

# INSPECTION REPORT

## **Warren Dell JMI and Nursery School**

Watford, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117169

Headteacher: Mr E Morrell

Acting headteacher: Mrs D Glasgow

Reporting inspector: Mr M Massey  
(OFSTED No: 23785)

Dates of inspection: 2-5 October 2000

Inspection number: 224207

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:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Gosforth Lane South Oxhey Watford Herts
Postcode:	WD1 6AU
Telephone number:	020 8428 4571
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs D Jacob
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Malcolm Massey (OFSTED No: 23785)	Registered inspector	Science	What sort of school is it?
		Information technology	How high are standards? a) the school's results and achievements
		Physical education	How well are pupils taught?
		Equal opportunities	How well is the school led and managed?
			What should the school do to improve further?
Suzanne Smith (OFSTED No: 9779)	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mo Ashby (OFSTED No: 22861)	Team inspector	English	
		Foundation Stage	
		English as an additional language	
Ken Hobday (OFSTED No: 21372)	Team inspector	Geography	How good are the curricular and other opportunities offered to pupils?
		History	
		Music	
		Religious education	
		Special educational needs	
Loretta Watson (OFSTED No: 23010)	Team inspector	Mathematics	
		Art	
		Design and technology	

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Warren Dell Primary School is situated in the Hayling ward of Watford, in Hertfordshire. There are 210 pupils on roll, 108 boys and 102 girls, taught in seven classes including the Nursery. The school mainly serves the surrounding local authority housing estate, where unemployment is well above the county average, with a few pupils travelling in to the school from outside the immediate area. Assessment information shows that on entry to the school, standards are below average. Children start at the school in September and January on a full-time basis, usually having transferred from the Nursery. There are around 45 per cent of the pupils on the school register of special educational needs, which is well above average. Two per cent of pupils have statements of special educational need, which is broadly average. There are 38 per cent of the pupils known to be eligible for free school meals, which is again above average. A small but significant proportion of pupils receive support for learning English as an additional language. Around a quarter of the pupils now in Year 6 were not in the school at the end of Year 2. There have been significant staffing difficulties in the recent past with many experienced staff leaving the school. The headteacher is on an extended sick leave and an acting headteacher is at present in charge of the school. Extensive staff re-organisation has taken place and a new senior management team has been formed.

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

Warren Dell is an increasingly effective and rapidly improving school. This is due to the excellent leadership provided by the two recently appointed acting headteachers and the commitment to improvement shown by staff, many of whom are new to the school. Although standards are below average in English, science and information technology discipline has improved considerably over the last few months and as a result pupils behave well overall and make sound progress in their learning. In mathematics, they make good progress. Teaching is satisfactory, with good teaching in around a third of lessons. The governing body is ineffective but the recent appointment of a new chair of governors has brought a clear sense of direction to the school. The school receives a slightly above average income and gives satisfactory value for money.

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

- The acting headteacher provides strong leadership.
- Staff are committed to improving standards.
- Pupils make good progress in mathematics.
- Discipline is good and there are good relationships in the school.
- There is a good contribution from the local community to pupils' learning.
- The new action plan for improvement identifies clear and appropriate areas for development.
- There is good provision for pupils with statements of special educational need.

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

- A permanent and stable leadership team is not in place.
- Standards in English and science are below average.
- The monitoring of teaching and learning and the teachers' use of assessment are unsatisfactory.
- Standards in information technology are unsatisfactory.
- The governing body is not sufficiently involved in the monitoring of school provision.
- The spiritual and cultural education of pupils has been neglected.
- Attendance needs to be improved.

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

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

The school has made satisfactory improvement since its last inspection in February 1997. Many of these improvements have come about rapidly in the last four months, since the appointment of the acting headteachers. There has not been satisfactory improvement in developing the role of the governors or the role of the senior management team and standards have remained the same in English

and science since the last inspection. Developing the role of the governors remains an important key issue for the school. Good recent progress has been made on developing the role of the senior management team but the impact is not yet fully apparent. The quality of teaching has improved since the last inspection and much recent good work has been done on implementing a good teaching and learning policy. National schemes of work have been adopted and this is now being reflected in teachers' planning. However, higher attaining pupils are not always systematically challenged and the use of assessment data in medium term planning to ensure this challenge is insecure. Learning objectives are clearly indicated in teachers' short term planning and day-to-day assessment based on these is satisfactory. There has been a recent rapid improvement in behaviour which is having a positive impact on learning.

## 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
	1997	1998	1999	1999
English	D	E	D	B
Mathematics	D	E*	C	B
Science	E	E	E	D

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Test results show that when compared to all schools standards, are below average in English, well below average in science and average in mathematics. When compared to similar schools, standards are above average in English and mathematics and below average in science. The trend over the last four years is for standards to improve in line with the national average. There were some testing irregularities in the year 2000 tests and these results are unreliable. The present cohort of pupils in Year 6 is achieving standards below average in English and science. However, standards in mathematics are average. In both information technology and religious education standards are below average. The school's targets are appropriate and the present staff are very committed to raising standards. Children are in line to attain the national expectations for five-year-olds in mathematics but standards in English are below average. By the time pupils are seven standards are average in mathematics and science but below average in English. In Key Stage 2, the poor use of assessment information means that teachers do not consistently challenge all pupils and this has an adverse impact on pupils' learning. Given that children enter the school achieving standards below those expected, overall pupils make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory, although some boys in Key Stage 2 show little interest in learning.
Behaviour, in and out of classrooms	Satisfactory; pupils socialise happily at break times and treat the premises with respect. Behaviour in lessons is satisfactory. However, the behaviour of a minority of pupils, often boys excluded from other schools, sometimes slows the learning of other pupils.



Personal development and relationships	Satisfactory; most pupils work effectively together and offer support to one another. They are sensible in the dining room and respect the opinions of others.
Attendance	Poor, with a higher than usual proportion of absences related to temporary exclusions. Some absences are condoned by parents and the school is taking appropriate measures to deal with this.

Pupils have quickly developed a high level of trust in newly appointed staff and this is having a beneficial effect on relationships within the school. The disruptive behaviour of some boys in Key Stage 2 is dealt with appropriately. However, this does have a detrimental effect on the learning of other pupils and takes up a higher than usual proportion of staff time.

## TEACHING AND LEARNING

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

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

Overall the quality of teaching, including the Foundation Stage, is satisfactory. In the lessons seen, 95 per cent of the teaching was satisfactory or better. Of this, 35 per cent was good, 3 per cent was very good and only 5 per cent was unsatisfactory. The other lessons were all satisfactory. The teaching meets the needs of pupils on the register of special educational needs. However, the needs of higher attaining pupils are not always met in some classes in Key Stage 2. Teachers' planning for information technology is poor and standards suffer because of this. The teaching of English and mathematics is satisfactory. There is good teaching in science in Key Stage 1 and Year 5 but not consistently so in other classes. The pace of some lessons is slow when teachers' time management is poor. Teachers manage pupils well overall and this contributes effectively to their learning. The National Literacy and Numeracy Strategies are used appropriately and, particularly in mathematics, are having a positive impact on pupils' learning. The commitment of the staff, many of whom are recently appointed, to improving standards and providing a positive learning environment is a strength of the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; with the exception of information technology there is sufficient time allocated to subjects. The National Literacy and Numeracy Strategies have been implemented and national guidance is now being used to plan in other subjects.
Provision for pupils with special educational needs	Satisfactory; class teachers are well supported by classroom assistants and the special educational needs co-ordinator.
Provision for pupils with English as an additional language	Satisfactory; teachers provide appropriate work and assessment is used effectively to decide whether additional teaching is necessary.

Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' moral and social development but the provision for their spiritual and cultural development is unsatisfactory.
How well the school cares for its pupils	Satisfactory; child protection procedures are fully in place and there is an effective health and safety policy although formal risk assessment procedures have not yet been implemented.

The school teaches all subjects of the National Curriculum plus religious education. However, there is a restricted programme of activities offered outside of lessons. In some lessons, like science, there are good links with other subjects but this is not systematically planned for in other areas, like English. The provision for children in the Foundation Stage covers all the necessary requirements. The school has a satisfactory partnership with parents who are very positive about the recent improvements in leadership at the school. However, there is still some uncertainty over future arrangements which is having an adverse effect on parents' views of the school. Many parents are not actively involved in their children's work although some progress is being made in this area.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The acting headteacher with the support of the local authority and an advisory headteacher provides excellent leadership. Senior teachers have been allocated responsibilities but there has not been enough time for this to have an impact on standards. The commitment to improvement by the present staff is a strength of the school.
How well the governors fulfil their responsibilities	The governing body has been ineffective in monitoring the performance of the school over the past year to May 2000.
The school's evaluation of its performance	The School Development Plan gives no clear indication of how targets are to be achieved. The action plan drawn up by the acting headteacher in consultation with the local authority gives a clear direction to the school and is having a positive impact.
The strategic use of resources	Expenditure is not clearly indicated in the School Development Plan and some areas, such as information technology, are incomplete. This has been rectified in the action plan. Overall the school now gives satisfactory value for money.

The change in leadership has had a very positive impact on relationships, behaviour and standards in the school; as shown by the satisfactory progress made by pupils in lessons during the inspection. However, the previous leadership had failed to implement effective monitoring and behaviour strategies which resulted in a serious deterioration in behaviour and relationships. The school is now working very hard and successfully to rectify this situation. Staff are totally committed to the present approach. The school applies the principles of best value appropriately. The accommodation is generally good and with the exception of science, resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like coming to school.</li><li>• Children make good progress.</li><li>• Teaching is good.</li><li>• Children are expected to work hard and try their best.</li><li>• Parents are happy to approach the school with questions.</li></ul>	<ul style="list-style-type: none"><li>• Children's behaviour is not consistently good.</li><li>• There is not enough good quality information on children's progress.</li><li>• The school is not well led and managed.</li><li>• There are not enough activities outside lessons.</li></ul>

Based on the present leadership, the inspection team largely agrees with the parents' positive comments. However, the present leadership is proving very effective. There are some disruptive pupils in the school but behaviour is satisfactory and there was no evidence of bullying. There are limited outside lesson activities. Access to the present staff for information on pupils' progress is satisfactory but there is a lack of information on some pupils' annual reports.

## **PART B: COMMENTARY**

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

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

1. The 1999 end of Key Stage 2 test results show that when compared to all schools, standards are average in mathematics, below average in English and well below average in science. When compared to similar schools, standards are above average in English and mathematics and below average in science. A scrutiny of the school's results over the last four years shows a steady improvement in standards, except for 1998. The decline in 1998 was followed by a sharp improvement, particularly in mathematics, in 1999. Over the last four years the school's standards have improved broadly in line with national trends. National test results for Key Stage 1 show that in 1999 standards were well below average in reading and below average in writing and mathematics when compared to similar schools. When compared to all schools standards were well below average in all three areas. There was some maladministration of the Key Stage 2 tests for the year 2000 and test results for this year are unreliable. This issue has been appropriately dealt with by the local authority.
2. Children in the Foundation Stage of learning enter school with below average attainment. By the time they leave the Reception class they have been well prepared for the next stage of education. In mathematics, creative development and physical development children are in line to achieve the national expectations. In language and literacy and knowledge and understanding of the world their attainment is below that expected for their age. Children respond well to the literacy lessons and make satisfactory progress in their early reading skills. Their writing skills develop more slowly with many children needing support to write accurately. In mathematics, most children count to ten accurately and are developing good shape recognition. Children's knowledge and understanding of the world is limited. Although they know the type of animals that might live in a nest, they are not aware of the main characteristic of living and non-living things. Children paint well, using a variety of materials and in physical development they move with confidence using equipment such as hoops and tricycles. Children make sound progress in their personal and emotional development, making independent choices and tidying up at the end of lessons.
3. The inspection team found that, for the present cohort, by the end of Key Stage 2, standards are average in mathematics and below average in English and science. By the end of Key Stage 1, standards are average in mathematics and science and below average in English. In information technology and geography standards are below average in both key stages and in history standards are below average at the end of Key Stage 2. In art, design and technology, music and physical education standards are average in both key stages. Standards in religious education are in line with the expectations outlined in the Locally Agreed Syllabus. The high turnover of staff and deterioration in behaviour disrupted the learning of pupils, particularly in Key Stage 2, last year. This situation has now been rectified and lesson observations show that pupils are making satisfactory, and sometimes good, progress in their learning in both key stages.
4. In English, pupils at the end of Key Stage 2 do not have a wide range of strategies for reading and understanding unfamiliar text. They have a limited knowledge of different authors although they are developing sound library skills. In writing pupils' letter formation is insecure. They are confident tackling the spelling of unfamiliar words phonetically but do not use dictionaries regularly to check their work. Pupils speak confidently and express opinions readily in small groups. While pupils enjoy listening to the shared reading in the Literacy Hour they do not always listen carefully to their teachers' instructions or when other pupils are reading. By the end of Key Stage 1, high attaining pupils explain the plot of the stories that they are reading but the majority of pupils cannot do this effectively. They have limited skills for reading unfamiliar text. Pupils have not developed skills of re-drafting in order to improve their writing although they are beginning to understand how to structure a story. Pupils make satisfactory progress in their speaking and listening skills although they are sometimes loud and have difficulty listening to others in the class. The Literacy Strategy is having a positive impact on the raising of standards.

In mathematics, pupils at the end of Key Stage 2 know about improper fractions and how to calculate the area of shapes like squares, or the volume of cubes. They use their knowledge of multiplication tables to work out division sums up to 100 and higher attaining pupils use scale drawing to make plans of their classrooms. Pupils in both key stages are responding well to the Numeracy Strategy, particularly enjoying the challenge presented by mental calculations. In science, pupils make sound progress in their learning in Key Stage 2, constructing circuits and discussing the work that they have done on filtration and the difference between solids, liquids and gases. However, they have not got a clear idea of the importance of a fair test. Pupils in Key Stage 1 make good progress, with higher attaining pupils working well independently and recording their own results accurately. In information technology, pupils use various programs confidently, for example in art or when carrying out research, but they have little knowledge of data handling and their word processing skills are slow. In religious education, pupils at the end of Key Stage 2 begin to compare world religions, although many pupils' limited verbal skills make it difficult for them to discuss and explain their ideas clearly.

5. Pupils with special educational needs make appropriate progress in most subject areas. Progress is more marked where pupils' needs are carefully identified and there is a good level of appropriate support for them. This is the case for pupils with statements of special educational needs, who have good quality support which is closely focused on the individual. As a consequence, they make at least satisfactory progress. However, many other pupils have insufficiently precise targets and achieve less than they might.
6. The targets set by the school are appropriate. The new leadership is reviewing these, however, with a view to raising the element of challenge for higher attaining pupils. There is a sound individual pupil tracking system in the school but this is not yet being used effectively to influence teachers' medium term planning with a view to presenting more consistently challenging work. The high turnover of staff and the need to ensure the good behaviour of pupils has been a priority in the last few months. This has led to the under-use of the available information on pupils' attainment.
7. Taking into account that pupils' attainment on entry is below average, the difficulties experienced by the school during the past year, the average attainment in many subjects and the sound progress of pupils with special educational needs, pupils' achievement overall is satisfactory.

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

8. Attitudes to learning, although satisfactory overall and improving, are less positive than at the time of the last inspection; this is particularly so in Key Stage 2. Most pupils enjoy coming to school, want to learn and show suitable levels of interest in and enthusiasm for their work. Many have short attention spans, but remain focused on their work and learn well when lessons are planned to provide suitable levels of challenge and move at a stimulating pace. A small but significant minority of pupils, particularly boys in Key Stage 2, is disaffected and shows little interest in learning. This has an adverse impact on the progress they make. Most pupils enjoy practical tasks, for example in technology, and maintain interest in them for lengthy periods. They respond well to expectations for them to help with everyday routines, such as clearing away after lessons. Their ability to begin taking responsibility for their own learning is less well developed with a high proportion of pupils failing to complete homework satisfactorily.
9. The behaviour of pupils is satisfactory overall. Most respond well to the clearly expressed and well-understood expectations for good behaviour that include individual class rules agreed with pupils. Strategies for managing behaviour have been recently reviewed and are consistently applied, resulting in pupils having a clear understanding of the response when rules are broken. Inspection evidence confirms the views of parents that this has resulted in improved standards. A small but significant minority of boys in Key Stage 2 is immature with poorly developed self-discipline. Whilst classroom management strategies usually ensure any disruption is kept to a minimum, this does slow learning for other pupils in these classes. Pupils usually move around the building sensibly, most play and socialise happily at break and lunchtimes and show good levels of respect for mid-day supervisors. The school buildings and premises are treated

respectfully. There is no graffiti and the grounds are relatively free of litter. There were 12 fixed term and no permanent exclusions in the last school year; this is high in relation to other schools and has risen since the time of the last inspection. It follows a review of behaviour and discipline procedures and their consistent implementation. Pupils involved were principally boys in Key Stage 2 who had not responded to other methods used to achieve acceptable standards of behaviour. The majority of these pupils had previously been transferred from other schools.

10. Relationships throughout the school are satisfactory overall. Despite the high proportion of new teachers at the school, pupils generally have a high level of trust in them and are confident there is someone with whom they can share concerns. Most pupils are able to work effectively together in the classroom when required. Many show concern for each other and offer support when needed, for example in offering comfort when one of their peers is upset. Pupils confirm there is little bullying and that it is dealt with well when it occurs. A small number of racially related incidents have been recorded up to the middle of the last term. These were not always dealt with effectively at the time but the acting headteachers have taken suitable steps to put this right and to discourage any further problems of that nature. Most pupils show respect for what others have to say. They are polite and listen without interrupting; however, a few, usually in Key Stage 2, lack this degree of self-discipline. During presentations in assemblies from individual classes, pupils show they value and respect the work of others. Pupils respond very well to dining room arrangements that encourage their social development and good manners. Opportunities to develop further their personal responsibility is sometimes overlooked when staff clear the tables for them. The School Council has been temporarily suspended during the recent staffing changes. Pupils who have been involved in this show a good insight into issues affecting the school community and are pleased there are plans for it to restart soon. An understanding about the needs of the wider community is developed well through the school's work for charity.
11. The attendance rate for the last school year is poor at 89 per cent and well below that expected for similar schools. It has fallen since the time of the last inspection. Around 4 per cent of absence is without suitable reasons and this is well above expectations. Recently introduced procedures follow up unexplained absences after registration each day. Where there are concerns about absence parents have been made aware of their responsibilities. Monitoring systems ensure suitable liaison with the education welfare officer where further support is needed. These improved procedures have not been in place long enough to have a significant impact on attendance levels. About 25 per cent of pupils are absent for family holidays during term time, some for substantial periods. To date, parents have not been made sufficiently aware of the effect this has on their children's progress. A higher than usual proportion of absence is related to exclusion following unacceptable behaviour. There are some instances of parental condoned absence and these are being dealt with by the education welfare officer. Registration procedures meet requirements and registers are kept secure.
12. Most pupils with special educational needs have positive attitudes to their work, persisting with tasks even when they are uninspiring. Other pupils relate well to them, often helping them to learn.
13. A significant proportion of pupils with special educational needs have emotional and behavioural difficulties. Some have transferred from other schools for this reason. At the time of the inspection, some of these pupils were temporarily excluded from the school. In this rather unusual situation, teaching and learning were not seriously hampered by poor behaviour.

## HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall. In the lessons seen around 95 per cent of teaching was satisfactory or better. Of this, 35 per cent was good and 3 per cent was very good. In only 5 per cent of lessons was teaching unsatisfactory. This is an improvement since the last inspection when a substantial minority of lessons was judged to be unsatisfactory including 33 per cent of all lessons seen in Key Stage 2.
15. The teaching of children in the Foundation Stage is satisfactory overall. Teachers' medium term planning ensures a full coverage of the required curriculum, although there is a lack of detail in the Nursery class planning. There is an appropriate emphasis on developing children's language skills throughout the Foundation Stage. There is a sound system of assessing children on entry and maintaining day-to-day assessments which is particularly well used in the Reception class to inform the teachers' planning. In personal and social education, staff encourage children to be independent and develop good relationships with others but some opportunities to develop children's vocabulary and develop new ideas are missed for the younger children. Planned opportunities in language and literacy give younger children good opportunities to look at books with an adult. This is particularly well developed in the Reception class, although there is a lack of emphasis on improving children's writing skills. The use of imaginative resources in the Reception class is a good way of holding children's attention and getting them to concentrate on developing their speaking and listening. In mathematics and knowledge and understanding of the world, the quality of teaching is good overall. Some good opportunities are identified in the teachers' planning in the Reception class to develop children's mental mathematics skills although some opportunities to develop children's mathematical language skills are missed in the Nursery class. In knowledge and understanding of the world, good use is made of the local environment to interest children and develop their language skills. Provision for the development of children's creative and physical skills is satisfactory.
16. There is good teaching across many of the subjects although there is a lack of consistency across the school. An example of this would be the teaching of science where there is good teaching in Year 5 and Key Stage 1 but some less challenging work set for pupils in other year groups. The teaching of English, mathematics, science and religious education is satisfactory. There is a lack of provision in teachers' planning for information technology and no established approach to developing pupils' skills, although a national scheme of work has now been adopted. As a result pupils' attainment is below average and some areas of the curriculum are not covered in enough depth. The management of pupils is good overall and consistently good in the Foundation Stage and Key Stage 1. This is because teachers have high expectations of pupils' behaviour which is well supported by the present leadership and clear guidance is given to pupils. Teachers' subject knowledge is sound which means that overall their planning is satisfactory. However, not enough attention is given to the prior attainment of pupils in medium term planning and some of the work is not sufficiently challenging, particularly for higher attaining pupils. There has been a significant re-organisation of the teaching staff and a number of new appointments. The necessary focus on improving pupils' behaviour and inducting new staff has been effective but has meant that less attention has been paid to the use of assessment to inform teachers' planning. Although marking is satisfactory and contributes positively to the day-to-day assessment of pupils, it does not consistently inform pupils of how they can improve and there is not a high enough expectation about the quality of pupils' writing. The good teaching in science builds on pupils' previous learning and established good links with other subjects, such as mathematics, provides a good model for future development. Teachers' planning includes specific learning objectives. In the best lessons these are clearly explained to pupils and provide good motivation and reinforcement at the end of lessons, although in English this is not often the case. Information technology is not used effectively to support learning, although there are examples of pupils using programs to support their work in subjects like art. Teachers use resources appropriately to support pupils' learning but some lessons are too short to be fully effective and a small minority of lessons last too long and the pace of the lesson becomes slow. Homework is used satisfactorily to enhance pupils' learning but there is evidence that many parents do not make a sufficient contribution in this area.
17. The teaching of basic skills through the National Literacy and Numeracy Strategy is having a

positive impact on pupils' learning. This is particularly noticeable in mathematics where the strategy has been a key element in the improvement in pupils' attainment and attitude to the subject.

18. Although the tasks provided for pupils with special educational needs are usually appropriate, the individual education plans for many of these pupils are not sufficiently precise. As a result, classroom assistants help pupils to do exactly the same work as the remainder of the class instead of assisting them to acquire the more specific skills and understanding they need to enable them to progress further in their learning.

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

19. The curriculum for pupils in Key Stages 1 and 2 is suitably broad, including all the subjects of the National Curriculum and religious education, which is taught as prescribed in the Locally Agreed Syllabus.
20. The total teaching time in each week is close to the national average. An appropriate amount of time is devoted to each subject apart from information technology, where insufficient time results in inadequate coverage of the programme of study. However, there are a number of anomalies in the allocation of subject times in particular age groups. For example, the Year 4 class spends fifty per cent more time on science than other classes in the key stage but a lower proportion on English and mathematics. Similar inconsistencies were also noted in the last inspection report. The recently appointed acting headteacher has produced new curriculum planning documents. They require adjustment before they are implemented to increase the time devoted to science and to information technology in both key stages.
21. The successful implementation of the National Literacy and National Numeracy Strategies has ensured an appropriate programme is provided in English and mathematics. The two strategies are beginning to have an impact on the standards achieved in reading, writing and number, particularly in Key Stage 1. About a half of each day is devoted to the teaching of literacy and numeracy in each age group and almost two-thirds in Year 1. In English, as well as the Literacy Hour, time is allocated to develop particular aspects such as handwriting in Year 3 and extended writing in Year 6. This has had some impact on pupils' skills in writing. Some opportunities are taken to use and apply literacy and numeracy skills in other areas of the curriculum. Although this is a good development, it sometimes takes place at the expense of subject content. For example, pupils use their handwriting skills to copy a paragraph about water, but make little progress in their learning of geographical skills as a result of the exercise.
22. In most other subjects the school has adopted recent national guidance in place of the inadequate schemes of work noted at the last inspection. There has been some careful thought as the change takes place, to avoid pupils repeating a topic already covered. In many subjects, such as science and design and technology, there is a good balance between practical or investigative activities and more theoretical study. Elsewhere this good balance has not been achieved. In history and geography, for example, the relaxation of the requirement to teach the full programmes of study during 1999 and 2000 has led to a superficial study of most topics and little attention to the development of specific subject skills. In music, very little attention has been given to composition. The current provision for religious education is inadequate because too little time is devoted to the subject in several age groups.
23. The school is aware of the importance of personal, social and health education and has devoted considerable time to planning work in the subject, but its provision is inconsistent in practice. In Year 6 there is a suitable programme of sex education. The school has designed a good programme to increase pupils' awareness of drugs and has obtained some good teaching resources for each age group. Visits from the local police are included. Unfortunately, as a result of extensive staff changes, this programme did not take place during the last academic year.



Frequent changes in, or the absence of, a co-ordinator for personal, social and health education have led to both the policy and resources for health education being lost. Consequently, there is no guidance to teachers for this area of the curriculum and no consistent planned programme in the subject is currently provided. This contrasts with the position at the time of the last inspection when there was a good programme of personal and social education.

24. Parents expressed some concerns about the range of activities outside lessons. Extra-curricular activities are very restricted. At the time of the inspection, after-school sporting activities had not yet re-commenced but there were plans to start football and netball as soon as possible. A small choir meets weekly during the lunch hour. There are no extra-curricular activities for younger pupils.
25. By contrast, links with the local community and visits by pupils to places of interest make a considerable contribution to pupils' learning. A local church provides physical resources and visiting speakers to enhance the school's programme in religious education. Many other visitors, such as theatre groups, poets, musicians and a mobile farm have acted as a stimulus for subsequent work by pupils. Pupils visit a wide range of interesting places to support their topic work. Currently the school does not undertake residential trips to add this further dimension to pupils' studies or to promote their social development. There is a fruitful link with a sheltered housing unit on the estate. Pupils have talked with the senior citizens, assisted them in gardening activities and invited them into school to concerts and assemblies. There are very positive links with the local secondary school, whose pupils visit Warren Dell for work experience and with the playgroup which uses a part of the school's premises.
26. There is a good homework policy that clearly explains to parents the benefits of regular homework. It envisages a steady increase in the volume and range of homework as pupils progress through the school. It emphasises the paramount importance of reading, with the expectation that all pupils read daily at home. However, the policy is not implemented as consistently as it should be, justifying the concerns expressed by some parents. When it is set regularly, complementing the work done in class and discussed by teacher and pupils after completion, it is successful in promoting pupils' learning. Last year, a very successful Homework Club, run by parents, had a significant impact on raising the standards of attainment in English, mathematics and science amongst Year 6 pupils but it has not been possible to resume this activity in the current term.
27. Overall, the school provides equal opportunities for all pupils to progress. All activities are open equally to boys and girls. Books in the library have been checked to ensure they portray varying genders and races in a balanced way. In the last inspection report it was noted that pupils were withdrawn from lessons to read to classroom assistants and so missed parts of lessons in other subjects. The school has discontinued this practice. However, in many instances more able pupils have fewer opportunities to progress. This is because insufficient use is made of the results of assessments to give these pupils work that is more demanding by starting their task at a higher level of difficulty than the remainder of the class.
28. The provision for pupils with special educational needs is satisfactory. Class teachers are well supported by an experienced and committed group of classroom assistants and by the part-time special educational needs co-ordinator. Most of the latter's time is spent working with Year 6 pupils within the classroom. As well as having learning difficulties, some of these pupils exhibit challenging behaviour. The special needs co-ordinator has a very positive effect as she supports them, helping the class to work in an atmosphere free of disruption. Most of her remaining time is spent addressing the needs in literacy of individuals or small groups of pupils. The school aims to provide regular opportunities to help pupils, including those with behaviour difficulties, to develop socially. However, in the absence of a planned programme of personal and social education, this aim is currently not being met so that in some parts of the school, learning continues to be affected by anti-social behaviour.

29. There is an appropriate format for recording the individual education plans of pupils with special educational needs. This clearly indicates the role of each adult involved with the pupil. The plans are written by the class teachers and are variable in quality. In the Reception and Year 1 classes, they are well written with clear targets for pupils to achieve. In the remainder of the school, pupils with more extreme difficulties, who are at the higher stages of the special needs Code of Practice, have appropriate plans covering both learning and behavioural needs. However, other individual education plans are insufficiently focused, with the exact outcome the teacher expects not clearly stated. Many of the targets represent areas of concern rather than the next specific steps the pupils need to take to further their learning. Review dates are often not specified and some of these plans have not been reviewed since Autumn 1999. As a result, many pupils are not receiving a specific programme of teaching to enable them to make quicker progress. The potential of information and communications technology to provide individualised programmes of study for pupils with particular needs has not yet been explored.
30. The majority of pupils who are learning in English as an additional language attain satisfactory standards for their age and ability. Teachers usually provide appropriate levels of work to suit all levels of ability of bilingual pupils in the literacy and numeracy lessons. Support teachers accurately assess pupils' competency in English and give them additional language tuition if this needed.
31. The school makes satisfactory provision overall for pupils' spiritual, moral, social and cultural development. However, there are weaknesses in the school's provision for the spiritual and cultural development of all the pupils.
32. The school does not have clear aims to ensure that there are good opportunities in all aspects of school life to extend pupils' knowledge and give them insight into Christian values and beliefs. Pupils of all ages are not given sufficient time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are given some opportunities to feel uplifted by their discoveries and experiences in science, art and literacy. During assemblies there are seldom opportunities for prayer or consideration of values and beliefs.
33. The school makes satisfactory provision for pupils' moral development. There has recently been a rigorous review of this aspect. The school recently held an 'anti-bullying week'. As a result there is an absence of bullying at the school and strategies are now in place should it re-occur. Links with the church and wider community are developing and these are beginning to raise pupils' awareness of the needs and rights of other people. There have been some problems with racial harassment in the past and there are now suitable procedures in place to deal with this. Pupils are given satisfactory opportunities to hear stories with morals. During the review, staff, pupils, parents and governors considered the principals of truth and justice, being fair and caring for others. They have agreed some realistic school rules which are supported by home/school contracts. They are in the process of establishing these and have several valuable strategies in place already to promote pupils' moral development more effectively. The school has no personal, social and health education scheme of work in place. Some aspects of this work are covered in science and RE. The staff are in the process of introducing a School Council that will be a platform for pupils to air their opinions or share their worries. The school has satisfactory guidelines for behaviour and most teachers have a consistent and fair approach.
34. The school makes satisfactory provision for pupils' social development. The staff develop the self-esteem and confidence of many pupils in the community. Staff reinforce positive attitudes through the curriculum and by personal example. The pupils are given several tasks, which help the school to run smoothly. They learn some health and sex education as appropriate for their age. In a few classes pupils are given time to express their feelings and ask questions in 'circle-time', which is a time planned for this activity. There are currently too few regular planned lessons to extend pupils' personal and social development. However, the school plans to improve provision further and is currently introducing a drugs misuse education policy and closer liaison with community police to support their work.
35. The school makes unsatisfactory provision for pupils' cultural development. There are limited

opportunities to extend pupils' knowledge of Christian festivals and traditions. History and geography lessons give pupils some opportunity to extend their knowledge and to give them experience of other cultural traditions. This is enriched through visits to support their work. Since the last inspection, the school has not considered further opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society.

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

36. Arrangements to ensure the welfare, health and safety of pupils are satisfactory. Relationships between pupils and adults at the school are positive and this results in pupils being confident to share their problems and concerns when they need to. There is a suitable level of supervision when pupils are at play during break and lunchtimes. Child protection procedures are fully in place and the acting headteacher is the designated person with responsibility for this. The school works effectively with the education welfare officer and a full range of other support services as needed. School records show that policies and procedures are usually reviewed regularly and reflect the current needs of the school.
37. There is an effective health and safety policy and the person responsible has a good understanding of what is needed. There are suitable routines for dealing with first aid emergencies and the administration of prescribed medicines. Pupils practise fire drills with sufficient regularity. Statutory requirements for testing of school equipment and appliances to ensure their safe operation are fully met. The school management is aware of the need to make secure the entrance to an environmental area that has a pond. Subject policies address health and safety appropriately, no unsafe practices were observed during the week of inspection. Health and safety issues are discussed by the governors' premises committee, which receives reports each term following an inspection of the premises. Within this overall positive picture of routines to ensure high standards of health and safety, the school has yet fully to implement formal risk assessment procedures as required.
38. Pupils receive satisfactory levels of personal support and guidance. Arrangements to familiarise them with the school, prior to transfer from the Nursery, ensure they settle happily into the Reception class. Recently implemented strategies to improve standards of behaviour are effective and have resulted in an improvement over the last term. This is a view supported by parents. An awareness of behaviour expectations has been developed well through pupils agreeing their own classroom rules, which are prominently displayed. Members of staff set good examples and usually reinforce pupils' positive behaviour very effectively. Strategies to deal with unacceptable behaviour in lessons are usually effective, although there is a small but significant minority of pupils, particularly in Key Stage 2, that are disaffected or have poorly developed self-discipline for whom these strategies have little impact. The school does all it can to prevent this from disrupting lessons for others. Some of these pupils have been permanently excluded from other schools and account for the majority of exclusions recorded. Exclusion is only used where absolutely necessary and the procedures used are correct. Governors are suitably involved in decisions and the school does all it can to work with parents to achieve an improvement. Procedures to monitor and support pupils returning after exclusion are thorough. There has been a recent rise in the number of fixed term exclusions; this is the expected result of the consistent application of agreed sanctions. The school is monitoring the situation and anticipates a fall in numbers over time. The school has effective systems for monitoring the academic progress of pupils in English, mathematics and science. However, this information is not used systematically to inform future planning. As a result some pupils, particularly higher attaining ones, are not always challenged during lessons. Although the present assessment system makes it possible to track pupils' progress over time there is no evidence that this is regularly done.
39. The acting headteacher has recently implemented strategies to improve standards of attendance and punctuality. Since that time there has been a significant improvement at the start of the day, maximising time available for learning. Administrative staff telephone parents of pupils absent with no known reason after registers are completed each morning. This alerts parents if there is a

question of safety and raises awareness of the expectation for regular attendance. Patterns of absence and poor punctuality are monitored effectively and the school works in close co-operation with the educational welfare worker to follow these up. This work has not yet had time to have a significant impact on the levels of attendance achieved. Parents are not made sufficiently well aware of the adverse impact high levels of absenteeism have on how well their children learn. The school has recently extended the awards given for good attendance to include those pupils achieving high standards as well as those with a 100 per cent attendance record. Registration procedures ensure there is an accurate record of those present in the school.

40. There is a suitable sex education programme supported by the school nurse. It includes aspects of relationships and family values and it supports the development of mature and responsible attitudes well. The co-ordinator for personal, health and social education (PHSE) left the school two terms ago. Since this time there have been many changes at the school and the policy, schemes of work and most resources have been mislaid. Without effective co-ordination, the many teachers new to the school have been unable to provide a coherent programme. This has resulted in some aspects that should be addressed being overlooked, for example drugs awareness. Some assemblies are used well to celebrate pupils' work. These effectively raise self-esteem.
41. The school is very aware of the need to support pupils in all aspects of their lives. Where pupils have a variety of special educational needs, it does its best to ensure that all of the needs are addressed. Thus pupils with emotional or behavioural needs whose progress in learning is also a cause for concern are given support in both areas whenever possible. There are clear criteria, based on regular assessment, for placing pupils on the special needs register. Because of the relatively large number of pupils with emotional and behavioural difficulties, many members of staff have acquired, through specific training or through extensive experience, a high degree of skill in handling these pupils. All staff give unstintingly of their time to restore troubled pupils to a calm state or to explore the causes of the occasional 'flare-ups' which occur. The standard of care for these pupils is high.

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

42. The large majority of parents and carers feel generally pleased that recent arrangements at the school result in it working hard towards making good provision for their children. This good will has developed since a change in school management during the last term but has not yet grown into whole-hearted confidence because of the temporary nature of current management appointments. Until very recently many parents had high levels of concern. These were principally about behaviour, the development of responsible attitudes, provision of homework, information given about progress and the range of extra-curricular opportunities offered. They were also anxious about high levels of staff turnover and felt that the school did not work sufficiently closely with them. At the time of inspection, evidence available confirms that standards of behaviour are improving and that pupils are being encouraged to develop more mature and responsible attitudes. The strategies to improve behaviour, develop increasingly mature attitudes and to secure parental involvement are having a positive impact. There is a high proportion of new teaching staff. They are being supported well by the acting headteachers and Local Education Authority to provide stability and effective teaching for pupils during the current school year. The acting headteachers are currently discussing with staff what extra-curricular activities can be provided in the future. Suitable homework is now usually set regularly; however, a large proportion of pupils have yet to develop the independent skills necessary to complete this satisfactorily; for example during the inspection it was noted that only 25 per cent of pupils in one class had returned homework set. Inspectors agree with parents that there is a need for improvement in the opportunities provided to find out how well their children are getting on. The acting headteacher has made firm plans to ensure there will be formal arrangements for parents to discuss annual progress reports with teachers after these are published in the Summer term.
43. The school has established satisfactory links with parents and carers through the quality of information it provides. The acting headteacher has instituted useful weekly newsletters that

provide a good range of information about everyday school matters and diary dates for the future. These are supplemented effectively through the parents' notice board outside the rear entrance to the school. The prospectus and governors' annual report to parents are well written and provide much useful information about school routines, expectations and performance. Some requirements have, however, been overlooked. The prospectus does not include rates of attendance and end of key stage results. The governors' annual report does not make clear the school's progress towards meeting targets set in the action plan agreed following the last inspection. National comparisons for end of key stage results and a financial statement are also missing. Homework diaries provide a useful means of communication between home and school on those occasions that they are used effectively for this. Parents of children joining the school are given suitable opportunities to become familiar with it and to meet staff prior to their children's enrolment. During Year 6 there are good arrangements in place to ensure they receive suitable information about the next stage of their children's education.

44. Annual progress reports are very varied in presentation. There are some good examples that effectively set out what pupils, know, understand and can do and that say what must be done for them to improve. Overall there are too many that do not make sufficiently clear where children are in relation to expectations for their age or set suitably expressed targets as a focus for their future efforts. The attitudes of pupils to their work are usually reported well; however, no mention is made of the effect on progress for the significant number of pupils who do not attend with sufficient regularity. In previous years parents have been invited to meet teachers in the Autumn and Spring terms only. There are firm plans for them to have an opportunity to discuss their children's progress after the publication of progress reports at the end of the current school year. Parents receive full information about their children's end of key stage test results.
45. The involvement of parents with the school and their impact on pupils' learning is at present unsatisfactory. At the time of the last inspection parents made a positive contribution to learning. Between that time and the last term, many parents had developed serious concerns about the school and in consequence the level of support given by them was reduced significantly. There is now a small group of very supportive parents who run the successful parent and teacher association and who provide valuable support both in the classroom and out. The acting headteacher is encouraging others to become involved and is beginning to make progress with this, although not sufficiently quickly to prevent the temporary closure of the breakfast club for pupils through lack of parental support.
46. The school seeks to involve the parents of pupils with special educational needs in helping to meet those needs. Consultation evenings are used to discuss their progress and the next steps to be taken. However, there is scope for parents to be more actively encouraged to assist with some of their children's targets noted in their individual education plans.

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

47. The school has undergone significant changes in leadership and management since June 2000. The headteacher is absent on extended sick leave and has been so since May. The deputy headteacher left the school at Easter as she moved away from the area and other senior staff have left the school regularly over the past two years. Minutes from senior management team meetings from January to May of this year provide evidence of a gradual and serious breakdown in discipline in the school. This is supported by the views expressed at the parents' meeting and by responses to the parents' questionnaire. Discussions with pupils confirm that they were also aware of the situation and felt insecure. Although concerns were recorded, both about standards and discipline, there is no evidence that any action was taken that had an impact on the situation, although external advisers were brought in to the school. Available paperwork also shows some irregularities in the national testing procedures for this year, making the results unreliable. This has been correctly dealt with by the acting headteacher and local authority.
48. Since June, two acting headteachers have been appointed by the local authority to run the school. The present acting headteacher still receives support from the previous acting

headteacher in an advisory capacity on a regular basis. The local authority has taken a significant role in supporting the actions taken by the acting headteacher and are to be complimented on their swift and effective action. There has been a complete refurbishment of the teaching spaces in the school and a new library has been established. Regular adviser visits are contributing substantially to the development of the senior management and other teachers within the school. The leadership and management provided at present are excellent. However, there has not been a systematic monitoring of teachers' performance in the classroom, although there are plans to put this in place. Since July substantial improvements have taken place in the school. A clear direction has been given to staff through the adoption of nationally approved schemes of work and a new planning format but co-ordinators do not systematically monitor teachers' planning to ensure that work is challenging for all ability levels. Behaviour management strategies have been introduced with the result that the school is now a safe and positive learning environment, although a small minority of pupils still have difficulty in behaving consistently well. As a result, pupils are now learning at a satisfactory rate and in many instances at a good rate. The recently appointed acting deputy headteacher is an enthusiastic and energetic support to the acting headteacher. She is working tremendously hard to ensure that new initiatives are implemented and is proving effective in this. All co-ordinator posts have recently been re-allocated. As a result, many co-ordinators are only just taking up their responsibilities. There is good evidence that they are committed to the school and keen to see improvement maintained. The positive commitment and enthusiasm of all staff are a strength of the school and the deputy headteacher provides a very good role model for this.

49. Provision for special educational needs is well co-ordinated by a part-time teacher with good expertise and experience in this area. This is in contrast to the situation at the last inspection when no co-ordinator was in post. The co-ordinator has chosen to spend a high proportion of her time supporting the Year 6 pupils and this has a beneficial effect upon the atmosphere in the classroom and on the teaching and learning which occurs. The finance for special educational needs is used well and most statutory requirements are met. However, the governing body, in its annual report to parents, does not report on the success of the special educational needs policy or give details as to how the finance is used.
50. The monitoring of pupils with less extreme special needs is inadequate. Many of these pupils have individual education plans with imprecise targets which have not been regularly reviewed.
51. There are good resources to meet the needs of pupils on the special needs register and the special needs room is attractive and well organised.
52. The governing body has established committees for areas such as finance and records show that these committees meet regularly. Governors are assigned to curriculum areas and individual classes. Many governors visit the school regularly and there has been some monitoring through these visits of the work of the school. They are aware of standards in the school and minutes of meetings show that the raising of standards was a priority for the governors. However, the governing body has been over-reliant on the work of the headteacher to ensure that improvement and development has taken place. Some key indicators of the difficulties facing the school, such as the exodus of senior staff, did not result in any significant action being taken. Therefore, although the governing body had many of the necessary procedures in place, they were not effective. A new chair of governors has been appointed at the beginning of this term. He has a clear view of what needs to be put in place to consolidate recent improvements and take the school on to develop further. He is very appreciative and supportive of the work done by the acting headteachers. Governors have attended the relevant training on performance management and the chair of governors views this as an ideal opportunity to take the school forward.
53. The existing School Development Plan is unsatisfactory. Although the three year plan indicates key targets to be met in areas such as writing and mathematics there is a lack of detail about how this will be achieved. Key staff are not clearly identified and success criteria are not specific and the timescale is too long. The plan is not clearly costed and some key areas, such as information technology, have not got past a statement of intent. The present management, with the help of the local authority, has drafted an action plan which accurately identifies short and

medium term targets. Many of these targets have already been achieved. Pending the introduction of performance management this is proving to be a good development tool. Day-to-day financial management is good. The school employs a local authority finance adviser who monitors spending and provides reports, as requested for the governing body. A recent audit showed that some improvements were necessary in lettings procedures and these have now been put into place. The efficient school administrative staff handle internal finances, such as dinner money and school fund cash, appropriately. Specific grants are spent correctly and good financial records are available which show this. Other grants are used appropriately, for example for refurbishment of the toilets. The money carried forward from the school budget is designated for improvements in information technology, plans for which are well advanced. Teaching staff are appropriately qualified and there is a good induction programme for newly qualified teachers.

54. The accommodation is good. The majority of classrooms are spacious and enable the National Curriculum to be taught effectively. There is a good outdoor play space for children under five and this is easily accessed by both classes. The school hall is spacious and includes a large stage area. The new library arrangement is inviting and provides a good work space for pupils. Resources are satisfactory overall. However, science resources are inadequate for whole class work and there is no large outdoor fixed apparatus for children under five.

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

55. In order to improve the standards of attainment and the quality of education the governors, headteacher and staff should:
- Establish a permanent, stable and effective leadership team in order to secure present improvements, provide a clear way forward and gain parental confidence in the future direction of the school. (paragraphs 42,47,48, 52)
  - Improve attainment in English in both key stages and science in Key Stage 2 by:
    - (1) establishing a system for monitoring the teaching that provides effective feedback to teachers on how they can improve their performance;
    - (2) monitoring teachers' planning to ensure that appropriate use is made of assessment information in order to provide challenging work to pupils;
    - (3) regularly monitoring pupils' work to ensure that teaching is being effective and feeding back the results of this monitoring to staff.  
(paragraphs 16, 38, 42,47,48, 50, 52, 89,101)
  - Improve pupils' attainment in information technology by:
    - (1) ensuring that sufficient time is allocated to the subject;
    - (2) improving teachers' planning to include all elements of the scheme of work;
    - (3) ensuring that direct teaching of information technology skills is regularly timetabled.  
(paragraphs 16,94,123,124,128)

- Ensure that governors are effective in monitoring the performance of the school by:
  - (1) having regular governor visits that are focused on the progress the school is making against development priorities;
  - (2) providing written records, following consultation with the headteacher, after governor visits;
  - (3) regularly reviewing the schools' performance compared to other schools and discussing their findings with the school leadership;
  - (4) ensuring that any priorities and concerns are minuted, that action is taken and reported on at the next governors' meeting.  
(paragraph 52)

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Improve the provision for pupils' spiritual and cultural development. (paragraphs 32, 35)
- Improve procedures for raising pupils' attendance. (paragraph 11)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	35	57	5	0	0

The table gives the per centage 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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	227
Number of full-time pupils eligible for free school meals	N/a	74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	27

### Attendance

#### Authorised absence

	%
School data	7.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	4.0
National comparative data	0.5

Both tables give the per centage 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
		1999	16	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	5	5	7
	Total	17	19	20
Per centage of pupils at NC level 2 or above	School	61 (42)	68 (42)	71 (54)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	15
	Girls	5	7	7
	Total	17	20	22
Per centage of pupils at NC level 2 or above	School	61 (46)	71(73)	79 (76)
	National	82 (80)	86 (84)	87 (85)

Per centages 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
		1999	12	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	10
	Girls	10	8	8
	Total	18	20	18
Per centage of pupils at NC level 4 or above	School	69 (61)	77 (18)	69 (39)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	14	14	15
	Total	34	34	35
Per centage of pupils at NC level 4 or above	School	92 (58)	92 (46)	95 (46)
	National	68 (65)	69 (65)	75 (71)

Per centages in brackets refer to the year before the latest reporting year.

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	3
Indian	2
Pakistani	1
Bangladeshi	2
Chinese	0
White	165
Any other minority ethnic group	5

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

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

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	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)	7.5
Number of pupils per qualified teacher	30.1
Average class size	30

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

Total number of education support staff	9
Total aggregate hours worked per week	131

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	5.3
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	460619
Total expenditure	447021
Expenditure per pupil	1961
Balance brought forward from previous year	15801
Balance carried forward to next year	29399

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	31

### Per centage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	55	6	0	0
My child is making good progress in school.	32	58	10	0	0
Behaviour in the school is good.	23	32	13	26	6
My child gets the right amount of work to do at home.	26	32	16	13	13
The teaching is good.	39	52	10	0	0
I am kept well informed about how my child is getting on.	29	45	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	52	35	10	0	3
The school expects my child to work hard and achieve his or her best.	42	45	13	0	0
The school works closely with parents.	26	48	23	0	3
The school is well led and managed.	19	19	29	23	10
The school is helping my child become mature and responsible.	39	32	16	13	0
The school provides an interesting range of activities outside lessons.	16	35	19	19	10

### Other issues raised by parents

There were strong views expressed at the parents' meeting about the poor discipline and leadership in the school before June 2000. All parents attending the meeting were pleased with the recent improvements in the school and were concerned to have the situation regarding the future leadership of the school resolved as soon as possible.

## **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**

56. The school admits children into the Nursery class in the September or January term of the year in which they are four. They attend the Nursery part-time for either a morning or afternoon session. On entry to the Nursery, standards of attainment are varied, some pupils show above average levels of attainment for their age while others are well below, overall attainment is below national expectations. Children with special needs are assessed to establish their future learning needs. Children with English as an additional language have appropriate support. Children make satisfactory progress although attainment overall is still below average when compared to national standards by the time they transfer to the Reception class.
57. The children transfer into the Reception class in September or January of the term of their fifth birthday. The ratio of adults in the Reception class ensures that all pupils, especially those with special needs, have appropriate support. Children with English as an additional language also have appropriate support. Children continue to make satisfactory progress and are well prepared for the next stage of education. Many are ready to begin level 1 of the National Curriculum in mathematics, creative development and physical development by the time they finish the Foundation Stage. However, the majority are still below the standard expected for their age when compared to national guidance in their language and literacy and knowledge and understanding of the world.
58. The curriculum for the Foundation Stage is satisfactory. It gives children of all abilities appropriate opportunities to learn in a supportive environment. Curriculum planning provides a cohesive curriculum which includes all the areas of learning for the Foundation Stage although this is not always shown clearly in the Nursery planning. The work has an emphasis on learning through purposeful play and exploration, development of literacy and language and developing positive attitudes. There are satisfactory procedures for assessment, although in the Nursery, the time taken to carry out day-to-day assessments sometimes prevents the staff from interacting more frequently with children. Accomplishments are regularly entered on the child's records. This procedure together with the base line assessment results, form the basis of a good range of assessment data. In the Reception class this information is used very well to set individual targets and inform future teaching plans.

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

59. By the time they have completed the Foundation Stage most children reach national expectations in their personal and social development.
60. The majority of children are eager to come to the Nursery and enjoy play activities. They do not talk very much to each other, although they play well together. They occasionally need staff to remind them to share or take turns. They respond to instructions and questions but do not often initiate conversation. The children are content and secure. Most children sustain concentration for a short time when they work at something of their own choice. Children of all races play harmoniously together for much of the time although occasional racial incidents have occurred in the past. They move with enthusiasm and confidence to use all the facilities that are available to them. They make independent choices about which area of learning they would like to experience. Children give spontaneous and interested responses as they play or react to the events in a story. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children use the toilet facilities appropriately and are learning to get dressed by themselves which gives them more personal independence.
61. Children in the Reception class have opportunities to learn how to live amongst a large group of children as they take part in occasional assemblies in the hall and join Key Stage 1 at play in the playground. They accomplish further self-help skills to increase their personal independence, for

example when changing to take part in physical education lessons.

62. The quality of teaching personal and social skills is satisfactory. In the Nursery class, staff encourage the children to make independent choices. However, they do not sufficiently extend the learning that can be derived from the children's chosen activities as they play. Some opportunities are missed to extend children's vocabulary and develop their imagination. In the Reception class, children are encouraged to develop relationships with and sensitivity towards others. There are sound opportunities planned for children to learn to concentrate or to persevere with a teacher directed activity, for example in their literacy and numeracy lessons.

### **Communication language and literacy**

63. By the time they have completed the Foundation Stage, children do not reach the national expectations in this area of learning.
64. Nursery children listen with enthusiasm and call out a response with growing appreciation of the rhyme and meaning of language in stories and poetry. Most children enjoy sharing a book with an adult. They often do not know the right word for things that they want to explain and cannot easily talk about characters in their story-books. There were some opportunities for the children to use pencils, crayons and felt tips to practise writing and drawing during the inspection week. However, a few children can write two or three words accurately.
65. The children respond well to their literacy activities in the Reception class. Children's ability in speaking ranges from those who say a few sentences to those who speak with satisfactory fluency and accuracy about curriculum focused activities. Children know that pictures can tell a story and words have meanings. They know to turn a page from left to right. Children take their books home to share with and 'read' to their family and many do this regularly. As a result, these children are making satisfactory progress in early reading skills. Children are slowly developing skills in writing but are not able to write many words, other than their own name without support. They do not yet know many letters or words that they want for their own sentences. They know that writing communicates and they can explain what their writing says. Many write their own name and recognise their name.
66. The quality of teaching is satisfactory with some good features in the Reception class. In the Nursery there are daily opportunities for the children to look at the large picture books with the teacher and to look at a book with the nursery nurse. However, the small area set aside to give pupils opportunities to read at other times is neither spacious nor attractive enough to encourage pupils to choose or browse through books and so engender a love of reading. There is a 'listening centre' and an office area set aside to encourage children to extend and practise their emerging writing skills.
67. In the Reception class the use of large picture books is particularly successful and gives good opportunities for language development. In addition, staff identify frequent opportunities where they can extend learning and improve children's attainment in speaking, listening and literacy. Children are learning to recognise letter sounds. They use puppets and a puppet theatre to reinforce the sequence of a story. The teacher uses non-verbal communication to assist explanations and imaginative resources, for example puppets and hats, to encourage the children to speak or to hold children's attention.

### **Mathematical development**

68. By the time they have completed the Foundation Stage, the majority of children reach national expectations.
69. Children in the Nursery enjoy the daily routine of counting how many are present each day. They count by rote not always matching one to one. They show an interest in the counting activities provided for them and can match colours. Many children can count accurately matching one-to-one up to number 5 by the age of four. They can correctly name shapes but some children have

problems using the correct mathematical knowledge. They show some level of understanding in practical ways, for example they know that a square has points and a circle is round.

70. Children in the Reception class do a variety of counting, matching, sorting and sequencing activities. They use shape, colour, size and their own criteria to do this accurately. They have a good attempt at putting numbers in order and most count to ten accurately. They can make sets of up to three. They correctly identify four 2D shapes in a matching game and have made collages of houses using shapes. They can describe features of 3D shapes as they build with them. The children are familiar with counting and routinely count and match throughout the day, for example counting how many children are in their group. The children say counting rhymes with support. They know the days of the week and try hard to get these in the right order for their calendar.
71. The quality of teaching is good in the Reception class and satisfactory in the Nursery. In the Nursery staff miss some opportunities to develop children's mathematical vocabulary when the children are playing. In the Reception class staff identify many opportunities where they can extend children's learning. The children also take part in numeracy lessons. These give opportunities for mental mathematics and a structured whole class time where children learn to focus on a teacher led activity or to use practical resources specifically designed to promote mathematical skills.

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

72. By the time they have completed the Foundation Stage most children do not reach the national expectations in their knowledge and understanding of the world.
73. The children have looked at animals in a community mobile farm. They know the names of some animals. Children can explain where they live, for example in a flat or house and some can explain the road this is in. They can operate the keyboard to use a computer program to work out the sequence of actions needed to get dressed. They receive a good variety of visitors who explain the world of work, for example the fireman, lollipop lady and an ambulance driver. They have visited a building site and used a variety of materials to cut, join or build models for themselves. They have observed things growing such as tadpoles and caterpillars. The majority of children know about animal homes and can say, for example, what lives in a pond or nest. They can recall the things they use in their homes. Children do not demonstrate an awareness of the features of living things or non-living things. They are able to name a plant and an animal successfully. Children choose to use a wide range of equipment and can build small designs with construction kits. Many children, with encouragement, talk about themselves and name their family members.
74. The quality of teaching is good in the Reception class and satisfactory in the Nursery. There are planned play experiences to develop children's knowledge and understanding about the world. The topic approach used also helps to stimulate the children to learn more about the world around them. There is good use of the local environment and the school community to stimulate learning about the world and to extend language development.

### **Physical Development**

75. By the time they have completed the Foundation Stage the majority of the children reach national expectations in their physical development.
76. Outside play is always part of the timetable each day and children are eager to join in with this activity. This organisation ensures plenty of opportunities for the children to develop their physical skills. There is enough space for a small range of physical activities to be arranged. Most pupils move with confidence in their enclosed play area. There are some appropriate activities such as sit and ride toys, hoops and soft play blocks; however there is no climbing frame to enable children to improve their co-ordination. They can pedal, steer and stop a tricycle safely but there is limited scope to improve gymnastic skills. In addition to opportunities to play outside children take part in lessons in the hall. There were no observations of these lessons during the inspection.

77. The quality of teaching is satisfactory overall. The joint organisation of both the Nursery and Reception classes for outside activities is good. The additional structured physical education lessons each week, further meet the needs of the children and enable them to develop their physical skills effectively.

### **Creative development**

78. By the time they have completed the Foundation Stage children are broadly in line with national expectations.
79. There is a satisfactory range of creative materials available in the Nursery although there is very little space in the room to set out these activities. Many children cut, stick and fold paper and card. They experience satisfactory opportunities to develop creative ideas. For example, some children made paintings carefully applying several colours of paint with thick brushes. The children explore the properties of texture, shape and form using play dough, clay and a variety of everyday substances. No observations were made of children playing percussion instruments although they sing well and often sang unaccompanied songs and rhymes together.
80. The quality of teaching is satisfactory in both the Nursery and Reception. Evidence shows that teaching is focused sufficiently well on developing skills with different media and tools. All activities give children good experiences but more opportunities for children to talk about them and thereby extend their vocabulary would further improve standards. More opportunities to engage in observational drawing would improve the children's power of observation.

### **ENGLISH**

81. The proportion of pupils reaching the level expected of eleven-year-olds in the 1999 national tests was close to the national average. The proportion of pupils reaching the higher level 5 was also close to the national average. There has been an improvement in attainment over the four years up to 1999. During the inspection pupils made satisfactory progress in lessons, although there is evidence of erratic progress during the last year due to the high turnover of staff. The exception to this is speaking and listening, where pupils make satisfactory progress over time.
82. The proportion of pupils reaching the level expected of seven-year-olds in the 1999 national tests was well below average for both reading and writing. The proportion of pupils who achieved the higher level 3 for reading was very low in comparison to the national average. The proportion of pupils who achieved the level 3 in their writing was close to the national average. Over the past four years, standards have stayed the same. Standards of attainment seen during the inspection indicate that the majority of eleven-year old pupils and seven-year-old pupils are currently working at below average levels for their age and ability.
83. In both key stages attainment in speaking and listening is broadly average. By the end of Key Stage 2 the majority of pupils are confident to speak in class when asked a question. They offer information and express opinions more readily in small groups. Pupils' responses are not often in sentences and they do not often ask questions to find out more. During the Literacy Hour the majority of pupils enjoy listening to and taking part in the shared reading of stories but they are sometimes restless and do not always listen effectively to their teachers' explanations or to the contributions of other pupils in their class. By Year 6, pupils are learning to talk sensibly to find solutions to problems such as 'bullying' and 'disagreements'. They work in pairs on excerpts from stories and are learning to be more selective in their use of vocabulary. In Key Stage 1, younger pupils are exuberant and loud. They find it difficult to listen to their teachers and peers and to contribute relevant points in discussions. This improved considerably by the end of the key stage when pupils were seated in a circle and passed a toy to each other indicating it was their turn to speak. In all classes there are pupils whose auditory skills are poor and they find it difficult to identify sounds in words and relate them to the letter or string of letters which make the sound.



84. By the end of both key stages attainment in reading is below average. By the end of Key Stage 2, pupils generally understand about different authors and styles of books but they cannot explain their own preferences and do not have a sufficient knowledge about different authors. They use a classification system in the library to find information books and are developing the skills needed to use a library effectively. Pupils' research skills are unsatisfactory, most do not have sufficient opportunity to carry out their own research and practise these skills regularly enough. In Key Stage 1, pupils learn to read using various scheme books and by learning to recognise commonly used words. By the end of the key stage, higher attaining pupils explain the plot and their favourite part of the story but the majority of pupils are not confident enough to do this. The majority of pupils are not secure in using a wide range of skills to work out unknown text. For example, they do not accurately blend letter sounds to build up words or try to work out the word from the meaning of the sentence. Throughout the school pupils with special needs are given satisfactory support and make satisfactory progress. Support assistants regularly monitor their progress.
85. By the end of both key stages attainment in writing is below average. Pupils of all abilities know how to punctuate their work with appropriate accuracy for their age. The large majority do not use correct letter formation and a cursive style as required in the National Curriculum. Many pupils throughout Key Stage 2 muddle upper and lower case letters in their writing. They show confidence in how to apply their own knowledge of letters and tackle spelling phonetically with some degree of accuracy. Pupils do not check their own spelling in dictionaries regularly, instead they rely on their teachers to identify their mistakes and the same mistakes occur frequently. By the end of Key Stage 1, few pupils are developing skills in writing which are appropriate for their age and ability. The majority of Year 1 pupils try to write one sentence without any help. The majority know the names and sounds of many letters of the alphabet. They spell commonly used words with some degree of accuracy. A few write two sentences. By Year 2, some pupils write several sentences demonstrating an understanding of how to structure a short sequence of events as in a story. Pupils with special needs make satisfactory progress when supported either individually or in a group.
86. There are satisfactory planned opportunities during the Literacy Hour for pupils to practise writing, spelling and handwriting skills each day but other writing opportunities are limited and pupils have difficulty writing in different styles. Few pupils of higher ability in both key stages are being sufficiently challenged. The majority of pupils do not improve the structure of their writing through careful re-drafting. In Key Stage 1, the use of large picture books during the Literacy Hour is successful and gives good opportunities for pupils to learn new words. The provision of an area set aside, which is a comfortable place to sit, giving opportunities for all children to read through books together, helps to engender a love of reading. However, there are weaknesses in the organisation and management that impacts adversely upon the progress of some pupils. For example in Key Stage 2, in all classes there are pupils who find it difficult to follow the text in the Literacy Hour and the 'guided group reading' activity is not always included in lessons.
87. Pupils' attitudes and behaviour are satisfactory. Many pupils show an interest in their written tasks. Most pupils enjoy stories but are inattentive when listening to their teachers' explanations. By the time they are in Year 6, apart from some inappropriate and occasionally disruptive behaviour from a significant minority of pupils, the vast majority can become quietly absorbed in their work. Pupils take care of their resources and use them sensibly.
88. The quality of teaching in Key Stage 1 is satisfactory overall with very good teaching seen in one lesson. In Key Stage 2 the quality of teaching is satisfactory overall with unsatisfactory teaching seen in one lesson. Class management is good in Key Stage 1 and satisfactory in Key Stage 2. There are satisfactory expectations of pupils to behave well. All teachers plan literacy lessons with clear learning objectives. However, the pupils are not often told what their learning objectives are which results in some lack of interest and motivation from the pupils. Teachers have satisfactory subject knowledge and teach the basic skills appropriately. Teachers, some of whom are new to the school or year group, have a supportive approach but do not yet know their pupils well. There is no established history of assessment to inform the teachers about pupils' previous accomplishments. This sometimes results in lesson tasks and activities being too easy or

occasionally too hard. In both key stages, teachers do not have high expectations about the quality and amount of writing that pupils, especially those who are more able, should produce. Marking does not consistently show pupils how to improve. Although the school has a good selection of books available there is no system in place to ensure that pupils have experience of reading a wide range of different types of books by different authors. Pupils' choice of books is limited and this is not monitored to ensure that pupils read, for example, myths, legends, science fiction, information and poetry books.

89. The National Literacy Strategy is having a positive impact on the English curriculum. Test results have recently been analysed and there is a system to raise attainment through target setting for individual pupils. However, this has not yet been fully explained to all new staff and pupils have not yet been made aware of their own areas for improvement. There is a newly appointed co-ordinator for the subject. The planning, teaching and learning of English throughout the school and across the curriculum are insufficiently monitored in order to ensure that good practice is shared or to give teachers a clearer understanding of what the more able pupils are capable of achieving.

## **MATHEMATICS**

90. Inspection findings show that standards of attainment in mathematics are broadly in line with the national average at the end of both Key Stage 1 and Key Stage 2 and pupils make good progress in their learning overall. However, the number of pupils reaching higher levels is below the national average. These standards are similar to those reported after the last inspection.
91. At the end of Key Stage 1, most pupils correctly read and record numbers to 100 and accurately add and subtract two-digit numbers. They understand terms such as greater and less than, half and double. Pupils also understand simple place value and use number bonds competently in shopping activities involving amounts to £1. Pupils recognise and demonstrate correctly o'clock, half past, a quarter to and past the hour. Higher attaining pupils calculate the number of minutes between two given times, for example twenty past to half past the hour. Pupils know the meaning of length and width and most correctly measure these dimensions of their classroom and furniture. They carefully and clearly record these results using metres and centimetres. When discussing their work, most pupils confidently use appropriate terms such as distance, height, longer and shorter. Pupils know the names of most two-dimensional shapes. They collect data, such as birth dates and record their results using pictograms and bar charts.
92. By the end of Key Stage 2, many pupils correctly read numbers to a million. They understand that the unit digit determines whether a number is odd or even. They quickly and accurately use their knowledge of multiplication facts to mentally calculate divisions involving numbers to 100. Most pupils know and correctly use terms such as mixed numbers and improper fractions and successfully change from one to the other, carefully recording their answers using both diagrams and numbers. Pupils name units of length and make appropriate choices when selecting equipment such as ruler, metre stick and trundle wheel for measuring a wide range of distances and lengths. Whilst some pupils estimate well before measuring, many need further experience to develop this skill fully. Pupils know the names of two and three-dimensional shapes and many correctly explain how to calculate the perimeter, area and volume of familiar shapes such as square, triangle, cube and cuboid. High attaining pupils know how to use scales to produce plans of classrooms and playgrounds. Some understand the concept of 'chance' and correctly indicate probabilities in a 'chance line' when discussing events such as tossing a coin, rolling a die, tomorrow's weather and winning the lottery.
93. Pupils at both key stages are responding well to the Numeracy Strategy. They make good use of their skills and enjoy the challenge of mental calculations. Most pupils are attentive and listen carefully to instructions. They are keen to learn and willingly review their work when errors are pointed out to them. All pupils co-operate well when working in groups and most demonstrate good levels of concentration when working independently. They take pride in their work and take care to present it well.

94. The quality of teaching is sound overall, with some examples of good practice. Most lessons are well planned and reflect teachers' good understanding of the subject and the learning objectives to be achieved. The best lessons are conducted at a good pace and pupils are appropriately challenged, reflecting teachers' sound knowledge of their pupils. Less successful lessons offer fewer opportunities for pupils to extend fully their knowledge and skills and, in these lessons, pupils' attainment is below expected standards. Teachers manage their pupils well. Pupils generally concentrate hard and persevere when given appropriate tasks and most pupils make satisfactory progress in relation to their ability. During the inspection there was no evidence of software being used to provide opportunities for pupils to develop their mathematical knowledge and skills. Marking of work is satisfactory but the marking does not consistently inform pupils of their strengths and of areas for development. Homework is given fairly regularly and pupils bring it back to school to be marked. Each teacher keeps appropriate records of pupils' achievements but as yet there is no consistent approach to record keeping. Pupils' attainment is regularly assessed but teachers need to develop a procedure by which this information is used more effectively to guide their planning.
95. After the last inspection it was reported that the school had identified mathematics as an area for development. The implementation of the National Numeracy Strategy is a key feature in the school's successful efforts to raise standards and improve pupils' attitudes. The co-ordinator has provided training for teachers and the LEA advisor has monitored classes throughout the school. The co-ordinator plans to continue monitoring this year. Booster classes and setting in Year 6 are to be re-introduced in order to enable a greater number of pupils to achieve national standards and above. The co-ordinator also plans to develop a portfolio of useful examples and guidance which will enable teachers to develop more successfully pupils' investigative skills and also their ability to apply their mathematical knowledge to real life situations.

## **SCIENCE**

96. Standards for the present cohort of pupils are below average in Year 6. In Year 2, standards are average. This means that standards have remained constant since the last inspection but there has been no improvement.
97. By the time they are in Year 6 pupils have made sound overall progress in their learning. They know how to construct circuits using batteries and bulbs and record the results of their work in their own words with good illustrative diagrams. They know that certain metals are magnetic and that friction can create heat although they have little knowledge of the effect of friction on movement. Pupils know the difference between solids, liquids and gases and that some substances can change and that this change may be reversible, for example in the case of steam. They know that filtration cleans dirty water and have developed a good understanding of the effect of exercise on the heart. They have sound experience of carrying out investigations but have not got the need for fair testing firmly established. Pupils at the beginning of Key Stage 2 know that plants need certain conditions in which to grow and that plants take in carbon dioxide and give out oxygen, which is used by human beings. They make sensible predictions about experiments but when discussing plants some pupils confuse the stem of a plant with the root.
98. By the end of Key Stage 1, pupils have made good progress in their learning. They use a number of appropriate strategies for measuring parts of their bodies and make sensible predictions about what they might discover. Higher attaining pupils work well in pairs and record their results independently. Pupils at the beginning of the key stage have a good understanding of the changes in their own bodies over time. They know that they grow bigger and relate this to developments in their skeleton. Higher attaining pupils record their work accurately using simple sentences and carefully drawn diagrams.
99. Pupils' response to science is good. In both key stages pupils handle equipment and materials sensibly and carry out experiments carefully. They are interested in the subject and particularly enjoy the investigative activities given to them. They have a clear understanding of what they have to do. Their behaviour is consistently good in Key Stage 1 and never less than satisfactory in

Key Stage 2. Pupils' discussion skills are limited and some pupils have difficulty explaining what they are doing using the correct scientific language. They maintain their concentration well, particularly when they are actively involved. Some pupils, particularly at the beginning of Key Stage 2, have difficulty listening to the teacher for any length of time and become restless. This slows the pace of the lesson.

100. Teaching is good in Key Stage 1. In Key Stage 2, teaching is satisfactory overall with some good teaching in Year 5. Where teaching is good, pupils are given a clear understanding of what they have to do. Previous learning is revised and some good links are made with other subjects, for example mathematics. This inspires pupils who quickly make the link between their graph work or measuring in mathematics and appropriate recording methods in science. As a result they make good progress in their learning and record their results accurately. In these lessons teachers' planning is good and the activities presented to pupils are at an appropriate level and challenge pupils of all abilities. Support staff are used well to enhance the learning of lower attaining pupils and are given clear direction by the teacher through their planning. This enables other pupils in the class to concentrate on their work without disturbance. Where teaching is satisfactory, lessons are not so well planned to ensure that higher attaining pupils are systematically challenged, although the work is well matched to the majority of the class. This is because assessment information from the previous class is not used effectively to identify cohorts of pupils who would benefit from more challenging work. Teachers manage pupils well and as a result behaviour is never less than satisfactory and is often good. Teachers have a sound subject knowledge and make good use of resources to engage the pupils in investigative work.
101. Planning has recently been changed and is now based on nationally recommended schemes of work. This is a new development for the school and, although not yet firmly embedded in teachers' practice, is having a positive effect on pupils' learning by providing a long term view of curriculum coverage and the development of their knowledge and skills. The co-ordinator is enthusiastic and knowledgeable. She has carried out an initial audit of resources and arranged a central location for them. She is now monitoring teachers' planning and has started to initiate discussion with other staff on cross-curricular links in science, particularly mathematics. This is now being realised in some teachers' short term plans. End of year assessments are in place and this means that the progress of individual pupils can easily be tracked. However, there is no evidence that this information is being used systematically by all staff. The local authority adviser is scheduled to work with the co-ordinator on the monitoring of teaching and learning, which is a good development. Although there is a range of resources these are insufficient in many areas for whole class work.

## **ART**

102. Standards of work in art in both key stages are in line with national expectations. The school has maintained the standards reported after the last inspection.
103. By the end of Key Stage 1, many pupils are beginning to develop a good sense of proportion which they demonstrate quite well when producing self-portraits using chalk or coloured pencils. They understand that colours can have different shades and know how to produce them. They then choose sensibly when colouring their pictures. They use a variety of resources such as potatoes, multilink and construction kit wheels when designing and printing their own attractive wrapping paper. Using sticky paper and pens, pupils create colourful collages and mosaics of underwater scenes. They successfully learn how to embroider using cross-stitch designs to decorate their initials sewn on hessian. Pupils are developing a greater awareness of detail and greater skill when using tools such as brushes, pens, pencils and scissors.
104. Key Stage 2 pupils study the styles of artists such as Monet, Picasso and Van Gogh and gain experience in using these styles when producing their own paintings. They develop their understanding of perspective when sketching three-dimensional shapes such as chairs, tables, CD players and television stands as seen from different angles. Pupils make good use of colour and texture when painting attractive scenes of reflections in a lake. Many pupils develop a

satisfactory sense of proportion but some older pupils still demonstrate a lack of maturity when producing portraits of friends. Pupils' collages of Egyptian scenes demonstrate their ability to use different media such as chalk, poster paint, tissue and paper with appropriate effect.

105. Pupils enjoy working with a variety of materials and always work with care. They willingly help each other and enjoy discussing their activities. Pupils treat resources with respect and always try hard to put them to good use. They are ready to learn and are prepared to adjust their ideas in order to improve the standard of their work.
106. The quality of teaching is satisfactory overall. Teachers explain tasks carefully and challenge pupils to look closely at their work, offering constructive suggestions as to how it might be improved. Pupils are encouraged to experiment and to evaluate their own work. Resources are always well organised and readily available for pupils to use. Whilst pupils are given the opportunity to work with a range of media, older pupils are not always adequately challenged to develop fully the skills and knowledge they have gained lower down the school.
107. The new co-ordinator intends to revise the scheme of work to ensure appropriate activities are planned for each year group and that pupils with special educational needs are well supported. This will enable pupils to make better progress as they move through the school. The display of art work around the school is to be encouraged further with the possibility of creating a 'gallery' for examples of excellence which can be viewed by all members of the school community.

## **DESIGN AND TECHNOLOGY**

108. Standards in design and technology in both key stages are broadly in line with national expectations. The school has maintained the standards reported after the last inspection.
109. In Key Stage 1, pupils successfully develop their designing and making skills. Their designs are thoughtful and they take time and care when selecting the materials they are going to use. Pupils make sensible choices and use a variety of methods such as sewing, folding and sticking, when joining and attaching sections of models. Their designs show a developing sense of proportion and understanding of the importance of using appropriate colours and shades. Pupils learn how to use paste, dough and a selection of vegetables to make colourful shapes and patterns. They also design and make simple shoes, having carefully considered their function and evaluated their effectiveness. They know how to incorporate moving parts when making clock faces and models of houses and windmills and work with care when making colourful hand puppets. Pupils are becoming more skilful when using scissors, needles and spreaders and are beginning to learn how to evaluate and improve their work. Most pupils, including those with special educational needs, are making satisfactory progress by the end of Key Stage 1.
110. Pupils in Key Stage 2, including those with special educational needs, make satisfactory progress, developing the knowledge and skills they acquired lower down the school. They learn how to carefully use tools such as hand drills, clamps and saws. Pupils successfully design and make models with moving parts, such as maypoles, pop-up books and wells. They also use electrical components to produce working lighthouses. They link design and technology with other areas of the curriculum, for example history, making models of Viking ships and Victorian shops. Pupils made good use of their technology skills in a wider sense when they designed a toddlers' playground for a local church. During this project they carefully measured the area involved and drew detailed plans incorporating a bouncy castle, water ride, sand pit and large play equipment. Pupils are beginning to develop a greater understanding of concepts such as strength and stability and use this sensibly when selecting appropriate materials and methods of assembly. As judged in the previous report, there is still need to improve the extent to which pupils at Key Stage 2 develop their technological skills and understanding they gain lower down the school.
111. Pupils enjoy the wide range of opportunities offered to them. They work with a high level of co-operation, willingly sharing resources and ideas and positively responding to the efforts made by their peers. Pupils listen carefully to instructions and persevere until they are satisfied with their

finished products.

112. The quality of teaching is sound overall with some examples of good practice. Both teachers' knowledge of the subject and teaching methods have improved since the last inspection. The best lessons are well planned and teachers ensure that pupils understand what is expected of them. Teachers know their pupils well and offer appropriate support and guidance. Teachers use the appropriate range of resources to provide pupils with opportunities to satisfactorily develop their knowledge of the ways in which materials such as wood, plastic, clay and fabric may be used and assembled. Teachers keep records of pupils' knowledge and skills. However, there is inconsistency in the way in which this information is used to ensure that pupils progress well as they move up the school.
113. The new co-ordinator is committed to improving standards of teaching and learning. The scheme of work is to be developed further, to include greater guidance for teachers and to ensure the appropriateness of the curriculum in each key stage. The range and quality of the available resources are satisfactory and are to be reorganised and added to in the near future. The co-ordinator hopes to start a lunchtime technology club, which will offer pupils additional opportunities to develop their skills and gain a greater understanding of the importance of working carefully and safely.

## **GEOGRAPHY**

114. Only three lessons were observed during the inspection and very little previous work in the subject was available for examination. Discussions were held with the co-ordinator and with a group of Year 6 pupils. Planning documents were also scrutinised. Over the past year or so the school has taken advantage of national guidance to reduce the time spent on the subject in order to concentrate on literacy and numeracy. Even in those areas of geography it has continued to teach, pupils' skills and knowledge are at a lower level than those appropriate to pupils at the ends of both key stages. This is a decline from the position at the last inspection when most pupils were making sound progress in the subject.
115. Pupils in Year 2 know some ways in which town and country are different. They recognise which areas of a map or globe represent seas and oceans. In the week following the Sydney Olympics, many located Australia on a world map. They show interest and enthusiasm when working with maps but find it difficult to express any views about their own, or another, locality.
116. In Year 4, pupils learn about settlements. They understand that the endings of place names can indicate which settlements were initiated in Roman, Anglo-Saxon or Viking times. They are beginning to learn conventional symbols used on Ordnance Survey maps. Work in Year 6 on water, including rivers in the local area, demanded only a very low level of geographical skill to complete. Pupils at the end of the key stage have only a superficial knowledge of places in other parts of the world. They know, for example, how St. Lucia is different from England but do not know why, or what implications this has for the residents of the country. Pupils are not adept at asking or answering geographical questions and their understanding of conventional Ordnance Survey maps is very limited. However, they use four-figure grid references successfully by relating them to work completed in mathematics on co-ordinates. They know some of the features of rivers and are beginning to understand how waterfalls are formed by erosion.

117. Teaching of geography was satisfactory but there was one unsatisfactory lesson in Key Stage 2. Teachers manage their classes well and there is an emphasis on completing tasks successfully. As a result, pupils show a positive attitude towards learning and respond well to the encouragement they are given. However, planning is not always detailed enough and as a result the emphasis is sometimes on completing a task rather than challenging and extending pupils' learning.
118. The school has decided in the future to base its programme of study on new national guidance documents. At present there is no assurance of progression in acquiring geographical skills. A new co-ordinator has been appointed from the beginning of the school year. She has not yet been given an opportunity to monitor the planning, teaching and learning in the subject. However, she is aware of some areas which require development, such as the use of information technology to support pupils' work. Resources are adequate but the library contains insufficient information about the United Kingdom and Europe.

## **HISTORY**

119. It was not possible to see any history lessons in Key Stage 1 during the inspection and only two in Key Stage 2. Only in Years 5 and 6 was any previous work available for examination. However, discussions were held with the subject co-ordinator and with a group of Year 6 pupils. There is insufficient evidence to form a judgement about the standards of attainment at Key Stage 1 or the standard of teaching in either key stage. By the end of Key Stage 2, the level of pupils' attainment is below that expected for this age and progress through the school is unsatisfactory overall. Pupils with special educational needs often benefit from the good support of classroom assistants who ensure their understanding develops and so these pupils make progress at least equal to, and sometimes better than, that of other pupils. The main reason for low attainment is that the programme of study is based upon topics in which teachers emphasise the acquisition of knowledge but do not progressively develop historical skills and understanding. Standards have deteriorated since the last inspection, when they were in line with national expectations in both key stages and progress was satisfactory.
120. Pupils in Year 5 use pictures of artefacts to gain information about life in ancient Greece. Some of their observations are based upon unwarranted assumptions rather than careful inference and deduction. In Year 6, pupils examine books to discover features of Victorian life. They find many ways in which life was different but do not yet recognise that change and development occurred during the Victorian period. Few pupils have developed efficient note-taking skills, most simply copying from the book rather than extracting the main ideas from the text. These pupils at the end of the key stage have little understanding of chronology or the relationship of periods of time to each other. They do not understand the distinction between primary and secondary sources of evidence. They know facts about some Tudor monarchs but not the underlying reasons and motivations for their actions.
121. In the lessons observed, the quality of teaching and learning was satisfactory, with no unsatisfactory lessons. In the lessons seen there were some good examples of classroom management and as a result pupils were enthusiastic and enjoyed the subject. However, when the lesson follows physical education it is difficult to settle the pupils and gain high quality work from them. Some good questioning of groups of pupils is successful in improving pupils' responses and making them more thoughtful. The lack of previous assessments in the subject makes it difficult for teachers to accurately assess the pupils' level of attainment.
122. A new co-ordinator with appropriate expertise in the subject has just been appointed. She is aware of the need to monitor teaching and learning throughout the school. As she has many other existing responsibilities, her impact on standards in history may be rather limited. However, a newly qualified teacher is acting as 'shadow co-ordinator' to gain experience of this role with a view to taking over later as co-ordinator. This is a positive development that is designed to improve communication between the two key stages. A decision has been made to base the future programme of study in history on new national guidance documents which provide a better

balance between knowledge, skills and understanding. There are suitable resources in place but insufficient artefacts to bring the subject fully to life.

## **INFORMATION TECHNOLOGY**

123. In both Key Stage 1 and Key Stage 2, standards are well below what would be expected in most schools. This represents a decline since the last inspection when standards were broadly in line with national expectations. The reason for this decline is the previously poor overall planning and time allocation for information technology and the inadequate equipment available. Whilst this is in the process of being rectified the impact is not yet apparent in pupils' learning. Since July, all the computers in the school have been serviced and some new machines have been purchased. This means that all classes now have at least one computer per classroom. The local authority has provided all teachers with laptop computers, which are also used by pupils. Plans for a new computer suite are well advanced, again with significant input from the local authority. This will enable whole class teaching to take place. A teacher new to the school has recently been appointed as subject co-ordinator. She is knowledgeable and enthusiastic and has already carried out a resource audit and started to prepare a curriculum planning document based on the national scheme of work.
124. During the course of the inspection no direct teaching of information technology was seen. It is not, therefore, possible to make a judgement on teaching standards. Some small group activities were observed and discussions with pupils were held. It was obvious from these discussions that little progress had been made by pupils during the last year. They had difficulty remembering exactly what they had done or when. There is no detailed record of pupils' achievements in the subject.
125. By the time pupils leave the school at the end of Key Stage 2 they are able to use the computer to carry out research based on their science work. This is a good curriculum link and an appropriate program is available. They access the program independently and have good mouse control and program knowledge. Pupils use art and mathematics programs confidently and correctly to reinforce their learning in these subjects. They have some word processing skills but their use of the keyboard is slow due to a lack of practice. Pupils know how to delete and use a space bar and some of them know how to print. They do not know how to move text or carry out basic functions such as underlining text or printing in bold typeface and have no memory modelling, monitoring or data handling. They know how to program a roamer to move around a pre-determined course laid out on the floor but have not used similar computer based programs.
126. By the end of Key Stage 1, pupils name parts of the computer, for example the screen and the keyboard correctly. They use the spacebar accurately and use the keyboard to type in words from an available wordbank. By the end of the activity they have learned and remembered how to delete text. Some pupils are unfamiliar with the keyboard layout and have poor mouse control, which makes progress slow. Younger pupils use a tape recorder to record their work in English, which is a good use of technology. Activities such as modelling and retrieving information have not been systematically developed and pupils have limited skills in these areas.
127. Pupils are enthusiastic about information technology and some of them have computers at home. Pupils are happy to talk to visitors about what they know and during discussions showed that they were keen to learn. They listen attentively in small groups and use the equipment sensibly. When using the roamer older pupils become very involved in their work and take turns sensibly.
128. Teachers use computers to reinforce learning in some lessons at the beginning of Key Stage 2 but this is not carried out consistently throughout the school. Some effective small group activity was observed at the end of Key Stage 1. Here work was pitched at an appropriate level and pupils made good progress in their learning. Teachers' planning is based on the recently adopted national scheme of work but the significant influx of new staff and the need for them to familiarise themselves with school procedures has limited their time allocation in this subject.



## **MUSIC**

129. In those elements of the National Curriculum programme of study which were observed during the inspection, standards are appropriate for the age of the pupils at the end of both key stages in performance but below average in composition and appraisal. All pupils, including those with special educational needs, make satisfactory progress through the school. Standards have been maintained in performing skills since the time of the last inspection
130. At the end of Key Stage 1, pupils sing familiar songs tunefully and with enjoyment. They reproduce clapping patterns accurately, displaying a strong sense of rhythm and good listening skills. Pupils in Year 4 also sing with accurate pitch but the articulation of words is less clear. These pupils suggest symbols to use in a graphic score but lack confidence when performing the score they have composed together as a class. By the end of Key Stage 2, pupils' levels of attainment show wider variations. When songs are familiar, pupils become more confident and almost all participate, displaying a good standard of singing. This is especially true when they are together in a larger group, as in a singing assembly. Some pupils play recorders or percussion instruments well. Pupils know the names of many musical instruments and how they make their sounds. Increasingly they are able to express their own musical preferences. However, their knowledge of famous composers and of musical vocabulary is well below expectations for this age. They have had insufficient experience of composing, listening to or appraising music to have reached a high enough standard in these strands of the programme of study.
131. The teaching of music is satisfactory overall, but with some good features. There were no unsatisfactory lessons in the subject. An experienced part-time teacher is employed on two afternoons each week. She teaches the recorder capably on one afternoon and on the second she works with the choir, with groups of pupils using percussion instruments and she leads three music assemblies. The expertise and enthusiasm she displays has a considerable impact on the learning of the pupils and on the standards attained in singing. Pupils enjoy these lessons. Teachers also teach the subject to their own classes each week, usually in short lessons of fifteen or twenty minutes. Some of these lessons contribute well to furthering pupils' learning, particularly when behaviour is well managed and the work is appropriate to the age of the pupils. Occasionally, however, the pace is less than brisk, the work is too simple, no new concepts or vocabulary are introduced and no refinements in performance are encouraged, so that pupils make little progress. Some teachers have inadequate subject knowledge and as there is no scheme of work, there is nothing to give them guidance about the lesson content for particular ages of pupil. Most of these short lessons tend to be timetabled at the end of a morning or afternoon. Pupils tend to be tired and do not always give of their best at these times.
132. Opportunities to listen to music are missed. For example, although music is played at the beginning and end of most assemblies, there is little reference to it and pupils are not encouraged to listen to it in silence.
133. Music was formerly co-ordinated by the school's deputy headteacher who left at Easter. Since then there has been no designated co-ordinator. The school intends to use new national guidance to form the basis of a scheme of work but there are no arrangements to assess pupils' attainment in music to establish a suitable starting point for each pupil or group of pupils. There is no monitoring of planning, teaching or learning at present. Arrangements for the co-ordination of music are therefore inadequate. There are sufficient musical instruments in good condition and some music on tape or compact disc, but the amount of music from outside the Western European tradition for pupils to listen to is limited.

## **PHYSICAL EDUCATION**

134. Only two gymnastics lessons were seen during the inspection, although it was possible to observe part of one other lesson. In this aspect of the subject pupils make satisfactory progress

and standards have been maintained since the last inspection. It was not possible to judge standards in dance, games or swimming. All pupils in Years 4,5 and 6 have the opportunity to go swimming for one term in every year at a local pool where qualified instructors take the lessons.

135. By the end of Key Stage 2, pupils know that it is important to do a warm up activity in order to prepare for more vigorous exercise. They move sensibly around the hall without interfering with others and while listening carefully to the teacher. Throughout the lesson, pupils are quiet and attentive and their behaviour is very good. They note the main points made by the teacher, jumping and landing correctly in order to absorb the impact. The large majority of pupils vault on to a stool correctly and are confident jumping and landing from height. They forward roll safely in the correct manner. Although pupils are confident during the activity many of their movements lack style and poise.
136. By the end of Key Stage 1, pupils accurately copy the actions of the teacher in the warm up activity. They are developing good balancing skills with many pupils balancing successfully on one, two, three and four points of contact, although they have difficulty balancing on one knee. They know that to jump further they have to use their arms to help and the large majority can jump by taking off from either one or two feet. Landings are sometimes untidy through their lack of physical control. Children in the Foundation Stage (those in the Reception class) move around the hall sensibly. They have good balancing skills and travel in a variety of ways, for example by running or moving on all fours. Children find their own space on the floor and know how to make long shapes and stretch in the cool down sequence.
137. Pupils enjoy physical education. Overall their behaviour is good. They listen carefully to instructions and respect the work of others by giving them space in which to do their activities without interference. At the end of Key Stage 2 they show particularly good listening skills and behaviour is very good.
138. Teaching is satisfactory. Teachers exercise firm control and have high expectations of good behaviour. Pupils respond well to this. Lessons are soundly planned with opportunities for pupils to warm up and cool down. The limited equipment prevents teachers from developing more adventurous activities, although a substantial amount of new apparatus is on order and awaiting delivery. In all lessons teachers join in and demonstrate, which encourages pupils to participate. The Reception teacher uses pupils well to demonstrate activities to other pupils, building self-esteem and providing good models. The pace of some lessons is slow at times due to the limited apparatus used and the build up of pupils waiting for their turn. Teachers' subject knowledge is sound.

## **RELIGIOUS EDUCATION**

139. As at the time of the last inspection, standards at the end of both key stages are broadly in line with the expectations of the Agreed Syllabus for the subject. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress in their learning, although progress is better in Key Stage 1 than in Key Stage 2.
140. Through Key Stage 1, pupils steadily increase their knowledge of Christianity. Pupils know several Bible stories, understand the significance of some festivals and have learnt about famous people who put their Christian faith into effective action. By the end of the key stage, they also have a growing understanding of some other religions. For example, they know what the Shabbat is and describe a menorah. Some understand that 'going through a dark time' is a metaphorical way of describing feelings or emotions.
141. In Key Stage 2, pupils build on their knowledge of Christianity and begin to compare world religions. For example, they know that the Ten Commandments are important to both Christians and Jews and relate them well to present-day society. Pupils with varying religious backgrounds contribute confidently to discussions but the limited verbal skills of many pupils slows their progress in understanding more difficult concepts. At the end of the key stage, some pupils have become confused about interrelationships between different forms of the same religion, not

recognising, for example, that Roman Catholicism is a form of Christianity. Year 6 pupils have studied several religions in previous years but have retained little knowledge of them. They have some understanding of the meaning of 'worship' but overall their religious vocabulary has progressed insufficiently since the beginning of the key stage.

142. Most of the teaching of religious education is satisfactory and some is good. There was, however, one unsatisfactory lesson. Teachers' knowledge of the subject is variable. Often it is good and pupils benefit from the confidence with which teachers impart information. An Australian teacher who has not previously been required to teach the subject has very sensibly utilised the services of visiting speakers. An effective partnership with them has resulted in pupils' understanding being extended successfully.
143. Amongst the reasons for the slower progress in learning in Key Stage 2 is the failure of some teachers to relate work to pupils' own experiences. There is often too heavy an emphasis upon learning isolated facts about religions rather than discovering what can be learnt from those religions. In addition, in this key stage some classes devote inadequate time to the subject. Sometimes teachers are not clear about what they want pupils to learn from a lesson. Ideas are not explored in enough depth and a preoccupation with making or writing lists, whether of clubs and organisations or of the ten Gurus of the Sikh religion, does little to advance pupils' understanding. The best teaching is carefully planned with an introduction which gains the interest of the pupils. The teacher quickly becomes aware when concentration lapses and adjusts activities accordingly. Specific subject vocabulary is introduced and used. The teacher leads thoughtful discussions that explore real issues, such as the relevance of the Ten Commandments in today's world. When the work is made interesting in this way, pupils enjoy religious education and participate enthusiastically. They appreciate good resources. For example, there were gasps of wonder as a visiting speaker showed Year 2 pupils a picture of a menorah. Pupils are notably polite and respectful to such visitors.
144. The experienced co-ordinator for religious education has a pro-active approach to her role. A good example of this is that although the locally Agreed Syllabus is so new that only a part of it has arrived in school, she has already drafted a revised scheme of work based on the new syllabus. She has a very positive impact on the work in the Foundation Stage and in Key Stage 1 but has not yet been given the opportunity to monitor the teaching and learning in Key Stage 2. Visitors and local organisations, including charities, have been very well used to add new levels of expertise to the staff and to provide resources including Bibles and artefacts. There is a need for the latter to be augmented to support pupils' learning about Islam and Buddhism. A good programme of visits, which begins with Nursery children visiting the adjacent church, helps to bring the subject alive and acts as a valuable stimulus for work back in the classroom.