

# INSPECTION REPORT

## **STRADBROKE PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107093

Headteacher: Mrs B Clarke

Reporting inspector: Mr C Kessell  
20695

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> November 2000

Inspection number: 224258

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Richmond Road Sheffield
Postcode:	S13 8LT
Telephone number:	0114 239 9320
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J A Parker
Date of previous inspection:	14 <sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Names of team members	Subject responsibilities	Aspect responsibilities
Mr C Kessell Registered Inspector (20695)	Design and technology Religious education	The characteristics and effectiveness of the school The school's results and pupils' achievements How well the school is led and managed What the school should do to improve further
Mrs J Hesslewood Lay Inspector (8971)		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Mrs K Campbell Team Inspector (22856)	Mathematics Music	Provision for pupils with special educational needs
Mrs C Perrett Team Inspector (19302)	Science Physical education	The curricular and other opportunities offered to pupils Equal opportunities
Mrs P Richards Team Inspector (25433)	English Art and design	How well pupils are taught
Mrs M Spark Team Inspector (18342)	Areas of learning for the youngest children (The Foundation Stage) Information and communication technology History	English as an additional language
Mr D Williams Team Inspector (20745)	Geography	The Integrated Resource Unit for pupils with moderate learning difficulties

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 439 pupils on roll, 218 boys and 183 girls, including 76 children who attend the school's nursery on a part-time basis, and is much bigger than the average primary school. The school is popular and serves a mixed catchment area, with both private and council housing, in the south-eastern part of Sheffield. The majority of pupils are of white ethnic background. At almost one per cent, the number of pupils who speak English as an additional language is slightly higher than most schools. The percentage of pupils entitled to free school meals, currently 25 per cent, is average. Eighteen per cent of pupils in the main school are identified as having special educational needs; this is broadly average. The school also has an Integrated Resource Unit for 40 pupils with moderate learning difficulties. The attainment of the children when they start school is well below average, and their language and literacy skills are very poor.

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

This is a good school that provides a friendly and very caring environment for its pupils. The quality of teaching is good overall and all staff work well together. Standards are steadily improving and most staff have a strong commitment to continue raising standards. The school governors fulfil their responsibilities well. The school is managed well by the headteacher, it is effective in what it does, and provides good value for money.

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

- The majority of teaching is good. Pupils learn well.
- Procedures for ensuring pupils' welfare are very good.
- The headteacher provides good leadership.
- Pupils have very positive attitudes to school and their behaviour is good.
- The provision for pupils' spiritual, moral, social and cultural development is good overall.
- Support staff contribute much to the pupils' learning and educational experiences.
- The very good inclusion of pupils from the Integrated Resource Unit into the life of the school.

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

- Standards in English and information and communication technology.
- Pupils' attendance.
- The monitoring of teaching, of the curriculum and of pupils' work.
- Assessment procedure
- The use of time, particularly the length of some lessons which are too long

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

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

The school has made good improvement since the previous inspection in October 1996 and most of the previous key issues have been addressed. There is now an appropriate curriculum for design and technology; teachers have developed their subject knowledge and statutory requirements are now being met. All subjects now have schemes of work, although some of these have only recently been introduced and their impact has not been evaluated. Although the nursery and reception classes collaborate more effectively, children's learning is not consistent through the Foundation Stage. The National Literacy Strategy has ensured that pupils receive a wider range of reading material. The academic standards achieved by pupils at the end of Key Stage 2 have improved since the previous inspection. The quality of teaching has improved 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	E	D	E	E
Mathematics	E	E	E	D
Science	E	D	E	D

  

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

The results of the 2000 national tests indicated that English, mathematics and science were well below the national average. However, the test results of pupils from the Integrated Resource Unit are also included in these statistics. These pupils all have moderate learning difficulties and have statements of special educational need. If these results were not included, standards in mathematics and science would be average when compared with similar schools, although English would be below average. Although standards could be better, there is a trend of improvement in the school that is above the national trend and this is against a background of declining standards on entry to the school. Evidence from inspection indicates that standards are below average in English but average for mathematics and science. These judgements do not include pupils from the Integrated Resource Unit who are often taught English and mathematics separately. Pupils' achievements are satisfactory overall, however, in many lessons pupils learn well and make good progress. The targets the school has set in English and mathematics for 2001 are realistic and challenging, given that the school's results include the pupils from the Integrated Resource Unit.

In all other subjects, standards are broadly in line with those expected by pupils at the ages of seven and eleven, except in information and communication technology, where they are below those expected, particularly in Key Stage 2, and in art and design, where standards are also below expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils demonstrate very positive attitudes to learning.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons, during play and in the lunch break is good. The pupils move around the school in a calm, quiet and orderly manner.
Personal development and relationships	Pupils' relationships with each other, teachers and adults in the school are very good. They display high levels of tolerance towards those with learning difficulties.
Attendance	Unsatisfactory. Attendance is well below the national average.

## TEACHING AND LEARNING

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

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

Teaching was judged to be good overall, and almost a quarter of the lessons seen were of a high quality, ranging from very good to excellent. Only one per cent of lessons was unsatisfactory, which is an improvement since the previous inspection. In the best lessons, pupils are highly motivated by the teachers' enthusiasm and pupils of all abilities learn effectively and make good progress. Most lessons are well organised and managed. This ensures that pupils are happy and confident learners. A good level of technical competence enables staff to teach the basic skills of literacy and numeracy well. Some lessons, although satisfactory, are uninspiring and pupils do not learn so effectively, therefore their progress is slower. Work is not always well planned for pupils of different ability. In these lessons, the more able pupils are not challenged sufficiently.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is satisfactory. It is broad and reasonably balanced and offers a range of opportunities for learning.
Provision for pupils with special educational needs	Provision for mainstream pupils with special educational needs is satisfactory. Pupils make best progress during group work in literacy and numeracy lessons when good quality support is well targeted. At times, pupils with learning difficulties do not make as much progress when class teachers have little or no support in class.
Provision for pupils with English as an additional language	The support for pupils who are identified as in need of additional help is very well focused, enabling them to access the curriculum fully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good overall. That for moral and social development is very good and a strength of the school.
How well the school cares for its pupils	The school takes very good care of its pupils.

The school acknowledges the need to involve parents more as partners in their children's education.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership and is well supported by the deputy headteacher and other key staff. The school has a very caring ethos where all staff work well together.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well and is very supportive of the school. Many governors visit the school regularly and have a good understanding of its strengths and weaknesses.
The school's evaluation of its performance	The school has identified appropriate priorities for improving standards and the quality of education. The monitoring of the curriculum and teaching could be more rigorous.
The strategic use of resources	Staff and resources are used effectively. However, time could be used more efficiently by making some lessons shorter. All staff are well qualified and many seek further qualification. Support staff are of high quality and are very effective. The school makes best use of its spacious, well-maintained accommodation, despite the poor decorative condition of some indoor areas. Outdoor play facilities for children in reception are inadequate. Most subjects are adequately resourced, but provision for information and communication technology is unsatisfactory. The school achieves best value for money.

## 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>• The school promotes positive attitudes.</li> <li>• Teaching is good.</li> <li>• Pupils are taught to respect each other.</li> <li>• The school helps pupils become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of computers.</li> <li>• Information about their children's progress.</li> <li>• The range of activities outside lessons.</li> <li>• Teachers' expectations of the pupils, which can vary between classes.</li> </ul>

The above views are taken from the pre-inspection meeting that was attended by ten parents, and from the 105 responses to the parents' questionnaire. Evidence from the inspection supports the parents' positive views. Resources for information and communication technology are unsatisfactory. The quality of information provided for parents, particularly about pupils' progress is satisfactory. The range of activities provided outside lessons is also satisfactory. Evidence from inspection would support the view that there are some differences in the expectations teachers have of pupils.

## **PART B: COMMENTARY**

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

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

1. At the time of the previous inspection, the children's attainment on entry to the nursery was described as 'relatively low'. The school's assessments of the children when they start in the reception classes shows that their level of attainment on entry is well below average and that children's literacy skills are poor. The children make good progress with their personal and social development because of well-planned provision. Behaviour is good and the children respond positively to the experiences they are offered in the school and nursery. They are happy to take on responsibilities and listen carefully to each other and the adults in their classes. In this areas of learning, the children achieve standards that are in line with those expected for their age. Children's standards in language and literacy are well below those expected for their age, and writing skills are particularly poor. Children listen to stories attentively and enjoy songs and rhymes, but very few children are beginning to read. Although the teaching of language and literacy has many strengths, there are some shortcomings in the development of reading and writing in the nursery and this affects the standards that the children achieve overall. The children's mathematical understanding is below that expected of their age. Children count to ten with confidence and recognise numbers, but not all of the children are able to put them in order correctly. Only a small minority of pupils can add and take away, and their use of mathematical language is limited. The children's knowledge and understanding of the world is average. Children use headphones and tape recorders confidently to listen to taped stories and rhymes. They show an appropriate understanding when working with the computer keyboard and mouse and play imaginatively in the role-play area. Physical development is below that normally found in children of this age. In reception, children have limited access to outdoor play opportunities and, in physical education, lessons their ball skills are underdeveloped. Children's creative development is in line with the levels expected for children of this age. They use paints, crayons, pastels, chalks and collage to create bright pictures and designs and enjoy creating their own work.
2. The National Curriculum tests in 2000 at Key Stage 1 showed that pupils' results were well below average for reading and writing and below average in mathematics, when compared nationally and with similar schools.<sup>1</sup> The National Curriculum tests in 2000 at Key Stage 2 showed that pupils' results were well below the national average for English, mathematics and science, when compared with similar schools, standards were still well below average in English, but below average in mathematics and science. These results included those of the pupils from the school's Integrated Resource Unit, all of whom have statements of special educational need. When these pupils' results are excluded, standards improve, particularly in comparison with similar schools. For example, although English is still below average at the end of Key Stage 2, standards in mathematics and science are average. However, standards are not high enough whether the Integrated Resource Unit pupils are included or not, but there has been a continuing trend of improvement at Key Stage 2 since the previous inspection that is above the national average. At Key Stage 1, the rate of improvement has been less consistent, but this is against declining standards as pupils enter the school. Reading and writing have improved since 1998 and there has been a significant improvement in mathematics since 1999. Inspection evidence indicates that although standards are still below average in English in both key stages, those in mathematics and science are average. However, these judgements were made without including the pupils from the Integrated Resource Unit.
3. By the end of Key Stage 1, pupils' speaking and listening skills are below average. Although pupils listen carefully, most have a very limited vocabulary and often find it difficult to provide

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<sup>1</sup> The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 1) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

clear answers to questions. Reading standards are also below average, and many pupils read without expression and have difficulty when presented with unfamiliar words. Discussion by pupils about the books they read is limited, and opportunities to read at home are sometime limited. Although the pupils are able to write in simple sentences, their writing skills are below average. Spelling is often weak and the quality of handwriting varies considerably. No pupils join their writing. Pupils' mathematical knowledge and understanding is average. They count confidently and are beginning to work at simple number problems. The more able pupils use a good mathematical vocabulary. In science, pupils understand why diet is important to maintain healthy bodies and that some liquids are unsafe to swallow, however, pupils' investigative skills in science are underdeveloped.

4. At the end of Key Stage 2, the use of standard English by pupils is limited, although they have developed their vocabulary. They often make grammatical errors when talking and, overall, speaking and listening skills are below average. Although reading skills are close to the average, most pupils still have a limited range of strategies for working out how to pronounce unfamiliar words. Few pupils belong to a library, and most have little idea how a library works or is organised. Although pupils make good progress in their writing in Key Stage 2, much of their work reflects the weaknesses identified in their spoken language. Spelling does improve through the key stage, although it is still weak. Handwriting is mostly joined and consistent in size. Pupils' mathematical skills are average and they have an appropriate understanding of place value. They are developing their measuring skills well but are less secure with more complex fraction work. Pupils understand the principles of fair testing in science and apply this knowledge to their investigations, such as when investigating the growth of micro-organisms on cheese. Throughout the key stage, pupils are given consistent opportunities to discover scientific facts for themselves.
5. Although pupils often make good progress in many lessons, particularly when teaching is good or better, pupils' achievement through both key stages is satisfactory overall. This is because some teaching, although satisfactory, is rarely inspiring. Although teachers plan together in their year groups, the way work is taught to pupils can vary quite significantly, particularly in subjects other than English and mathematics. This results in some classes achieving more than the corresponding class in the same year group. Work is not always planned effectively for the different ability groups that are found in the classes. Consequently, not all pupils, particularly the more able, make the progress of which they are capable. This is reflected in the low percentage of pupils achieving the higher levels at the end of both key stages. It also supports the views of some parents that brighter pupils are, 'not pushed enough'. However, 92 per cent of parents responding to the pre-inspection questionnaire agreed with the statement that their child was making good progress at school. Over the last four years, the school's National Curriculum test results show some differences in the performance of boys and girls. This is particularly noticeable in English, where boys do not perform so well.
6. The pupils in the main school with special educational needs make satisfactory progress throughout both key stages. They make best progress during group work in literacy and numeracy lessons when well-targeted support of high quality has a strong impact upon raising these pupils' levels of attainment. The school has recently started to identify its gifted and talented pupils. It is too early to judge whether this new initiative has had any positive impact on the standards that are achieved by the most able pupils. Pupils with English as an additional language make sound progress across both key stages and reach the same level as their classmates by the end of the key stage.

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

7. Pupils' positive attitudes to learning and their standard of good behaviour have been maintained since the previous inspection and continue to be a strength of the school. Parents agree that the values promoted by the school are helping their children to become mature and responsible.
8. Pupils are happy to come to school. They settle quickly while the register is taken. Pupils enjoy their lessons, particularly when teaching is good, activities are varied and clear learning

objectives are set. They concentrate well and try hard to work independently, when given the opportunity, during literacy and numeracy hours. Pupils listen well and make thoughtful contributions to class and group discussions. They work well together in pairs and groups.

9. The expected standards of behaviour are adhered to well. Behaviour in lessons, during play and in the lunch-break is good. Pupils move around the school in a calm, quiet and orderly manner. Pupils care for their school and its equipment and materials. They are trustworthy and respect each other's property. The degree of self-discipline exhibited is high. Reported incidents of harassment, fighting or poor social interaction are few and are dealt with effectively by staff. Pupils were excluded on three occasions during the last school year.
10. Pupils with special educational needs and those from the Integrated Resource Unit are incorporated into the school well. They try hard at their work and relate well to their teachers and support staff. Other pupils give them good support during play and lunch-breaks.
11. Pupils' relationships with each other, teachers and adults in the school are very good. There is respect for ancillary staff, who play an effective part in pupils' pastoral care, particularly at lunchtime. Pupils are well mannered, very friendly and polite to visitors. A respect for each other's opinions and feelings is fostered well in most lessons. Pupils listen well to each other. They display high levels of tolerance and understanding towards those with learning difficulties.
12. Pupils of all ages willingly undertake positions of responsibility within the classroom and the school. Pupils in Year 2 regularly distribute milk and collect the empties. In Year 6, pupils act as house captains, register monitors and listen to pupils in Year 2 reading. They use their initiative well, anticipating what needs to be done during wet-weather breaks. Older pupils are confident in explaining what is happening in the school. They respond with pride when achievements are acknowledged during the congratulatory assemblies and through the presentation of certificates. Pupils in Key Stage 2 eagerly follow the progress of each house as house points are gathered. They identify closely with the achievements of their house.
13. Pupils' attendance is unsatisfactory. At 91.2 per cent it falls well below the national average for primary schools. The attendance rate has fallen slightly since the previous inspection, and the school's level of unauthorised absence remains high. However, the school's figures are adversely affected by pupils' susceptibility to the full range of childhood illnesses together with chronic medical conditions which lead to frequent absence for consultations and treatment. Illness and social problems within the family, together with pupils taking holidays during term-time also adversely affect pupils' attendance. The attainment and progress of those pupils with the poorest attendance causes most concern.

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

14. At the time of the previous inspection, teaching was a strength of the school. The position has improved further, with a significantly greater proportion of good and very good teaching and a decrease in the occurrence of unsatisfactory lessons. The quality of teaching is good overall, with six out of ten lessons being good or better. All but one per cent of the remaining lessons seen during the inspection were satisfactory. Almost a quarter of the lessons were of a particularly high quality, ranging from very good to excellent. Unsatisfactory lessons are rare, although some of the lessons judged to be satisfactory were uninspiring. The quality of teaching in the nursery and reception classes is satisfactory overall. Teaching is of a generally high quality across the rest of the school, although there are inconsistencies in both key stages. Support staff are used well and make a significant contribution to the positive learning experiences that most pupils receive.
15. In the excellent and very good lessons, pupils are highly motivated by the teachers' enthusiasm and the challenging and interesting learning experiences that enable pupils of all abilities to make rapid progress in their knowledge, understanding and acquisition of skills. In these lessons, all pupils are involved in their own learning and take a pride in their achievements. In the occasional unsatisfactory lesson, planning is inadequate, time is used inappropriately and methods fail to ensure that pupils make sufficient progress.

16. There is a great deal of expertise in the school, and teachers demonstrate secure subject knowledge which leads to pupils acquiring the skills, knowledge and understanding necessary for them to make good progress. A good level of technical competence enables staff to teach the basic skills well. For example, most teachers make very effective use of subject-related vocabulary, enhancing pupils' technical knowledge in subjects such as science, mathematics, music and literacy. Teachers are less confident with the teaching of information and communication technology skills and with some of the other subjects, such as art. Occasionally, there is some confusion between art and design, and design and technology.
17. All teachers work very hard, and there is a shared commitment to improving standards that is raising pupils' performance in most subjects. However, there are many inconsistencies in teachers' practice that are leading to inequalities of opportunity and which sometimes get in the way of this upward trend. For example, there is no whole-school approach to the ongoing assessment and recording of pupils' progress, and this is unsatisfactory. Use of assessment varies from a bare minimum to a more rigorous and effective system of recording, with subsequent planning to address any strengths and weaknesses identified. In the majority of lessons, insufficient attention is paid to the achievements of individual pupils within groups, and there is very little recorded evidence in teachers' planning to show that lessons have been adapted as a result of day-to-day assessment. In many subjects, higher- and lower-attaining pupils are usually expected to do more or less of the same work.
18. Although there is a marking scheme, there are wide differences in its application. Some workbooks contain clear guidance on what pupils are doing well and what they need to do to improve, and their attention is drawn to recurring mistakes. Where this is done well, there is evidence, even with younger pupils, of a positive response. Most teachers provide positive comments that help to motivate pupils but few go further than this, and repeated errors, such as capital letters in the middle of sentences, are often ignored. Teachers' comments in home-school reading diaries are usually limited to a record of page numbers, with few examples of evaluative comments to help pupils to understand what they have to do to improve. Such recording is often left to the classroom assistants, or the pupils themselves.
19. Teachers' management and organisation are very good. Teachers are caring and the very good relationships between teachers and pupils contribute well to the ethos of the school. Most pupils are happy and confident learners. The inclusion of pupils from the Integrated Resource Unit in mainstream lessons is very successful. There is a calm, industrious atmosphere in all classrooms in the main school, with pupils responding well to the teachers' high expectations of good behaviour. Pupils are keen to learn, and most concentrate for long periods of time, particularly when the activities are interesting and stimulating. Most pupils welcome the many opportunities offered for them to apply intellectual, physical and creative effort to their work, and they respond positively to opportunities to discuss their work and to think for themselves. In the less imaginative lessons, pupils sometimes lose concentration and are less motivated. Pupils with behavioural difficulties are consistently managed well. Occasionally, in the Integrated Resource Unit, inconsistencies in the management of pupils with behavioural difficulties lead to minor disruptions.
20. The school's literacy and numeracy strategies have had a positive impact on the standard of teaching in mathematics and English and the progress that pupils are making, but there are some inconsistencies in their application. Some teachers plan carefully to ensure that all groups receive at least one period of close attention during the course of the week, whilst others find this difficult to manage. This sometimes results in less challenge for the more able pupils. Many lessons are too long, resulting in pupils losing motivation and concentration. Occasionally, teachers run out of time, with the result that the oral session at the end of the lesson is either rushed or abandoned. Individual teachers manage the longer lesson periods in different ways. Some split the lesson to allow more time for reading, handwriting or spelling but there is no whole-school approach to time management. Where the literacy and numeracy sessions are well managed and time used well, pupils make particularly good gains in their learning.

21. In the majority of lessons, teachers help pupils to have a good understanding of their own learning. Information about what they are intended to learn is shared with pupils at the beginning of lessons and, in the final session, those who have done well receive appropriate praise. Target-setting is helping pupils to evaluate their own learning, but this initiative is in its very early stages and has not yet had time to have an impact on standards.
22. The good practices used during the literacy hour are extended into other subjects to help pupils to develop their speaking and listening skills, such as oral sessions at the beginning and end of lessons. However, opportunities for speaking and listening are not planned across the curriculum consistently, and opportunities are missed in many lessons for pupils to extend their vocabulary through drama, debate and extended conversations in the classroom. There are inconsistencies in the use of information and communication technology throughout the school. Where it is employed well, for example, when pupils in Year 6 use it to edit their writing, it makes a significant contribution to their learning but, in many classes, it is sadly neglected as a tool for enhancing pupils' learning across the curriculum.
23. There are inconsistencies in teachers' planning, and it cannot be guaranteed that pupils in the same year-group receive similar learning experiences. In some year-groups, teachers plan closely together, sharing their knowledge and expertise to the benefit of their pupils, whilst in others there is less consistency. This is particularly true in planning for the non-core subjects, where government guidelines have not yet been adapted to suit the particular needs of the school and teachers plan their lessons on an individual basis. The teachers agree what is to be taught each week, but expectations with regard to the amount of work to be covered vary between classes. Analysis of pupils' past work, across all subjects, shows significant variations in the quantity and quality of work produced within year groups.
24. Although there is some very good planning for pupils in different ability groups, evidence from past work and lessons indicate that the level of difficulty is not always well matched to pupils' prior attainment and often fails to challenge the most able pupils sufficiently. Some planning outlines what pupils of different abilities will know, understand and do by the end of the lesson very clearly. However, in many lessons, planning differs only in the teachers' expectations of the quantity of work to be covered or the support to be provided, rather than the level of difficulty at which pupils are expected to work.
25. There is a good level of support for pupils with special educational needs during literacy and numeracy lessons, and for class teachers at times when pupils from the Integrated Resource Unit participate in lessons. Arrangements for withdrawal of pupils with special educational needs during group work in the literacy and numeracy hours are effective and aid progress. However, during many afternoon sessions, teachers have little support in class. In addition, groups of pupils are withdrawn for extra help. This arrangement does not make best use of provision when teachers are over stretched and pupils withdrawn from class miss other valuable lessons.
26. Pupils for whom English is an additional language receive careful attention to ensure that they fully understand what they have to do, and that they are making sufficient progress in developing their language skills.
27. Teachers are usually careful to ensure that all pupils have equal access to all activities, particularly in classes where a large proportion of the pupils are boys. In the best lessons, teachers take care to involve disaffected boys in the lesson and to ensure that they make the progress of which they are capable.
28. Homework plays a significant part in enhancing and extending pupils' skills in literacy and numeracy and in other subjects, such as science and history. However, parents commented on differences between classes in the amount and regularity of homework given and this concern is confirmed by inspection evidence. Home-school diaries within year groups contain different information about expectations for homework, and there are some differences in the manner in which work done at home is followed up in the classroom. Where homework is

used well, pupils are making good gains in their academic and personal development, for example when pupils in Year 6 research their history topic.

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

29. The curriculum is satisfactory; it is broad and reasonably balanced. The school meets the requirements of the National Curriculum in both key stages, and religious education follows the locally agreed syllabus. There is satisfactory provision for health education, including sex and drugs education, which is taught through the science curriculum. The school makes satisfactory provision for pupils' personal and social education, and pupils are encouraged to identify their own personal and class targets. However, there is no whole-school approach to personal and social education, and there is no scheme of work to help teachers with their planning. There is an appropriate emphasis on the teaching of literacy and numeracy, although this results in the time allocation for the non-core subjects being reduced, particularly as the length of literacy and numeracy lessons is often too long. The school has recently adopted new curricular guidelines for all subject areas, which ensures that there is appropriate progression in what pupils are learning. The curriculum for design and technology is now satisfactory, which is an improvement since the previous inspection. However, the curriculum for information and communication technology is not yet balanced well enough, because pupils do not have sufficient experience of the areas of monitoring, data-handling and control.
30. The school's approach to curriculum planning is in the early stages of development. The new curricular guidelines are being tried out in all subjects, but have yet to be evaluated and adapted for the particular needs of the school. There is a more effective use of these guidelines by some teachers than others, which results in inconsistencies in teachers' planning, and pupils do not always receive the same educational experiences across a year group. There is a lack of monitoring to ensure that there is equality across the year groups, as there are limited arrangements at present for subject co-ordinators to gain a good overview of the whole curriculum so that strengths and weaknesses can be identified. Although the literacy and numeracy strategies are implemented in all classes, there is a lack of planned opportunities to develop pupils' literacy and numeracy skills, as well as their speaking and listening skills, in all subjects.
31. The range of extra-curricular activities and educational visits is satisfactory. Choir, recorder groups, netball, badminton, and the after-school 'Watch' club, are run by teachers and are well attended. Other after-school sports coaching is provided by visiting specialists, and a charge is often made. Each year group goes on at least one trip related to a particular area of the curriculum. A successful and over-subscribed weekend camp is run for pupils in Year 5 by five committed and enthusiastic members of staff. The involvement of specialists, who coach dance and fencing within the physical education curriculum, as well as visitors from the local bakery, who describe both the science of bread-making and their working environment, enhances pupils' attainment and helps raise their awareness of the outside world. Students from schools and local colleges on work experience, provide additional sources of outside experience.
32. Pupils generally have equal access to the curriculum, but there are some pupils who consistently miss the same lesson when, for example, they are withdrawn for additional help with their spelling. This has a negative impact on the work they have missed. The school provides opportunities for pupils to learn a musical instrument, which enhances the musical experiences of those pupils involved, but lessons are timetabled at the same time each week, and so pupils regularly miss the same lesson, and are not always able to catch up on the work. The physical education curriculum is enriched by the use of outside specialists. For example, a fencing specialist is currently employed to teach pupils in Year 6, but there are no strategies to cater for any pupil whose parents do not wish them to participate in these lessons, to ensure that they receive the physical education entitlement.
33. There are satisfactory arrangements to exchange information about pupils with the local secondary school, to which most pupils in the main school transfer at the age of eleven. Other links with the secondary school's information and communication technology department are

currently in abeyance due to difficulties in satisfactorily completing the contract for the networking of the school's computers.

34. The curriculum is very relevant to pupils with special educational needs, and requirements of the national Code of Practice are fully met. Procedures for identifying pupils with learning difficulties are sound. Individual education plans are good working documents with realistic targets for improvement that are reviewed and updated regularly. Although pupils with special educational needs are withdrawn appropriately during the literacy and numeracy hours, withdrawal during afternoon lessons for extra language support leads to pupils regularly missing other lessons. Teachers ensure that pupils with English as an additional language have good access to the curriculum.
35. At the time of the previous inspection, the spiritual, moral, social and cultural development of pupils was seen as a strength of the school. This very positive position has been maintained. The previous report commented, in particular, that pupils of all ages and abilities were carefully nurtured and their achievements valued. This is still the case. The school continues to pay particular attention to the personal development of pupils. This is particularly noticeable in the very positive relationships that exist between staff and pupils, and between pupils of different ages, abilities and cultural backgrounds. An atmosphere of tolerance and understanding pervades the entire school. Parents are very appreciative and value the positive attitudes promoted by the school. They feel that these are enhanced by the presence of a significant number of pupils with statements of special educational needs.
36. The provision that the school makes for pupils' spiritual development is good. The school has a separate policy for spiritual development. Opportunities through which pupils might experience spirituality across the curriculum are usefully documented, for example, how, listening to music can conjure up different pictures in the mind. The school complies with the statutory requirements for collective worship and assemblies make a good contribution to this. Pupils are presented with opportunities to reflect on their lives and the lives of others. For example, in a good assembly about the Apollo Space Project, pupils were in awe at the achievements of man. In another assembly, they were very moved by the simple thoughts contained in a short poem written by a pupil with special educational needs. The school celebrates the festivals of different religions at the appropriate times of the year, both in lessons and through assemblies.
37. The school makes very good provision to promote pupils' moral development. Pupils have a very clear knowledge of right and wrong behaviour. This is part of the whole-school ethos, which permeates all aspects of school life. Teachers and support staff take every opportunity to help pupils understand the right way to behave, the reasons why they should behave well and the effect that their behaviour has on others. For example, in a science lesson, pupils were clearly told that it was up to the individual to admit to a misdemeanour rather than other pupils having to point this out. All adults working in the school set a very good example to pupils through the way they behave to each other and to pupils. Assemblies contain very strong moral messages. Stories demonstrate the importance of trying hard even when work and challenges are difficult. This is, again, reinforced by special assemblies, which highlight the worker of the week and the citizen of the week.
38. The provision for pupils' social development is very good. Pupils are given structured and wide-ranging opportunities to take responsibility for the running of the school. For example, in addition to taking registers to the office and distributing milk, other monitors supervise cloakrooms, take responsibility for the audio-visual equipment in the hall during assemblies, act as librarians, and are responsible for ringing the bell at the end of breaks. All pupils are encouraged to move about the school in a quiet and orderly manner. From time to time, pupils raise money and donate this to a charity of their choice; for example, poppies are sold in November.
39. The school's provision for pupils' cultural development is good. Lessons provide a wide range of experiences, for example, through the study of Victorian holidays. In Key Stage 1, pupils compare their holidays, travelling by car or plane to destinations overseas, with the excitement



of a journey in the nineteenth century to Blackpool by steam train. They have an understanding of the relationship between holy days and holidays. Similarly, in history lessons in Key Stage 2, pupils are encouraged to reflect on the differences between Tudor and modern homes and on the differences between the rich and the poor in times gone by. In assemblies and religious education lessons, pupils learn effectively about the cultural and religious traditions of other major world faiths, for example, the Festival of Diwali. Here, pupils' interest is enhanced through the use of joss sticks, Asian music and diva lights. A good range of artists and musicians visit the school to give concerts, and pupils take part in the local 'Children's Festival', along with other schools from the area. The school offers some limited opportunities for pupils to experience staying away from home on residential weekends.

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

40. The school's arrangements for the health, safety and welfare of pupils are very good. These high standards have been maintained since the previous inspection. All staff know their pupils well and respond sensitively to the needs of individuals. They work together to provide a safe, supportive and caring environment, which promotes the confidence and self-esteem of all pupils.
41. The school is vigilant towards the health and safety of pupils in school, particularly on the stairs and on trips and visits. Risk assessments are undertaken regularly. Fire drills are carried out half-termly. Police and fire officers visit regularly to discuss safety issues. Accidents and first-aid treatments are properly attended to and recorded. Pupils' special medical needs are covered well. Good care is taken if pupils become ill in school. Lunchtime routines are very effective. The quality of liaison between teachers and lunchtime supervisors before and after the lunch-break is good. There is separate playground provision for pupils in Key Stage 1 where opportunities for games are provided. Policies and procedures for wet-weather breaks are effective. Routines are well established and the supervision of pupils is organised efficiently.
42. The headteacher and a teacher from the Integrated Resource Unit are designated named teachers for child protection issues. They know their pupils well. This dual responsibility provides further effective support and vigilance and an additional point of contact for staff and pupils. The school follows local child protection procedures and has good links with the social services, the school health services and other welfare agencies. The school's policy on the use of restraint is incorporated well in its child protection policy. The school's responsibilities are communicated well to parents in the prospectus. Other staff are aware of what to do if issues of child protection arise. One example seen was the quick relaying of a message from social services regarding a change in the transport arrangements for a pupil in the Integrated Resource Unit.
43. The school's policies and procedures for monitoring and promoting good behaviour are very effective. All staff have high expectations. Good records are kept of incidents of poor behaviour, and they are dealt with appropriately. Staff follow the behaviour policy, with its emphasis on positive reinforcement of good behaviour, consistently. Self-discipline and respect for others is promoted actively through the school's Code of Conduct. A policy statement dealing with bullying outlines effective procedures for reducing and dealing with known incidents of bullying or oppressive behaviour. For example, a drama production and leaflets for parents and pupils raised awareness of the need to be vigilant and to share problems with staff.
44. Procedures for monitoring and promoting pupils' attendance are satisfactory. A recent initiative to monitor pupils taking holidays during term time, more rigorously, is a good feature. Unauthorised absence is followed up by close liaison with the educational welfare officer. However, the school does not routinely make early first-day absence calls to parents. The need for good attendance and punctuality is promoted well, and pupils are presented with certificates for a 100 per cent attendance each half-term.

45. Systems to monitor and promote personal development are implemented consistently by all staff. Whole-class targets for improvement are set each week and rewarded with marbles in a jar, culminating in a class reward if targets are met. A congratulatory assembly is held each week when outstanding examples of good work and good behaviour, or acts of citizenship by pupils in each of the Key Stage 2 classes, are publicly acknowledged and praised. House points are also awarded to individuals for good work, progress and additional helpfulness. A shield is awarded each half-term, and pupils eagerly support the progress of their house. Simple prizes and treats are also used to good effect in Key Stage 1 classes. Procedures for assessing pupils' attainment and progress are satisfactory and are well organised in English and mathematics. However, this practice does not extend to other subjects in the curriculum, and the use of assessment information to guide curricular planning is unsatisfactory.
46. Procedures for the assessment and review of pupils with special educational needs are secure. Baseline assessment information is used effectively to ensure the early identification of pupils with learning difficulties. In addition, the school has recently started to identify its most able pupils. Pupils with English as an additional language are appropriately monitored regarding their acquisition of basic language skills, and assessments are completed regularly.

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

47. Parents continue to be supportive of the school. They feel comfortable approaching the school with questions or problems. Their children like school, where they are expected to work hard and do their best. Parents feel that teaching is good and their children make good progress. They like and acknowledge the school's caring focus and feel that the presence of pupils from the Integrated Resource Unit benefits all pupils. However, some parents feel they are not kept well enough informed about their children's progress, and the school does not work as closely with them as it could.
48. The school has maintained effective links with parents since the previous report. The quality of information provided is broadly typical of large primary schools. Written information for parents is of variable quality and value. The prospectus, newsletter and annual reports to parents on pupils' progress are easy to read and understand. Reports give good information on what pupils have learnt, understood and can do. They also provide useful comments on effort and progress, and most of the reports indicate targets for improvement in English and mathematics. However, the governors' report to parents omits comparative information for the standard assessment tests and the progress the school has made in its previous inspection action plan. Home-school books are a useful method of communication with parents. However, they are not always used consistently or effectively. An effective example of its implementation was seen in Year 2 when it was used as a communication tool for the exchange of personal, behavioural and academic information. In Year 4, one teacher makes good use of them as a home-school reading diary, the other uses them simply as a book for pupils to record which books they read at home and what they thought about them. This, together with differences between the Year 6 classes in the information provided at the front of the book, also indicates inconsistency of use and partially explains the variation in parents' views on information provided about their children's progress.
49. Regular termly meetings are held where parents can discuss their children's progress. These meetings are usually well attended, and the school tries to contact all parents or carers who do not attend. Curricular information is provided at the first meeting during the autumn term. Literacy and numeracy workshops have been held but were not well attended. Parents are invited to talk individually about their children's abilities soon after they start nursery. However, this process of sharing information to promote further learning is not carried on in a proactive manner when parents collect their children at the end of each nursery session, or when children start in reception, when information is gathered assessing children's attainment.
50. Parents of pupils with special educational needs are kept informed of their children's progress and are invited to regular review meetings. A small minority of parents do not wish their children's names to be included on the special needs' register, even though they are made aware of the school's concerns.

51. Staff from ethnic-minority communities, employed by the local education authority, provide invaluable support in forming good relationships with parents, who feel that their language and culture are valued and respected by the school.
52. The home-school agreement and homework policy encourage parents to help their children at home. Parents help at home by listening to their children read. They also help their children to learn their tables and spellings, and with problems and projects when requested. However, the provision of homework is inconsistent between classes in the same year group. Parents willingly help on trips, during festivals and contribute generously to fund-raising activities. A small number of parents also help in Key Stage 1 by listening to readers. The school acknowledges the need to involve parents more as partners in their children's education.

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

53. The headteacher provides good leadership. She is well supported by her deputy headteacher and senior management team who are also good role models as teachers. Both the headteacher and the deputy headteacher have an important presence around the school, and this contributes well to the high standards of behaviour. The headteacher has been appointed since the previous inspection and has contributed much to the improvements in the school and provides clear educational direction. The majority of the staff have high expectations, and teaching and non-teaching staff work particularly well together. However, there is a small minority of teachers who are unexceptional and rarely inspiring, who do not have the same high standards as everyone else. Despite this, the 'exceptionally positive ethos' found during the previous inspection has been maintained, and the school's aims and values are well reflected in its work. There is still work to do in improving standards, and the school is not complacent. The school's statutory targets for literacy and numeracy are realistic and challenging, given that the school's results include the pupils from the Integrated Resource Unit.
54. Although the school has a monitoring and evaluation policy, the monitoring of teaching and the curriculum is not as effective or as rigorous as it could be. At present, subject co-ordinators have insufficient opportunities to monitor teaching, the curriculum and the pupils' work. Consequently, there are significant differences in the quality of teaching and the depth to which the curriculum is covered. As a result, some pupils learn more effectively and make better progress than others. The school acknowledges that this is an area for development and has started to address the issue; however, there is more work to be done. A few co-ordinators are not as effective as they could be.
55. The school development plan is a good document that clearly identifies the school's priorities for the future, with a particular emphasis on continuing to raise standards and improve the quality of education. The governors and staff of the school have recently spent time together on next year's plan that will be produced in line with the next school budget. This is good practice. The governors have a good understanding of the school and are well informed about what is happening in the school. They are a well-organised body, with a number of appropriate committees that support the smooth running of the school. Many of the governors visit the school regularly, and they all have a nominated subject that they represent on behalf of the governors. The science governor, for example, has met with the co-ordinator to discuss the curriculum and look at the resources. This all contributes to the governors' understanding of the school. However, the governing body does not fulfil its statutory requirements with regard to its annual report to parents.
56. The school has a good policy for financial management and administration. All specific grants are used for their designated purposes. They have been used well to train all staff in the national strategies for literacy and numeracy. All priorities for development are carefully costed and supported through the school's financial planning. Good use is made of new technology in administration and management, and computerised systems are used well by the clerical staff. Problems with networking the classroom computers and the delaying of staff training until next spring means new technology is not yet used effectively for teaching and learning.

57. The principles of achieving the best value are applied satisfactorily for all services and resources that the school requires. Since becoming a school directly responsible for all its finances, it has obtained the services of a bursar. He spends one day a month reviewing spending patterns and decisions and monitoring income and expenditure in consultation with the headteacher and finance officer. The school strives to purchase the services that provide quality and value within a competitive cost range. Three quotations are sought for all major spending initiatives and the one that presents best value for money is selected. The cheapest quote is not necessarily chosen. However, spending is not yet evaluated for its impact on standards. Learning resources are generally used well, and the school makes the most of its building. A number of areas are used to provide extra spaces for teaching or supporting small groups of pupils. However, the current organisation of classes occasionally makes combined year group activities and liaison between staff difficult, when classes in the same year group are situated at opposite ends of the building. Time is not always used effectively, and many lessons are too long, particularly for the younger pupils. In some of the longer lessons, the pace of learning deteriorates and this adversely affects pupils' progress.
58. Staff are well qualified to meet the demands of the curriculum and the age group they teach. Support staff are of high quality. They have a clear understanding of their roles and make a very positive contribution to the learning of pupils, particularly those with special educational needs. Good staffing levels during literacy and numeracy lessons enable pupils' needs to be met effectively through whole-class or group teaching. However, the current emphasis on support for literacy and numeracy sometimes results in teachers having little or no support for group-work when teaching other subjects. The school has a very strong commitment to the professional development of teaching and support staff. Relevant job descriptions are in place, and the programme for professional development is well managed by a conscientious co-ordinator. Priorities for training are closely linked to whole-school developments. The high concentration on literacy and numeracy training has changed long-established practices and has had a positive impact on the quality of teaching. However, the demands of implementing the National Literacy and Numeracy Strategies have made training for the co-ordination of other subjects difficult. Many co-ordinators have received no formal training and, although they have a positive attitude towards their roles, not all have yet acquired the skills necessary to develop an overview of their subject.
59. The school provides spacious, well-maintained accommodation. It makes best use of its building, despite the poor condition of some internal areas. A well-structured five-year refurbishment programme has ensured an effective, systematic approach towards repair and maintenance. Attractive displays in communal areas are used effectively to celebrate work across the curriculum. Specialist areas are used well for group activities, and library areas, although underused, are of adequate size to provide good opportunity for research. There are generous indoor and outdoor facilities for physical education and extensive grounds for environmental work. Outdoor hard and grassed play areas are more than adequate for Key Stage 1 and 2 pupils, but outdoor play facilities for children in reception is unsatisfactory.
60. At the time of the previous inspection, levels of resources were adequate in all subjects, apart from information technology. Design and technology, music and library resources needed some improvement. Although food technology resources are still limited, and multi-cultural instruments are in short supply, resources for design and technology and music have improved. The quality of books has also improved, although there are still gaps in the area of non-fiction. Most subjects currently have an adequate supply of resources, although there are not enough resources for two classes to study the same religious education topic at the same time. There is also a shortage of history artefacts, and visual aids about the work of famous artists. The current level of resources is inadequate for teachers to teach all aspects of the curriculum for information and communication technology.
61. With rising standards, good teaching, the pupils' positive attitudes and behaviour, the care provided by the school and the headteacher's good management, the school continues to provide good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The inspection team recognise the school's drive to raise standards. In addition to the good work already being undertaken, to improve the standards and the quality of education further, the headteacher, staff and governors should:

- Raise standards in English by:
  - providing planned opportunities for speaking and listening and extended writing across the curriculum;
  - ensuring that work is consistently planned for the range of different ability groups within classes;
  - ensuring consistent day-to-day assessments by teachers.  
*(Paragraphs 20, 22, 24, 30, 92, 93, 95, 98, 99, 102)*
  
- Raise standards in information and communication technology by:
  - continuing to develop resources to ensure that all elements of the subject can be taught;
  - identifying how information and communication technology will be used to support other areas of the curriculum.  
*(Paragraphs 29, 60, 70, 111, 135, 136, 139)*
  
- Improve the inconsistencies in teaching and the delivery of the curriculum by:
  - more rigorous monitoring of teaching, curriculum planning and pupils' work;
  - using good teachers as examples of good practice.  
*(Paragraphs 5, 17, 18, 20, 23, 30, 32, 48, 53, 54, 57, 58, 67, 69, 74, 84, 100, 103, 104, 113, 118, 119, 123, 124, 126, 127, 128, 130, 150)*
  
- Develop assessment procedures for all subjects and ensure that assessment information is used more effectively to inform future planning and monitor pupils' progress. *(Paragraphs 45, 114, 125, 128, 130, 152)*
  
- Review the way the school day is structured in order to make more efficient use of time. *(Paragraphs 29, 66, 118)*

*In addition, the following less important weaknesses should also be considered for inclusion in the action plan:*

- to improve outdoor play facilities for children in the reception classes, *(paragraphs 59, 80, 89);*
- to continue to promote pupils' attendance *(paragraphs 13, 44).*

## THE INTEGRATED RESOURCE UNIT FOR PUPILS WITH MODERATE LEARNING

### DIFFICULTIES

63. An Integrated Resource Unit, funded by the local education authority, operates within the school. The Unit consists of 40 full-time pupils with moderate learning difficulties. These pupils have statements of special educational needs and are drawn from a much wider area than that normally served by the school. The provision made by the school for these pupils is good, maintaining the standard achieved at the time of the previous inspection. The characteristics of the pupils make it inappropriate to judge their attainment against age-related national expectations or averages. However, it is possible to give examples of what pupils know, understand and can do at each key stage. Judgements about progress and attainment take account of the information contained in pupils' statements, annual reviews, each pupil's individual education plan and the learning that took place in literacy and numeracy lessons.
64. The achievements and progress of pupils in English and mathematics is good overall and is very similar at both key stages. This maintains the standards from the previous inspection. At Key Stage 1, most pupils know the words of simple 'hello' songs. They match cards with the same word, for example 'come.' Pupils name a range of animals from pictures. The most able can sound the letter at the beginning of frequently used words, for example c-at. However, they have not yet achieved National Curriculum Level 1 in English. At Key Stage 2, pupils have made their own 'Big Books' of very good quality to read in literacy lessons. They read the text together. Pupils have a good knowledge of the alphabet and higher-attaining pupils can match a range of words with objects, for example a carrot and a tomato, and have a developing knowledge of letter sounds and words they use frequently in their reading books.
65. In numeracy lessons at Key Stage 1, pupils find counting to 30 difficult to achieve. However, all can count to eight and know that they have five fingers on one hand. Most recognise a bronze from a silver coin and can match one coin to one person. At Key Stage 2, all pupils count down from 10, following a number line. Higher-attaining pupils count down from 20 and, with assistance, can subtract numbers from 10. These pupils have a good knowledge of the days of the week and some know the name of the day that comes before that given, for example that Tuesday comes before Wednesday. Towards the end of Key Stage 2, pupils have a developing concept of place value and higher-attaining pupils know that if there are ten books in a box then three boxes would be needed to make 30 books.
66. In many lessons, pupils from the Unit work alongside pupils of the same age in mainstream classes. Teachers and support staff from the Unit work closely with their colleagues in the main school to ensure that they know what is to be taught. Then, before the lesson, they work with the pupils to ensure that they have an understanding of the content of the lesson. Finally, they work alongside pupils from the Unit during lessons, giving support, as and when necessary, and assisting with recording. This arrangement works very well and ensures that pupils from the Unit achieve well and make good progress. Both the National Literacy Numeracy Strategies have been implemented successfully for these pupils, which has resulted in them making good progress. However, the length of these lessons is often too long for the concentration span of the pupils, and, frequently, time is not used well.
67. Pupils' behaviour in lessons and their attitude to learning, both in the Unit and in mainstream lessons, is very good. This was a strength at the time of the previous inspection. Pupils are very well behaved and are keen to learn. They listen carefully and stay on task very well, even when lessons are too long. This high standard of behaviour arises because the work set is appropriate to their needs and the pupils can experience successful learning. However, a small number of pupils in the Unit have recognised behavioural problems. These pupils find concentrating difficult and, occasionally, their behaviour disrupts the learning of the rest of the class. As there are no agreed management programmes, their behaviour is dealt with inconsistently. The behaviour management of these pupils is unsatisfactory.
68. Pupils' personal development and relationships are very good. They are keen to answer questions, but they take turns and are polite to teachers, support staff and to each other.

There is no evidence of bullying or other aggressive behaviour. There are good relationships between boys and girls.

69. The quality of teaching in the Unit is good overall at both key stages. This maintains the high standards from the previous inspection. No unsatisfactory teaching was observed during the inspection. In over half of the lessons observed, teaching was very good. In the better quality lessons, teachers are secure in their knowledge of both the special educational needs of the pupils and in their knowledge of teaching literacy and numeracy skills. They plan lessons very well. Whilst lesson objectives are achievable, there is sufficient challenge for pupils to make progress in their learning and expectations of the pupils are appropriate. Lessons move along at a good pace, with frequent changes of activity to engage the continued interest of the pupils. Within mainstream lessons, teachers work well with staff from the Unit. Care is taken to produce work that meets the lower attainment of the pupils with special educational needs. For example, in a science lesson at Key Stage 2, lower-attaining pupils drew the equipment used to show that air has weight whilst the higher-attaining pupils had to write up the whole of the experiment and label their apparatus correctly. Where teaching is less successful, individual education plans are not used sufficiently well to direct pupils' learning, and day-to-day assessment of progress within lessons is insufficiently developed. In some lessons, teachers strategies for managing pupils' behaviour are inconsistent. Within the Unit and in mainstream classes, support staff are used well and make a very positive contribution to the high quality of teaching.
70. The curriculum offered to pupils in the Unit is generally satisfactory. Lessons are well planned to meet the differing needs of the pupils. There is a continued need to ensure that, when pupils are withdrawn from lessons for additional teaching or to receive therapy, their entitlement to a broad curriculum is protected. Opportunities for pupils to use computers in their lessons is unsatisfactory. There is a lack of appropriate software through which to teach basic skills in literacy and numeracy. There is a lack of appropriate specialist switches and input devices to enhance the access of those pupils who find the use of a standard keyboard, or standard mouse, difficult. These issues limit opportunities for learning.
71. The school as a whole has maintained the good standards of provision since the previous inspection. Pupils in the Unit continue to benefit from the opportunities provided for all pupils by the school. In particular, the school does much to promote pupils' moral development. This permeates lessons in the Unit. Teachers and support staff take every opportunity to help pupils to see the right ways of behaving and the reasons they should behave well. Similarly, pupils are encouraged to develop a wide range of social skills. From the outset, they learn to take turns and to take responsibility for jobs within the classroom. Pupils in the Unit take part in school assemblies, and they learn about how and why people might see things differently and might act in different ways in different parts of the world. The school ensures that pupils across the ability range have their achievements recognised, for example, a pupil with special educational needs read his poem out to the whole school in assembly. His achievements were very much appreciated by all those present.
72. The school's procedures comply with the national Code of Practice for pupils with special educational needs. Arrangements for the annual review of statements are satisfactory. Parents are invited to attend, together with other professionals and, where appropriate, social workers. Targets for each pupil's individual education plan are agreed and are reviewed at regular intervals. The monitoring of pupils' academic performance and personal development is satisfactory. The speech and language therapist assesses those pupils who have communication difficulties. She works closely with teachers who follow through her recommendations. Both staff and parents are given good support by the educational welfare officer attached to the school.
73. The co-ordinators of the Unit have good links with parents. Visits are made to mainstream schools prior to the admission of pupils. Parents are invited to attend for their child's annual review and to agree learning targets with the school. When the time comes for pupils to transfer to secondary schools, the Unit co-ordinators work closely with parents to minimise problems and to give general advice and support.

74. There is one co-ordinator for each key stage. The co-ordinators work well together. The Unit is well organised and there are detailed timetables for pupils at both key stages. These high standards have been maintained since the previous inspection. Teachers and support staff are allocated to ensure that pupils are given appropriate support, both within the Unit and when pupils are being taught in the main school. A member of the governing body has a responsibility for special education within the school. All statutory requirements are met. Arrangements for monitoring, evaluating and developing the quality of teaching are unsatisfactory.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

87

Number of discussions with staff, governors, other adults and pupils

44

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	17	40	37	1	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)	38	401
Number of full-time pupils eligible for free school meals		95

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	39
Number of pupils on the school's special educational needs register	3	88

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	6.8
National comparative data	5.1

#### Unauthorised absence

	%
School data	1.2
National comparative data	0.4

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	21	33	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	21
	Girls	19	22	25
	Total	35	37	47
Percentage of pupils at NC level 2 or above	School	65 (67)	69 (67)	87 (73)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	19	19
	Girls	19	23	21
	Total	32	42	40
Percentage of pupils at NC level 2 or above	School	59 (60)	78 (67)	74 (58)
	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	30	28	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	22
	Girls	24	18	24
	Total	37	35	46
Percentage of pupils at NC level 4 or above	School	64 (71)	60 (69)	79 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	22	17	27
	Total	38	35	47
Percentage of pupils at NC level 4 or above	School	66 (70)	60 (74)	81 (82)
	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	1
Black – African heritage	1
Black – other	3
Indian	1
Pakistani	2
Bangladeshi	
Chinese	2
White	332
Any other minority ethnic group	1

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

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

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

Total number of qualified teachers (FTE)	20.3
Number of pupils per qualified teacher	27.7
Average class size	28.6

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

Total number of education support staff	10
Total aggregate hours worked per week	350

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38

Total number of education support staff	2
Total aggregate hours worked per week	70

Number of pupils per FTE adult	12.7
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*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	7	3
Other minority ethnic groups		

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

### ***Financial information***

Financial year	1999/00
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	£
Total income	970,801
Total expenditure	998,278
Expenditure per pupil	2,360
Balance brought forward from previous year	33,856
Balance carried forward to next year	6,384

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	430
Number of questionnaires returned	105
Percentage of questionnaires returned	24

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	6	1	0
My child is making good progress in school.	46	46	6	1	2
Behaviour in the school is good.	24	53	11	5	7
My child gets the right amount of work to do at home.	22	56	12	2	8
The teaching is good.	46	43	4	2	6
I am kept well informed about how my child is getting on.	30	44	19	5	2
I would feel comfortable about approaching the school with questions or a problem.	50	39	5	5	2
The school expects my child to work hard and achieve his or her best.	54	38	4	1	3
The school works closely with parents.	27	50	10	9	5
The school is well led and managed.	33	44	5	10	8
The school is helping my child become mature and responsible.	41	48	9	0	3
The school provides an interesting range of activities outside lessons.	21	32	21	7	19

## **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<sup>2</sup>**

75. Children in the Foundation Stage are taught in the nursery and in two reception classes. They are admitted to the nursery on a part-time basis soon after their third birthday and join the reception classes at the beginning of the school year in which they become five, or in the following term. The local education authority's baseline assessment is undertaken within the first few weeks of children's entry to the reception classes. Information from this indicates that their attainment on entry to the school is well below average and that literacy skills are particularly poor. This is supported by inspection findings.
76. There has been a good level of improvement in the provision for children in the Foundation Stage since the previous inspection, particularly in the reception classes where the curriculum is now matched to the Early Learning Goals<sup>3</sup> for children in the Foundation Stage.
77. The nursery and reception classes provide a secure learning environment where the children feel happy and confident in a caring and supportive atmosphere. The curriculum is appropriately planned and provides a broad and balanced programme of learning experiences, which are matched to the needs of these children. The mix of teacher-directed and child-chosen activities is generally effective, and tasks are usually well matched to the desired objectives of the lesson. Teachers and support staff work effectively as a team promoting sound educational standards.
78. Links with parents and carers are sound. Parents are encouraged to accompany their children into the nursery on arrival where they help them to register themselves, and to settle into the nursery routines. Parents of children in reception are involved in setting targets with their children on 'Target Ted', and this provides a good start for the further development of parental links in order that parents may be more closely involved in their children's learning. Children's progress is carefully tracked in the reception classes, where additional records are kept of their attainment in reading. Children with special educational needs make good progress in the early years with support designed to meet their specific needs.
79. The provision in the nursery is appropriate for the needs of children under five, but the use to which the accommodation is put is not conducive to any quiet time, nor does it encourage concentration on any given task. The learning environment is disorganised, cluttered, and unattractive. This was commented on in the previous report and there has clearly been no improvement. Children are unable to clearly identify areas where they would wish to work, although there are many, indeed too many, activities available.
80. There has been a marked improvement in the provision for children in the reception classes since the previous report, where it was noted that provision for children in the reception classes was inappropriate and did not meet the needs of young children. Staff in the reception classes have addressed this issue effectively. Teacher-directed activities in reception are well planned and tightly focused, and children are given appropriate access to suitably structured play activities to develop exploratory and investigative play and to consolidate their learning. In the reception classes, there is currently no provision for structured outdoor play to help children develop skills and collaborate with each other in an appropriate environment. The school has recognised this requirement within the school development plan, and governors are aware of the need to develop facilities for children in the reception classes.

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

81. Children make good progress in personal, social and emotional development and attain levels that are similar to those of other children of this age. Children take responsibility for their own

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<sup>2</sup> The Foundation Stage applies to children from the age of three of age to the end of the reception year in primary school.

<sup>3</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

aprons in creative activities and help one another with zips and fasteners when they put on their own coats for outside play sessions. They are well behaved, show respect for the feelings of others, and are learning to follow the rules when taking turns in games and discussions. Children respond positively to their experiences at school, forming amicable relationships with each other and paying good attention to their teachers. They are learning to tidy up at the end of each session, and they are happy to take responsibility for choosing activities and resources appropriate to their needs. They converse freely during social activities and they co-operate with one another during play activities. Teaching of personal and social skills is good, with a consistent approach that enables children to understand the behaviour that is expected in school. The teaching is clearly planned and developmental. All staff act as excellent role models, and children learn well from the examples set.

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

82. Children's attainment in communication, language and literacy is well below the level expected for their age, and their skills in writing are particularly poor. Most children have poorly-developed oral language skills when they enter the nursery. Many children display very immature speech patterns and several are unable to communicate effectively with adults. Children's oral language skills are developed effectively through role-play, where the children play in pairs or within a small group, but there are too few occasions where an adult is involved in this play in order to extend the children's language. Children's language skills are developed further through stories and rhymes, and play activities and creative work with an adult. Children listen to stories attentively and they enjoy songs and rhymes.
83. Children have access to a range of good quality books in the reading areas in the reception classes, but they are not encouraged to sit quietly and enjoy and 'read' a story for themselves from a familiar book, and the seating in the book corner does not foster this. During the literacy hour in reception, children handle books appropriately and with confidence and, by the time they are five years old, all are able to differentiate between pictures and text. Several children recognise letters of the alphabet by sound and shape, and higher-attaining children can relate these sounds to words. A very few children are beginning to read. Most children in reception write their own name without support, for example on their artwork, but letter formation is poor and reversals are common. Children's early writing is not incorporated effectively into role play, and very few children use writing independently.
84. The teaching of language and literacy has many strengths, particularly during the literacy hour in reception, and in the development of speaking and listening through imaginative play in the nursery. However, there are also some areas that are unsatisfactory. There are insufficient opportunities for children to sit and share books quietly in the nursery in a comfortable and attractive environment, and there is no use of 'Big Books' to support an interest in print. The development of writing is poor. There is insufficient direct teaching of letter formation and there are too few opportunities for children to use writing in their play, particularly in the nursery. All of the above points were made in the previous report and there has been no improvement in the succeeding four years.

### ***Mathematics***

85. Children attain levels in mathematics which are below those expected for their age. Skills and understanding are developed in the nursery, through sorting and matching activities, within sand and water play, activities using shape, position, size, and quantity, and through songs and rhymes. Children in the nursery carry out essential activities in the correct sequence, when deciding the order in which to put on their outdoor clothes.
86. In reception, children practise sequencing and pattern making in bead-threading and painting activities, and enjoy counting forwards and backwards using songs and rhymes to support their learning. They count to ten with confidence and recognise the numerals, although not all can sequence them confidently. All children in reception make sound progress in extending their understanding of numbers, through daily use and practice, and quickly learn numbers to ten. A few higher-attaining children indicate, for example, how many children there are

altogether if there are already 11 present and one latecomer arrives. A very small minority of children can add and take away by counting forward and backwards, and a very few higher attainers use the language of mathematics correctly. The teaching of mathematics is sound, and the introduction of the National Numeracy Strategy in reception is beginning to have a positive impact on children's attainment. Teachers in nursery provide an appropriate range of activities for children to practise and consolidate their learning, but there is a need for a greater emphasis on the teaching of specific skills through teacher-directed activities.

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

87. Children's knowledge and understanding of the world is developing appropriately, and they attain levels that are similar to those of most children of their age. Opportunities are provided, in both nursery and reception, for children to develop technological skills through their use of construction toys during play activities with both large and small apparatus. In cookery activities, children in the nursery observe the changes with fascination as they rub margarine into flour for their buns. They also thoroughly enjoy their visit to a nearby farm where they feed and stroke the animals, and within the nursery in springtime they watch in awe as a chick slowly appears from an egg. In reception, children learn imaginatively about the past as they experience a dolly-tub, washboard, soap and scrubbing brush in the role play area and then peg out their washing on the clothes line with large wooden pegs. As they become more familiar with computers, children are developing their mouse skills and they all draw and match pictures and letters proudly. All can use headphones and tape recorders confidently to listen to taped stories and rhymes. Children make sound progress in this area of learning with sound teaching and a clear focus for learning. Teachers provide the children with imaginative tasks and give them a range of learning experiences to develop their understanding of the world about them.

### ***Physical development***

88. Children's physical development is below that normally found in children of their age. Children in the reception classes do not have access to outdoor play opportunities, and the lack of wheeled toys, such as bikes, cars and prams, and outdoor climbing and balancing equipment, restricts this aspect of their physical development. In the nursery, children make good use of the secure playground to develop their physical skills and to use space safely. They show sound control and co-ordination when propelling wheeled vehicles around the playground. They co-operate well, giving one another rides on tandems and taking turns and sharing without any problems.
89. In reception, children are learning to use space in lessons in the hall, but many cannot do this effectively and have limited control over their movements. Children use space appropriately when walking around the hall in different modes, but not when running or controlling footballs. Children enjoy taking part in physical education lessons, but many do not move confidently and their ball-control skills are under-developed. Most children show good levels of co-operation in a parachute game as they lift up the parachute for others to run underneath. There is no safe surface available to children in either nursery or reception where they may play safely with the appropriate climbing and balancing equipment for their age. Most children make steady progress in the dexterity they demonstrate when using paintbrushes, pencils, and crayons, completing jigsaw puzzles, building with constructional toys and pouring water into containers of different shape and size. They move the cursor on the computer with the control needed to operate programs. Many children use scissors with a good level of competence, and a few are able to manipulate sellotape for themselves as they join a stick on to their animal masks.
90. Teaching of physical skills is sound. The teachers have secure subject knowledge and use assessment well to match teaching to identified needs of the children and to monitor their progress.

### ***Creative development***

91. Children's creative and artistic skills are developing appropriately and are evident in the bright displays of work. Children attain levels in most areas of creative work, which are typical for their age but, in creative artwork, access to materials for imaginative expression is sometimes restricted by the teachers' lack of organisation within both the nursery and the reception classes. Children use paints, crayons, pastels, chalks, and collage in their artwork. They learn to mix colours appropriately, creating their own self-portraits and their own representations of what they see around them. Creativity and free expression are encouraged, and children explore a range of artistic materials in their work. Dough is used regularly in the nursery, and children enjoy squeezing, rolling, shaping, cutting and forming their own models. They use clay and salt-dough with obvious enjoyment as they model diva lamps and animals. Children engage in collage work, and enjoy creating their own individual effects with a range of textures, tones, and shades. Creativity and free expression are encouraged. Children attain levels in most areas of creative work, which are typical for their age. Overall, teaching is sound. The teachers have secure subject knowledge of the creative arts and a willingness both to teach skills and to encourage creativity and free expression.

## ENGLISH

92. Results of the National Curriculum tests in 2000, at both key stages, showed pupils' standards in English to be well below the national average, even when discounting the performance of pupils from the Integrated Resource Unit. When compared with similar schools, standards are below average. Analysis of the school's performance, over time, shows improvements in reading and writing at Key Stage 1, and a continuing trend of improvement in Key Stage 2, where standards are rising faster than the national upward trend. Set against a background of declining standards on entry, this represents good progress. However, standards in English are still too low and the performance of boys is of particular concern.
93. Inspection evidence indicates that, despite good progress in lessons, standards in English remain below average in both key stages. Very few pupils in Year 2 are performing at expected levels for their age, and the percentage expected to achieve a higher level is low. In Year 6, although many pupils are expected to achieve the expected level, very few will reach a higher level, and a significant minority may struggle to achieve the level below that expected.
94. By the time they are seven, pupils' speaking and listening skills are below those expected nationally. Most pupils listen attentively to the teachers' introductions and explanations, but many find it difficult to concentrate fully on what is being said. Whilst some pupils speak in clear sentences, most have a very limited vocabulary, which prevents them from articulating their ideas effectively. These pupils often answer questions with one-word answers and find it difficult to find the vocabulary they need to describe or explain. Pupils start from a very low baseline, with a significant proportion of children entering school with speech defects that further prevent clarity of communication.
95. Pupils make at least satisfactory progress through the key stages in developing their speaking and listening skills but, because they start from such a low level, standards are still below average by the time they leave the school. Grammatical errors such as 'he's taken it' and 'it were raining', are common and, although pupils have developed their vocabulary significantly, most are unable to use standard English effectively enough. In some oral sessions, pupils' speaking and listening skills are promoted well, with many opportunities for them to talk about their work, whilst in others, the teacher does most of the talking, and opportunities are missed for pupils to refine their oral skills through extended conversations. Pupils develop their technical vocabulary well through good teaching in subjects such as English, mathematics and science, and very good use of open-ended questioning provides good opportunities for pupils to practise their oral skills. However, planning for the development of speaking and listening skills across the curriculum is inconsistent and has not been addressed by the subject co-ordinators. Opportunities are sometimes missed for pupils to develop their oral skills through debates, interviews and role-play situations.
96. By the age of seven, standards in reading are below average. The more able pupils demonstrate an enjoyment of reading and respond to humour or interesting content. They read fluently and expressively and talk about aspects they particularly like. They use their



knowledge of phonics and picture cues to work out unfamiliar words but rarely use contextual cues. They enjoy literature, talk enthusiastically about the plot and characters and make simple predictions. They know the meaning of 'title', 'author' and 'illustrator'. They read regularly at home and their home-school diaries show that they change their books often. Pupils have limited experience of non-fiction books but locate information reasonably quickly, using the index and table of contents. There are very few non-fiction books in the library and classrooms to help them to develop these skills. Reading books are not always well matched to the pupils' abilities and several higher-attaining pupils can read fluently from much more difficult books. Pupils of average reading ability are much more hesitant. They read without expression, and basic word-building skills are insecure. They are reluctant to discuss their books in any detail and have a much narrower experience of reading in the home. Below-average readers have a basic sight vocabulary, recognising a few words but unable to use their knowledge of phonics to tackle unfamiliar words. There is a marked contrast in the standard of reading between some parallel classes because in some classes it is taught more effectively and consistently.

97. In Key Stage 2, pupils' reading skills are closer to average but still below. Higher-attaining readers are expressive and responsive. However, their range of preferences is very limited. They know how a library is organised and understand the system used for cataloguing non-fiction books. Few belong to a library or use the school library for personal research. They have not yet learned to scan quickly for information. Readers of average ability lack the full range of strategies for working out unfamiliar words, and none automatically refers to the text when expressing opinions. The least confident readers are hesitant and mechanistic and make many errors. In Year 6, only one of the six pupils heard to read was enthusiastic about books. The level of difficulty of books chosen by higher-attaining pupils is often very much the same as that of the average readers. It is clear that the under-stocked school libraries, although inviting in appearance, and much improved since the previous inspection, remain largely unsuccessful in promoting pupils' enjoyment of reading. A pupil in Year 5 commented that he reads in school 'when there's nowt to do.' There is evidence that absenteeism is affecting standards in reading. A bright pupil, identified as an average reader, confided that he hardly ever read and, although his friends shared group readers in class, he often missed these sessions.
98. Pupils' writing skills are well below average throughout the school. By the time they enter the Year 1 classes, their performance is still well below average. In Year 2, pupils write for a range of purposes. The most able write in simple sentences that are mainly punctuated with full stops, but opportunities for them to extend their writing are sometimes hampered by the constraints of a worksheet format. Although most pupils know that sentences are demarcated with capital letters and full stops, few transfer this knowledge into their everyday writing. Spelling is weak. Handwriting varies from well-formed letters, that are consistent in size, and appropriately spaced to poorly formed letters with no spaces between the words. No pupils join their writing. Many pupils place capital letters in the middle of sentences and words.
99. In Key Stage 2, pupils are making good progress. They are developing a good sense of audience and adapt their writing for different purposes. For example, pupils in Year 5 rewrote the story of 'Red Riding Hood', turning it into a play script. Higher-attaining pupils in Year 6 are beginning to use expressive, descriptive language in their writing. They organise fiction and non-fiction writing for specific purposes, for example, stories, poems, accounts, diaries and biographies. However, their written work often reflects weaknesses in spoken language, with many grammatical errors, such as mixed tenses. Spelling improves as pupils move through the key stage, but it remains weak, with pupils in Year 6 misspelling many common words such as 'horse', 'house' and 'really'. Pupils' handwriting is mostly joined and consistent in size and proportion, although some writing is less well formed. Many pupils continue the habit of placing capital letters in the middle of words and sentences. In a Year 6 class, pupils refine their writing very successfully through drafting and redrafting, for example, when they wrote a dramatic first-person account of the sinking of the Titanic. Many use the computer very effectively to edit their writing. In this and other classes, writing skills are developed well across the curriculum. For example in links with science, pupils in Year 3 write a book about materials for younger readers. They develop their research skills well as they use books to

find the answers to questions which they have formulated themselves, such as 'Where does cotton grow?' In a Year 5 class, pupils' note-taking skills are enhanced by homework. However, there is no evidence of a whole-school approach to writing across the other subjects and planning is often left to individual teachers. Information and communication technology is not used consistently to enhance pupils' writing throughout the school. In some classes, a worksheet format limits the possibilities for the more able pupils to write at greater length.

100. The quality of teaching and learning is good overall, with some inconsistencies in both key stages. Lessons range from excellent to unsatisfactory, with six out of ten being good or better. Very good lessons contain many excellent features, such as high expectations of work and behaviour, and enthusiasm for literature and the power of language. In these lessons, the teacher inspires the pupils, carrying them along with their own energy, enthusiasm and enjoyment, for example when pupils in Year 2 turn up their collars and become Secret Agents, reading enthusiastically from the 'Big Book'. They then work independently on writing tasks that are well matched to their learning needs, whilst the teacher spends quality time with an above-average group. In the occasional unsatisfactory lesson, the school's literacy strategy is disregarded and time is used inappropriately.
101. Teachers often employ very good methods to interest and motivate pupils. For example, in a literacy lesson in Year 3 that had many excellent features, the teacher involved all pupils by providing them with flash cards and whiteboards. This gave a brisk pace to the lesson and provided the teacher with instant feedback on pupils' understanding. In the occasional unsatisfactory lesson, planning is not consistent with the literacy strategy, and methods fail to ensure that pupils make progress in their language skills. Some lessons are barely satisfactory because of low expectations, unimaginative content and poor use of day-to-day assessment.
102. Teachers have a good understanding of the literacy strategy, which is making a significant contribution to raising standards. However, there are many inconsistencies in its implementation. In some classes, timing is closely matched to that which is recommended, whilst other lessons are stretched to fit the length of the session, with opportunities missed to fit in other opportunities for learning. In many lessons, work planned does not always take into account the varying needs and abilities of pupils. It is not always demanding enough for the more able pupils and sometimes too difficult for those with special educational needs. Consequently, pupils are unable to work independently enough to allow the teacher to concentrate fully on the focus group, with the result that pupils do not always make the progress of which they are capable.
103. Teachers work hard to raise standards in literacy, but there are many inconsistencies in the way that English is taught. For example, teachers have different approaches to spelling, handwriting and the use of homework. Pupils' workbooks show that there are differences in expectations within year groups with regard to the quantity and quality of work. Although there are good examples of well-annotated work, that show good use of ongoing assessment, there are inconsistencies in assessment and recording of pupils' progress, for example in some teachers' reading records. Some were very detailed, indicating all skills required and showing pupils' progress very clearly. In other cases, reading records highlighted the levels achieved and the books read by pupils, but there was no evidence of diagnostic comments in either the home-school reading diaries, or the teacher's group reading record, and this is unsatisfactory. Marking of pupils' work varies from positive comments to helpful guidance on how to improve. For example, good practice was observed in a book belonging to a Year 5 pupil book, where the teacher asked for longer, more interesting sentences. The response was immediate, and praise and a further target for improvement followed. In some classes, pupils' efforts to learn their spellings are meticulously tested and recorded, whilst there is not the same rigour in others. In one of the Year 6 classes, all pupils receive the same spelling list each week, regardless of their ability, whilst in the parallel class, pupils' spelling lists are more closely matched to their individual needs.
104. There have been significant improvements since the previous inspection. All of the key issues relating to English have been addressed. Reading resources are of a better quality, and the

introduction of the literacy strategy has provided better opportunities for pupils to talk about their reading. The libraries have been re-furbished but are still under stocked and under used. Test results are carefully analysed, and the results used to inform target setting. Pupils' progress is carefully tracked as they move through the key stages. The literacy co-ordinator is a highly skilled and enthusiastic practitioner and keen to promote literacy and raise standards. However, opportunities for her to monitor teaching and learning throughout the school are limited, and she is unaware of the inconsistencies that exist within all year groups. There is a great deal of expertise within the school and numerous examples of good practice that could be shared. Male teachers provide good role models for disaffected boys in their enthusiasm for literature. A new governor for literacy is not yet fully involved in monitoring, but the school is well placed for further improvement.

## **MATHEMATICS**

105. At the time of the previous inspection, although standards of teaching were judged to be good overall, a significant proportion of older pupils were not reaching standards expected for their age and some pupils had inadequate basic skills to make sufficient progress. The school has made satisfactory improvement during the intervening years. Good standards of teaching have been maintained and the successful implementation of the National Numeracy Strategy has produced a noticeable improvement in basic skills. Standards are rising. However, teachers do not always provide higher-attaining pupils with sufficiently challenging work, and this group of pupils still underachieves.
106. The results of the National Curriculum tests in 2000 for seven-year-olds, showed that the percentage of pupils reaching the expected standards was below the national average. However, standards were closer to the average when results of pupils from the Integrated Resource Unit were excluded, and were above average when compared with similar schools. Standards have improved significantly since 1999.
107. The results of these tests in 2000 for eleven-year-olds indicated that standards were well below the national average, and also below average when compared with similar schools. However, once again, when results of pupils from the Integrated Resource Unit were excluded, standards were close to the average. In this key stage, standards have been rising since 1998, and the overall trend is upwards. There were no marked differences between the attainment of boys and girls.
108. Inspection findings indicate a continuing pattern of improvement in the standards of most pupils. A large number of pupils currently in Years 2 and 6, excluding those in the Integrated Resource Unit, are achieving standards expected for their age in numeracy, space, shape and measures. However, standards in some areas of mathematics are not yet high enough. Pupils throughout the school have insufficient opportunity to apply their knowledge to problem solving, data-handling skills are weak and numeracy skills are not used enough in other subjects. These weaknesses, combined with a lack of challenging work in some lessons, have the most detrimental effect upon standards achieved by the more able, some of whom are not reaching standards in line with their ability. Parents' concerns about insufficient challenge for higher-attaining pupils are justified.
109. By the age of seven, the vast majority of pupils are developing confidence with numbers. More able pupils are secure with numbers far beyond a 100, and they use good mathematical vocabulary. Pupils of average ability count forwards in twos to 50, but are less secure counting backwards. They have sound knowledge of the properties of two- and three-dimensional shapes, are beginning to understand that subtraction is the inverse of addition and are developing procedures for checking their results. Pupils with special educational needs match numbers and objects to ten and make most progress in group work when they are supported well by high-quality staff.
110. By the age of eleven, most pupils work mentally with reasonable speed and accuracy, have a satisfactory understanding of place value and are developing their measuring skills well. They are less secure in their understanding of more complex fraction work, and display some

confusion in work on perimeter and area. Lower-attaining pupils struggle with number skills and, occasionally, some pupils attempt numeracy strategy work appropriate to their age without a satisfactory level of basic numeracy skills.

111. Most pupils, including those with special educational needs and those for whom English is a second language, make satisfactory progress as they move through the school. They gain greater confidence when using numbers and increase their breadth of knowledge. The overall quality of pupils' learning in lessons is frequently good, particularly when teaching is good, but the most able do not always make as much progress as they should when too little attention is given to their needs. In addition, evidence taken from samples of previous work indicates that pupils of differing abilities often complete the same work. Some find the work too easy whilst others have very little understanding. In some year groups, there are inconsistencies in the quality and volume of work produced. One class covers work in great depth and presentation is good, whilst the other produces less work of a lower standard. Pupils' ability to use information and communication technology to develop mathematical skills is poorly developed.
112. The overall quality of teaching in both key stages is good. No unsatisfactory teaching of mathematics was observed during the inspection. The numeracy strategy is well established and has helped to develop teachers' confidence in the subject. An appropriate amount of homework is used to support classroom work. Planning is adequate, though some lacks detail. In all lessons, support staff make a very positive contribution to the learning of pupils with special educational needs. In Key Stage 1, teaching is satisfactory in just under half the lessons. It is good, and occasionally very good, in the remainder. In the good lessons, teachers use the vocabulary of mathematics well, they explain clearly and they know the level of individual pupils' understanding. For example, in a Year 1 lesson on ordering numbers and two-dimensional shapes, the teacher made helpful, evaluative comments in pupils' books, targeted pupils well during oral work with specific questions using two- or three-digit numbers and challenged higher-attaining pupils, by cutting up squares to create more complex shapes. In a very good Year 2 lesson, the teacher used a rich variety of exciting activities to introduce pupils to inverse number facts. The lesson was very well structured, pupils were expected to check their answers, and the teacher used whole-class sessions at the beginning and end of the lesson very effectively to assess understanding. Not a minute was wasted and pupils were offered a quality learning experience. In return, pupils produced high standards of work, displayed very good levels of concentration and a genuine love of the subject.
113. In Key Stage 2, all teaching is at least satisfactory. The quality of over half the lessons is good. In a Year 5 lesson about perimeter and area, there was a real sense of urgency and purpose. Pupils knew exactly what they had to achieve by the end of the lesson and relationships were very secure. Pupils responded well to the teacher's humour as he skilfully encouraged pupils to devise their own ways of finding areas of irregular shapes. In an equally good lesson in Year 3, the teacher swiftly moved pupils on to more difficult work once they had a basic understanding of odd and even numbers. An appropriate level of support ensured all pupils succeeded and, by the end of both lessons, the teachers knew the varying levels of pupils' understanding. In some lessons where teaching is not of such a high quality, teachers do not assess pupils' knowledge and understanding with the same degree of accuracy.
114. Since the previous inspection, a comprehensive range of tests to assess pupils' attainment has been introduced. This information is starting to be used to set targets for pupils and track their progress. Target-setting is in its infancy and is not yet sufficiently well established to judge its impact on standards. The school has a strong commitment towards raising standards. An effective training programme for the implementation of the numeracy hour has successfully assisted most teachers in improving or adapting their practices. However, the school is aware that further work needs to be done. Time is not always put to best use when numeracy lessons extend beyond an hour. The use of assessment is not yet an integral part of the daily work of all teachers, and the current arrangement for subject co-ordination, whereby several teachers are involved, does not allow anyone to have a clear enough overview of standards throughout the school.

## SCIENCE

115. In the teacher assessments for seven-year-olds, in 2000, pupils' attainment was in line with the national average. Although there has been a steady trend of improvement since the previous inspection, test results for eleven-year-olds in 2000 show standards to be well below the national average, and below average when compared with similar schools. These results, however, include attainment of pupils in the Integrated Resource Unit who have special educational needs. Excluding these test results, standards for the remainder of the pupils aged eleven would be in line with national averages, and inspection evidence confirms this. Evidence from the lessons observed and the work scrutiny during the inspection, which did not include the work of pupils from the Integrated Resource Unit, indicates that, by the end of both key stages, pupils are in line to meet national expectations.
116. Pupils in Year 1 know that plants need water to survive, and use correct vocabulary when, for example, they name the parts of a plant. They successfully sort objects into 'alive' and 'not alive' categories, and identify the five senses. Pupils are given opportunities to carry out their own investigations, and make sensible predictions about conditions necessary for a plant to flourish. Pupils in Year 2 continue to develop their investigative skills when they sort materials according to their properties. They have a secure understanding of the principles of healthy eating, and appreciate that some liquids are unsafe to swallow. Pupils in Key Stage 1 make satisfactory progress and by the end of the key stage their level of achievement is as expected for their age.
117. By the end of Key Stage 2, pupils understand the process of fair testing well. They investigate the growth of micro-organisms on cheese and know that these organisms do not multiply in cold, dry conditions, and that this knowledge is used successfully when storing food. Throughout the key stage, pupils are given opportunities to discover for themselves and develop their investigative skills. For example, in Year 3, pupils investigated the properties of materials; pupils in Year 4 looked at different habitats, while pupils in Year 5 investigated the different states of matter. Although opportunities are given for pupils to develop their investigative skills, experiments are very teacher-directed, and there are no opportunities for older higher-attaining pupils to plan and carry out their own investigations, applying their knowledge and understanding. This limits the learning for these pupils. Throughout the school, pupils use correct scientific language. Pupils' achievement is satisfactory throughout the key stage. Pupils with special educational needs receive additional help from the class teacher to ensure they understand the task, and they also make satisfactory progress.
118. Throughout the school, the quality of teaching is good. Teachers have good subject knowledge, lessons have a clear focus and pupils know exactly what they have to do. Teachers use questioning well to revise previous learning before introducing new concepts. In the best lessons, activities are well planned to match the pupils' abilities, to ensure that all pupils are appropriately challenged and that their learning is extended. Unfortunately, this does not happen in all lessons. In some lessons, all pupils are given the same task to complete, and the higher-attaining pupils are given insufficient challenge to accurately match their abilities, and so extend their learning. For example, in Year 4, pupils of all abilities looked for minibeasts predicted to be found in different habitats, but the higher-attaining pupils were not given any additional challenge, such as considering the differing conditions in the habitats. Different recording sheets are appropriately used for pupils with different reading abilities, particularly in Key Stage 1, but extension activities are not planned to enhance pupils' scientific understanding. All teachers have high expectations of behaviour to which pupils respond positively, showing interest in the subject and concentrating hard on the given task. Pupils' good attitudes have a very positive impact on their learning. In the least successful lessons, pupils are expected to sit for too long on the carpet, and too little time is then available for pupils to carry out their investigations. This results in pupils having limited time to learn from experience.
119. There is now a clear structure in place to help teachers with their planning, but although the same topics are taught in each class in the year group, the scrutiny of work shows that there is a considerable difference in the depth of learning in different classes, particularly in Key Stage 2. All the appropriate elements of the subject are planned effectively during the year, but there

are no consistent times when the subject is taught across the year groups, and there is too much flexibility in the length of time spent on particular topics. For example, no science was being taught this half-term in one Year 4 class. History was being taught instead of science, whilst the other class was having science throughout the term. There is no monitoring of what is actually taught in the classroom and, at present, there is not uniformity across this year group. Teachers assess pupils' knowledge at the end of each topic regularly, but the results of these assessments are not used to inform the planning for future lessons. There is no system for assessing the investigative aspect of the curriculum, so it is difficult for teachers to ensure that this very important element in pupils' learning is developed progressively. Assessments are not used to set individual or group targets, and the progress of pupils is not tracked. The scheme of work has not yet been evaluated and adapted to meet the needs of the school, as it is still being tried out. At present, the co-ordinator does not monitor the quality of teaching, or check pupils' work to ensure that standards continue to rise. Information and communication technology is not used sufficiently to support the subject.

## **ART AND DESIGN**

120. Standards are below expectations but, starting from a very low level, all pupils make satisfactory progress throughout the school. Over recent years, the school has justifiably placed a great deal of emphasis on the skills of literacy and numeracy, and art and design has not been a priority.
121. By the time they are seven, pupils have gained an understanding of colour. They explore different media and materials to match colours found in the natural environment, for example, when they mixed primary colours to obtain the different shades of autumn leaves. They mixed the three primary colours to obtain browns but had not developed a deeper understanding of mixing. Pupils experiment with tissue paper, observing how one colour changes when seen through another and use this new information to represent their leaves. They observe pattern in Aboriginal designs and mix earth colours to reproduce some of them. In some art lessons, they make and paint three-dimensional models of vehicles, which are more to do with the acquisition of skills in design and technology skills than art and design. This illustrates the confusion that some teachers still have over these two subjects.
122. Pupils in Year 6 carefully observe movement in sport, and draw accurately proportioned action pictures of dancers, gymnasts and sports people before cutting out and overlapping identical shapes to give the impression of movement. They heighten the illusion, very effectively, by using tonal subtraction in paint. They study the work of famous artists and crafts-people before experimenting with seasonal shapes and patterns in readiness for a screen-printing activity. However, drawing skills are underdeveloped. Pupils develop a range of skills as they move through the key stage. In Year 3, they develop their understanding of colour by experimenting with 'hot' and 'cold' colours and they use this new understanding in their work. They study the work of Kandinski and, in response to music, paint abstracts in his style. Pupils in Year 5 use fabric paints to represent Ancient Egyptian patterns and develop this idea further by experimenting with clay to produce relief tiles in clay. However, in many classes, sketchbooks are underused as a visual record, as an ideas book for exploring possibilities, or as a reference for future work.
123. The quality of teaching and learning is satisfactory overall, although there are significant differences in teachers' subject knowledge, and art and design is sometimes confused with design and technology. In the best lessons, teachers provide opportunities for pupils to explore and experiment, and good use of resources helps to stimulate pupils' interest. In the least imaginative lessons, planning is very sketchy and does not make clear what pupils are intended to learn. All pupils produce almost identical pictures and there is little opportunity for them to develop their own ideas, select their own resources, or demonstrate a personal response to the subject. Although pupils learn new techniques, such as creating effects through 'stippling' and creating tonal effects through the use of a limited palette, such lessons are too prescriptive and limit pupils' opportunities to develop their creative imaginations. All teachers manage their classes well, and very good relationships ensure that art lessons are

enjoyable occasions, in which the pupils' good behaviour helps them to make satisfactory progress.

124. Teachers generally support each other well in their planning, and the subject co-ordinator offers useful advice where it is needed. Portfolios of past work are kept as a useful reference. Use of government guidelines and a local authority's art scheme helps staff to plan worthwhile experiences for the pupils. The school has not yet adapted these guidelines to suit the particular needs of the school, and to enable pupils to increase their depth of knowledge and understanding in each of the key elements, systematically, as they move through the key stages. The school is aware of the need to address weaknesses in planning, but there are no opportunities for the subject co-ordinator to monitor standards of teaching and learning in classrooms.
125. Art is used effectively to enhance other areas of the curriculum, such as history and science. For example, in links with science, pupils in Year 1 carefully observed examples of healthy food and used pastels and other media effectively to represent fruit. In links with physical education, pupils in Years 5 and 6 consider movement and represent it in different ways, for example pupils in Year 5 use different techniques and media to produce accurate swimming baths scenes, showing good perspective, in the style of a modern artist. Information and communication technology is not planned into the curriculum for art, and there is no planning for the development of speaking and listening. There is no assessment and recording of pupils' progress.

## **DESIGN AND TECHNOLOGY**

126. At the time of the previous inspection, a number of weaknesses were identified in the school's design and technology provision. These have been rectified, and the pupils are now offered a satisfactory curriculum through the national guidelines that have been introduced in the school. Teachers are also more confident in teaching the subject. Because of the implementation of the National Literacy and Numeracy Strategies, the subject has still not developed as fully as one would expect. However, standards for mainstream pupils are as expected at the end of both key stages. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress, although this is sometimes inconsistent between classes and more could be expected of the higher-attaining pupils. This is a result of different approaches to the units of work by teachers and inadequate procedures for monitoring the subject.
127. Lesson observations, scrutiny of pupils' work, and discussions with pupils and staff, indicate that teaching is satisfactory overall. The story of 'Peter and the Wolf' was used in a good Year 1 lesson to start pupils thinking about levers, pivots and sliding parts as they produced plans of characters with moving parts. Pupils suggested materials they could use and different ways they could assemble materials using glue, card, scissors and pins. As an example, the teacher showed a model cat with a moving tail using a split pin as a pivot. Because of the effective teaching in this well-planned lesson, all pupils produced a working drawing with an arrow indicating the part that would move. In Year 2, pupils confidently explained how they produced designs for a car and then used their joining and assembling skills to build a wheeled vehicle. They discussed how they had to change some of their ideas when materials did not join together. The pupils are very keen and enthusiastic. They work well together and use materials and tools sensibly. However, some of the pupils still refer to the subject as 'art and craft'. Pupils in Year 4 design and make money containers using textiles and different joining techniques, but scrutiny of pupils' work showed that the pupils' experiences between the different Year 4 classes vary quite significantly and, although learning is not unsatisfactory, it is inconsistent. Uninspiring teaching means that not all of the pupils in the year group are provided with sufficient opportunities to extend their designing and assembling skills. They are offered a narrow range of materials with which to work, with the result that the higher-attaining pupils are not challenged sufficiently. In Year 5, pupils familiarise themselves with the different ways that music can be made by studying a collection of simple musical instruments with their teacher who provides a thoughtful, well-planned introduction to the lesson. This allows pupils to recognise that sounds can be created in many different ways as they begin to design their

own musical instruments that they will make in forthcoming lessons. However, more opportunities could have been provided for pupils to evaluate each other's designs. Pupils in Year 6 work co-operatively as they finish making shoes that they have designed themselves. They are willing to help each other and offer advice. When questioned, they successfully distinguish what works well and how their finished product might be improved. The majority of near-finished products are very accurate. On completing their work, pupils are expected to complete an evaluation and a self-assessment about what they have achieved. This is good practice but not carried out consistently throughout the school.

128. The subject co-ordinator has good subject knowledge, but his opportunities for monitoring the subject and working with other staff are very limited. Although he has access to half-termly planning, the inconsistencies in approach and coverage indicate that teachers need to plan more closely together to ensure that pupils receive consistent experiences. This is well illustrated by the fact that not all classes have design and technology exercise books, which is supposed to be school policy. There are no procedures for assessment, and evaluating products is inconsistent. Although resources have developed since the previous inspection, there are still weaknesses. Resources for pupils to work with systems and control are limited, as are those for food technology.

## **GEOGRAPHY**

129. During the inspection, no geography was being taught. The range of pupils' work available at both key stages, was very limited, and so it is not possible to make judgements about the standards of work or the progress of pupils over time.
130. The management of the subject is satisfactory overall. The subject policy statement is sound. An appropriate scheme of work has now been adopted to guide the teaching of geography at both key stages; this was a weakness at the time of the previous inspection. The review and evaluation of the scheme of work is a satisfactory part of subject-planning arrangements. Too little time is allocated for the co-ordinator or senior members of staff to monitor the quality planning or teaching at either key stage. Arrangements for assessing pupils' work and for ensuring the progress of pupils' learning are too informal. However, good systems are in place to assist those pupils with special education needs to be fully involved in lessons. The resources of the school are enriched through the good use of the local environment and the local community. This enables pupils to learn through first-hand experiences. Pupils improve their map-reading skills by taking part in orienteering, through membership of the after-school 'Watch Club'. The annual residential trip offers some limited opportunities for some pupils to extend their geographical knowledge about other areas of the country.

## **HISTORY**

131. All pupils, including those with special educational needs, and those for whom English is an additional language, make satisfactory progress in history and attain levels which are broadly in line with those expected for their age. This mirrors the judgements of the previous report. Younger pupils in Key Stage 1 study the changes that have taken place in children's lives over recent decades and relate this information effectively to their own experience. This was seen in an excellent lesson where five- and six-year-olds were observed investigating and playing, with great enjoyment, with marbles, ball and cup, and spinning tops from 50 or 60 years ago. Others in the same class were successfully making peg dolls for themselves from pegs and scraps of yarn and cotton fabrics. Older pupils in Key Stage 1 scrutinise photographs and video evidence to investigate the changes in sea-side holidays over the last century, showing good understanding and a developing confidence in their own research skills.
132. Pupils can link different periods of history, know of the lifestyles of people of ancient Egyptian civilisations and of Britain in the reign of Queen Victoria. They are aware that aspects of the past can be studied through the use of archaeological evidence such as pictures, written accounts, photographs, and visits to sites and museums. They know about changes to



industry and transport. They compare and contrast the lifestyles of people at different levels of society at work, play, home and school.

133. Pupils in Key Stage 2 clearly understand some distinctive features of the lifestyles of people in different eras. Pupils in Year 4 bring good awareness of the passage of time to their studies about the Vikings and of the importance of archaeology as a primary source of historical evidence. Pupils in Year 5 are aware, for example, of the importance of mummification to the inhabitants of Ancient Egypt, and write in graphic detail about the process. By linking work in history with geographical themes, pupils know the physical features and significance of the River Nile to Egypt in past and present times. Pupils in Year 6 learn to make comparisons between the past and present, such as contrasting their own life with that of Victorian children living in the nineteenth century. They effectively research census information and trade directories, as well as historical maps, as they investigate the Victorian era. This is brought to life even more by their visit to the local museum where they take part in Victorian school life and dress in Victorian costume for the day.
134. The school has maintained the high standards of teaching in history noted in the previous report. Teaching in history is good throughout the school and it is particularly strong in Key Stage 1. Teachers use imaginative ideas to involve pupils in their learning, and skills of historical research form a fundamental element of all work. The enthusiasm the teachers clearly have for the subject is very effectively conveyed to the pupils and, in turn, fosters pupils' interest. Teachers make good use of numeracy skills in history. Throughout the school, timelines are used to sequence events, people and changes over time. Literacy skills are developed through non-fiction writing and research, but there is no structured application of literacy skills to historical writing. Teachers make very good use of outside visits to stir the imagination of pupils. and learning is enhanced a great deal by these experiences. The management of the subject is satisfactory. The provision of resources for the subject is adequate overall but there is a shortage of artefacts, and the school does not have access to a museum loan service to augment the supply.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

135. In the previous inspection report, standards were judged to be in line with national expectations although resources, even then, were described as barely adequate. Resources have in no way kept pace with the demands of the curriculum, and standards are now below those expected of pupils by the ages of seven and eleven. Standards are particularly low in Key Stage 2, where pupils have little or no prior experience to build on, and where the necessary software to meet the needs of the curriculum is not available. The school has worked hard to provide pupils with the access to information and communication technology required by the new curriculum, but resources are inadequate and there have been many problems in establishing even a basic facility. Since the previous inspection, the school has made some improvements in the hardware and software, and has begun to teach the skills needed for the subject with more consistency. Consequently, pupils, including those with special educational needs, are currently making satisfactory progress within lessons within the confines imposed by the lack of resources. Links with the local high school have been effective in developing skills of staff, and the new schemes of work will provide a good basis for learning once the school has the facility to implement them fully. The school is in a good position to raise standards once problems currently being encountered with the network and National Grid for Learning have been overcome. This has been identified as a priority in the school development plan.
136. By the end of Key Stage 1, pupils have satisfactory control of a computer mouse. They enter information by using the keyboard satisfactorily, and have basic word-processing skills, including the ability to use functions such as changing the font size and typing capital letters. They have limited experience of computer control, and most pupils are unable to sort, classify, and present their findings. Their competence in using information and communication technology in other subjects is a weakness.

137. By the end of Key Stage 2, pupils have only basic word-processing skills and, except for those who have computers at home, they are unable to use 'cut and paste' techniques or simple desktop publishing programs. They do not know how to use a CD-ROM to find information, and are unable to search and sort the information on a computer database. Their understanding and use of spreadsheets is weak.
138. The quality of teaching was good at both key stages in lessons observed. Lessons are planned carefully with clear learning objectives, and staff show confidence and increased expertise in the subject. Recent in-service training has improved their subject knowledge. Management of pupils is good, with effective questioning to involve pupils and to support their learning. When new skills are taught to the whole class, with appropriate consolidation tasks, pupils make appropriate gains in understanding. This was seen in a Year 1 class where pupils learned basic keyboard layout and then practised for themselves on computer, keyboard, and worksheets.
139. Pupils make good progress in developing basic skills within lessons at both key stages, but progress in applying their knowledge to other subjects is unsatisfactory and there are insufficient resources for ready access to computers within the classroom. The lack of a suite for information and communication technology makes the teaching of basic skills very difficult.
140. Pupils enjoy the subject and are keen to work on computers. They listen well to instructions and demonstrate good concentration. Their behaviour is very good, and they show respect for equipment and for each other. They co-operate well, and work happily in pairs, in groups, or individually.

## **MUSIC**

141. At the time of the previous inspection, standards were judged to be similar to those found in other schools at the end of both key stages. Teaching was good, and the school offered a range of extra-curricular activities to supplement class work. There was a lack of tuned instruments and computer-based programs, and the school did not make enough use of outside visits or visitors. Although only a small amount of time is currently devoted to the teaching of music, standards have been maintained. Instrumental brass and violin lessons, recorder groups and choir enhance the provision for older pupils and enable musically talented pupils to achieve particularly well. Although the range of instruments for class use has been extended to include keyboards, multi-cultural instruments are in short supply, and computer programs are still lacking.
142. Younger pupils know the names of familiar percussion instruments and have a clear understanding of fast and slow, loud and soft. Pupils in Year 2, including those from the Integrated Resource Unit, competently sing and play a simple accompaniment simultaneously. Most pupils sing sweetly, with or without accompaniment, and tap enthusiastically in time with the country-dance music played at the beginning of collective worship. They listen carefully and successfully identify the 'clog dance' extract from the music. They develop good routines for playing musical instruments correctly.
143. By Year 6, pupils have secure knowledge of a much wider range of music. Some particularly gifted pupils have a mature understanding of the structure of music. They use chord sequences; they improvise, use musical terminology and read music competently. Most other pupils have a sound understanding of rhythm, they sing in two parts with varying degrees of success, and play tuned and untuned instruments with care and precision. Pupils in the choir learn the words to new carols quickly and sing with good tone and diction. They know how to improve their work, and many are acquiring a love of music. Pupils make steady progress throughout the school and develop a breadth of knowledge across the whole music curriculum. Musically gifted pupils make good progress.
144. Despite the school's heavy concentration on teaching literacy and numeracy, standards of music teaching have been maintained since the previous inspection. The quality of teaching in lessons taken by the music co-ordinator is always at least good. Occasionally, it is very good

or excellent. For example, in an excellent Year 5 lesson, the pace of learning was very swift. By the end of the lesson, pupils of all abilities sang 'What shall we do with the drunken sailor?' with an impressive range of accompaniments. Pupils from the Integrated Resource Unit were well integrated and totally involved. Even the most able pupils were challenged. One group played chord sequences on chime bars, another played xylophones and glockenspiels, another percussion instruments, and the class teacher contributed on the tambour. The whole room was a hive of activity and pupils were provided with a learning experience of the highest quality. In other lessons, taken by non-specialist class teachers, although teaching standards are not as high, they are always satisfactory. As part of the school's effective training programme, class teachers observe and join in lessons taken by the specialist, then carry out a follow-up lesson, using helpful assessment of pupils' understanding and lesson guidelines provided by the music co-ordinator. Class teachers cope well with their subject insecurity and try hard to provide pupils with a worthwhile experience. However, they are frequently unsure what standards they should expect and are not always able to cater for the needs of musically talented pupils.

145. The subject is very well led by a strong co-ordinator. The school makes very effective use of its expertise by providing a balance of specialist and class lessons for its pupils. Extra-curricular clubs and instrumental tuition further enhance provision, although choir practice currently occurs during a time of collective worship, denying some pupils access to the statutory curriculum. All pupils have opportunities to perform in plays and concerts in school, and the local community and musicians, such as tabla and sitar players, visit the school at regular intervals. Music is an important part of school life.

## **PHYSICAL EDUCATION**

146. Standards at the end of both key stages are as expected, as they were at the time of the previous inspection. Pupils' achievement is satisfactory in relation to their prior attainment. Pupils in Key Stage 1 learn to move with increasing control and an awareness of space and each other. In Year 1, pupils use their bodies effectively to interpret the different characteristics of the seven dwarfs. By the end of the key stage, pupils bounce and catch a ball with a fair degree of accuracy, and use different ways of travelling across the floor and on apparatus. By the end of Key Stage 2, pupils show an increasing awareness of how to improve their movements, and are beginning to evaluate their own work and that of others. Pupils in Year 6 use different points of balance, and link these effectively with different ways of travelling to form a sequence. Pupils in Year 5 co-operate well, in pairs, to mirror and match symmetrical and asymmetrical movements. Pupils in Year 6 enjoy the opportunity to experience unusual sports, such as fencing, when they learn to 'lunge and parry'. Pupils are well aware of the need for rigorous health and safety precautions throughout their lessons and, in particular, during the fencing lessons. Pupils with special educational needs are well supported in lessons, do the same tasks as their classmates, and make satisfactory progress.
147. The quality of teaching throughout the school is at least satisfactory, with teaching in 40 per cent of lessons being good, and in one lesson very good. Teachers have good subject knowledge and plan appropriate activities to develop pupils' skills. Good use is made of pupils' demonstrations to highlight teaching points and so improve practice. Lessons are well balanced, with appropriate warm-up activities and a cooling down period. In the best lessons, the teacher constantly encourages all pupils to think about their movements and whether they are doing their best. Praise is not given lightly, and only for noteworthy effort, so the pupils who receive praise know it is well deserved. This successfully motivates all the pupils to try hard to achieve their best. The pace of the lesson is brisk, and pupils are constantly challenged, which ensures very good learning is taking place. Teachers manage their pupils well. Behaviour in all lessons is ordered, and pupils obey commands promptly. They move apparatus sensibly and are appropriately dressed. This ensures that there are no health and safety risks while pupils are engaged in their lessons.
148. All elements of the curriculum are taught, and good use is made of specialists, such as in fencing and dance. This ensures that pupils experience quality performances, so enhancing their learning. Pupils in Key Stage 2 have a block of swimming lessons, and the vast majority

of pupils reach the required standard by the time they leave the school. The subject is managed by three co-ordinators at present, but there is no monitoring of the curriculum or the quality of teaching to ensure that standards rise.

## RELIGIOUS EDUCATION

149. During the last inspection, standards in religious education were in line with the expectations of the locally agreed syllabus. These standards have been maintained, and pupils in both key stages make satisfactory progress, including pupils with special educational needs, and those for whom English is an additional language.
150. Although standards are satisfactory, religious education does not have a high profile in the school and displays of pupils' work or religious artefacts are rare. Consequently, pupils' learning in the subject is not continually reinforced. This was apparent during discussions with pupils. In Year 6, pupils talk very confidently about the areas of Christianity that they have covered this term but are very vague about their work in Year 5. Some pupils believe that they did not have religious education in Year 5, while others talked about lessons relating to Islam and Judaism. In the three lessons observed, the quality of teaching was good, but this reflects the enthusiasm and good subject knowledge of one member of staff who took two of those lessons. Evidence from scrutiny of pupils' work would indicate that teaching is satisfactory overall, although there are some inconsistencies. Although the subject areas are the same, in a number of year groups pupils are being taught differently and receiving different subject experiences. This has an affect of the quality of pupils' learning. In one year group, pupils had made quite in-depth studies of a particular religion which was not repeated in the parallel class. However, work scrutiny did indicate that the pupils' knowledge and understanding of the major world religions as identified by the locally agreed syllabus does develop satisfactorily as they move through the school.
151. In the good lessons, the class introduction to the lesson is interesting and informative. This provokes good responses in the pupils who are keen to learn and ask and answer questions. This enthusiasm for learning helps to develop the pupils' knowledge and understanding and, in these lessons, pupils make good progress. A good example of this was in a Year 6 lesson where pupils were studying the parable of 'The Good Samaritan'. Pupils were keen to share their ideas and thoughts and developed their literacy skills by working well together as they produced modern versions of the parable. One pupil used the computer to word-process her work but, generally, literacy, numeracy, and information and communication technology are not well promoted in the subject. In all lessons, pupils show appropriate respect for the views, beliefs and values of others. This was well illustrated in a Year 2 class, when pupils were studying Islamic beliefs. Pupils explained the reasons behind the journey to Makkah (Mecca) accurately and in a respectful and thoughtful manner. Although teachers use questions well and direct them carefully to all pupils, there is little evidence of work being consistently planned for the range of different ability groups found in the classes. Consequently higher-attaining pupils are not being challenged.
152. Religious education is now being managed by a new co-ordinator who appreciates that the subject needs to have a higher profile in the school. She has recently started to develop the resources in the school, but they are barely satisfactory. There are insufficient artefacts and pictures to support more than one class in each year group. This means that resources cannot be displayed in classes to reinforce pupils' understanding. The co-ordinator has not been provided with any time to monitor the subject and there is no assessment or recording of pupils' progress. An assumption is made by class teachers that pupils have learnt the previous unit of work just because it is in the locally agreed syllabus. Work is not clearly planned on what pupils have already learnt and understand. The previous inspection stated that the school was going to consider visits by speakers. This has not happened, and insufficient use is made of local resources, particularly places of worship and the religious leaders in the community.