

# INSPECTION REPORT

**ST MARY'S CE PRIMARY SCHOOL**

Slough

LEA area: Slough

Unique reference number: 109995

Headteacher: Mrs Gwendy Morrison

Reporting inspector: Helen Ranger  
OFSTED No: 22223

Dates of inspection: 6 – 9 November 2000

Inspection number: 224212

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 with nursery
School category:	Church of England Voluntary Controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Yew Tree Road Slough
Postcode:	SL1 2AR
Telephone number:	01753 534791
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Deborah Mbofana
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Ranger (OFSTED No: 22223)	Registered inspector	Information and communication technology	How high are standards? a) The school's results and achievements
		Religious education	How well are pupils taught?
		English as an additional language	How well is the school led and managed?
William Cook (OFSTED No: 13279)	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?
Wendy Crouch (OFSTED No: 12172)	Team inspector	Under fives and the foundation stage	
		Mathematics	
		Modern foreign languages	
		Physical education	
David Langton (OFSTED No: 3855)	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Music	
Carol Slade (OFSTED No: 23812)	Team inspector	English	
		Design and technology	
		Art and design	
		Special educational needs	
		Equal opportunities	

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's is a larger than average school with Church of England voluntary controlled status. It has 253 full-time pupils between the ages of four and eleven and 52 children in its nursery who attend part-time. It serves an urban area of Slough and is in a recently established Education Action Zone. Two thirds of pupils are from families which do not have a white British heritage and, of these, 142 pupils have English as an additional language. The main languages spoken at home by these pupils are Punjabi and Urdu. The number of pupils eligible for free school meals (18 per cent) is in line with the national average. Eighteen per cent of pupils have special educational needs which is an average proportion. When children enter the nursery, their attainment is as expected in much of their learning but many speak little English. The numbers of pupils entering or leaving the school at ages other than the usual times of admission are quite high. Pupils are often admitted from abroad with limited or disrupted educational backgrounds and many do not speak English as their first language.

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

St Mary's provides a sound education in a caring and orderly environment. Teaching is satisfactory overall with many good features and enables pupils to achieve appropriate standards for their age. The leadership and management are sound. The school gives satisfactory value for money.

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

- When compared with schools with similar intakes, the oldest pupils achieved higher than average standards in the most recent national tests in English and mathematics.
- Teaching has many good features and is best in the foundation stage and Key Stage 1.
- The teaching of the key skills of literacy is good in all age groups.
- Pupils enjoy school, are very interested in their work and apply themselves well in lessons.
- The provision for pupils with special educational needs is good.
- Pupils with English as an additional language are supported well.
- There is effective attention to pupils' moral and social development and their overall welfare.

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

- Provision for the most capable pupils, especially in mathematics.
- The extent to which the vision and plans for future development are shared by the entire staff team.
- The consistency of the approach to planning and teaching for children in the nursery and reception classes.

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

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

The school was last inspected in October 1996. Since then the results of its oldest pupils in national tests have fluctuated from year to year but have improved overall, especially when compared to schools with similar intakes. Satisfactory developments have taken place in those areas which were key issues for improvement in the last inspection report. The school now makes effective use of the information available on pupil performance to track pupils' progress and target areas for improvement. The quality of teaching seen in this inspection was substantially better than previously. Most of the weaknesses in teaching identified then have been tackled, although the planning for the most able pupils, while improved, is still not as effective as for other groups. The planning of the curriculum has improved, including literacy and numeracy. The school has a clear view of how it plans to teach the revised National Curriculum to both key stages but has not yet devised a coherent plan to teach the new national recommendations for the foundation stage. Considerable efforts have been made to define staff roles and responsibilities but staff turnover and new appointments mean that this is an area which needs continuing development. There are now improved arrangements for child protection. The school is in a satisfactory position for further improvement overall.

### **STANDARDS**

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

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

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

The results show considerable variation from year to year but an overall improvement in line with national trends. The results for 2000 show that performance compared with national figures is average in English and science and above average in mathematics. When compared with schools with similar intakes, performance is above average in English and mathematics and average in science. The school narrowly missed the challenging targets it set for its English and mathematics results. It has set appropriate targets for the current Year 6.

Inspection findings are that pupils' achievements are at least satisfactory in relation to their attainment on entry to the school and they often made good progress in the lessons seen. They do well in the acquisition of language and social skills. In the foundation stage, the children in the nursery and reception classes attain expected levels overall and make especially good progress in their personal, social and emotional development and in communication, language and literacy. Pupils in both key stages achieve at least expected levels in all the subjects of the statutory National Curriculum which were seen and their attainment is above average in design and technology. There was insufficient evidence to judge pupils' achievements in music in Key Stage 2. They make sound progress in their lessons in Spanish and German which are offered as an extra subject. In both key stages, pupils who have special educational needs and those for whom English is an additional language are supported well and make good progress.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and interested in their work.
Behaviour, in and out of classrooms	Good in lessons, in the playground and around the school generally.
Personal development and relationships	Good. Pupils develop initiative and independence. They get on well with each other and with adults.
Attendance	Rates are below the national average.

The school functions well as a friendly and orderly multi-cultural and multi-faith community. Pupils show respect for each other.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	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.*

Teaching is good in the foundation stage and in Key Stage 1. Teaching is satisfactory in Key Stage 2. Pupils show interest and enthusiasm in their work. The teaching in ninety-seven per cent of the lessons seen was at least satisfactory. Thirty-six per cent were good and a further 9 per cent were very good. The key skills of English are taught well in all age groups. Teaching in mathematics is satisfactory overall but does not always cater for the needs of the most able pupils. The teaching of social skills for the youngest pupils is good. Teachers in all age groups plan interesting and wide-ranging activities and have clear objectives for their work. They cater well for the needs of most pupils in the class, especially for those with special educational needs and those who need support in learning English. These groups of pupils respond well to the work provided for them. Planning is less effective at times for the most able pupils. Planning for children in the foundation stage is being revised and does not yet show an agreed approach. Very good specialist teaching was seen in music and in information and communication technology. Pupils understand their work and respond well in lessons. Teachers manage pupils' behaviour well. Ancillary staff and support teachers play an effective role in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory curriculum is in place and there is a satisfactory range of additional activities.
Provision for pupils with special educational needs	Good, based on detailed Individual Education Plans and regular assessments of progress.
Provision for pupils with English as an additional language	Good. Pupils' language needs are identified and supported well by teachers and ancillary staff.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall, with particular strengths in moral and social provision. Spiritual and cultural provision are satisfactory.
How well the school cares for its pupils	Procedures for monitoring and promoting pupils' overall development and welfare are good.

The school maintains a sound partnership with parents and provides high quality information for them. The curriculum is supplemented well by provision for personal, social and health education and by lessons in modern foreign languages. The time allocated to science is low. In swimming, the numbers of pupils who reach the expected levels are low because of the limited time given to this aspect of physical education. The curriculum for children in the foundation stage is being revised in the light of recent national changes. Health and safety procedures are generally good but a few parents do not support the school's efforts to keep the area around the school gate safe from parked cars.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and her staff have the capacity to move the school forward. There have been many recent staff changes and roles and responsibilities need to be reviewed and stabilised.
How well the governors fulfil their responsibilities	Governors are able, active and well informed. They support the management of the school well.
The school's evaluation of its performance	Increasingly effective use is made of analyses of pupils' progress and performance. The written development plans are wide-ranging. Staff and governors show a commitment to continuing improvement.
The strategic use of resources	Satisfactory. Funds are directed to priority areas and their use is monitored well.

The management team is able and has made improvements in key areas of teaching, pupils' progress and the premises. They are committed to raising standards further in all aspects of the school. They have been adversely affected by the high number of staff changes and problems in recruitment. The staff team is hard working but many staff are new or recently appointed and are yet to establish an agreed and manageable approach to the school's development.

The school is effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring that funds are spent wisely. Levels of staffing are adequate. There are sufficient good quality resources in most areas. The site is being developed well to provide an improved standard of accommodation but the nursery building and some of its equipment do not compare well with provision in the main school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school and make good progress.</li> <li>• Staff are approachable.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Children are helped to become mature and responsible.</li> <li>• The school expects children to do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about their children's progress.</li> <li>• The provision of homework.</li> <li>• How closely the school works with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team broadly agrees with parents' positive views. The number of parents who did not feel they received sufficient information about their children's progress was high. The provision of written information is considered by the inspectors to be good and there are regular opportunities for parents to speak to staff. The school makes considerable efforts to work closely with parents. Inspectors feel that the range and quality of extra activities in the school are satisfactory. They agree with parents that the provision of homework is inconsistent across the school and note that the school plans to review its arrangements soon.

## **PART B: COMMENTARY**

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

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

1. In 2000, the school's results in the national tests for its oldest pupils in the core subjects showed that performance compared to national averages was average in English and science and above average in mathematics. When pupils' results are compared with schools with similar intakes, performance was above average in English and mathematics and average in science.
2. The trend in results for the school's 11-year-olds over the past four years has fluctuated considerably from year to year but overall has risen in line with improvements nationally. Reasons for the variations each year have included the differing proportions of pupils with special educational needs in each age group and the numbers who were at the early stages of learning English. The school narrowly missed its stated targets for English and mathematics in 2000. Appropriately challenging targets have been set for the current Year 6 which are based on the regular testing of pupils.
3. Inspection findings for the current Year 6 group show them attaining expected standards for this point in the year in the core subjects of English, mathematics and science. Most have made satisfactory achievements and their skills in literacy and numeracy equip them well for the demands of the entire curriculum. Those with special educational needs and those who have English as an additional language make good progress. The rapid development of spoken English as a result of good teaching is a strength of the school. At times, the most able pupils do not achieve as well as they might; this is when activities are not sufficiently challenging and is most obvious in mathematics.
4. In Key Stage 1 in 2000, pupils' results in national tests showed that compared to the national average they were below average in reading and well below average in writing and mathematics. When compared with similar schools, they were well below average in reading, writing and mathematics.
5. Teachers' assessments of attainment in science in this key stage were very low. The results overall in 2000 were well down on the previous year. This was because the group had a high proportion of pupils at the early stages of learning English and teaching had been affected by frequent staff changes. There was also a considerable impact from the fact that over a quarter of the group who took the test in 2000 had recently taken extended holidays of several weeks and broken the continuity in their learning at a vital stage. Over the past four years, results have been erratic but, until this year, they had shown overall improvement. Inspection findings are that attainment in Year 2 is currently average in all three core subjects. Pupils have appropriate standards in literacy and numeracy for their work across the curriculum. Their achievements have been generally sound over time, although again, at this key stage, the most able do not do as well as they might in mathematics.
6. In English, pupils of all ages are effective listeners and most are confident speakers. They enjoy reading and in Key Stage 1 develop an appropriate understanding of the sounds made by letters and a sight vocabulary. Older pupils respond well to fiction and appreciate characterisation in literature. They use non-fiction texts to support their research work. As pupils move through the school, they build a repertoire of writing skills to suit a variety of purposes. Spelling is generally good but handwriting skills do not develop systematically.
7. In mathematics, by the age of seven, most pupils start to understand and manipulate numbers to 100 and have a sound understanding of aspects of mathematics such as shape, space and data handling. By the age of 11, they begin to handle decimals. Their speed and confidence in mental recall vary but is sound overall. In both key stages, the ability to use and apply their knowledge of mathematics in areas such as problem-solving is less developed than basic numeracy.

8. In science at both key stages, pupils have an appropriate knowledge of scientific facts and carry out practical experiments and investigations. By seven, for example, they know about the properties of man-made and natural materials and, by 11, the composition of the human eye. They develop a satisfactory scientific vocabulary.
9. In the non-core subjects of art and design, geography, history, information and communication technology and physical education, pupils' achievements in both key stages are satisfactory and they reach expected standards. However, in physical education a relatively low number reach the National Curriculum standards for swimming because of the limited time given to lessons. Physical education was identified as a strength by the last inspection but this is no longer the case. In music, during the inspection, pupils in Key Stage 1 achieved satisfactorily but there was not enough evidence to judge standards in Key Stage 2. In both key stages, pupils make good progress in design and technology and often reach high standards in their work; this is an improvement since the last inspection. Standards have also improved in geography and information and communication technology where, together with design and technology, pupils were judged to make unsatisfactory progress previously.
10. The youngest children are admitted to the nursery with levels of attainment which are broadly in line with expectations for the age group but lower than this in their personal, social and emotional development. Many do not speak English fluently but are competent in their first language. On entry to the reception class, their attainment is slightly below the average for the local authority and below the national average of the baseline scheme used to assess them. Children in the foundation stage achieve appropriately in most areas of learning and make rapid progress in their social skills, language development and in aspects of their creative development. Progress is satisfactory in mathematical and physical development and in their knowledge and understanding of the world.
11. In the lessons seen, there was no significant variation between the rates of progress made by girls compared with boys. However, the results in recent years indicate that, at Key Stage 1, boys did better than girls in mathematics. The school analyses the gender trends from its results and takes appropriate action as necessary. Pupils with special educational needs are achieving well according to their abilities and in line with the targets set for them in their Individual Education Plans. The progress of pupils with English as an additional language is good and enables them to have access to the full curriculum as quickly as possible. The school has identified a few very able pupils and makes appropriate provision for them, for example, by enabling them to work with older pupils for mathematics.

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

12. Pupils' attitudes to learning in the school are very good. Their behaviour, personal development and relationships are all good. All contribute positively to the standards attained in the school. The school has generally maintained the high standards defined at the time of the last inspection. Almost all parents who responded to the inspection questionnaire said that their children enjoy school. Pupils listen carefully to their teachers, respond well to questioning and give answers enthusiastically. Most are capable of sustained concentration and this ability is developed as they progress through the school.
13. Pupils' behaviour in lessons, in the playground and around the school generally is good. It is rare for inappropriate behaviour to disrupt a lesson. When this behaviour does occur it is quickly and efficiently dealt with. Pupils behave well in the playgrounds; they play well together under good levels of supervision and there is no evidence of breaches in the racial harmony that exists throughout the school. There was no evidence of bullying witnessed during the week of inspection. There have been no exclusions from the school, either fixed term or permanent, in the last school year.
14. The personal development of pupils is good. The youngest speedily settle into the nursery and reception class. These children quickly form good relationships with their teacher and with one another. Good support is available for children whose first language is not English and this

enables them to take part in all activities. Pupils work and play together in a largely harmonious community. Examples of how this is achieved were witnessed in 'circle times' as part of the personal and social education programme and in assemblies where pupils responded to themes such as love, caring and friendship. These themes permeate the work of the school, contribute strongly to its ethos and have a positive effect on the moral, social and overall personal development of the pupils.

15. There is a satisfactory willingness demonstrated by pupils to accept responsibility and use initiative. Pupils in Year 6 assist in the dining room and with the supervision of younger pupils during wet playtimes. Preparation of the school hall for assemblies and the returning of registers to the school office are tasks that are entrusted to pupils. The planned introduction of a 'buddy' scheme will further enhance the opportunities for older pupils to accept responsibility while providing additional development for the individuals involved.
16. Attendance in the school has not maintained the standards identified at the time of the last inspection. It is below that of the previous school year and below the national average for primary schools in England for the academic year 1998/9. Analysis of the data for the school year 1999/2000 shows a sizeable element of authorised holiday taken in term time, in spite of the school's good efforts to improve attendance. Unauthorised absence for 1999/2000, however, shows considerable improvement over that of the previous school year.

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

17. The teaching seen showed a substantial improvement since the last inspection and the weaknesses identified at that time have been largely overcome. During the inspection, teaching was good in the foundation stage and Key Stage 1 and was satisfactory with many good features in Key Stage 2. It is acknowledged that several class teachers are newly qualified or new to the school this term. Teaching was at least satisfactory in 97 per cent of the lessons seen. Thirty-six per cent of lessons were good and a further nine per cent very good. Inspectors' overall judgements about teaching are based on evidence from the lessons seen, pupils' previous work and from conversations with pupils and teachers about what they do.
18. Teaching in the foundation stage is good in most areas of learning. It supports children's rapid progress in learning English and the development of good personal and social skills. The specialist teacher for music is used effectively to support children's creative development. Teachers and other adults give high levels of individual attention and support to children and provide an appropriate range of activities. They balance focused teaching well with opportunities for children to choose activities. They manage behaviour well. Teachers' knowledge of the recently revised curriculum for the foundation stage is still developing. It is reflected well in their medium-term planning for the current term and in associated assessment procedures. Agreed methods of planning and teaching for the foundation stage as a whole are yet to be decided. For example, the amount of time children in the reception class are taught directly is much longer than in the nursery and is sometimes too long for the age group. Some work in the reception class is still focused and planned around National Curriculum subjects rather than the recommended areas of learning. Structured play opportunities are planned more effectively in nursery than in reception. The quality of learning resources available to children in reception is better than in the nursery and this has a positive impact on the progress of the older children.
19. Literacy and numeracy are given a high priority in both key stages. Teaching in English is good and in mathematics it is satisfactory. The school has implemented the National Literacy Strategy effectively. Key skills are taught regularly and well with the exception of handwriting where provision is patchy. Drama and role play are underdeveloped but there are strengths in the way that less common vocabulary is taught. There has been a successful implementation of the National Numeracy Strategy in many respects and there is good attention to developing pupils' number skills and mental recall. Planning in mathematics does not always encompass the needs of the most able by work which is suitably challenging. Planning for investigative work is not as effective as for other aspects of mathematics. In both literacy and numeracy lessons, the

plenary session is not used as well as other elements and does not extend learning and generalise about key points often enough.

20. Teaching in science is generally good. It stresses pupils' understanding and scientific vocabulary to enable all pupils to succeed. The teaching seen in information and communication technology is sound in most classes. It is good when lessons were led by the specialist teacher who communicated his excellent subject knowledge well through clearly structured and interesting lessons. Teaching in the lessons seen in design and technology was satisfactory but evidence of pupils' previous work indicates good teaching over time which enables pupils to complete work of a high standard. Teaching is at least satisfactory in art and design, geography, history, physical education and religious education. In music, satisfactory teaching was seen in Key Stage 1 but there was insufficient evidence to judge provision in Key Stage 2. The peripatetic specialist teacher of music gives very good support in whole school music sessions and in class lessons for the youngest pupils. Pupils in several classes are taught various modern foreign languages. In the lessons seen, these were taught satisfactorily in Spanish and well in German.
21. Teachers' subject knowledge is generally secure but in a few weaker lessons in mathematics, geography and science, teachers gave pupils inaccurate information or were not able to respond to pupils' comments through lack of knowledge. Specialists in information and communication technology, modern languages, music and design and technology support the school well with high quality lessons as a result of high levels of subject knowledge.
22. In general, teachers plan well and most lessons have a clear and progressive structure. Teachers clearly define learning objectives and often share these productively with pupils. This enables pupils to understand what they are to learn and helps them and their teachers to judge progress by the end of the lesson. Pupils with special educational needs are supported by well-designed Individual Education Plans. Appropriate, small step, achievable targets are set and review dates planned for. At times planning does not fully meet the needs of more able pupils. Planning generally caters well for the needs of pupils with English as an additional language. Lessons include appropriate provision and support for these pupils, although these are sometimes not identified in the written lesson plan.
23. Teachers generally have realistic expectations of what pupils will achieve, especially of desired behaviour and pupils' efforts. In a few classes, these high expectations are often conveyed through detailed and constructive marking which gives pupils clear feedback on their work and advice on how they may improve. However, this high quality of marking is not apparent across the school generally. A weakness in several classes is insufficient insistence that pupils' work be presented well and supported by good handwriting. Teachers generally give good oral feedback on pupils' work. They usually circulate well during lessons, assessing learning progress through observation and probing questioning. Assessment is used effectively to place pupils in ability groups, to provide work well matched to learning needs and to mark progress against Individual Education Plans.
24. Teachers' methods are generally good. Explanations are clear and activities usually structured to balance adult input and pupils' activity well. Many lessons benefit from an introduction to review previous learning and to present new work, followed by group or individual practice and a summary session to review what has been learnt. Pupils usually understand what to do.
25. Teachers and support staff manage pupils' behaviour well and promote good relationships. Most adults achieve these by a calm, friendly and consistent approach. Pupils feel valued and want to work. Adults handle mistakes or any lack of confidence well, making pupils feel that their contributions are important.
26. Time is used well in many lessons but teachers vary in how well they use short periods at either end of literacy and numeracy hours. Ancillary staff and support teachers are deployed well. They work closely with class teachers and give regular, useful attention to pupils. Their time is generally used to the full but occasionally they are underused in the introductions to literacy or numeracy lessons. By contrast, some excellent practice was seen in mathematics when the classroom assistant used the first section of the lesson to complete useful, targeted

assessments of how pupils were progressing and responding to the teacher. Several support assistants are trained to provide additional literacy support and do this well. There are currently two class teachers in Year 2 because of the large class size. At times their deployment does not make full use of their teaching skills but it is acknowledged that, now that the school has opened extra classrooms, there are plans to split the class and make better use of the teaching time available for this year group.

27. Homework is given in all classes. This is mostly practice of literacy and numeracy skills. The amounts, types and regularity of homework vary considerably and several parents commented on this to the inspection team. The school plans to review its homework arrangements soon.
28. As a result of their teaching, pupils' learning is good in the foundation stage and in Key Stage 1. Learning is satisfactory in Key Stage 2. This includes those with special educational needs and those who have English as an additional language. Pupils acquire skills, knowledge and understanding in a systematic way. Their thinking skills develop and they show the effort necessary to make progress. Their speed of working is satisfactory and results in appropriate quantities of work. Levels of interest and concentration are good in all age groups. As they move through the school, pupils become more independent in their learning and less reliant on adult help. The procedures for individual target setting and for structured feedback which are developing well in some classes help pupils to be aware of how well they are learning and what they need to do to improve.

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

29. Earlier criticisms from the previous inspection about the curriculum have been successfully overcome. Curricular planning and organisation have been improved and a comprehensive curricular map developed to ensure progression across the school. The statutory requirements of the National Curriculum are now fully met. The curriculum is continuous and coherent in all subjects, largely due to the sound implementation of the National Literacy and Numeracy Strategies and the use of new schemes of work based on the national guidance provided by the Qualifications and Curriculum Authority. Curricular provision in the nursery now provides satisfactorily for the pupils' intellectual development which was a weakness in the last report. The curriculum is supported by a full and up-to-date set of policies and by schemes of work which contribute to systematic and consistent planning across the school and between age groups. Long, medium and short-term planning are effective and learning objectives are clearly identified and understood.
30. The curriculum for children in the foundation stage is broad and covers all the recommended areas of learning well. It shows an appropriate bias towards the development of language and social skills. Staff have started to incorporate the recent national changes for this age group into their practice but have not yet produced an agreed policy or approach which covers both the nursery and the reception classes.
31. The overall curricular provision for both key stages, in its quality and range of learning opportunities, is satisfactory, with areas of strengths and weaknesses. It meets the needs of most pupils well. The provision for those with special educational needs and those with English as a second language is good. Less effective consideration is given to higher attaining pupils. There is good breadth to the curriculum. Older pupils are taught some basic modern foreign languages. There is well-considered provision for specific aspects of English such as spelling and extended writing in addition to literacy hours. Personal, social and health education take place, often using 'circle time' to discuss sensitive issues.
32. The time allocated to teaching is broadly average. However, the overall balance of how time is allocated to subjects has weaknesses. The time allocated to science, a core subject, is below average. In physical education, additional time is provided for all pupils in Key Stage 2 to have

sports coaching but the time given to swimming is low and fewer than the usual number of pupils reach the National Curriculum standard as a result. The school has a stated priority to improve provision for the creative arts and has begun to address this. Time allocations sometimes result in too much time being spent on some subjects and too little on others. For example, the overall pattern for the day gives rise to small amounts of time being available at either end of literacy or numeracy lessons. Teachers vary considerably in how effectively this time is used. Some use it well to fit in short lessons, such as practice of vocabulary for a modern foreign language, while some allow the literacy or numeracy lesson to drift on and become overlong.

33. Parents are generally satisfied with the curriculum, but over 20 per cent of those who returned questionnaires were unhappy with the arrangements for extra-curricular activities. The inspection judgement is that the provision made for extra-curricular activities is satisfactory. Teachers offer a range of clubs on two days of the week. These clubs, however, are not held throughout the year, and are not offered to any Key Stage 1 pupils. Pupils of all ages benefit from a variety of visits to the locality. Visitors to the school, such as dancers and a brass ensemble, enhance the quality of the curriculum.
34. Links with the community are good, and contribute positively to the pupils' learning. The school runs a family literacy scheme for the benefit of parents which is helpful in developing the language skills of those families with English as a second language. A project organised by the Education Action Zone's 'Sport in the Community' scheme, provides sports coaching once a week; there are good links with old peoples' homes and local churches and staff attend courses provided by local business. Relationships with partner institutions are also good. Year 7 co-ordinators from local secondary schools visit the school, sometimes with former pupils, to ensure a positive and smooth transition from primary to secondary phase.
35. Provision for pupils' personal development is good overall. The provision for pupils' spiritual development is satisfactory. Opportunities for spiritual development are evident in the themes chosen for both class and whole school assemblies, providing moments for quiet reflection. However, opportunities to reinforce the spiritual messages in assemblies are not always taken. This criticism was made in the previous inspection report. There are elements of pupil participation in some assemblies and a weekly gathering contains the recognition and celebration of good work. Pupils sing unaccompanied in some assemblies and the words of the chosen songs provide opportunities for reflection. In lessons seen in religious education, pupils were enabled to reflect well on diverse and sensitive topics such as Remembrance Day and religious persecution. In the wider curriculum, however, the use of art, music, drama and dance in planning for spiritual development is not well developed.
36. Provision for the moral development of pupils is good. The school has a positive ethos of encouraging pupils to think about and care for others. Role models provided by teachers and support staff are good and pupils learn the school's expectations of behaviour at an early age. The behaviour policy is consistently applied and school rules are well known and generally obeyed. Incidents of racist behaviour are rare but are monitored, recorded and followed up.
37. Provision for the social development of pupils is good and maintains the high standards identified at the time of the last inspection. Staff have a commitment to the successful integration of all pupils, some of whom enter school with a low level of social skills. The development of appropriate social skills in the pupils' early stages in the school makes a major contribution to the good relationships that exist. The programme of diverse extra-curricular activities encourages pupils to meet in a variety of social situations. The school operates a Pyramid Club designed to benefit pupils in Year 3 considered to have low self-esteem. The programme of personal, social and health education is integrated well into the overall curriculum and includes sex education and drugs' awareness for older pupils. 'Circle time' discussions are used effectively to discuss personal or sensitive issues. One aspect of provision which currently detracts from the positive picture is the practice of allowing some pupils to sit on the hall floor to eat their packed lunches. This does not fit well with the otherwise well-organised lunchtime arrangements and has a negative impact on pupils' social development.



38. Provision for the cultural development of pupils is satisfactory. The school is a community drawn from a wide diversity of cultural backgrounds which are integrated well. This fact is sometimes used to support lessons. For example, in a science lesson whose topic was sound, a collection of musical instruments from a range of cultures, provided by members of the school community, was used to demonstrate different types of sound. The class teacher used this opportunity to raise the pupils' awareness of the origins of the instruments. Work in art and religious education lessons contribute well to pupils' appreciation of a range of cultures. The school has employed an artist in residence and has plans for a larger scale art initiative to start soon. Music, dance and drama are less well developed.

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

39. The school is a caring community in which all members of staff demonstrate good levels of concern for the welfare of the children in their care. Teachers know their pupils well, have a good knowledge of their individual needs and respond to them well. Younger children benefit from the caring attitudes afforded them and they quickly settle to the routine of school life. The school provides an environment that is safe and secure, enabling pupils to make at least satisfactory achievements over time. Pupils are encouraged to approach adults for help and advice, which they do confidently. As a consequence, pupils can benefit fully from the educational opportunities offered.
40. Pupils are well supervised at play and over the lunch period by a caring body of welfare and lunchtime supervisors, all of whom are suitably trained for the task. There is an adequate number of welfare assistants qualified in the provision of first aid. This is carried out efficiently and sympathetically and extensive records are maintained. There is improved provision for child protection which was a key issue for improvement from the last inspection. The school has adopted and implemented the guidelines of the local Area Child Protection Committee. The headteacher is the designated member of staff and all other members of staff are knowledgeable of the procedures and of their responsibilities in this regard.
41. The school has effective measures for the promotion of good behaviour. A recent policy for the positive management of behaviour is full and fairly implemented. This is supplemented by a system of rewards which motivates pupils. Sanctions are equally well incorporated, containing an appropriate number of steps to be used when necessary. Parents are involved as appropriate. The majority of parents believe the behaviour in school is good and this was confirmed by the inspection.
42. The school has good procedures to monitor attendance and absence. Extensive records are available, arranged by individual pupil, class or year group. Careful monitoring however has not yet improved the attendance rate in the school to the national average for primary schools in England. The incidence of authorised holidays in term time is a sizeable element in the numbers of authorised absences. The rate of unauthorised absence in the school has improved to a level better than the national average. This is a result of the new attendance policy and rigorous pursuit of legitimate reasons for absence. Registration periods are conducted efficiently and promptly and the incidence of lateness is low. Registers are completed in accordance with requirements. Lessons subsequent to registration begin on time.

43. The school generally provides a safe environment for all its pupils and for those who work on the site. Risk assessment is carried out regularly and is linked to an on-going audit of the premises. Items requiring attention are noted and passed to the relevant authority for action. Fire drills are regularly conducted; fire appliances and portable electrical equipment are tested annually. Records of these events are maintained. The major potential hazard to safety in the school, the continuing building work, is well cordoned off and presented no threat to safety during the week of inspection. The school has rightly recognised the continuing hazard to safety that occurs at the end of the school day. Some parents waiting to pick up their children persist in parking across the school entrance. All the efforts the school has made to eliminate this danger, and these include involving the police, have little effect and the hazard identified by the last inspection remains. On one day of the inspection eight cars were observed parked dangerously causing great difficulty for parents and children wishing to cross the road. There is no controlled crossing nearby. A minority of parents are not helping the school to eradicate this dangerous practice.
44. A satisfactory range of procedures are in place for assessing pupils' attainment and progress. Every teacher has an assessment file in which a range of test results are kept on all pupils in the class. Baseline assessments are made as pupils enter the foundation stage in the nursery and statutory requirements for national testing at the end of Year 2 and Year 6 are met. Regular checks are made on pupils' progress in English and mathematics through the use of published standardised tests, the reading test being diagnostic. 'First day of the month' books provide a regular contextual basis for monitoring progress in writing skills. Assessments in science are made at the end of each unit of work. Secure procedures for the continuous assessment across the school of most non-core foundation subjects have yet to be established.
45. Procedures for monitoring and supporting pupils' academic progress are satisfactory. Most teachers have a good understanding of the intellectual, social and emotional levels of their pupils. The school uses a range of less formal ongoing assessment procedures to monitor these through a specific 'Policy for Informal Assessment'. These include the regular use of learning objectives in lessons as benchmarks for achievement and the setting of individual targets for pupils. In one class targets are carefully placed on tables to ensure that pupils are regularly confronted by them. In another they are individually negotiated, recorded and placed in a wallet to mark their importance. The involvement of pupils in their own target setting is not consistently evident in all classes, even though self-assessment procedures are part of the school's policy. Learning support assistants usually keep very good and, in some cases, excellent assessment, monitoring records on specific special needs pupils in their charge.
46. The information gained from assessments is put to good use in setting overall targets for the school and in guiding curriculum planning. Its effectiveness has had a positive impact in raising attainment over the last two years in the core subjects. The establishment of the mixed age class for middle juniors was decided on the basis of ability in order to raise achievement for higher attaining pupils. From assessment data the school has identified groups of girls whose attainment in mathematics is significantly lower than that of boys and has targeted additional learning support for them. Pupils with special educational needs are usually identified early in their school life as a result of the school's assessment measures and appropriate support mobilised to meet their needs. The same is true for pupils who have a limited experience of English. Teachers decide their class ability groups for English, mathematics and science from assessment data. They usually successfully match work to the needs of these groups on the basis of prior achievement.

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

47. The school continues to make satisfactory provision for parents to become actively involved in a partnership for the education of their children. Parents generally praise the educational provision. A considerable minority of parents who responded to the inspection questionnaire felt that they did not have enough information about their children's work and progress but the inspection team disagrees. The school provides good quality information about what is being taught through a termly bulletin for parents of pupils in all year groups. The school prospectus and the Governors'

Annual Report to Parents are informative and well presented documents but have a few omissions in the detail of pupils' results in national tests, attendance data and the provision for those with disabilities.

48. Pupils' annual progress reports for parents are well written. The information indicates what the pupil has achieved and also what should be done next to further progress. Following the issue of reports there is an opportunity given for parent/teacher consultation. Further opportunities for parents to 'meet the teacher' are offered soon after the start of the school year. Parents of pupils with special educational needs are invited to be involved in the formulation of Individual Education Plans for their children. Specialist staff meet the parents of pupils who are targeted for support with learning English. There are meetings at which the parents of children in the reception year discuss with the teachers the baseline assessment which is carried out.
49. Other information indicating the desire to improve the partnership with parents is provided through leaflets advising parents how they might assist in their child's reading, handwriting and number work. The school has conducted sessions on the National Literacy and Numeracy Strategies. There is a home/school agreement which was formulated after consultations with parents.
50. The school runs a Family Literacy Programme. This is for parents whose children are in their early years in school. The programme combines sessions for adults only, for children only and sessions where adults work alongside children and has been a considerable success. While a limited number of parents are able to take advantage of the programme, it does great credit to the school and is of great benefit to the parents, pupils and to the community.
51. A 'Friends of St Mary's' association is open to all parents of children in the school. This group organises social functions and events that are well supported and which strengthen the links between home and school. Funds raised are made available to the school for the benefit of the pupils.
52. Parents' views on homework prior to the inspection indicated that it is inconsistently set across the school. There is a homework policy stating recommended amounts by time. Homework is set in all classes. Some parents support their children's learning well by regular reading at home and by commenting in the reading record books. Inspectors feel that current homework provision is uneven and inconsistent across the school and acknowledge that this is an area presently under review. Parents would like more extra-curricular activities for their children. Inspectors consider that these are currently satisfactory although, in common with many schools, are generally provided for older classes. The school runs a variety of clubs including recorders, netball, computer, craft, cooking and 'Football in the Community'.

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

53. Leadership and management are satisfactory overall. The school has experienced considerable staff turnover in recent times. Several staff are newly qualified or new to the school and several others have only recently been appointed. The deputy headteacher has this term returned from a secondment and will leave the school at the end of term. The school has experienced recruitment difficulties but has now made appointments of qualified staff which should lead to a more stable situation from January next year.
54. The headteacher took over the school after a disrupted period in its management during which the deputy head had provided continuity. She has a clear vision for the future based on her drive to raise standards in many aspects of the school. She has put in place relevant aims and policies to underpin this vision based on equal opportunities for all pupils. Together with the staff, she has secured improvements in areas which were identified as weaknesses by the last inspection, most notably in teaching and curriculum planning. However, the many and frequent changes of personnel have not created easy opportunities for the staff to come together as a team and to share the vision for the direction of the school. While the key issue from the last inspection which

required the school to define management roles was acted on, the ever-changing staffing situation has not promoted stability. Several staff are acting in a 'caretaking' capacity for areas of responsibility and several more are newly appointed to their posts or have taken on changed areas. The staff team has generally been effective in raising pupils' standards of attainment but has had little time to build a coherent approach to the school and its development.

55. There are clear development plans which identify fourteen 'global targets' for improvement. These are all carefully considered and relevant to the school's current position. Plans include links to the budget and clear criteria by which success will be judged. The governors are fully consulted and involved in the various stages of the planning process. However, the large number of targets mean that staff efforts need to be spread thinly if they are to be achieved at a time when many staff are new and many day-to-day arrangements need attention for the school to function well. The headteacher is carrying a substantial workload and the teaching staff are keen to succeed in raising standards. Subject co-ordinators have produced good action plans for the development of their areas of responsibility but need time and support to succeed in implementing them.
56. The school increasingly monitors its performance. In line with a key issue from the previous inspection, it uses information from the analysis of test results and other assessments to monitor pupils' progress and to take action for improvement where necessary. However, action arising from this monitoring increases the workload of the staff team. The school needs to consider its overall priorities for school improvement and to set a realistic and manageable timetable for action. Senior staff and co-ordinators monitor teaching and the curriculum. This contributes well to the body of knowledge about current standards and provision. Teachers speak positively of the support they have received from colleagues to improve but would welcome more regular feedback on their performance and recognition of their successes.
57. There are satisfactory procedures to support newly qualified teachers and staff new to the school. In common with many schools nationally, St Mary's is revising its arrangements for appraisal and staff development in the light of new national guidance and initiatives on performance management. It is currently at an early stage in implementing the necessary changes.
58. The governors give good support in the management of the school. Led by an able Chair of Governors, they are well informed and active. They question what the school does and are clear about most of its strengths and weaknesses. They work closely with the staff and maintain good relationships. Governors have an appropriate committee structure which works efficiently. They also visit the school regularly and are knowledgeable about its day-to-day working. They monitor teaching and the curriculum more formally in areas such as literacy, numeracy and special needs and thus become involved in determining where the school could improve. Governors ensure that almost all statutory requirements are met but there are a few omissions from the prospectus and from their Annual Report to Parents.
59. Financial planning is sound and enables the school to make effective use of its resources. Expenditure is carefully considered and linked to educational priorities. Spending has been prudent while the extra rooms have been planned and built and a large carry-forward figure has been accumulated. Most of this is earmarked to complete the expansion work. The budget is monitored and controlled well and the finance officer gives efficient administrative support. However, there are no written financial regulations to guide staff and governors and this is not good practice. The most recent auditors' report was generally positive and the few recommendations it made have been implemented. The funding for special educational needs, for pupils with English as an additional language and other funding from special grants are carefully targeted, managed and documented. The school increasingly seeks to ensure best value by comparing its performance with other schools, by questioning the effectiveness of what it does, by consulting on its further development and by carefully comparing prices and contracts.
60. Administrative staff are efficient and help to ensure the smooth running of the school. The school makes increasing use of new technology to support its administration. Assessment software has recently been acquired which will simplify the processing of information on pupils. In the school generally, satisfactory use is made by staff and pupils of information and communication

technology to support academic work and administration.

61. The management of provision for pupils with English as an additional language is good. The staff who support this group are skilled and aware of pupils' needs. Good systems are in place for identifying needs, monitoring progress and liaising with class teachers. Appropriate support is provided by the local authority. Both the specialist staff and the school's class teachers are well trained. Ethnic diversity is valued and celebrated in the school and this aspect contributes well to the realisation of its equal opportunities ethos.
62. The provision for special educational needs is managed well and the governing body exercises its statutory duty fully towards this provision. An appropriately qualified member of the governing body has been recently appointed as the named governor to be responsible for keeping them informed on special needs matters. A new special needs co-ordinator team is also being established. An experienced special educational needs teacher is to co-ordinate provision for the foundation stage and Key Stage 1. An able teacher is already co-ordinating provision in Key Stage 2.
63. There is an adequate number of staff in the school for the teaching of the curriculum, although not all are currently deployed in classes which match their strengths. For example, owing to difficulties of recruitment, an early years specialist is teaching a class in the upper end of Key Stage 2. Several staff are either newly qualified or new to the school. It is acknowledged that the school is currently working under pressures caused by teacher shortages in this area and by the relative inexperience of some of its teachers. Every class has a learning support assistant and there is specialist help available for pupils with English as an additional language. All staff have attended recent training determined by the school priorities or individual need. Induction training for newly qualified teachers is satisfactory and these teachers feel well supported by their mentor and other colleagues.
64. The accommodation in the main school is satisfactory for the teaching of the curriculum. Upon completion of the building work, when all new classrooms are furnished and operational, the accommodation of the school will be much improved. There is little space currently for specialist teaching. The exception is the large central hall which is used primarily for physical education and assemblies whilst also serving as an eating area at lunchtimes. There is a small computer suite but this has been sited in a corridor area which is subject to frequent disturbances. The accommodation is clean and tidy and is well maintained. Classrooms are mostly of adequate size for the numbers of pupils. However, several rooms are small when class numbers are high. This is the case at times where parents' appeals for places in the school have been successful and have led to class sizes which are larger than the school would wish. The new library was not yet in use during the inspection but will provide a valuable resource soon. The new buildings include pleasant classrooms for the reception classes and will accommodate this year group of the foundation stage well. However, the nursery building is barely satisfactory with limited space and considerable external repairs being necessary. The school is aware of its shortcomings and is making all efforts to obtain an improved building for its nursery children.
65. The playgrounds comprise separate hard-top play space for all age groups and there is a large grassed area available for the playing of ball games and athletics in dry weather. All are satisfactory with the notable exception of the nursery. The hard playground for this age group is unsatisfactory owing to its small size and is inadequate for the children to play with large wheeled toys. The grassed area attached to the playground is frequently too wet to use.
66. The learning resources available in the school are satisfactory overall with some good elements. There is a good range of up-to-date computer equipment, both software and hardware. The quantity of resources is at least satisfactory for both key stages in almost all subjects and in English it is good. The quality of available resources is good in English, religious education, information and communication technology, modern foreign languages and in the reception class. The accessibility of resources is satisfactory but has been severely affected by the building work. The quality of resources in the nursery is poorer and does not match the good provision seen in the reception class. For the youngest children, items of everyday equipment such as games and

toys show signs of wear and are sometimes unsuitable for effective learning.

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

67. To build on the school's strengths and improve the overall quality of provision and raise standards further, the headteacher, staff and governors should:

- improve the progress of higher attaining pupils by ensuring that teachers' plans identify and cater for the distinctive needs of this group, especially as planned in mathematics.

*(paragraphs 3,5,19,22,31,86,93,94,98,112)*

- improve the effectiveness of the staff by:
  - working to build a staff team which has a shared vision for the school's development;
  - ensuring that roles and responsibilities are delegated appropriately;
  - ensuring that an appropriate number of manageable priorities is agreed and identified in the school development plan;
  - implementing agreed and effective procedures for staff development and performance management.

*(paragraphs 53 – 57)*

- improve the provision for children in the foundation stage by:
  - agreeing a policy and approach to the teaching of children in the nursery and reception classes;
  - ensuring that the agreed approach is implemented;
  - improving the quality of practical resources in the nursery;
  - continuing to explore ways to improve the accommodation provided for children in the nursery.

*(paragraphs 18,19,64,66,68,72)*

Other issues which should be considered by the school;

- the balance of time allocated to science and physical education, including swimming provision *(paragraphs 9,32,34,98)*;
- continuing efforts with parents to improve pupils' attendance and to minimise the dangers of parking outside the school gate *(paragraphs 16,42,43)*;
- inconsistencies in the provision of homework *(paragraphs 28,52,93)*;
- the lack of assessment procedures in several subjects *(paragraphs 44,105,109,113,124)*;
- the lack of written finance regulations *(paragraph 59)*.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	36	52	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	253
Number of full-time pupils eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	8	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	142

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	11	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	19
	Girls	8	9	9
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	84 (83)	84 (90)	90 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	16
	Girls	8	8	5
	Total	26	25	21
Percentage of pupils at NC level 2 or above	School	84 (81)	81 (88)	68 (92)
	National	84 ((82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	24	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	11
	Girls	20	19	21
	Total	32	29	32
Percentage of pupils at NC level 4 or above	School	84 (90)	76 (66)	84 (97)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	12
	Girls	21	22	22
	Total	34	35	34
Percentage of pupils at NC level 4 or above	School	89 (79)	92 (66)	89 (83)
	National	70 (68)	72 (69)	79 (75)

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



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

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	8
Black – other	0
Indian	30
Pakistani	92
Bangladeshi	1
Chinese	1
White	74
Any other minority ethnic group	28

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

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

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

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

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

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

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	20
Average class size	28

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

Total number of education support staff	8
Total aggregate hours worked per week	194

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	47

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	643,740
Total expenditure	573,626
Expenditure per pupil	1,906
Balance brought forward from previous year	48,595
Balance carried forward to next year	118,709

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	26	3	1	3
My child is making good progress in school.	37	52	5	3	3
Behaviour in the school is good.	32	53	1	8	5
My child gets the right amount of work to do at home.	19	47	18	11	5
The teaching is good.	34	47	5	0	14
I am kept well informed about how my child is getting on.	29	34	29	5	3
I would feel comfortable about approaching the school with questions or a problem.	48	41	5	1	4
The school expects my child to work hard and achieve his or her best.	38	42	10	1	8
The school works closely with parents.	26	41	18	7	8
The school is well led and managed.	36	34	8	4	18
The school is helping my child become mature and responsible.	32	49	7	0	12
The school provides an interesting range of activities outside lessons.	14	47	10	11	19

*Figures may not total 100% owing to rounding*

## **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**

68. Provision for pupils in the foundation stage is generally effective. The teachers have made a useful start to planning towards the Early Learning Goals and to developing associated assessment procedures in line with recent national changes. This is an improvement since the last inspection when planning for children's intellectual development was not sufficiently rigorous. Day-to-day assessment is effective in nursery and is achieved by noting significant achievements and then creating a cumulative record of each child's learning. However, while more formal systems are being trailed, agreed methods for the foundation stage as a whole have yet to be decided. Likewise, while each teacher uses a common planning sheet, the actual teaching of the curriculum varies in practice. While children in the nursery rarely have direct teaching for longer than 15 minutes at a stretch, reception children are subject to sessions which resemble the full literacy and numeracy lessons of older pupils. The accommodation and equipment for children in reception are good. The accommodation in nursery is barely adequate and deteriorating in condition, and many resources and equipment are worn out and dilapidated. Parents are particularly happy about the information provided on children's progress and this effectively creates a positive link with home which helps children to settle and learn.

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

69. Children's personal, social and emotional development often exceeds the expected levels. In nursery most children become quickly involved in toys and puzzles as soon as they arrive at school and return to them readily after whole class sessions, some playing happily at selected activities for up to an hour. They show good levels of independence when organising their activities by collecting their own resources like the magnetic letters in their named packs and putting on aprons to paint or play with water. When the group meets together, most children share their experiences, including willingly expressing their feelings such as fear over the bangs on bonfire night. Relationships in both nursery and the reception class are good with children readily approaching adults for help and advice. Children in nursery are soon comfortable with visiting students and other adults. Children take turns sensibly and share equipment fairly. When seen playing with the wooden railway set, for instance, children co-operated to produce an extended track and to form the train to travel on it and played amicably for a long time. In reception children spontaneously helped each other to sort animal shapes so that they could complete their counting activities.
70. This area of learning is taught well by all the adults in the foundation stage. Relationships are very good, with adults being supportive and encouraging at all times but having high expectations of children's behaviour. Children are handled sensitively when they are upset but firmly and kindly if they misbehave or are thoughtless. When they take the initiative or are particularly kind or helpful, their actions are overtly and effusively praised. Appropriate behaviour and attitudes are regularly discussed during whole class sessions but private words are said to children if they are in any way aggressive or thoughtless about fellow classmates. All children are treated with respect and there is a genuine interest in each child's needs.

#### **Communication, language and literacy**

71. In communication, language and literacy children reach the expected levels. Most children listen carefully to each other from an early age. In nursery, for instance, children listen to others' contributions about bonfire night. When one child describes fireworks as being 'like a flower' another says some are like stars. Reception children enjoy retelling stories as in their lesson drawing a 'story map' for *Goldilocks and the Three Bears* while learning to sequence events and some children choose to re-enact parts of the story when playing in the home corner. One nursery child wanted to 'read' *Humpty Dumpty* to the inspector and the whole class recited *Baa Baa Black Sheep* while awaiting their afternoon refreshments. Nursery children know the letter of

the week ('m') and recognise that 'milk' begins with it, while reception children can give many words beginning with 'f' and join in enthusiastically with a taped rhyme to reinforce the sound. Reception children know what the title of a book is, open pages correctly and realise that text reads from left to right. Some higher attaining nursery children know key words like 'my' and 'mum' and reception children are beginning to read simple texts which use familiar ones such as a book on pets where 'wanted' is repeated and children use the picture to read the type of animal. Children in nursery are beginning to copy words such as 'my' in producing their own books about 'My Mum', and when playing they choose to write 'messages' on the wall of the telephone kiosk. Reception children copy the sentences they have dictated to adults and practise tracing and forming letters correctly in handwriting books.

72. Language is taught well. Children are actively encouraged to listen and to contribute to discussions. Teachers and adults are good at questioning children to develop their speech and talk to them at regular intervals about what they are doing, including during free play. Those children for whom English is an additional language are regularly involved in discussion and bilingual support in the most common community languages is given when they appear to be unable to understand. Additional regular targeted bilingual support in small groups helps them to acquire essential vocabulary and to talk in both languages to increase understanding. All children are encouraged to talk about the stories they have heard and to re-enact or explore characters during play, to choose books and to 'write' for enjoyment. In reception, though, children are sometimes expected to sustain their concentration for lengthy periods which they are not accustomed to do on a regular basis in the nursery and which are sometimes not appropriate for the age group.

### **Mathematical development**

73. Children's mathematical development is sound. Children in reception join in enthusiastically with *Ten Green Bottles*, counting down through the remaining bottles as necessary. In nursery older children count the number of children after registration to check who is present and all children join in counting to 10. They know that six children are needed to lift each mat in physical education and count to check there are the right number before carrying them. Many reception children can count to 10 unaided and some recognise numerals to 9. Some children in nursery recognise and name circles, squares and triangles and use these shapes to make firework pictures. Those completing these pictures say which firework is longer or shorter. Reception children know that in *Goldilocks and the Three Bears* daddy bear is the biggest and baby bear is the smallest.
74. Children are taught mathematical skills satisfactorily. A variety of interesting mathematical activities, often relevant to the other work in the class, is provided for children. Adults who work with each activity ensure children talk about their work, using the correct vocabulary. Children's incorrect answers are effectively used to enable them to understand their mistakes, especially in reception numeracy sessions, and children are also expected to recognise errors when the baby bear puppet is used to develop their confidence in counting. Plenty of opportunities to consolidate skills are provided throughout the day such as counting objects around the classroom and the numbers of children doing a certain activity. However, adults are not sufficiently alert to those children who have acquired a given skill and could be advancing to the next step with the result that some higher attaining children are underachieving in this area.

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

75. Children's knowledge and understanding of the world is satisfactory. Children in both nursery and reception build confidently using a range of construction kits, such as making a fairground using sticklebricks in nursery. Reception children can name body parts and explore texture through feeling a range of objects. Children respond to information and communication technology confidently, in nursery adeptly using the mouse to dress the screen teddy and in reception constructing the rooms containing beds, chairs and porridge bowls for *Goldilocks and the Three Bears* on the computer. Nursery children learn the names of different animals and are interested in their own babyhood, spontaneously talking about the photographs of themselves displayed on

the wall. They enthusiastically attempted to put a nappy on a doll after a visit when a mother talked about her baby and stimulated interest.

76. Teachers introduce and explain new work clearly, including using relevant vocabulary, and provide plenty of opportunities to talk about work subsequently. They make effective use of visitors, resources and displays, including information and communication technology, to promote children's interest and to offer a wide variety of experiences and activities. There are regular chances for children to follow up their interests in formal work and in informal play.

### **Physical development**

77. Children regularly develop their physical skills and improve their co-ordination to a satisfactory level. Nursery children play confidently on bicycles and climbing apparatus, and push and pull the 'vacuum cleaner' around the classroom. Children can walk, jog, run and some can hop when travelling around the school hall. Most children can put on their own clothes, only seeking help with trickier fastenings. Children play confidently with 'small world' toys, nursery children, for instance, enjoying setting up and playing with the farmyard. Children handle scissors and glue spreaders with increasing control such as when making firework collages in nursery and cutting out pictures to sequence a story in reception, although their cutting is still frequently inaccurate. Nursery children mould playdough by squeezing, rolling with a rolling pin and using cutters and 'bake' the resultant cakes in the oven.
78. Adults effectively provide good role models for children by showing movements in physical education and demonstrating how to use paintbrushes, scissors and glue spreaders correctly. They correct children's use of equipment and materials where necessary and make timely suggestions for trying new skills or practising partially acquired ones, praising children's attempts when they persevere or attempt anything for the first time. Children are actively encouraged to undertake tasks such as dressing themselves independently but when they are clearly unable to succeed, adults are on hand to support them.

### **Creative development**

79. In creative activities children develop satisfactorily and sometimes better. They use a range of media and techniques, painting regularly and creating collages with a range of materials including pasta, pulses, string and glitter and using information and communication technology. For instance, currently on display in the hall are paper plate collages of reception children's representations of their own faces and, in the classroom, computer generated versions of themselves. In nursery, children create three-dimensional fireworks using a range of tissue papers, glitter and decorative papers round a cardboard tube and a number of children also experiment freely with collage at a table provided for the purpose. Children clap rhythms when singing their sound songs and reception children explore the instruments provided on a table for musical experimentation as well as playing percussion instruments in lessons. They sing tunefully in their music lesson and listen attentively to *Carnival of the Animals*. They also move creatively and with a sense of mood of the music in their own animal dances. In both nursery and reception, children join in role play with enjoyment, taking roles as members of a family and acting as hairdresser in nursery and being one of the characters from *Goldilocks and the Three Bears* in reception.
80. High expectations of children contribute to effective creative learning. Adults are also frequently well involved in children's work, often taking active parts in the role play so that children confidently use their imagination and talk freely about their ideas. In formal situations children's work is effectively used to share with other children what is good. Teachers also demonstrate appropriately themselves to show what they want the class to do. The specialist peripatetic teacher makes a very good contribution to children's early learning in music. A wide range of resources are organised and made available to children so that they can experiment for themselves as well as experiencing a variety of materials and equipment in guided activities.

## **ENGLISH**

81. Attainment in English has fluctuated since the previous inspection but on current evidence is now average for seven and eleven-year-olds. Results in the year 2000 national tests do not consistently confirm these inspection findings. For the pupils who took the test then at the age of seven, results were below the national average in reading and well below average in writing. They were well below the average for similar schools in both reading and writing. At the age of eleven, results were above average in comparison to similar schools, but about average when compared to all schools nationally. The challenging target set for 2000 was narrowly missed. In a school with a mobile population and with a high and varying proportion of pupils needing English language support, fluctuations in overall attainment are inevitable.
82. Although many pupils come from homes where English is not the family language, teachers work successfully to support pupils' speaking and listening development in English through all subjects and good progress is made in this aspect of their learning throughout the school. By laying a firm foundation in these skills, the school enables pupils to make good learning gains in their reading and writing too. However, there is inconsistent development of a joined handwriting style.
83. Teachers make good use of the whole class element of literacy lessons to sharpen pupils' speaking and listening skills. Most pupils express their ideas confidently in response to teachers' well-crafted questions. They usually take turns sensibly and listen attentively to their teachers and peers. Less successful use is made of plenary sessions towards the end of the literacy hour for this purpose. Pupils generally have fewer opportunities to share their learning achievements with the class at this stage in the lesson. Drama and role play is also underrepresented in the curriculum. On the plus side, teachers usually have a clearly defined knowledge of the vocabulary they wish pupils to learn in all subjects of the curriculum and pupils, generally, make good progress in their understanding and use of technical language.
84. Given the varied language backgrounds from which they come, pupils do well to attain average standards in reading, with a significant proportion achieving at better than the average. The whole class 'big book' experience during the literacy hour provides a learning focus on the pleasures and the mechanics of reading. In Key Stage 1 pupils learn how print is orientated in English. They have a good understanding of phonics and how to blend letter sounds to decode unfamiliar words. They learn a sight vocabulary of commonly used words. In Year 1 pupils 'read beyond the lines' as they excitedly explored the illustrations and words of 'Each, Peach, Pear, Plum' for its many references to nursery rhyme characters they already knew. Throughout the school pupils enjoy reading. Most parents make a successful contribution to their children's reading standards. They are supportive in reading with their children at home. A useful home/school diary provides an opportunity for parental comments, as well as a reading record, but it is not used in every class throughout the school. Reading books for some higher attaining pupils in Key Stage 1 lack challenge. At Key Stage 2 pupils can articulate their pleasure in and knowledge of favourite books and interesting characters. They have effective search skills for gathering information from non-fiction texts. In a Year 3 literacy lesson pupils explored these differences at a mature level. Some, but not all, classrooms have exciting displays of books to encourage pupils' interest in reading. The spacious room to house the new library has recently been completed and will be a major asset in the school's provision for reading.
85. Pupils are generally achieving well in writing. They can write for a range of purposes from expressive poetry to the more formal conventions of letter writing. They are provided with a satisfactory range of opportunities for developing writing skills through other subjects of the curriculum too. Through systematic teaching during the literacy hour, pupils have usually gained a good understanding of basic grammar and punctuation though the application of these skills in writing is sometimes inconsistent. From an early stage, pupils are learning about the structure of words and the use of many regular letter strings. By Year 2, higher attaining pupils already have a wide repertoire of words they can write from memory and some are able to produce well rounded stories. Throughout the school, spelling is generally of a good standard. In Key Stage 2 there is some evidence of editing and drafting in extended story writing but generally these skills are insufficiently developed as is imaginative writing across the school. There is satisfactory provision of computer technology which is used for word processing.

86. Teaching is good across the school although there are variations in teachers' skills particularly where teachers are inexperienced. Most teachers are confident with the structure of the literacy hour and try hard to make it interesting and enjoyable. A Key Stage 1 teacher aptly chose a funny poem 'Wet Playtime' for her big book focus. Pupils were able to relate fully to its context during a protracted period of torrential rain. In another effective lesson in Key Stage 2, the teacher played a character from a story pupils had just been reading. She then asked questions in role to test pupils' understanding of and empathy with events and characters in the text. Teachers generally have a good understanding of their pupils and usually pitch their teaching accurately to meet learning needs. Independent learning tasks are mostly well matched to ability groups. Teachers often give clear guidance to their pupils on the learning objectives of lessons. These are referred to again at the conclusion for pupils to judge whether they have been achieved. In spite of the disruptions caused by building work, some teachers have succeeded in creating stimulating learning environments in their classrooms through which pupils' English work is celebrated in fine displays. Marking in English books is uneven in quality. Some is positive and encouraging and helps pupils to understand how they can improve their work but some is inadequate. There are a few instances where teachers' expectations are insufficiently high as in the lack of challenge in reading books for higher attainers in Key Stage 1. Handwriting is inadequately taught across the school. Those capable of writing in a joined style are not consistently helped to do so. The quality of presentation generally is unacceptably variable across the school.
87. Pupils with special educational needs receive generous provision of learning support during lessons from able classroom assistants many of whom are very experienced and well qualified. Needy pupils have well designed Individual Education Plans, with sharply defined learning objectives, set to meet their individual needs. Some pupils receive extra daily support through an additional literacy programme. Yet others in Key Stage 2 are fortunate to have daily small group language sessions with a highly capable learning support assistant or help from a visiting specialist teacher. These extensive support strategies enable pupils with special educational needs to make good progress within their abilities in English.
88. Good English language support is provided for pupils newly arrived in the school who have not had much previous experience of the language. A committed and experienced group of teachers and support staff ably help these pupils to integrate fully and as a consequence they make good progress in their learning.
89. The management of English is satisfactory at the moment. The headteacher is providing a temporary covering role until a new appointment to the staff is made next term. The literacy hour is satisfactorily implemented. There has been some intervention work with girls who at the end of Key Stage 2 have been identified as doing less well than boys. This has boosted their literacy skills through smaller group learning in the additional literacy strategy. Some teachers set effective individual learning targets in consultation with their pupils. Others have placed target sheets in pupils' books but with these there is little evidence of pupils' direct involvement in their setting. The school has a good range of resources for the teaching of literacy. There is a variety of books in a range of genres to interest more advanced readers. The school has many well-organised books for beginning readers. The variety and selection of 'big books' for whole class reading during the literacy hour is very good. Some outstanding use is made of information and communication technology tutorial systems for the teaching of literacy in Year 6 but generally computers are underused during the literacy hour.

## MATHEMATICS

90. Attainment in national tests in 2000 was well below average at the age of 7 but broadly average at the age of 11. Standards have improved overall at about the same rate as they have nationally over the last four years although they have fluctuated year on year. Standards have also shown some improvement since the last inspection. Compared with similar schools, attainment was well below average at the age of 7 in 2000 although it had been above average in 1999. It was above average at 11 in 2000, an improvement on the average score achieved in 1999. However, the school did not quite meet its challenging target of 83 per cent of pupils achieving Level 4 in Year 6 in July 2000.
91. Inspection findings show that attainment is generally average in both key stages, although, as at the time of the last inspection, higher attainers are not always achieving as well as they could in some lessons. The current Year 2 are progressing satisfactorily towards achieving expected levels. Pupils' skills in number are sound. Pupils in Year 1 can count in 10s to 100, some know pairs of numbers which make 10 and pupils can make reasonable estimates of numbers of objects in practical situations. Year 2 pupils recognise odd and even numbers and can count in twos backwards and forwards to 100. In Year 3 pupils know that division is the reverse of multiplication and can carry out division by sharing. Year 4 pupils know place value to 100 and this is extended to hundred thousands in Year 5. Pupils in Year 6 can multiply and divide by 10, 100 and 1000 and recognise decimals. Although some pupils have rapid recall of number bonds and multiplication tables and can add and subtract mentally, others are still not confident about these. Year 4 pupils can interpret simple bar graphs and in Year 5 pupils can show the symmetry in two-dimensional shapes. In Year 6, pupils recognise some basic properties of common two and three-dimensional shapes but are less secure about generalising on the attributes of prisms and pyramids. Across the school, pupils' ability to use and apply mathematics is less well developed than their basic numeracy skills, as it was at the time of the last inspection. They often lack confidence in dealing with problems posed in words, have few strategies for investigating problems and do not work systematically or organise answers in an orderly way.
92. Teaching throughout the school is satisfactory overall, with some good features. The National Numeracy Strategy has helped the school to improve the teaching of mathematics in terms of the variety of activities provided. A range of games, activities with mathematics apparatus and brisk, lively oral sessions is incorporated into lessons and stimulate pupils' interest and concentration. However, open-ended problem-solving and investigation are still relatively infrequently planned, and there is still much use of commercial schemes. This sometimes results in written work after the main focus of the direct teaching being imperfectly matched to develop and practise the new learning. For instance, in Year 4 pupils were effectively taught the important features of constructing a block graph, but subsequently practised extracting information from a textbook example. While, as in this instance, teachers' exposition is often clear and questioning of pupils pertinent, pupils do not have sufficient opportunity to use their new knowledge while their thoughts are fresh, even though they work conscientiously and record many answers.
93. Although most lessons set different activities for three attainment groups within the class, the tasks set for the higher attainers are often not sufficiently intellectually demanding and do not require them to think further for themselves. Pupils with special educational needs and English as an additional language are often well supported by classroom assistants and make good progress at the work set for them. The better lessons are characterised by open-ended questioning, precise use of mathematical terminology and opportunities for pupils to share their strategies and methods as they respond to examples, as in Year 2 where pupils explain how they work out whether a number is odd or even. In these lessons, pupils learn the precision of mathematical vocabulary alongside the variety of ways in which answers can be found and they learn to calculate accurately but think flexibly. However, some teachers have weaknesses in their own subject knowledge which leads them to mislead pupils or fail to define words precisely, such as the rhombus not being identified as such in Year 6. While concluding plenary sessions are often useful for recapitulating work done and help pupils to consolidate their learning, they seldom



extend understanding or generalise principles. Homework is inconsistently set. Although information and communication technology is sometimes used in lessons, it is usually planned to provide additional practice rather than an essential part of the learning.

94. The co-ordinator is appropriately ensuring progression throughout the school by monitoring planning, and usefully analyses test results to improve future planning and to identify pupils for additional support. Parents are kept well informed of what is to be taught in mathematics to each year group and, in some classes, pupils are told when they have achieved each item listed. The governor with responsibility for the subject takes an active interest in the teaching and has observed numeracy lessons in progress so that governors are aware of provision. Mathematics is enlivened by activities such as a mathematics walk in the locality and an extra-curricular club in board games. It is acknowledged that the school has recognised the need to improve the planning for higher attainers. It has tried to secure training and advice on several occasions without success but plans to pursue this.

## SCIENCE

95. Standards have been maintained since the last inspection and are average for seven and eleven-year-olds. Results in the 2000 national tests show that when pupils leave the school their attainment is broadly in line with the national average. Teachers' assessments for Year 2 pupils, however, were well below the national average, with no pupils attaining the higher Level 3. Over the last four years, pupils' performance in science at age eleven was below the national average but average in comparison with similar schools. The performance of seven-year-olds was well above the national average. Over the four years from 1996 to 1999, the performance of boys at age eleven was close to the national average, while that of girls was lower.
96. Standards in the current Year 2 are average. Pupils use hoops to classify 'sets' of natural and synthetic materials and develop their understanding that bricks come from clay, gloves and scarves from wool and glass from sand. A well-planned lesson in Year 2 moved at a good pace, maintaining the interest of the pupils. They were able to explain their choices and increase their knowledge of man-made materials such as leather, plastic and nylon. Learning was good in Year 4 where pupils predicted likely outcomes before putting the properties of liquids and granular solids to the test through practical experiment and recording their findings. They learn that liquids do not change in volume when poured into different containers. Year 6 pupils attain expected standards. They discovered the details of composition of the human eye through very effective use made by the teacher of a large, three-dimensional model and a visual presentation, using a CD-ROM. Pupils had gained a good understanding of the 'blind spot', and were familiar with the parts of the eye. In all planning, teachers target specific scientific vocabulary, such as *cornea*, *light-beam*, *iris*, *optical nerve*. By the age of eleven, when pupils leave the school, they have a satisfactory understanding across all areas of the curriculum.
97. Overall, the teaching and learning in science is good in both key stages. It effectively supports the basic understanding and scientific vocabulary which are particularly important if pupils with limited skills in English are to make satisfactory progress. Teachers use effective open-ended questions to elicit carefully considered answers from pupils – for example in a Year 5 class 'What happens to water vapour when it hits cold air?' The previous inspection identified a weakness in extending higher attaining pupils. This has been improved and now pupils of all abilities, including those with special educational needs and those for whom English is a second language, make good progress, with the good quality support of classroom assistants. There are good cross-curricular links with other subjects such as geography and music, and the subject contributes well to pupils' social, moral and cultural development. Teachers manage their classes well, and pupils show very good learning attitudes and enthusiasm for the subject. There has been good funding for resources recently and provision is sound, though there is a need for an audit and better organisation.
98. The present subject co-ordinator is newly appointed but has already made an impact in taking the

subject forward. Formal assessment is now regularly undertaken in most classes and the recorded results used to inform future planning. This is an improvement on the previous inspection. Science has a special focus this year in the school development plan but the time allocated to lessons is relatively low. An action plan exists for the subject, which includes the restoration of a natural environment area with a pond, creation of pupils' portfolios and scrutiny of work and lessons. There are plans for the co-ordinator soon to have time away from her class to monitor the subject more widely. The need to challenge higher attaining pupils further and to increase the use of information and communication technology is recognised. Visits such as those to the Look Out centre and from the Seeds Trust further enhance the quality of the pupils' learning. Overall, the leadership and management of the subject are good. Priorities have been identified since the last inspection and the action taken is helping to raise standards. The school's capacity for further improvement is good.

## **ART AND DESIGN**

99. Attainment in art and design is average at the ages of seven and eleven and standards have been maintained since the last inspection.
100. At both key stages, pupils have satisfactory opportunities to experiment with a variety of media as they make some recordings from first-hand observation, explore their own creative visual ideas and become increasingly aware of the tradition of art in world cultures. In Key Stage 1, lively, often detailed, drawings frequently accompany pupils' writing about their everyday experiences. Pupils produce well-observed, carefully detailed paintings of sunflowers which are strongly evocative of the real ones. Having first experimented freely with the effects of movement, line and colour using chalks on black paper, pupils in Year 2 produce delicate, explosive impressions of fireworks. They then evaluate each others' efforts. In Year 3, pupils use art effectively through painting to express the scientific origin of materials from the earth's layered crust. These pupils also develop good manual control in drawing as they experiment with the effects of line and pressure in using pencil to reproduce light and shade. All pupils have drawing books but the regular use of these for observational drawing is underdeveloped.
101. In the main, teachers provide satisfactory learning experiences for their pupils. At Key Stage 2 during the inspection, there was a strong, effective emphasis on developing controlled paint brush skills. Working on the same area of paper, pupils compared the experience of large, stroking, angular brush movements with the more delicate and time consuming stippling. From this experience they gathered some effective contrasting visual ideas. Three-dimensional work on display included delicate wooden sculptures and attractive weaving of strips of fabric across a plate. Generally, however, this quality of work is insufficiently represented in the curriculum at the moment.
102. The work of famous artists is well used to extend pupils' knowledge, understanding and feelings about art. Year 1 pupils enjoy observing, discussing and comparing portraits painted by Durer, Holbein and Van Gogh. One graphically describes folds in the clothing of a woman painted by Durer as being 'like straw'. In Key Stage 2, the style of Seurat is evoked in pupils' work on texture through the medium of paint. Pupils skilfully reproduce three-dimensional shapes on paper as they draw austere, amorphous shapes in the style of Henry Moore.
103. The quality of teaching matches pupils' learning closely and is satisfactory overall. There is a good emphasis on skill development through experimentation and practice in a range of artistic styles and media. Lessons are usually well planned and resourced so that pupils are motivated and little time is wasted when they move from one activity to another. There is a satisfactory balance between teaching, discussion and practical activity. Pupils have a good understanding of the lesson objectives and are presented with structured options for developing their own imaginative ideas during the practical activities. In one lesson a recording of classical music was effectively played to create a calm, productive working atmosphere. Teachers actively circulate, intervening perceptively, offering helpful suggestions for improvement and valuing pupils' work. In consequence most pupils have a confident, enthusiastic attitude to work. The level of

commitment and enjoyment is apparent in pupils' work and generally good behaviour. They are obviously pleased with their results.

104. The practical nature of art and design lessons enables all pupils to attain well within their abilities. All pupils can and do succeed. This includes pupils with special educational needs and those for whom English is not their family's first language. Ancillary staff are supportive and encouraging with any pupils who need help.
105. The leadership and management of art and design are satisfactory. The school has adopted the nationally recommended guidance for the subject which is being implemented for the first time this term. Resources, which include a kiln room, are generally good. They also include a variety of photographs and illustrations of art in other cultures, as well as interesting books on the lives of artists. An artist has been 'in residence' in the school since the last inspection and stimulated a variety of creative work in different media. At present there are no assessment measures in place for the subject. The school plans to become part of a creative arts project in the near future.

## **DESIGN AND TECHNOLOGY**

106. Only two lessons were seen in design and technology. Other evidence came from examples of pupils' completed work, photographs, analysis of teachers' planning and discussions with the co-ordinator. Standards have improved since the last inspection and are above average levels at the end of both key stages. The 'making' element of the curriculum is strong and resultant products are thoughtfully constructed, neatly finished and have strong cross-curricular links. However, there are inconsistencies in attainment in the design and evaluation aspects of the curriculum between year groups. The individual, practical nature of the work and the challenges set, enable all pupils to achieve within their abilities. This includes pupils who need help with English, those who have special educational needs and higher attaining pupils who are effectively challenged as they seek solutions to teasing design problems.
107. Construction, joining and finishing skills are regular aspects of the foundation stage curriculum in the nursery and reception which establish a good basis for work in Key Stage 1. The refinement of these techniques continues to develop well and pupils are carefully making neat jinks frames for pictures and lively, bendable human figures, each one upright and balanced on a firm base. In Key Stage 2, good use is made of cross-curricular links, for example through history, as pupils build miniature Anglo Saxon round houses and make working models of two wheel carts like those used by Ancient Romans. Pupils build balancing models using their mathematical skills to ensure that they meet design requirements. Mathematics also plays an important part in food technology as pupils measure ingredients accurately to make pizzas and design a variety of toppings. In science pupils ingeniously use their knowledge of forces to activate complex working fairground models.
108. The quality of teaching was satisfactory in both lessons observed. In Year 3 the teacher used her full knowledge of Middle Eastern and African design to enthuse and interest pupils. Through a well selected series of photographs, and illustrations on display in the classroom, pupils observed how these designs are integral to examples such as buildings and fabrics. She helped pupils to observe carefully and to understand the complexity of designs which evolve from simple ideas. Again the mathematical links were emphasised with pupils knowingly using the idea of line of symmetry. She helped pupils' understanding with such graphical phrases as 'Do the first design, then let it grow'. In Year 6 pupils are made aware, by the diligence of the teacher, of the care and attention to detail needed to produce a good quality finish to products and they work accordingly. Evidence from pupils' past work indicates that teaching is often good and supports pupils' higher than average attainment.
109. The leadership and management of design and technology are satisfactory. A detailed policy is in place which emphasises the school's equal opportunities policy. All pupils in practice have full curriculum access. Effective support is provided for pupils who need help with English and for pupils with special educational needs. The optional, national scheme of work has been adopted

with enthusiasm by the school. A specialist design and technology teacher sometimes works on a supply basis in the school and contributes to the standards achieved. Whilst assessment is mentioned in the policy statement there is no accepted, implemented process in place.

## **GEOGRAPHY**

110. Standards at the end of both key stages are broadly average. This is an improvement on the previous inspection, when it was felt that standards in Key Stage 2 were unsatisfactory and that planning for continuity and progression were weak. The school has now adopted the recommendations of the Qualifications and Curriculum Authority. Improved planning has led to improved standards, improved continuity and an improved development of pupils' geographical skills. During the inspection, little geography was being taught and judgements are further based on talking with teachers and pupils and looking at teachers' planning and pupils' work.
111. In Year 1, pupils responded well to the teacher's reading of 'The Jolly Postman' as a stimulus for identifying landmarks on their journey to school. They recognised and recalled the physical features and buildings of their immediate environment. Year 2 pupils can plan their route to school competently, following a large-scale map closely and identifying symbols for car parks, churches and a road bridge. They have a good understanding of the countries of the United Kingdom, can identify continents on a world map, and know that the hotter countries are near the equator. Pupils in a Year 3 lesson in their study of 'Weather around the world' correctly identified from a globe and world map places of different temperature, using appropriate geographical vocabulary. They know that England has a temperate climate, and that the equator is an imaginary line around the globe. Year 6 pupils spoken to showed a good understanding of the water cycle and the difference between condensation and evaporation. They recognised symbols on an Ordnance Survey map and could use four figure grid references with confidence.
112. While insufficient lessons were observed to make an overall judgement on teaching and learning, indications from the two lessons seen and from pupils' previous work show that teaching is satisfactory. All pupils, including those with special educational needs, and those for whom English is a second language, made sound progress in the lessons seen, with effective support from learning assistants. Planning was good, with separate tasks set for pupils of different abilities and the teachers questioned effectively to help pupils with their answers. Insufficiently challenging tasks were set for higher attaining pupils.
113. The previous inspection identified the lack of a co-ordinator as a weakness. This has since been rectified and a further new co-ordinator has been in post since September. She is appropriately qualified to lead the subject and has already begun to implement a two year plan for taking the subject forward. Year 5 pupils visit Slough High Street, when considering the implications of closing it to traffic but provision for fieldwork generally is underdeveloped. Resources for the subject are generally satisfactory but there is a need identified for further wall maps, globes and large-scale floor maps. The co-ordinator has yet to have training for her role and to be given time to monitor the subject. There has been very little in-service training in the subject for teachers. The lack of any formal assessment is a weakness, though the co-ordinator's forward planning makes provision for this. The subject contributes positively to pupils' knowledge of other cultures, for example through the study of India, and to their literacy skills through the targeted provision of specific vocabulary. The use of information and communication technology to support the subject is underdeveloped.

## **HISTORY**

114. The previous inspection found insufficient evidence to judge attainment and progress in Key Stage 1. At the end of Key Stage 2 pupils' attainment was broadly as expected for their age. Now, at the end of both key stages pupils are attaining levels appropriate for their ages. The school now follows the Qualifications and Curriculum Authority guidance for the subject and has planned to

teach Key Stage 2 topics in reverse chronological order, beginning with Victorians in Year 3 and concluding with Ancient Greece and Egypt in Year 6. Pupils' historical skills are developed progressively and the lack of continuity, identified in the previous inspection, has been addressed satisfactorily.

115. Pupils at the end of Key Stage 1 learn about famous people from the past, such as Guy Fawkes, and Year 2 pupils show a good understanding of the story of the Gunpowder plot. They are aware that it occurred on November 5th 'about four hundred years ago', and that the quarrel was about religion. Higher attaining pupils show that they have a good grasp of the narrative events and collectively brainstorm the details of the story. Lower attaining pupils know that Guy Fawkes was a 'bad man', and can successfully sequence four elements of the story. All learn well and make sound progress through the appropriately graded tasks the teacher has set. At age 11, pupils have a sound understanding of the differences in the way of life of modern day and ancient Egyptians. The teacher makes good use of photographs from a CD-ROM on an overhead screen to stimulate interest. In a Year 5 lesson, pupils showed good knowledge of the chronology of invasions from pre-conquest invaders. All pupils, including those with special educational needs and those for whom English is a second language, made good progress with additional adult support. The plenary session was used effectively to emphasise the learning objectives and increase the overall knowledge of all pupils, with each group reporting back their particular findings to the whole class.
116. The teaching of history is satisfactory overall in both key stages, and sometimes good, though insufficient attention is often paid to higher attaining pupils. In the one unsatisfactory lesson seen, the teacher's lack of knowledge, the slow pace of the lesson and the insufficiently challenging tasks set contributed to poor learning. Displayed time-lines in classrooms help to develop pupils' understanding of chronology. Pupils bring considerable enthusiasm to the subject and parents comment that their children enjoy history.
117. Resources for the subject are sound and the school makes good use of the local museum services, though the school would benefit from further good quality artefacts. Each class has an arranged visit to a place of historical interest. For example, Year 4 go to Ufton House, a local Tudor mansion and Year 3 to a Victorian school, to experience life of that period. These visits enhance the pupils' learning. Information and communication technology is beginning to be used well to support the subject but this is an area for further development. The practice of using the same exercise book for history and geography, with pages of plain paper, does not encourage good presentation of work and is confusing.
118. At the time of the last inspection, there was no co-ordinator for the subject. This situation has improved. Currently, the subject is managed by a temporary co-ordinator who is very well qualified. She will be succeeded next term by an appropriately qualified history specialist. The new co-ordinator has already begun to develop arrangements for assessing pupils' work by trailing a system in her own class of sampling set pieces of work, levelling them against national criteria and creating pupils' portfolios for recording, and future reference. This is good practice. The subject has made satisfactory progress since the last inspection and the school's capacity for further improvement is good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in information and communication technology are average in both key stages. Improvements in resources and the use of a specialist teacher have led to recent, rapid improvements in pupils' progress, especially in Key Stage 2. Standards have improved in both key stages since the last inspection.
120. Pupils in Key Stage 1 achieve expected levels as a result of sound teaching. In Year 1, they learn to enter information into a computer by basic keyboard and mouse routines such as typing, deleting, dragging and dropping. In Year 2, these skills are extended when pupils type their name and learn how to draw a box around it to make a label for their work. They experiment with an art programme using the screen 'pencil' and 'brush' to achieve desired effects and know how to create a background colour or erase their errors. When they were in Year 1, this group learned how to organise information into simple graphs and how to give commands to a simple robot so that it moved in a pre-determined pattern.
121. The attainment of the oldest pupils in Key Stage 2 is broadly in line with expectations for this point in the year. They are currently making rapid progress as a result of the skilful teaching they have received this term from a temporary specialist teacher. This has filled in gaps in their previous knowledge and extended their skills in particular areas. During the inspection, pupils in Year 6 were preparing a multi-media presentation of a topic they were studying, choosing information from their work in history, science or religious education. They have combined text, graphics and digital photographs with animation and sound to produce good results for these presentations with a sense of the intended audience. This has supported their class work in the chosen subject well. They are beginning to use the Internet and e-mail appropriately and can talk about the uses of information and communication technology in the wider world. Frequent experiences of how information and communication technology can be applied across the curriculum have extended pupils' knowledge and understanding. In previous classes, this group of pupils has experienced ways to create sequences of instructions to control a screen 'turtle'. Their understanding of how to use simulations and explore computer models and of handling data to support mathematics and science is less developed. Typing skills are often slow and do not support efficient working.
122. The specialist teacher is also supporting the work of the other year groups in Key Stage 2. He and the class teachers have enabled pupils to learn about art programmes, clip art, graphics and advanced features of handling text this term. Pupils have achieved well in these recent lessons. All pupils enjoy their work with computers and are keen to improve. They co-operate well when working in pairs or groups.
123. Most of the teaching seen during the inspection was led by the specialist teacher in the computer suite and was of high quality. Lessons were clearly planned and well structured. Individuals were supported well and good use was made of the teacher's and pupils' evaluations of progress. In lessons taken by permanent staff in both key stages, teaching was sound. Teachers have secure subject knowledge and confidence. The school has overcome the weakness of the previous inspection when teachers' knowledge and confidence were weak. Planning is based on a well-considered school plan which incorporates national guidance. Currently lessons in several classes are more focused on acquiring computer skills than on incorporating information and communication technology into the full range of subjects as appropriate. However, there is good practice in other subjects, such as the use of CD-ROM for research in history and geography and links with science work on sound. The number of computers in the school is broadly average and they are up-to-date. Very good use is made of the mini-suite, although this is only large enough to house half a class and is situated in a thoroughfare. The suite benefits from good projection equipment which is used well to enable a full group of pupils to see clearly what the teacher wants them to do.
124. The subject is soundly managed. The co-ordinator has an appropriate action plan and has worked hard to improve resources. He has helped the headteacher to secure and target the use of grants to improve provision and has been supported well by the governing body who have

backed developments. Procedures to assess pupils' overall progress are weak and do not yet support the revised curriculum.

## **MODERN FOREIGN LANGUAGES**

125. Teaching in Spanish is currently provided for two classes in Key Stage 2 and German for a further two. The school's aim to promote an enjoyment of languages is being fulfilled. The languages offered are appropriately selected for their accessibility or available staff expertise. Spanish lessons are usually short but regular so that pupils are able to learn some new vocabulary on each occasion but consolidate their knowledge frequently. A published resource enables non-specialist teachers to provide a useful experience for the pupils. German lessons are usually longer (often of half an hour's duration) and are taught by teachers with qualifications in the language. They are appropriately supplemented by textbook and video material.
126. Pupils make regular progress in the target language. In Spanish, pupils know everyday vocabulary such as numbers, days of the week, colours and common phrases. They can also read these with the aid of relevant wall displays and textbooks or text displayed on the video. Pupils can respond to simple questions and improve pronunciation in the light of teachers' comments. In German, pupils also acquire common vocabulary such as seasons, numbers and words which start questions. They learn the alphabet and correct pronunciation of German sounds. Year 6 pupils can say simple sentences about the activities they undertake such as playing football. They answer simple questions about what their names are and how they feel, and learn the words for parts of the body. Pupils join in confidently with songs and games which practise basic vocabulary and knowledge of letter names. Information about the countries from which the language derives is also acquired.
127. Modern languages are soundly taught with strengths in the teaching of German. Teachers' subject knowledge of German is good which ensures that diction is clear and pronunciation is accurate. Any incorrect use is effectively put right during the teachers' response to the pupil. Moreover, pupils' attention is drawn to differences between the structure of German and English languages. All teachers provide a regular revision of previous learning and plenty of opportunities to practise vocabulary, applying their new knowledge in a variety of situations both verbally and in writing so that pupils' confidence increases. Useful prompts around the classroom and through books are provided as additional support. Other resources such as tapes, charts and pupil whiteboards are also effectively used to reinforce learning further. Approaches to the language are fun and varied so that pupils sustain their interest and concentration. The best parts of lessons proceed at a brisk pace so that pupils are involved, alert and responsive. Teachers effectively use gesture, action and mime whenever possible to enable pupils to understand without having to revert to English.

## **MUSIC**

128. Very few music lessons were timetabled for the period of the inspection and none for Key Stage 2. There was not enough evidence available to make a judgement about the attainment of the older pupils. Pupils in Key Stage 1 are performing broadly satisfactorily. In a Year 2 lesson, they were observed singing tunefully a song with contrasting expression relating to their study of the Gunpowder Plot. They were aware of the need for controlled breathing and showed a satisfactory and improved control of tempo, rhythm and pitch. Literacy skills were improved through the reading through of the words of the song.
129. There is insufficient evidence to make judgements about teaching and learning in Key Stage 2. In the one lesson observed in Key Stage 1, the teaching was satisfactory, pupils were well managed, enthusiastic, and improved their singing skills. Pupils with special educational needs and those for whom English is a second language showed similar improvement. However, the

teacher lacked confidence in her own performance.

130. A new specialist teacher takes the whole school for weekly singing practice to good effect, and pupils respond enthusiastically, singing tunefully, both accompanied by the piano and unaccompanied. They improve breathing techniques and exhibit good vocal control, sustaining notes and listening carefully to one another in a two-part song.
131. There is currently no co-ordinator for the subject. The headteacher is acting as a temporary overseer. It is understood that a new co-ordinator, suitably qualified and experienced, has been appointed for next term and the headteacher plans a greater focus on the subject then. Other new teachers appointed for next term have musical expertise. Music features prominently in the school development plan for this year. Pupils sing German songs in their German lessons but there was little evidence of any musical composition during the inspection. Visits from outsiders, such as a music and dance group and a brass ensemble, widen the pupils learning experience and enhance pupils' knowledge of music from other cultures. A recorder group meets but there is currently no school choir. In the past, it has been customary for pupils to sing carols at Christmas to the elderly and in the town centre. Music is played as pupils enter and leave assemblies but this music is not identified or referred to. Resources for the subject are satisfactory. There is an appropriate range of tuned and untuned instruments. Music is supported well by other subjects, for example the teaching of sound in science lessons and the identification of instruments of the orchestra in an information technology lesson. The subject contributes positively to pupils' social and cultural development.
132. There is very little evidence of music around the school, no system for assessing pupils' work and little recent training for teachers. No pupils receive individual tuition in any instrument. Since the previous inspection, the school has abandoned the musical activity afternoon criticised by the inspectors and this has been an improvement, as has the addition of further resources such as CD players for every classroom. There is an urgent need for the new co-ordinator to be able to monitor provision and take the subject forward.

## **PHYSICAL EDUCATION**

133. During the inspection, lessons that were observed were mainly on a single theme within gymnastics, although one games session, one lesson in dance and one circuit training period were also seen. Standards of attainment are average at the ends of both key stages. Pupils generally control their bodies well, although they are not as good at linking their movements fluently and evaluating performance so that they can use their judgements to improve their work. At the time of the last inspection, standards were judged to be good. While effective performance has been largely maintained, the strengths in evaluation are no longer evident.
134. Pupils in Year 2 know how to make stretched jumps and land safely. Some pupils are beginning to experiment with taking weight on their hands and can link two movements in a very simple way. In Year 3 pupils learn to take off and land on one foot as well as two and to improve their flight during their jumps. By Year 5 they are using different body shapes in flight and some pupils have extended their weight-bearing skills to include cartwheels and shoulder stands which are executed well in stretched positions with pointed toes. Some Year 6 pupils execute well-controlled cartwheels and handstands and are able to sequence a jump, roll, balance and means of travel, although these often lack a sense of flow. Year 4/5 pupils are developing appropriate racquet skills in serving a ball, although they are not sufficiently aware of space to allow others to practise safely. Year 1 pupils use a range of arm movements and hand gestures and travel in a variety of ways to simulate a firework display. They respond appropriately by copying the teacher and listening to the recorded voice on the cassette tape and repeat their actions confidently. Because the school only provides a short course in swimming at the end of Year 6, a significant number of pupils fail to meet the National Curriculum requirement to be able to swim 25 metres before leaving the school.



135. Physical education is satisfactorily taught overall, although one lesson during the inspection was unsatisfactory. Pupils are generally well managed so that they know and follow rules obediently and work safely but the major shortcoming in the lesson which was less than satisfactory was lack of control. Teachers are all willing to demonstrate to pupils what they want and to select pupils to show good work after pupils have been practising. At best, these demonstrations are accompanied by a commentary to show other pupils why they are effective and pupils are always praised to encourage them to make improvements. Often useful feedback on elements which could be even better is provided and pupils subsequently respond by refining these skills. Lessons are usually conducted at a pace which ensures there is plenty of energetic exercise so that pupils make considerable physical effort and increase their fitness. However, teachers do not always observe pupils closely enough to check that they are fulfilling the requirements of the task set and at worst fail to correct potentially unsafe practice. When pupils continue to carry out given activities for extended periods without precise feedback, they tend to lose concentration and there is no further improvement. Not all adults are appropriately dressed for the lesson, usually because they wear outdoor shoes. Where classroom assistants are well briefed and given a particular role, they assist pupils with special educational needs to improve their work considerably and make good progress. Higher attaining pupils throughout the school are encouraged by occasional challenge to experiment further which does extend their repertoire of movements appropriately but expectations are not always high. Opportunities to discuss and judge the performance of others are rarely provided so pupils do not apply their understanding of what makes an effective performance to their own work.
136. The physical education curriculum is enhanced by a range of extra-curricular activities, community input through the Education Action Zone and visits from external organisations to promote sport. This has provided pupils with an awareness of fitness and has identified some talented pupils for further opportunities. Much of the teaching is carried out by the co-ordinator which enables new teachers to be effectively supported in developing their teaching of gymnastics.

## **RELIGIOUS EDUCATION**

137. At the end of both key stages, pupils attain standards in line with the expectations of the locally agreed syllabus. The school has maintained the standards identified at the time of the last inspection. Sound teaching promotes pupils' satisfactory achievement. A strength of the school is the breadth of pupils' knowledge. They acquire an appropriate understanding of a range of the major world faiths, especially those which are represented in the school community. Their knowledge and understanding of Christianity is in line with that of other faiths but not predominant.
138. The curriculum enables pupils of all ages to learn about religion and from religion. As a result, pupils can recount factual information about places of worship, festivals, religious leaders and famous stories. Pupils in Year 2 recalled many details of a recent visit to a local Christian church where they saw a baptism re-enacted. They comment on the building and the role of the priest. Older pupils begin to define similarities and differences between religions; pupils in Year 6 know, for example, that Hinduism has many deities in contrast to religions such as Christianity and Judaism which have one God. They begin to generalise about the part religion plays in many people's lives, considering aspects such as prayer and rites of passage. In Year 4, pupils discussed Abraham's journey and made appropriate comparisons with why journeys are taken today, sometimes for reasons of religious or economic persecution. Good attention is given by teachers to themes linked to religion such as talking about feelings in Year 1 and Remembrance Day which was sensitively discussed with pupils in Year 5. Important festivals, such as Christmas, Eid and Diwali, are marked generally in the school. Pupils show sensible and positive attitudes in lessons. They are well behaved, discuss confidently and show respect for the opinions and beliefs of others.

139. Teachers plan interesting lessons which link well to the locally agreed syllabus. Their objectives are clear and understood by pupils. Questioning and careful explanations are used to ensure that pupils understand their work. In the best lessons, tasks are planned to match the full range of attainment in the class. Pupils with special educational needs and those whose first language is not English are supported well. Practical resources are used well, including good quality artefacts, books and photographs from a range of religions. Visits to local places of worship enhance the curriculum and good use is made of a parents and visitors from a range of religions to talk to pupils, for example about naming ceremonies. There are useful and appropriate links with the local church and the rector is a familiar face in school. Assemblies reinforce what is learned in lessons. The staff increasingly includes representatives from a range of major faiths whose personal knowledge and understanding benefit the school.
140. The acting co-ordinator leads the subject well and has worked closely with the co-ordinator during her maternity leave. They are currently revising the guidance for teachers in line with the updated local syllabus. The monitoring and awareness of current standards are satisfactory.