development.
34. Overall, pupils have full equality of access and opportunity to the curriculum. The school takes appropriate account of pupils' ages, attainment, gender and ethnicity. Pupils with special educational needs are given the same curriculum opportunities as others, both inside and outside the classroom, with extra curricular activities such as performances, clubs and sporting opportunities available to all.
35. There have been satisfactory improvements in pupils' spiritual, moral, social and cultural development since the last inspection and the overall provision is good. Gaps in the pupils' opportunities for social and cultural development have been tackled successfully.
36. Spiritual development is promoted successfully through the wider curriculum and the aims of the school, as well as in assembly and worship time. The quiet gardens in the school's grounds provide areas of peace and tranquillity, and this encourages the pupils to have an increasing awareness of the wonderful world about them. The daily act of worship provides opportunities for pupils to celebrate their achievements, discuss moral issues, listen to music, sing, and reflect in stillness about what they have heard, successfully emphasising the *specialness* of the occasion.
37. Pupils are polite, courteous, and friendly to visitors. There is a strong focus on right and wrong and this underpins all of the school's work successfully. Moral issues are discussed in assembly through stories and through day-to-day happenings in the life of the school. This makes issues of right and wrong more meaningful for the pupils and helps to clarify their understanding.
38. Personal and social development is another strength, as are the relationships within the school. The school is a caring community with shared values about helping and supporting each other. Pupils are very aware of the needs of others. A good example happened in a Year 1 / 2 lesson when one pupil let his friend take his turn in the lotto game because his friend was feeling sad. Girls and boys show a sense of fair play during playground activities, waiting their turn for the climbing frame or their game. Social skills are developed successfully throughout the school, helping the pupils towards their wider responsibilities as citizens.
39. The pupils learn effectively about their own cultural heritage through stories, poetry and their visits to places of interest which is linked to their work in English, religious education, history and geography. A greater understanding of the cultural traditions in the other main world religions is developed through studies in religious education and geography. A recent *India day* project focused on the Hindu culture and traditions, and important festivals such as Diwali and Easter are celebrated. The work of great artists and musicians is explored and enjoyed. Visits to local museums, and working with artists and musicians, enrich the pupils' knowledge and their cultural development successfully.

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

40. The pupils are generally well cared for within the school, both academically and pastorally. The procedures for monitoring pupils' academic performance are comprehensive and thorough. From their first assessments (Baseline Assessment) in reception, to the standardised test results at the end of Key Stage 1 and 2, pupils are formally and informally assessed effectively. Standard county and national assessment tests are used throughout the school. The information produced from these procedures is used to refine the planning of lessons. Pupils with special educational needs are fully supported academically through their individual education plans, which are organised in consultation with parents.



41. Behaviour throughout the school is good. The governing body has approved the behaviour and discipline policy. This policy is an effective working document, which is used consistently by staff. It includes the elimination of oppressive behaviour, racism and bullying. These aspects of the policy are deemed to be effective by staff and parents. No examples of inappropriate or oppressive behaviour were seen during the inspection, nor were reported to have happened prior to this.
42. The school's procedures for promoting good attendance work well. Attendance rates are better than the national average. The good attendance rate and prompt start to teaching sessions has a positive effect on pupils' learning.
43. Procedures for promoting the personal development of pupils are good. The general ethos of the school, together with circle time sessions and the residential visits all help to develop pupils' sense of responsibility and citizenship. Pupils carry out the tasks for which they are responsible within the school competently and cheerfully.
44. The school has a health and safety policy but this needs to be updated. Pupils and parents feel that the school is a safe and secure environment. The building and grounds are clean and reasonably tidy. The caretaker, who has responsibility for keeping the school clean and secure, fulfils his duties very well. The procedures and equipment for fire fighting and first aid are satisfactory. Some staff have had first aid training but this needs to be enhanced. Electrical and physical education equipment checks are carried out annually.
45. The school uses the social services guidelines for child protection and has a member of staff named as responsible for this. The permanent staff know who is responsible for child protection and this information is documented in the staff handbook. Pupils' personal records are kept in a secure place.
46. The provision for pupils with special educational needs is very good and all statutory requirements are met. The level of care and support given by teaching and non-teaching staff is of the highest standard and is a strength of the school. There are good records of progress made in both academic and personal skills and details are reported to parents with whom targets are shared. Needs are identified early and outside agencies are used effectively. Good links have been established in order to make the transition to secondary schools as smooth as possible.

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

47. The relationship between parents and the school is good. Regular newsletters keep parents informed about school activities. They receive annual reports, which keep them informed about their child's academic progress. Parent/teacher meetings are held each term so that parents can discuss their child's progress and agree targets to be met by their child during the academic year. Parents are encouraged to help in classes or with school outings and residential visits. Those parents who can give of their time are a valuable asset to the school.
48. Parents also support the school effectively through the Parent/Teacher Association, which organises social and fund raising events. The new computer suite has been largely funded by this association.
49. A 'Parents Information Group' has recently been established. These parents meet to discuss various aspects of the curriculum such as homework. They then share the information with other parents in both formal and informal ways, thus keeping all parents up-to-date with school life.
50. The school has an 'open door' policy which parents appreciate. Staff are happy to see parents at the end of the school day for brief meetings and are available for more lengthy meetings at arranged times. Parents are encouraged to sign 'home/school agreements' which most families have done.

51. Parents, of pupils with educational needs are actively involved at all stages of the Code of Practice<sup>4</sup> and are fully involved in review procedures. When needs are reviewed on a termly basis, parents and pupils are invited to contribute. Parents are very supportive of the work of the school and appreciate opportunities to 'drop in' during the weekly sessions arranged by the co-ordinator for any concern to be aired.

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

52. Since the school was last inspected in 1997 the key issues related to senior management and a systematic programme of staff development linked to curriculum needs have been addressed effectively. The management team's roles are now more effective in leading and monitoring the work of the school. The school development plan and monitoring exercises are more clearly linked into providing focussed staff developments linked to curriculum needs. In addition, the role of co-ordinator has been developed well in the area of monitoring planning, teaching and improving pupils' learning. Governors have begun to become more involved with two governors monitoring in the classrooms once a term. Overall the improvements are effective and standards are high at Key Stage 1 and beginning to rise at Key Stage 2.
53. The school benefits from the effective professional leadership of the headteacher. He is a well-respected example for his colleagues and has a clear view of the school's strengths and areas for development. He has worked closely with the deputy headteacher and the senior management team and has made steady improvements in the quality of education and pupils' attainment, especially in the Foundation Stage and Key Stage 1.
54. At the previous inspection the role of the subject co-ordinators was insufficiently developed. Currently, all teachers make an effective contribution to managing appropriate areas of the curriculum. Responsibilities are well deployed, and over time staff have developed a good curriculum, which is well planned and presented. Most co-ordinators take part in monitoring their subjects and provide good support for one another. There are efficient systems in place for monitoring teaching, planning and pupils' learning and the headteacher and staff are aware of the strengths and weaknesses of the school.
55. At the previous inspection the assessment of pupils' attainment was unsatisfactory. Currently, teachers assess pupils' progress regularly and maintain detailed records in the core subjects. Setting individual targets, which are shared with pupils and discussed with parents, augment these assessments. By analysing the pupils' progress towards these targets and their attainment in standardised tests, teachers check on the effectiveness of the teaching. Information is used well to identify areas for development, which are discussed and included in the school development plan.
56. The governors are well informed about the school, they are meeting their responsibilities and they are supportive of the school. The headteacher keeps governors informed about the direction that the school's work for improvement is taking and they agree the content of the school development plan, however they are still over reliant on the guidance of the headteacher and senior management team. They have a general picture of the school's strengths and weaknesses, however their role in suggesting and considering options for school development is underdeveloped. The governing body fulfils its statutory duties appropriately.
57. The co-ordinator for special educational needs maintains the register of pupils for special educational needs most efficiently and plays an effective part in raising the awareness of all staff by planning staff meetings and courses. She has a clear vision for the development of special educational needs and is committed to strive for excellence. This contributes significantly to the very good level of provision, effective support and the good progress that is made by all pupils. Outside agencies are involved as required and the governing body is well informed by the

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<sup>4</sup> Arrangements for assessing pupils with special educational needs.

headteacher, the co-ordinator for special educational needs, and the responsible governor who monitors provision.

58. The staffing of the school is good. All the staff are suitably trained, and they take part in continuing professional development. This has helped to raise the quality of teaching overall, as well as creating the successful teamwork that underpins the teamwork in each phase. The induction arrangements for newly qualified teachers and new members of staff are effective. The accommodation is broadly satisfactory but one of the two reception classrooms is small, and there is no permanent play equipment for the under fives. Resourcing is satisfactory overall, and good for English, special educational needs and music. The libraries contain a good range of non-fiction books in good condition and they are used well to support learning.
59. Money and the other resources available to the school are used well to improve pupils' achievements. Spending plans are drawn up in suitable detail to ensure that the priorities for improving the school are properly funded. Special grants, such as that to provide additional training for teachers, are used wisely. The governing body checks appropriately that spending is carried out in line with the agreed planning. However, it still relies heavily on the headteacher to decide the priorities for spending. The school's systems for managing its finances are very efficient. The auditors' reports over the last few years show this. Only minor recommendations were made when the auditors visited the school two weeks before the inspection, and these have already been largely addressed. New technologies are used very well to further pupils' learning, especially in the new computer room, and in the headteacher's and the secretary's offices to promote the efficient running of the school.
60. The school is very keen to make sure that it gets best value from the money it spends. Recently it has begun to look very hard at how well its standards compare with those achieved in similar schools. Parents, staff and pupils are consulted about what they want the school to do. For example, parents have been sent questionnaires and the 'Parents Information Group' collect information, and discusses this with the headteacher. A group of pupils have been elected by their peers to meet with senior teaching staff to talk about improvements that could be made. The headteacher and staff go to great lengths to adhere to the principles of best value.

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

Parish CE Aided Primary School provides pupils with a good level of education and there are strengths in what it does. However, in order to raise standards further the governing body, headteacher and staff should:

- (1) Improve standards in mathematics and science at the end of Key Stage 2.

### **Mathematics**

- Ensure that all lessons are introduced briskly so that learning is effective and time is not wasted.
- Ensure that all tasks challenge and extend the pupils.

*(Paragraphs: 20, 25 and 87.)*

### **Science**

- Improve all pupils' investigative skills by developing their ability to predict what might happen in investigations, recording their findings and drawing suitable conclusions.
- Plan suitable work that challenges and extends the higher attaining pupils in science.
- Raise the teachers' expectations of what the pupils can achieve.

*(Paragraphs: 20, 25, 93 and 94.)*

(2) Provide suitable training for governors to help them fulfil their role as critical friends.

*(Paragraphs: 56 and 59.)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	24	34	38	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	306
Number of full-time pupils eligible for free school meals	33

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	46

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	35

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	22	23	24
	Total	41	42	45
Percentage of pupils at NC level 2 or above	School	87 (95)	89 (98)	96 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	23	23	22
	Total	41	43	42
Percentage of pupils at NC level 2 or above	School	87 (95)	91 (98)	89 (93)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	12	15
	Girls	20	12	16
	Total	35	24	31
Percentage of pupils at NC level 4 or above	School	81 (64)	56 (50)	72 (68)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	17	14	17
	Total	31	27	32
Percentage of pupils at NC level 4 or above	School	72 (72)	65 (58)	75 (76)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	263
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)	11
Number of pupils per qualified teacher	28.9
Average class size	27.8

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

Total number of education support staff	5.0
Total aggregate hours worked per week	78

### ***Financial information***

Financial year	1999
	£
Total income	502006
Total expenditure	489442
Expenditure per pupil	1535
Balance brought forward from previous year	£3976
Balance carried forward to next year	£8588

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	5	0	0
My child is making good progress in school.	47	47	4	2	0
Behaviour in the school is good.	40	47	5	2	5
My child gets the right amount of work to do at home.	29	51	9	2	9
The teaching is good.	45	49	2	0	4
I am kept well informed about how my child is getting on.	40	55	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	56	42	2	0	0
The school works closely with parents.	38	55	5	0	2
The school is well led and managed.	38	42	11	5	4
The school is helping my child become mature and responsible.	36	58	4	0	2
The school provides an interesting range of activities outside lessons.	20	53	11	7	9

### Summary of parents' and carers' responses

The inspection team agrees with the positive views of parents. Pupils enjoy coming to school and behave well in school. Inspectors found that the quality of teaching has improved greatly since the previous inspection. They found that the school is well led and managed and that pupils are expected to do their best. They also judge that there are enough activities outside school.



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. Children join the school in the September following their fourth birthday. They are allocated at random to one of two reception classes. When they enter the school, the skills and understanding of most children are below the levels normally found. Most children achieve well in both the reception classes. Those seen during the inspection are on course to achieve the national goals set out for children of this age by the time they finish the reception class.

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

62. Most of the children are on course to achieve the goals set out for this area by the time they finish the reception class. The good induction procedures ensure that most children start school with a reasonable amount of confidence. As a result, they get on well with the adults who work with them. Nearly all of the children are keen to learn. The teachers regularly provide very engaging activities and this increases the children's interest in learning. For example, to make the learning of counting skills more enjoyable, the children were asked to close their eyes and say how many pebbles were dropped into a plastic cup. Most children are confident in trying new activities and although most choose to work or play alone when choosing what to do, they work happily as part of a group, for example, when singing songs. Generally, their behaviour is good and pupils make good progress in their personal, social and emotional development. The children understand the difference between right and wrong, and some use their initiative by seeing what needs to be done. For instance, they will volunteer to help their teacher carry a table. The children concentrate effectively, especially when their teacher is leading the activity. When they choose what to do, some tend to move from one thing to another after a fairly short time. The teaching of personal, social and emotional skills is good.

#### *Language and literacy*

63. The majority of the children are set to achieve the goals for this area by the end of the Foundation Stage. They speak clearly enough to be understood by their teachers and their classmates, and listen effectively when taking part in class and group activities. They know how books are organised. Most recognise the title, understand that the words carry meaning and that the text is read from left to right. The children recall the sounds made by several letters. They pick out those that start words such as 'hat' and 'grapefruit' and end 'jug' and 'sock'. They enjoy sharing stories, such as *Elmer the Elephant* and start to read simple sentences with their teacher. For example, most could tackle; "I like colours." and "I like pink." They form letters by writing with felt-tipped pens and pencils. They practise writing their own names, and one or two can do this independently. The children begin to write phrases and sentences with the help of their teacher. Those observed during the inspection were working to do this in order to produce writing that would form part of a class book. When they are free to choose what to do, some are eager to try out their developing skills of writing. The teaching of literacy skills is good. The great awareness of teachers of the need to sound out letters clearly, the good example they set when they write letters and the effective way in which they build on the children's existing experience, ensure that good progress is made.

#### *Mathematical development*

64. The children are on course to achieve the goals for this area by the end of the Foundation Stage. Most make good progress in developing skills of numeracy, such as counting. They join enthusiastically in saying rhymes such as *Ten Little Gentlemen* and hold up ten digits at the appropriate times. They improve their counting skills by singing songs such as *There Were Ten in the Bed* and *Alice the Camel*. Most count to ten with the teacher and can read the relevant numerals, using pictures to help when needed. Many can count to seven without help and some are able to add one more to numbers less than ten. The majority of those observed were able to peg the number they were given onto a 'washing line', in the right place to complete the sequence from one to ten. Teaching is good overall; sometimes it is very good. The teachers use

very appropriate ways of helping the children to gain counting skills and the very effective mixture of games and songs supports learning very well.

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

65. Most children will achieve the goals for this area of learning by the time they finish The Foundation Stage. Most make good progress in developing their knowledge and understanding of the world. They investigate objects and materials in a variety of ways. For example, during the inspection they were seen developing their observational skills by examining two white carnations, one of which had been placed in water coloured with a dye. They saw how the dye had travelled up through the stem of the plant and turned the petals pink. They find out, too, about ICT, and start to use computers themselves. For instance, they use an art program to experiment with making patterns on the screen by moving the mouse to click on icons that produce the effects they want. They also support their learning of literacy skills when they use the mouse to 'drag and drop' to sort letters into groups. There is not enough evidence to judge the quality of teaching in this area of learning.

#### *Physical development*

66. Overall, the children are on course to reach the expected level in this area by the end of the Foundation Stage. Most children make satisfactory progress in developing their physical skills. They move with confidence around the school and in the playground. Their movements are controlled and co-ordinated appropriately. In lessons children are excited by opportunities to move creatively and teaching is good. They respond well to the stimulus of musical instruments such as bells and drums, by choosing a suitable rhythm for their actions. During a lesson based partly on the work they were doing in literacy and numeracy lessons, the children followed their leaders and copied effectively the movements they made. Most used their imaginations well to become 'The elephant who went out to play'. They demonstrated a good degree of expression, facially and bodily. Their use of space is developing satisfactorily overall. They do not yet use enough of the space in the hall in lessons, and occasionally collide with each other in the playground. The lack of sufficient large equipment such as big construction kits detracts from the opportunities they have to further develop their skills. The children carry out small-scale tasks such as cutting out and colouring in, with reasonable care and accuracy. They handle items such as felt-tipped pens and crayons effectively. The teaching of these skills is good. The teachers talk in an engaging way to their classes and create just enough excitement.

#### *Creative development*

67. The children are on course to achieve the goals for this area of learning by the end of the Foundation Stage. They enjoy opportunities to experiment with colour, texture and shape. For example, those children seen choosing to paint during the inspection were adept at flicking fluorescent colours onto a paste of icing sugar and tipping their paper to create a marbled effect. Others seen mixed red, yellow and green to paint a coat of many colours for Elmer the elephant. They are able to name most of the primary colours. The children sing many songs and are beginning to memorise the words to many of them. They sing tunefully and with obvious enjoyment. They have suitable opportunities to experiment with a variety of musical instruments. They like to take part in role-play. They co-operate well in developing the situations that they create, and use their imaginations appropriately to do this. This area of learning is taught very well, especially art activities. Here, the good direct teaching of skills such as colour mixing have a positive effect on the children's learning and progress is good.
68. The quality of teaching is good in the Foundation Stage. No unsatisfactory teaching was seen in either class. A high proportion of the teaching is very good. The very effective management of the children helps their progress considerably. Teachers use praise very well to encourage and reward the right attitudes to work. They are sensitive, empathetic and supportive in dealing with all children, including those with special educational needs. They act as excellent role models for their classes. Their teaching of basic literacy and numeracy skills is good, and this is helped by their ability to provide interesting and lively activities that the children enjoy. The teachers are committed and conscientious. This is evident from the speed with which the recent changes to do with the introduction of the Foundation Stage of education have been put into place quickly

and effectively. Not only has the planning of lessons been adapted, but also the assessment of what the children know, and how well they are getting on. The strength of the teamwork amongst those who work with the children in this age group is evidence of the good quality of the management of the co-ordinator.

69. Overall, there are enough learning resources to allow the curriculum to be taught effectively. However, the quality of most of the stock of games is unsatisfactory. The accommodation for children at the Foundation Stage is just adequate. One of the two classrooms is small. The teachers have produced a timetable for exchanging rooms to enable both classes to use the larger of the two. This arrangement is not ideal but it does mean that all the space is used to advantage in the reception classes. There is no permanent play equipment for the reception children. Since the last inspection, the quality of teaching has improved; and the number of very good lessons have increased.

## ENGLISH

70. Satisfactory progress has been made since the last inspection and standards have improved. They are now satisfactory for the 11-year-olds and good for the seven-year-olds. In national testing during 2000, standards were average for both the seven and the 11-year-olds. When compared with similar schools, they were average at Key Stage 1 and above average at Key Stage 2.
71. Since the effective implementation of the literacy strategy, teaching has a sharper focus and the pace of lessons is good, especially in Key Stage 2. Standards are rising across the board in English. Since the last inspection junior pupils work in class sets with other pupils of similar abilities. This strategy, alongside the successful implementation of the literacy strategy, has had a positive impact on pushing up standards. Although in 2000, boys did significantly better than girls in the national tests those differences were not evident during the inspection.
72. The previous inspection found a solid foundation for literacy at Key Stage 1 and Key Stage 2. However the standard of writing for a range of purposes was variable at Key Stage 2 and the quality of the written work was unsatisfactory. In particular, planning for editing and drafting in writing was not developed well. Some teachers did not match work well to the pupils' ability. Since then the school has worked hard to improve. In particular in Key Stage 2, the good quality of teachers' marking is improving writing and skills with spelling and grammar. Pupils are also encouraged to use their writing skills across the curriculum. Valuable opportunities are provided for drafting and redrafting and good use is made of information technology to support their learning. Higher attaining pupils are being suitably challenged within their lessons.
73. Attainment on entry to school is below average, but in Key Stage 1 the pupils achieve well and make good progress with their learning, especially with their basic skills in literacy. At Key Stage 2, learning is sound, particularly with reading and punctuation. Setting by ability for English lessons, and targeting work more specifically to meet individual needs is improving progress.
74. The school is implementing the literacy strategy consistently in each year group. It is very successful in Key Stage 1 and plenary sessions (feedback time) are used successfully to share and consolidate learning. At Key Stage 2 the teachers plan effectively, resulting in well structured lessons and a good match between the tasks pupils are given and the level at which they are working. This means standards are improving. English is developed successfully within other subjects at both key stages.
75. Standards in speaking and listening are good at both key stages and pupils listen attentively and are interested in what others have to say. Pupils speak confidently to adults about their work and the school's work with the national literacy strategy is having a positive effect on pupils' language skills. They share ideas and answer questions fully for example when discussing the use of clichés in Years 5 and 6 and the vocabulary used in a Year 1 and 2 story entitled *We're going on a Bearhunt*. At Key Stage 2 good questioning by teachers ensures that all pupils are drawn into the subjects being studied and pupils are given good opportunities to contribute their

own ideas. In a Year 5 / 6 literacy session the following questions such as 'What does depicted mean?' and 'Which scene in the film Oliver does the text come from?' were used effectively to stimulate pupils' discussion work. By the end of the key stage the pupils put forward their own points of view in a clear way and make useful contributions to discussions. At both key stages teachers guide learning sensitively and act as positive role models in their activities.

76. Reading standards are well above average by the end of Key Stage 1. Pupils read accurately and fluently with meaning. They enjoy exploring stories and talking about what might happen next. In general, skills with phonics and using sight words are well developed but fewer pupils make good gains with unknown words. More capable readers read books that challenge their skills, whilst pupils with difficulties are well supported individually.
77. Attainment in reading at the end of Key Stage 2 is above average. Most pupils including higher attaining pupils and pupils with special educational needs make good progress throughout the key stage. They use contents, index and glossary successfully and Year 5 and Year 6 pupils 'skim' and 'scan' for information as they learn to read at speed. Pupils know how to use the library and are confident when selecting books for information and pleasure. Careful monitoring of the pupils' reading skills and choice of books ensures that there is breadth and progression in learning, particularly for higher attaining readers.
78. Standards in writing at Key Stage 1 are average. Younger pupils copy sentences and create their own simple account of what they have done. They experiment with their early writing skills, develop greater control over letter shape and size and begin to spell everyday words correctly. By seven, pupils write for a range of different purposes, including accounts, letters and stories. Sentences are grammatically correct and well punctuated and handwriting using a cursive style is being developed consistently. However all pupils do not use a good style.
79. At the end of Key Stage 2 writing is average and pupils make good progress as they learn to structure narrative, make wider choices of vocabulary in their writing and use punctuation more regularly. There is a good effort to refer to dictionaries for help in story writing and presentation improves throughout Key Stage 2 where a focussed effort has been made to improve. Younger juniors attempt to spell words independently, but not all pupils refer to a dictionary for help and this holds them back.
80. Pupils with special educational needs are given very good support and make good progress throughout the school. The work is matched well to their ability and their progress is monitored very well.
81. During lessons, behaviour is good; pupils concentrate well and are keen to learn. They participate fully in discussions and work well together when they are completing shared accounts in science following investigative work on *Reflection*.
82. In Key Stage 1 the quality of teaching is good overall. There has been an improvement at Key Stage 2, where the quality of teaching is now good. When teaching is good teachers plan work that offers challenge and have expertise in the subject. For instance work with Year 1 and 2 pupils involving the creation of a musical 'sound' story about a haunted house helps pupils to extend their thinking and vocabulary. At both key stages pupils and teachers share targets set for lessons. Older pupils are involved in assessing targets for their own success in lessons and this is helping to set higher expectations. The use of assessment for pupils with special educational needs is good and helps them to make good gains in their learning.
83. The co-ordinator has the expertise and commitment to take the subject forward by continuing with good monitoring, this involves keeping the high standards in Key Stage 1. It helps to maintain the momentum of the good progress being made in English in Key Stage 2. Resources in English are appropriate to support pupils' learning.

## **MATHEMATICS**

84. In the 2000 national tests standards at Key Stage 1 were well above those found nationally and very high compared with those of similar schools. In Key Stage 2, standards were below those expected nationally and also those of similar schools. Since the effective implementation of the numeracy strategy teaching has been given a sharper focus and the pace of lessons is now good, with standards rising successfully at Key Stage 1. There is an upward movement at Key Stage 2 but not enough pupils are hitting the expected level for their age, especially in Year 6. Recent changes to teaching staff are having a significant impact. Progress is accelerating and standards are beginning to rise. Activities are more closely matched to the differing needs of groups of pupils than they were at the last inspection. Although in 1999 boys did slightly better than girls in national tests, these differences were not evident during the inspection.
85. Inspection findings show that by the end of Key Stage 1 standards are good. Most pupils are developing a good knowledge of number, space, shape and measures. They measure accurately in centimetres, recognise and identify the properties of two-dimensional shapes and three-dimensional objects and understand simple fractions.
86. At the end of Key Stage 2 standards are satisfactory. This differs from the test results because new staff and effective teaching are accelerating progress and boosting standards. More capable Year 6 pupils understand place value to thousands and have a sound recall of table facts. This group can 'round' numbers to 100 and 1000, use co-ordinates to determine position and compare fractions with percentages. Many average and lower attaining pupils cannot do any of these things and are not at this level. However a significant minority can understand table facts for 10, 5, 4, 3 and 2, but others struggle to work these out. Place value is understood, and there is a sound knowledge of negative numbers and fractions.
87. The quality of teaching at Key Stage 1 is satisfactory overall with some excellence. Teaching has improved at Key Stage 2 and is now good, providing pupils with an improved and balanced range of mathematical learning experiences. The numeracy strategy has had a significant impact on improving the quality of teaching. The better teaching enables progress to be more rapid but this has not yet improved standards overall because of the short time these new arrangements have been in place. Where teaching is very good or better, teacher expectations are high and the pupils thrive on teacher's enthusiasm. Understanding is challenged constantly. Concentration on the teaching of skills and the creation of more opportunities to carry out mathematical investigations has improved the quality of both teaching and learning. Where the teaching is less successful the lesson introductions are too long and the pupils lose interest. In other lessons the tasks are too easy, and again the pupils lose interest. When this happens learning slows down.
88. The quality of teaching at Key Stage 1 is satisfactory overall with some excellence. Teaching has improved at Key Stage 2 and is now good, providing pupils with an improved and balanced range of mathematical learning experiences. The numeracy strategy has had a significant impact on improving the quality of teaching. The better teaching enables progress to be more rapid but this has not yet improved standards overall because of the short time these new arrangements have been in place. Where teaching is very good or better, teacher expectations are high and the pupils thrive on teacher's enthusiasm. Understanding is challenged constantly. Concentration on the teaching of skills and the creation of more opportunities to carry out mathematical investigations has improved the quality of both teaching and learning.
89. The rate of progress, which is accelerated by the end of Key Stage 2, is satisfactory overall. Pupils with special educational needs make good progress especially when they receive effective support. Planning is good, and teachers evaluate the success of their lessons and include comments to make lessons even more effective. Very good questioning enables teachers to challenge understanding and check gains in pupils' skills and knowledge. The information gained is then used efficiently to plan for the next stages of learning. This was particularly evident in a Year 5 / 6 lesson, when lower attaining pupils were challenged to explain their interpretations of tables and data, before the strategies learned were practised in a new situation. Homework is used well. Good assessment identifies what pupils understand and can do and detailed records

are kept of gains in skills and knowledge. Marking is consistent and often includes comments on how pupils may improve further.

90. There were few opportunities to observe the use of information and communication technology to enhance learning in the classroom. However, the addition of the computer suite enables the limited range of software to be used effectively as when comparing fractions at the age of 7 and 8, and using spreadsheets to handle and interpret weather data at the ages of 10 and 11. Although time lines are explored in history; co-ordinates, scales and compass bearings in geography; and recording in science, there are insufficient planned activities to use mathematical skills across the curriculum.
91. Leadership for mathematics is very good. The co-ordinator has analysed the results of national and optional test, identified and responded to strengths and weaknesses, and has provided a good action plan for improvement. The strategy to enable him to monitor teaching and learning, and to build on skills in a continuous and progressive way, is contributing well to the raising of standards.

## SCIENCE

92. Inspection findings show that at the ages of seven and 11, pupils work is at levels in line with those expected nationally. The standards attained by those at Key Stage 2 have been very low over the last three years. The standards that girls reached at Key Stage 2 have lagged behind those of boys. The school's results in the national tests have improved steadily over recent years, with more pupils reaching the right levels for their age. However, improvement has not been fast enough and standards in the 2000 national tests were well below average for all schools and for similar schools. This does not reflect inspection evidence, which shows that at both key stages, pupils make satisfactory progress, they reach satisfactory standards and they perform equally well in the different aspects of science. New staff are in place and the subject is now moving forward at a satisfactory pace.
93. Pupils at Key Stage 1 respond to suggestions from their teachers about how to find things out. For example, they carry out tests to discover where shiny objects reflect most light. They name the main parts of flowering plants and draw cross-sections of fruits to show the position of seeds inside them. Pupils also understand that when things move, forces are at work. They identify the pushes and pulls they see on drawings of farmyard scenes. In their study of electricity, most are able to distinguish between objects that are powered by batteries and those, which work from household sockets. At Key Stage 2, pupils realise that scientific ideas are based on evidence. For example, when they carry out tests to find the best of a number of materials for insulating melting ice cubes, they know that it is important to do this in a fair way. Those pupils in Years 3 and 4 observed during the inspection in a lesson about floating and sinking could explain how they would change one variable without altering the others.
94. However, scrutiny of pupils' past work shows that they do not carry out their investigative work in a consistent way. For instance, they do not always say what they intend to find out. Also, they make predictions sometimes, but not on other appropriate occasions, and they do not draw conclusions often enough about what they have discovered. They know that plants use carbon dioxide and are able to name the important organs of the human body, and say where they are positioned. Pupils know a good deal about the properties of materials and understand that when changes happen, sometimes they cannot be undone.
95. The quality of teaching is satisfactory at both key stages. The firm, but positive control that teachers exert over their classes ensures that pupils make satisfactory progress in lessons. In the best lessons, very effective explanations of why it was helpful to learn about lenses and the use to which knowledge about them can be put in everyday life boosted pupils' learning greatly. Other strong features of good teaching are the effective revision of earlier learning and the use of the final part of the lesson to summarise and confirm what had been learned. Clear explanations of tasks ensure that pupils know what to do and as a result most approach their science work with confidence. However, the teachers do not always plan to meet the needs of all pupils. Not

enough provision is made for higher attaining and gifted pupils or those with special educational needs. The scrutiny of pupils' past work suggests a lack of knowledge of how to focus work effectively to raise standards. For example, at Key Stage 1 some work is repeated unnecessarily and pupils are given too many photocopied worksheets that are undemanding. At Key Stage 2, reports written about experiments lack scientific rigour and consistency, with too few predictions made and conclusions drawn. These factors reduce the amount of progress the pupils make.

96. Since the last inspection standards have risen, opportunities for pupils to carry out investigations have increased and the quality of teaching has improved considerably. The co-ordinator has provided clear educational direction for this area. Teachers are beginning to show pupils when they mark their work, what they can do to improve.
97. Most pupils achieve appropriately and are keen to learn. They involve themselves well, especially when the teacher is talking. In the really effective lessons, the teachers speak very clearly and choose their words well. As a result, the pupils understand their tasks and know how to tackle them. However, in a small number of lessons pupils work noisily or show unhelpful attitudes, which hinder their learning.
98. The work of the co-ordinator, in checking what is taught and how well pupils are doing, is helping to raise standards by ensuring that learning is based securely on what has already been taught. The good arrangements for assessing and recording pupils' work also have a positive effect on learning. Little of the pupils' work in science is displayed around the school and in classrooms. This does not promote interest in the subject or stimulate pupils to involve themselves more effectively in its study.

## **ART AND DESIGN**

99. Since the last inspection there have been satisfactory improvements and both the seven and the 11-year-olds now reach the expected standard. The main improvements have been in Key Stage 2, which was much weaker than Key Stage 1. The recently appointed co-ordinator has a secure grasp of what has to be done so that this subject can continue to improve.
100. Key Stage 1 remains stronger than Key Stage 2. This is because teachers know the subject well, and they teach their pupils the skills they need to become competent and creative artists. This has been lacking at Key Stage 2 where pupils find it difficult to achieve the desired shade or tone in their drawings. However, current staff are clear about how the pupils can improve their skills so that their creativity can blossom.
101. The quality of teaching and learning is satisfactory. Lessons are carefully planned, setting out what the pupils are to learn. Good links are made with the other subjects, especially history, and there are some good examples of paintings based on the style of van Gogh in Key Stage 1, and Klimt in Key Stage 2. Infant pupils are especially good at mixing their colours to achieve a special tone or shade, and they use this skill effectively in many of their paintings improving their quality and standard.
102. All of the pupils have the opportunity to work in two and three dimensions, as well as producing computer-based art. Year 5 and 6 pupils use different media to record their work on the Egyptians. They express their ideas using paint, pencil, pastels and collage, and they have produced interesting work based on Egyptian artists. Art makes a positive contribution to all the pupils' spiritual and cultural development.
103. Pupils enjoy art and they talk about their achievements with pride. Most of them try hard to achieve the desired effect and they plan, sketch and design with great concentration. Junior pupils are not always sure what they have to do in order to improve their work, and this is an area for teachers to tackle.

104. The coordinator has made a good start in addressing the issues and is beginning to move the subject forward. She needs more time to work alongside her colleagues and support them in the classroom so that standards, teaching and learning can improve all round.

## DESIGN AND TECHNOLOGY

105. Because of the way in which this subject is taught in three half terms of the school year, it was only possible to observe one lesson with a design and technology element. The school provided evidence of past design and technology projects, including a motorised fairground ride, floating 'hover monsters' and a marble run. The children who made the marble run came second in a regional design and technology competition between schools. Both the seven and 11-year-olds now reach the expected standard, which is an improvement on the previous inspection, when standards were unsatisfactory.
106. In the one lesson observed at Key Stage 1 pupils had positive attitudes to learning and were well behaved. The activity was matched well to the needs of the pupils and questioning was used effectively to check pupils' understanding. In discussion with pupils at Key Stage 2, they described past experiences of design and technology, including evaluating commercial purses and then designing and making their own, visiting Eden Camp to see air raid shelters and making models of them in school before testing them to destruction, and making castles and boats. Year 6 children accurately described the design process from first ideas to evaluating a finished product. A recent *India day* had introduced pupils to multicultural technology, including using spices to make relishes, designing hand patterns, and making floor patterns.
107. The previous co-ordinator for design and technology left the school at the end of the last school year. The present co-ordinator is getting to grips with the subject and has identified the need to review the existing policy. Resources for design and technology are unsatisfactory.

## GEOGRAPHY

108. In the one lesson observed in Years 3 and 4 and a study of pupils work, evidence indicates that standards have been maintained since the last inspection and are as expected for pupils of these ages. Although the annual planning grid indicates that required programmes of study are built in, it is not possible to judge standards by the end of each key stage on the basis of the evidence provided from the previous school year.
109. In the one lesson observed, most pupils had positive attitudes to learning and were well behaved. They enjoyed the company of others when investigating the disposal of rubbish and recycling. Activities were well matched to the needs of groups of pupils and they responded well when predicting whether items of litter would rot away. Questioning, particularly at the end of lessons, was used effectively to check pupils' understanding.
110. In the limited amount of previous work available, younger pupils explained their own routes to school, identifying places such as church, school, shop and factory pictorially. More conventional symbols are used in Years 3 and 4 in a topic on 'Journeys' where co-ordinates, symbols and keys are used efficiently. More detailed co-ordinates, compass points and differing scales are investigated particularly when exploring contrasting localities during residential experience.
111. The co-ordinator has enhanced the quality of learning by widening the experiences of Years 5 and 6. Pupils remain enthusiastic about their *India Day* when their study of lifestyle and customs in India involved visitors demonstrating dance, food and customs. There are good cross-curricular links especially with history. For example, following a study of the River Trent, pupils transfer their skills to an appreciation of the River Nile in their topic 'Ancient Egypt'.
112. Good citizenship skills are explored, as when discussing survival techniques during a visit from a 'Polar explorer'; when considering the ravaging of 'Rainforests'; and sharing contrasting views as



the location of new roads and litterbins. Visits to the seaside for younger pupils and regular residential experiences enable pupils in Key Stage 2 to compare and contrast different localities. Writing skills are encouraged including note taking, persuasive writing on environmental issues and reports on the contribution of visitors add to the quality of their learning.

113. The co-ordinator has a clear vision for the future. After conducting a subject audit, she has produced an action plan indicating areas for development. She is aware of the need to review guidelines that more closely reflect the needs of Curriculum 2000; to develop the use of information and communication technology to enrich learning; and to improve resources that are presently adequate.

## **HISTORY**

114. Since the last inspection the school has made good improvements in its systems for assessing and recording the pupils' attainment and progress in history. The standards reached at the last inspection have been maintained and they are satisfactory for the seven and 11-year-olds.
115. Teaching and learning are good. Lessons are well planned, setting out what the pupils are to learn. Work is pitched at the right levels and the pupils' skills in historical enquiry are taught systematically across the entire school. This enables all the pupils to have a growing understanding of what history is all about.
116. At Key Stage 1 the pupils have a secure understanding of chronology. They have studied Guy Fawkes and Florence Nightingale, and their visits to the toy museum help to increase their understanding of the toys used by previous generations of children. Current work on the great fire of London is tackled enthusiastically, with some large and colourful paintings showing the extent of the blaze and what happened to the city of London. Pupils' knowledge and understanding are underpinned through work in other subjects, and this supports their learning successfully.
117. These early experiences are built upon and developed as the pupils move through Key Stage 2. Work on the Jarrow crusade and World War 2 enables them to draw out the differences between London life at an earlier period in its history and in more recent times. Pupils successfully research into aspects of life in Egyptian times, using books, pictures, photographs and the CD-ROM. Written work is well presented, with the main points highlighted and summarised. This is a good example of the pupils using their literacy skills effectively.
118. The experienced co-ordinator provides clear educational direction for this subject especially in the area of assessment. The school now has a consistent approach in every class, which helps the teachers to target the work accurately so that all the pupils are challenged and extended in their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. Information and communication technology has an improving profile in the school following the installation of a networked suite of 17 computers, the upgrading of the computer in each classroom and the three in the infant library. The computer suite is well used across both key stages.
120. By the end of Key Stage 1, pupils are making satisfactory progress in their learning and their attainment is in line with what is expected for pupils of this age. Year 1 and Year 2 children can log on using the keyboard and mouse. They understand the use of menus to choose and use paint tools, including the spray can, to paint fiery pictures. They use the mouse to 'take the pencil for a walk' and to flood areas of the screen with colour. They can produce abstract pictures in the style of Mondrian. Year 1 pupils use word processing to produce and print text with good support from learning assistants.

121. By the end of Key Stage 2, attainment is in line with what is expected for pupils of this age. Pupils in Year 3 and Year 4 can cut and paste their own pictures and write text on posters using a program. They move, compare and describe mathematical shapes and use them to construct pictures. Pupils in Year 5 can use search engines to find appropriate scientific information, confidently using the intranet and managing menus efficiently. They understand that they can combine information from different sources to write to the topic they were set. In Year 5 and Year 6, pupils highlight information and transfer it to a block graph confidently.
122. The children use computers with enthusiasm. They willingly share the mouse and keyboard; take turns to input information, share skills and volunteer help to others in difficulty. They are proud of their products.
123. Teachers have become more confident in using their ICT skills, and most are knowledgeable. Since the last inspection, ICT has been a training priority in the school, and both teachers and classroom assistants are making good use of their new knowledge. In the less successful lessons too much time was taken up introducing the lesson and tasks were too easy. When this happened pupils' progress slowed.
124. The temporary co-ordinator is the headteacher, who has both technical skill and enthusiasm. Training and good support mean that teachers are now confident in teaching the subject.

## MUSIC

125. The previous inspection report described pupils' attainment in music as being in line with national expectations at the end of Key Stage 2. Music continues to make a good contribution to pupils' cultural development and the quality of provision has improved in lessons, especially in the area of composition. Pupils' attainment in music is in line with the national expectations of pupils of a similar age by the end of Key Stage 1 and Key Stage 2.
126. At Key Stage 1 singing is tuneful and expressive. By Year 2 pupils recall the words of familiar songs enthusiastically, such as *Father William*. They have a good sense of pitch and can name and play a wide range of percussion instruments. Pupils can identify high and low notes and are introduced to a variety of music styles from an early age. Through skilful teaching they develop a good understanding of rhythm and tempo ably demonstrated in a Year 1 and Year 2 performance of a musical 'sound' story about a 'Haunted House'. They have a clear understanding that a story can be made effective by adding sounds to produce a scary atmosphere. They are encouraged to refine their performance and enthusiastically imitate the 'creaking stairs', the 'squeaking' mice and the 'rattling' skeletons.
127. Pupils in Key Stage 2 demonstrate satisfactory control of rhythm and pitch in their singing due to good reinforcement of musical skills by the teachers. For example, Year 5/6 pupils give a lively performance of songs from 'Bugsy Malone'. They listen attentively to a range of music with a sound understanding of music from other traditions and cultures. The choir sings well in unison and in parts and regularly participates in festivals. Year 5 and Year 6 pupils compose a good range of musical compositions representing the flight of a falcon. Higher attaining pupils achieve well at this. As a result of very good teaching, imaginative use of resources, clear explanations and skilful guidance the pupils co-operate very well in groups to represent in composition, the bird in flight 'swooping', 'gliding down' and 'landing'.
128. Throughout both key stages all pupils, including those with special educational needs make good progress in developing their listening, appraising, composing and performing skills. This is the result of well-planned lessons and good quality teaching.
129. The quality of teaching in music is good and effective use is made of the expertise of the co-ordinator in teaching music at Key Stage 1. Pupils listen spellbound as they are introduced to instruments from other cultures such as the 'Kiewa' flute. Staff prepare music lessons carefully

and use musical terms confidently and accurately. Teachers have high expectations of pupils' performance and they respond well to the challenge. Pupils' attentiveness and good behaviour contributes to the good progress made, especially in composition work. Pupils' literacy and numeracy skills are developed well through song and composition. Pupils progress well with their recorders, guitars and woodwind instruments due to enthusiastic, expert teaching. They co-operate well in lessons and appreciate the efforts of other pupils.

130. The co-ordinator provides very good clear educational direction for this subject and is keen for pupils to share their expertise in concerts for the elderly, performances in festivals and Christmas and Easter services. Satisfactory records are kept of pupils' attainment and progress and assessment procedures are satisfactory.

## **PHYSICAL EDUCATION**

131. At the end of both key stages, pupils attain standards that are at least in line with national expectations and they make satisfactory progress. Standards in swimming are good; nearly all pupils are able to swim at least 25 metres by the time they leave the school.
132. At Key Stage 1, pupils swim successfully. A well-developed leg kick provides effective propulsion as they practise the arm action and breathing for the front crawl stroke. Most are confident in the water and are able to submerge fully and regain their feet successfully. The good pace maintained by the teacher ensures that the children are able to keep up a good level of physical exertion over suitable periods. The pupils are keen to learn and persevere in their efforts to improve. This contributes well to the progress that they make. In gymnastics activities, pupils understand the importance of warming up and cooling down when exercising. They work well to create and refine sequences of movement incorporating jumping, rolling and sliding. Pupils at Key Stage 2 apply the skills of ball control effectively in games such as football. Their passing and positional skills, such as marking, are appropriately developed. They work safely and are mindful of others. The good management of pupils and the brisk pace of lessons have a positive effect on the progress made in lessons. Younger pupils in this key stage attain good standards in gymnastics. They show increasing control in building a series of linked movements using rolls and balances. The clear guidance given by the teacher about how pupils could improve the quality of their movements enhanced learning significantly in the lesson observed.
133. The quality of teaching is good throughout the school. A significant proportion of teaching is very good. This is due in part, to the valuable work of the well-qualified co-ordinator in monitoring the quality of teaching and planning. Another important factor is that teachers know a good deal about how to teach physical education. They use demonstrations well and are aware of the need for pupils to evaluate their own performance and that of others. The good relationship that most teachers build with their classes helps to ensure that pupils get on well with each other. This, too, adds to the success of their learning. The inspectors also noticed the appreciation that pupils showed for the efforts of other members of their class. In the best lessons, the enthusiasm of the teacher also improves pupils' attitudes and levels of interest. However, when teachers plan they do not give enough thought to meeting the needs of all their pupils. For example, little provision is made for challenging higher attaining or talented children.
134. Since the last inspection, the quality of teaching has improved significantly, learning resources have been added to, and the co-ordinator has been given time to monitor work in the subject. Good progress has been made.

## **RELIGIOUS EDUCATION**

134. This subject was not inspected as Parish Church School is a church school. Religious education has been inspected separately.