

# INSPECTION REPORT

**ST. JOHN'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Reading

LEA area: Reading

Unique reference number: 110001

Headteacher: Mrs. M. Donaldson

Reporting inspector: Alan W Perks  
18889

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> November 2000

Inspection number: 224362

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	121 – 147 Orts Road Reading Berkshire
Postcode:	RG 1 3 JN
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. David Langshaw
Date of previous inspection:	27 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Alan W Perks 18889	Registered inspector	Mathematics Information and communication technology	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr Keith Ross 19361	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Yvonne Bacchetta 31801	Team inspector	Science Design and technology Geography	How good are curricular opportunities offered to pupils?
Stella Derrick 18537	Team inspector	Art History Foundation Stage Special educational needs English as an additional language	
Anna Smith 23977	Team inspector	English Music Physical education Equal opportunities	

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

### **INFORMATION ABOUT THE SCHOOL**

St. John's Church of England primary school is for pupils aged 3 to 11 and is situated close to the centre of Reading. It serves children from the local housing estates and some who travel from other parts of the town and surrounding area. The school and church share the same building and the strong Christian ethos spreads through all activity. Statistical information shows that most pupils come from homes that show a wide range of socio-economic backgrounds and, overall, the majority are disadvantaged in relation to national average. There are more girls than boys. The school has a broadly average pupil population of 201, and an additional group of 60 nursery children attend part-time at the Foundation Stage in the nursery unit. Inspection evidence and the school's baseline assessments show that children entering the school have skill levels that, overall, are below average. Eight pupils carry Statements of Special Educational Need (3.1 percent), which is above the national average. There are 43 pupils on the school's special educational needs register (16.5 percent), which is close to the national average. They have a range of learning difficulties. Fifty-eight pupils are learning English as an additional language. A further 60 have been identified as having language difficulties. A significant number of pupils come from ethnic minority groups. Thirty pupils currently take free school meals, which is broadly average.

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

This school has many good features and, by the end of Key Stage 2, most pupils achieve average standards or better in English and mathematics, and above average standards in science. This results from much effective teaching in these subjects and a good level of improvement since the previous inspection. The school benefits greatly from its close liaison with the adjoining church, and from the effective leadership of the headteacher and governing body. This provides pupils with a safe, loving and racially harmonious learning environment. The school gives good value for money.

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

- The school successfully encourages very good pupil attitudes, racial harmony and behaviour, so that all pupils enjoy very good relationships in a caring learning environment that offers equality of opportunity for all.
- The provision for pupils' spiritual, moral, social and cultural development is very good, enabling them to feel part of a Christian, yet culturally diverse family community.
- Almost two-thirds of the teaching is good or better, which enables pupils to make good progress in many areas of school life.
- Overall provision for those pupils who have English as an additional language (EAL) is very good.
- The way in which the governing body and the headteacher carry out their responsibilities is very good, and ensures that the school is successfully moving forward.

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

- Pupils' standards of attainment and progress with their learning in science at Key Stage 1, and design and technology at Key Stage 2, are lower than expected.
- Teachers and pupils make insufficient use of information and communication technology (ICT) to support other subjects of the curriculum.
- A small proportion of the teaching is less than satisfactory. This does not help pupils achieve their potential, or to use and extend their own investigative and creative skills.

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

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

The school was last inspected in January 1997 and has made good improvement since then. Most notable improvements are seen in pupils' standards of attainment in science at the end of Key Stage 2, and with long and medium-term curricular planning that is now clearly identifying what is to be taught and learned. Assessment practices have also been significantly improved but the data collected and analysed is still not always used to best effect.

In addition, pupils' standards of attainment in information and communication technology have improved to a satisfactory level at both key stages, as have those for design and technology at Key Stage 1. The progress of those pupils with special educational needs is now regularly good. The provision for pupils with English as an additional language has increased to a very good level. Pupils' attitude to work and their behaviour in and out of classrooms have risen to a very good level. About two-thirds of the teaching seen was now good or better. There is now a very good level of care for all pupils provided by a dedicated staff. The governing body are now fulfilling all of their statutory responsibilities and have better procedures and practices for evaluating the school's performance. Structural development of the buildings and significant extension of resources to help with pupils' learning, such as the nursery unit and information technology suite, have had a very positive effect on pupils' learning. School administration, financial control and financial planning have been maintained at the very good level indicated within the previous report, which, together with the improvements identified above, means that the school now provides good value for money.

## 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	A	B	C	D
Mathematics	B	B	C	C
Science	B	C	C	C

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

National Curriculum assessment results for 2000, calculated using average point scores, show that, by the end of Year 6, when compared with national figures, pupils in the school achieved average standards in English, mathematics and science. Some caution should be used when interpreting these statistics because the numbers taking the tests are often small and are statistically unreliable. However, whilst standards in science are similar to those achieved last year, there has been a gradual downward trend in English and mathematics over the past two years. Inspection evidence shows that at the end of both key stages, most pupils' standards of attainment in English and mathematics are close to those expected. Standards in science are below expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2.

Overall, standards of attainment in information and communication technology (ICT) are satisfactory at the end of both key stages, but pupils' use of ICT equipment is inconsistent. At the end of both key stages, most pupils' standards are satisfactory in art, geography, history, music and physical education. Standards in design and technology are satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Most pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) make good progress in their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils arrive promptly in the mornings and sustain good levels of concentration throughout the day. Pupils enjoy their schoolwork because of the caring attitude of the staff and the very good relationships between pupils. There is a very good level of co-operation between pupils and staff, especially when work is suitably testing for all pupils.
Behaviour, in and out of classrooms	Very good. The behaviour of the large majority of pupils is regularly very good and this helps them concentrate on their learning. There has only been one exclusion because of highly unacceptable behaviour. There were no incidences of bullying or harassment observed or reported during the inspection, although there was some occasional inattentive behaviour in a few lessons at Key Stage 1.

Personal development and relationships	Very good. Pupils' personal development is good. They show trustworthy attitudes to their learning and, in most classes, they are given sufficient opportunities to show originality with their work. Relationships between pupils are very good. They show care and consideration for each other, regardless of gender, race, religion or difference in age.
Attendance	Satisfactory. Attendance levels are close to national average when compared to all primary schools. The level of authorised absence is higher than average, and that for unauthorised absence is better than national average.

### TEACHING AND LEARNING

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

Overall, the quality of teaching is good. In the teaching seen, 91 per cent was satisfactory or better, 63 per cent was good or better and 11 per cent was very good. There was 9 per cent of unsatisfactory teaching seen. Teaching is frequently good and occasionally better than this in some classes at both key stages in English and mathematics, and in science at Key Stage 2. Overall, at both key stages, the skills of literacy and numeracy are taught effectively in the majority of lessons. Most teachers have a clear understanding of the needs of individual pupils and pay close attention to their learning of basic skills in these subjects. Teaching of children at the Foundation Stage in the nursery unit is good overall. Teaching plans take good account of these children's needs to help them try to achieve recommended early learning goals.

In the better lessons, teachers successfully meet the needs of all pupils by sharing lesson aims with them, sustaining pupils' interest through lively teaching, and making sure that work matches pupils' needs. Weaknesses in teaching occur when information gained from assessments is not used effectively, when teachers' management of pupils does not keep them on task, or maintain high standards. The teaching of basic skills associated with literacy and numeracy is good overall, which has a very positive effect on the quality of presentation and the accuracy of pupils' recorded work at the end of both key stages. The teaching of pupils in some classes, at both key stages, does not offer them sufficient opportunities to apply their skills or extend their own learning through working on practical projects of personal interest, and trying to find solutions before staff instruct them. Also, teachers do not make sufficient use of new technology in the work that they set for pupils across the curriculum.

The teaching of pupils who have special educational needs (SEN) is good, and most make good progress in their learning. When used effectively, as in most lessons seen, classroom support assistants have a very positive effect on these pupils' rate of learning and the standards they reach. Similarly, those for whom English is an additional language (EAL) receive a high level of support and so make good progress. The specialist teaching of those pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) is regularly good.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The quality and range of learning opportunities have improved and they now meet all statutory requirements. There is a broad and generally balanced curriculum, which satisfies the needs of almost all pupils in the important subjects of English, mathematics and science. There is equality of opportunity for all pupils. Provision for children at the Foundation Stage is good. Provision for extra-curricular activities is very good.
Provision for pupils with special	Good. The provision for pupils on the schools' special educational needs (SEN) register is good, enabling most to make good progress towards their targets.



educational needs	However, targets in individual education plans (IEPs) are not always considered sufficiently for all subjects in teachers' short-term planning.
Provision for pupils with English as an additional language	Very good. The teaching of pupils with English as an additional language (EAL) is often good, enabling them to make good and sometimes better progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Teachers and other staff successfully promote a clear moral code and are very good role models to pupils. In all aspects for pupils' spiritual, moral, social and cultural development, the provision is very good. Pupils show excellent respect for the feelings, values and beliefs of others. This is clearly a significant strength, but some teaching does not fully recognise pupils' ability to be trusted more with their learning.
How well the school cares for its pupils	Very good. The school's procedures for ensuring pupils' welfare, health and safety are very good. The school has good arrangements in place to assess pupils' academic performance and personal development. The support and guidance that pupils receive from staff are very good. Strategies for checking and improving attendance are good. Procedures for assessing pupils' attainment and progress are very good.
How well the school works in partnership with parents	Very good. Most parents' views of the school are very positive. They feel very welcome and are highly satisfied with what the school provides. Good quality information keeps them suitably informed, and they state that they find all staff approachable and friendly. This continues to be a significant strength.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good overall. The headteacher is caring, hard working, and provides a very good educational direction for the school. There is a harmonious working relationship with all staff and together they show firm commitment to raising standards. Monitoring of teaching is good and successfully identifies good practice and weaknesses. Key staff are extremely supportive, but many have new curriculum roles and have yet to make a significant impact on standards.
How well the governors fulfil their responsibilities	Very good. The governing body are very active and supportive, showing significantly improved commitment to ensuring that all members have a clear understanding of all school practices. They are successfully working alongside the headteacher to shape the direction of the school and direct pupils' progress with their learning. All statutory requirements are now met.
The school's evaluation of its performance	Good. There is good evaluation of all school activity. Governors meet regularly to consider the school's performance and how improvements might be made. As a result, there is good monitoring of the effects of governing body decisions, and how staff affect pupils' learning.
The strategic use of resources	Good. There is good, effective targeting of resources to bring about agreed improvements, such as increased staffing and development of the buildings and outside areas. The governors and headteacher have a good awareness of the principles of best value. There is good use of financial resources, including additional funding for pupils with special educational needs (SEN) and those for whom English is an additional language (EAL). However, there was a significant under spend in the previous financial year that has yet to be fully targeted to the benefit of current pupils. There is very good financial control.

There is an above average level of staffing. Accommodation is adequate for current numbers of pupils but has some strangely designed teaching areas that cause difficulties with teaching and learning, which the school is attempting to rectify. Learning resources are good in quality, quantity and range for most subjects.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like going to this school.</li> <li>• Most of their children make good progress because of the good teaching.</li> <li>• They find it easy to approach the school with questions and problems to do with their children.</li> <li>• The staff work hard to support their children.</li> <li>• Most feel that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some are not satisfied with the work that their children are expected to do at home.</li> </ul>

There was a very good reaction from those parents who attended the meeting and from responses to questionnaires. The inspection team firmly supports the views of these parents about the many strengths of the school. Although some parents indicated their unease over homework, the inspection team could find no evidence that homework was not sufficiently considered by teaching staff. The provision for homework is satisfactory. Certainly, the school is very willing to discuss this aspect of pupils' learning and any other parental concerns. The team concludes that the school's relationship with its parents and other members of the community continues to be a significant strength.

## **PART B: COMMENTARY**

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

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

1. When children enter the nursery unit from age three, their skill levels are widely varied, and attainment of the larger proportion is below the levels expected for children of their age. This majority arrive with poorly developed speaking, listening, physical, creative and social skills and have an insufficient knowledge and understanding of the world around them. As a result of good teaching and other provision, children make good progress and most achieve the nationally recommended early learning goals by the age of five in all the areas listed above. However, a significant minority remain below expected levels.
2. Some caution should be used when interpreting these statistics because the numbers taking the tests are relatively small. At the end of Key Stage 1, National Curriculum assessment test results for 2000 showed significant improvement from results in 1999. The proportion of pupils attaining national standards of Level 2 or better was slightly above the national average in reading and slightly below average in writing. The proportion attaining the higher Level 3 or better was above the national average in reading and below average in writing. In mathematics, the proportion attaining Level 2 or better was above the national average, as was the proportion attaining Level 3 or better. Teacher assessments in science showed that the proportion of pupils attaining Level 2 or better was slightly below the national average, and the proportion attaining Level 3 or better was close to average. When compared to similar schools, the performance of pupils was average in reading, below average in writing and above average in mathematics. Over the past three years, the performance of boys has been broadly similar to that of girls in reading, writing and mathematics. The average result for this period falls below national average but this result has been significantly improved by the results in 2000.
3. Some caution should be used when interpreting these statistics because the numbers taking the tests are regularly below average. At the end of Key Stage 2, National Curriculum assessment test results for 2000 showed that the proportion of pupils attaining the expected Level 4 or better was very close to the national average in English, and above average in mathematics and science. The proportion attaining the higher Level 5 and above was also close to average in English, mathematics and science. Girls performed better than boys in mathematics and science. When compared to schools in similar contexts, results were close to average in mathematics and science, but below average in English. Over a three-year period, the attainment of girls has been better than boys in mathematics and science. In the light of 1999 results, realistic targets were agreed with the local education authority and these have been met. Standards in mathematics at the end of Key Stage 2 are not as high as those shown in the 2000 national test results. These are a different group of pupils, it is early in the academic year, and Years 5 and 6 have not yet split for national test preparations.
4. Until recently, there has been a higher than average level of turbulence, with pupils arriving and leaving during the academic year. This makes it more difficult to track pupils' progress over time and has an influence on national test results. Inspection evidence shows that there is a wide spread of standards of attainment in English, mathematics and science in all year groups, with a weighting towards expected levels. This needs to be borne in mind when reading the following judgements. At the end of Key Stage 1, most pupils have made mostly satisfactory progress in the essential areas of speaking, listening, reading, writing and numeracy. Although the larger proportion of pupils attains standards that are close to expectations in English and mathematics, their attainment in science is slightly below the expected level. This represents maintenance of the standards reported by the previous inspection in English and mathematics, and that standards in science have improved but are still not as good as they should be. At the end of Key Stage 2, most pupils' attainment in English and mathematics is at expected levels. Standards in science are

above the expected level, which represents a significant improvement since the previous inspection when standards were unsatisfactory. Additional, high quality teaching since September 2000 has enhanced standards in science, and most of these pupils are already showing standards above those expected by the end of Year 6. Pupils' standards in religious education are reported separately.

5. At both key stages, there are about one-quarter of pupils who attain at a higher level in all of these subjects. Similarly, about the same proportion do not attain the expected levels. This can partly be attributed to their lower than average level of initial skills on starting the school, partly the turbulence factor, partly the differences in each year's group of pupils, and partly the differences seen in teaching and other provision. For example, good teaching and increasing resources within the National Literacy and Numeracy Strategies enable the large majority of pupils to make good progress within these lessons in parts of both key stages. The good progress that they make in their learning is directly related to teachers' clear planning of content, effective use of assessment information and the quality of teachers' knowledge and understanding of the subject material. Except for the fact that more girls than boys took the national tests, there is no other specific evidence to identify what causes gender differences in national test results.
6. Pupils' standards of attainment in information and communication technology (ICT) are satisfactory at the end of both key stages, and there has been improvement since the previous inspection when this was a weakness. The rate of development has increased from September 2000 because better co-ordination and sharing of expertise have raised pupils' standards in word-processing and Internet access. The installation of an extensive computer suite has also significantly increased the opportunities for pupils to access computers, with obvious effect on their standard and skill levels.
7. At both key stages, pupils make satisfactory progress in art, geography, history, music and physical education and achieve satisfactory standards in these subjects. At the end of Key Stage 1, pupils' attainment in design and technology has risen to a satisfactory level, but they make insufficient progress with their learning at Key Stage 2 and standards are unsatisfactory. This was identified as an area for development in the previous inspection report and insufficient improvement at Key Stage 2 has taken place.
8. At both key stages, the progress in learning of pupils with special educational needs (SEN) and those with English as an additional language (EAL) is good, and these pupils make best progress when aided by additional learning support assistants. The grouping of all pupils into sets for literacy and numeracy is helpful to these pupils' learning especially, because work is regularly at the correct level. Those pupils who show higher attainment potential, do not always make the progress of which they are capable in subjects beyond English and mathematics. This is evident from the analysis of pupils' previously completed work and in some lessons, where the priority is frequently to complete the task set for the whole class, rather than moving on from the individual pupil's levels of skill and understanding.

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

9. Pupils' attitudes to work, their behaviour and relationships are very good, and their personal development is good. The good standards identified in the previous inspection have been improved. Parents indicate that their children like coming to school, and conversations with pupils held during the inspection confirm this. Children under five develop very good attitudes and are very receptive to good provision in the nursery unit. They happily leave their parents to greet their friends and join in activities. This is due largely to very effective procedures for introducing children to school and its routines. Pupils on the school's special educational needs register show interest in their work and sustain concentration for appropriate lengths of time. Most work hard, are keen to learn and persevere to complete their tasks. Discussions with pupils at Key Stage 2 indicate they are proud of their school, and appreciate the quality of learning and personal advice

that they are given by teachers and other staff. They dislike the lack of space, small cloakrooms and pupils having to go through one class to enter another in some parts of the building.

10. The school sets a very high priority on the promotion of good behaviour and has high expectations of its pupils. This is positively reflected in the very good behaviour of pupils seen in lessons, around the school and on the playground.
11. The school's positive and consistent approach to behaviour has a good effect on pupils with behavioural difficulties, and they make good progress in their understanding of rules and social conventions. No incidents of bullying or harassment were seen or reported during the inspection. There was only one fixed period exclusion in the year prior to the inspection. Relationships in the school are very good. The pupils are courteous and friendly towards each other and to all adults working in the school. They make visitors feel welcome and most are pleased to explain what they are doing.
12. Pupils co-operate amiably when working in pairs and small groups. For example, in a Year 3 / 4 physical education lesson, pupils were consolidating their skills of linking elements of dance together in sequences, showing full collaboration and support for each other's learning.
13. Provision for pupils' personal development is good. Pupils are encouraged to act responsibly and are provided with opportunities to carry out class duties or to serve the whole school community. Good opportunities are provided for pupils to express their opinions and feelings in lessons and in occasional 'circle time' sessions, and most are keen to do so. For example, pupils' opinions were expressed clearly in a Year 3 / 4 history lesson when they were discussing buildings in Newtown. In most classes, sufficient opportunities are provided for pupils to show some originality in their work.
14. Confidence and independence grow as pupils progress through the school. Pupils learn to appreciate their own achievements and difficulties when considering their contribution to the annual written reports to parents. They learn to respect others' values and beliefs and show consideration for other lifestyles. School assemblies support this area well. The whole school pupil council is very effective. Council members take up issues raised by other pupils and members undertake their responsibilities conscientiously. One of their most notable successes was the reinstatement of the school kitchen.
15. Attendance overall is satisfactory, and at 93.86 per cent is slightly below the national average for primary schools. The level of authorised absence is above the national average and that of unauthorised absence well below the national average. The previous inspection noted that attendance was 92 per cent, so attendance has improved. A small but significant number of parents take their children out of school for long family holidays in term time, which has an adverse effect on attendance levels and on their children's progress. The school has made efforts to address this issue but needs the support of these few parents. During the week of the inspection, a small but significant number of pupils arrived late for school. Extensive road works in the area meant that these pupils were understandably held up in traffic. For the vast majority of pupils, the school day begins promptly and lessons begin and end on time.

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

16. Overall, the quality of teaching is good, but there was a range of teaching seen that varied from very good to unsatisfactory. In the teaching observed, 91 per cent was satisfactory or better, 63 per cent was good or better and 11 per cent was very good. There was 9 per cent of unsatisfactory teaching. Teaching of children at the Foundation Stage and at Key Stage 2 is good overall, and that at Key Stage 1 is satisfactory overall. Teaching and other provision enables many pupils, including those with special educational needs, to maintain good progress in most subjects as they move through the school, but there are weaknesses. For example, some of the teaching of

science at Key Stage 1 and design and technology at Key Stage 2 is unsatisfactory. Although there was a high percentage of satisfactory or better teaching seen, which is at an improved level when compared with the findings of the previous report, other evidence identified inconsistencies in the use of assessment data, for example, to provide work at suitable levels for all pupils in subjects other than English and mathematics. This was identified as an area for improvement at the time of the previous inspection and remains unresolved. Where there are weaknesses in teaching, these appear at both key stages but occur more often at Key Stage 1. Most noticeable improvement is shown in the teaching of science at Key Stage 2.

17. At both key stages, most teachers make effective use of guidance within the National Literacy and Numeracy Strategies to plan programmes of pupils' work. They regularly collect assessment information in these two subjects and use it appropriately, often providing pupils with suitably challenging work. However, in some other subjects, such as science and design and technology, teachers do not make sufficient use of information they take about pupils' attainment and progress to enable them to build on from where pupils have reached in their learning. Learning targets are regularly shared with pupils and so many understand what is expected of them in the time allowed. However, too often initial work is provided for whole groups to attempt, even though teachers appreciate that there is a wide range of prior attainment within their teaching groups. This is having unfavourable effects on some pupils' behaviour and progress in learning. For example, higher attaining pupils are given a starting task that is too easy and they quickly move on to extension work rather than beginning with the extension work and moving deeper into the topic using their firmer knowledge, skills and initiative to better effect. Additionally, in some lessons, pupils with special educational needs (SEN) require help almost immediately, indicating that insufficient thought has been put into some teachers' short-term planning.
18. Teachers' knowledge and understanding of the curriculum at both key stages are satisfactory overall, with some staff showing good knowledge of subjects, such as mathematics and science. There remain weaknesses in some subjects, such as design and technology, as identified in the previous report. The teaching of basic skills associated with literacy and numeracy is good overall, which has a very positive effect on the quality of presentation and the accuracy of pupils' recorded work at the end of both key stages. The teaching of scientific fact is good at Key Stage 2. Teachers' knowledge, skill and understanding of information and communication technology are improving but show wide variation between good and unsatisfactory. Teaching of children at the Foundation Stage is good because staff in the nursery unit have a firm knowledge base for teaching the recommended early learning goals for these children.
19. All members of staff have high expectations of pupils' behaviour and attitude to work but a few pupils at Key Stage 1 do not meet these expectations. Staff show respect to pupils, providing very good role models. They successfully encourage almost all pupils to behave appropriately; they promote good levels of interest and involvement in schoolwork, and help pupils maintain co-operative working relationships with each other and with all adults in the school. This generates very good attitudes to work by almost all pupils, despite some being unsettled by tasks they find too difficult or too easy. The less effective teaching showed over directed tasks, inappropriate levels of work for some groups of pupils and low expectations of what pupils might achieve in the time. Where teaching was enthusiastic, carefully planned and suitably demanding, pupils' efforts, interest and work rate increased correspondingly. The most effective teaching regularly produces high levels of interest, concentration and successful development of independence. For example, the use of carefully thought through questions, which are asked at different levels to help individual pupils, persuades them to predict and speculate on probable answers without fear of being embarrassed or wrong. This is a strength in many teaching sessions.
20. The management and control of pupils is good overall, but varies between very good and unsatisfactory. Staff members have good interaction with pupils, encouraging them to remain on task, which most do because of these positive relationships. Where there is unsatisfactory management of pupils, teachers' short-term planning has insufficiencies and pupils soon lose

interest. Across the school, teachers make effective use of learning support assistants, providing sufficient briefing for them to give good support to pupils in their care. All are sufficiently knowledgeable and enthusiastic to have a positive influence on the learning of pupils in their groups. Those who help at the Foundation Stage are appropriately qualified to work with this age group and are part of the reason why the children make such good progress in the nursery unit. Visiting tutors of music successfully encourage pupils to play musical instruments, such as guitar, keyboard, recorder and violin.

21. The teaching of pupils with special educational needs (SEN) is good overall, but varies from very good to unsatisfactory during whole-class lessons. Senior managers successfully carry out the co-ordination of special educational needs teaching. Learning support assistants work in close collaboration with the teachers and pupils' individual education plans are detailed and informative. In the main, teachers and learning support assistants implement these successfully, particularly in English and mathematics lessons. However, lessons and practical sessions in other subjects do not always reflect the content of these plans and pupils' progress in learning is slowed down. Most tasks in English and mathematics are adapted effectively to suit pupils' particular needs, but in other lessons tasks and worksheets are sometimes inadequately matched, resulting in pupils' needing immediate help with reading of worksheets, for example.
22. Teachers make satisfactory use of most teaching resources. There is good use of English resources during the literacy hour, for example, but the use that most teachers make of information and communication technology is unsatisfactory. There are too many occasions when opportunities to use computers, audio equipment and other technology across the curriculum are missed. Teachers make satisfactory use of homework to reinforce and extend what pupils learn in school time, as with reading, spelling, mathematics and researching topics. This is not extended enough to encourage higher attaining pupils, especially, to work on personalised projects that include their own planning, design and construction, and feedback to classmates.

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

23. The quality and range of the curriculum are satisfactory. The school offers a curriculum that now meets statutory requirements. It is relevant, balanced over time, and sufficiently broadly based. Acts of collective worship meet statutory requirements. Provision for pupils' spiritual, moral, social and cultural development is very good and pupils show excellent respect for the feelings, values and beliefs of others. As a result, pupils' personal development is good. Pupils are given sufficient opportunities to use their resourcefulness as part of the school council, for example, but in some classes, insufficient opportunity to take responsibility to select resources, solve problems and organise their own work are evident. Nevertheless, the school successfully encourages an environment where pupils are valued and respected irrespective of race, religion, gender or ability.
24. Access to the full curriculum is provided for all groups of boys and girls, including pupils with English as an additional language (EAL) and for pupils with special educational needs (SEN). The school has successfully adapted areas of the school for pupils who are physically handicapped, and has provided quiet areas for pupils who need this facility. Provision for pupils with SEN is good and the Code of Practice is carefully followed. Early identification, good quality additional support, and the fact that most English and mathematics lessons offer work that is matched to targets on individual education plans (IEPs), all have good influence on their progress with learning. Pupils with EAL have good provision and make good progress. The overall effectiveness of this provision is very good. Good provision for higher and lower attaining pupils is made through after school clubs, but provision in class for high attaining pupils is inconsistent and, in some lessons, work for SEN pupils is not well matched to specific targets on IEP's. Nevertheless, pupils with SEN and EAL are fully integrated into the life of the school.

25. Curriculum planning for children under five at the Foundation Stage has remained at its good level. Nursery and reception age children work together successfully. The curriculum for these children already follows the recommended provision for attaining early learning goals at age five. Long- and medium-term curriculum planning for both key stages is very good. Several updated schemes of work are appropriately in the process of being personalised to the school, through pilot studies in some classes, for evaluation by teachers before full implementation. Agreed topics of study identify cross-curricular links, which enhance learning opportunities. The effectiveness of teachers' short-term planning is good overall. However, although teachers plan together in year and phase groups, the variations in teaching provide different opportunities for learning because of some unsatisfactory interpretation of short-term planning. Provision to raise standards in literacy is made in 'Booster classes', and a greater emphasis is placed on spelling strategies in class teaching. Appropriate year group targets are set for numeracy and literacy. From a selection of work produced by pupils of different abilities in each year group, the effectiveness of the literacy and numeracy strategies are at least satisfactory and often good. For example, good opportunities are provided in many numeracy sessions for pupils to explain the strategies that they use to solve number problems.
26. Since the previous inspection, key issues about curriculum provision have been successfully addressed. Provision for outdoor activities has been enhanced by access to a close by all-weather surface, and that for adventurous activities through a planned residential stay on the Isle of Wight. Designing skills in design and technology are taught, but teachers' short-term planning does not yet combine the designing and making processes effectively to raise pupils' standards and understanding, especially at Key Stage 2. The curriculum for information and communication technology (ICT) now meets statutory requirements, but despite significant expansion in resources, curriculum provision for control technology and monitoring of change by data logging remain areas for development. Although some good use of ICT was seen, as with word-processing, insufficient use is made of this technology to support work in other subjects.
27. Partnership with other schools is good. Friendly and competitive activities in sport, for example, form a grouping of local schools that offers pupils good opportunities to mix with pupils from different backgrounds. Pupils move on to the secondary sector at age 11, and discussions with personnel from several schools further confirm that pupils moving on to their schools are successfully prepared for entry into Key Stage 3. Links with the community are good. For example, a close link with a national gas provider has brought in significant amounts of resources, such as computers and, until recently, personnel from the company have helped in school with pupils' reading. All pupils benefit from this close link. Additionally, a local professional football club provides weekly tuition for pupils at both key stages throughout the year.
28. Extra-curricular activities provide very good opportunities for pupils to learn several additional languages, which include English, French, Latin, Mandarin and Spanish. Out-of-school activities provide good challenges for gifted and talented pupils, who meet with gifted pupils from other schools. Many activities are seasonal and pupils successfully take part in competitions and games that improve their self-esteem and confidence. The school has won a sponsored 'Environmental Award' and an award for 'Shady School Grounds'. Visiting speakers enhance pupils learning about the wider environment, as when a speaker told pupils about a school in Kenya. Famous authors speak to the pupils during an annual 'Book Week'.
29. The school provides effective health, drugs awareness and sex education through science and in personal and social education, based upon Christian values. The 'school within a church and church within a school' theme is successfully promoting a caring, multi-cultural and multi-faith community, where all pupils are valued as individuals and all achievements celebrated. For example, care and concern for children in places of need are the focus for fundraising each Lent on 'School Grounds Day', which involves the pupils and the local community giving generously to this cause. Planned opportunities for pupils to discuss issues, as in 'circle time', which is when pupils discuss topics while sitting in a circle, are variable in their frequency. When these events do



occur, they are not always given sufficient importance. For example, in one session observed, pupils were constantly leaving and arriving into the group, which minimised the involvement of these pupils in what was planned as whole class discussion time.

30. There is very good provision for pupils' spiritual, moral, social and cultural education. Provision for pupils' spiritual development is very good. The headteacher provides strong spiritual direction based on Gospel values. Daily acts of collective worship in the church are an important feature in raising pupils' spiritual awareness. For example, during moments of prayer and stillness, they reflect upon happy moments, stories that they have heard and how they are surrounded by prayer thoughts from other countries that they have helped. They understand prayer as talking to God to thank him or ask for help. Religious or classical music played during these occasions creates a reverent ethos and tranquillity to which pupils respond calmly. There are examples of the spiritual element in the curriculum, such as in pupils' poetry 'It fills your heart with happiness'.
31. Provision for pupils' moral development is very good. The headteacher and other staff are very good role models and expectations for behaviour are very high. All pupils are involved in negotiating class rules, they know what is expected of them and are successfully taught a clear understanding of right and wrong. A significant number of pupils have targets for personal development that include improvements in behaviour, and good behaviour is regularly praised and achievements rewarded.
32. The school is a harmonious, multi-ethnic community, firmly based upon mutual respect, which makes very good provision for pupils' social development. In all classes, pupils take responsibilities seriously. For example, those on the school council take responsibility for organising school events, such as fundraising and the 'healthy eating tuck shop'. Across the school, pupils give generously to charities overseas, arranging collection and donations. Many maintain communication with pupils in other countries. How older pupils care for younger pupils in the school is not formalised, but some older pupils do take on caring responsibilities for pre-school children.
33. Provision for pupils' cultural development is very good. All countries of pupils' origin are represented in the school and reflected within lessons, such as art and geography, and in work displayed around the school. Music from other parts of the world is used in assemblies, for example, and teachers use a wide range of music to support dance activities in physical education. The wide range of religious beliefs and cultural traditions that pupils come from are celebrated and given a strong emphasis in the school. Local culture is recognised, as in the visit to Newtown. Pupils are given good experiences of Western European culture in visits to the town's museum, for example, and through a range of lessons and out of school activities.

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

34. The school has a calm, strong Christian ethos where the needs of the pupils are central to the life of the school. Pupils know that they are valued as individuals and that the school provides very good support for their personal and academic potential, which gives them confidence and security. As a result, pupils' enjoy learning and their concentration in lessons is good, which enables them to learn and make progress more effectively.
35. Procedures for ensuring pupils' welfare are very good. Good levels of pastoral care have been further improved since the previous inspection. Staff are caring, dedicated and know pupils well. This, together with the school's caring, Christian ethos, promotes an environment where pupils feel secure. The school follows the local agreement for child protection and the headteacher is the designated member of staff. All staff have received appropriate training.

36. The school is a safe environment and there are effective procedures to report health and safety concerns, and to record any remedial action required. There is correct recording of the regular checks made of equipment, and fire drills take place at appropriate intervals.
37. Risk assessments, which are a statutory responsibility, have been completed for almost all areas of the school's work. Good procedures are in place to care for pupils who become ill or are injured whilst at school. Sufficient staff are trained in first aid and injuries are recorded systematically.
38. Procedures for helping children at the Foundation Stage to settle into the nursery unit are good, and ensure that children enjoy coming to school. Pupils are well supported in the transition from one stage of their education to the next. The school's very good links with various secondary schools ensure that there is an appropriate programme in place to ease pupils' transfer to the next stage of their education.
39. Procedures for monitoring and promoting appropriate behaviour are very good. The school's behaviour policy is based firmly on the principle of pupils showing respect for themselves, for others and for their environment, which they do. Behaviour is monitored daily and teachers and support staff provide very good role models of what is expected. Procedures for monitoring and eliminating oppressive behaviour are very good. No instances of bullying or harassment were observed during the inspection. Pupils say that incidents of bullying are rare and if they do occur, they are confident that these will be dealt with effectively. Suitable provision is made for sex and relationship education and drug awareness education. Teachers monitor pupils' personal and social development very effectively. Procedures for supporting pupils' personal development remain at a good level.
40. There are good procedures for monitoring pupils' academic performance, and procedures for assessment of pupils' academic progress have improved. There are good assessment procedures for pupils with special educational needs (SEN) and these pupils have good support overall. Class teachers and the special educational needs co-ordinator (SENCO) monitor their work and progress effectively, and there is good liaison with appropriate outside agencies. Good assessment procedures identify those few pupils who are recognised as gifted or talented. There is very good provision for those pupils for whom English is an additional language (EAL). Qualified teachers, who have considerable expertise for supporting these pupils, appropriately plan ahead with class teachers and, by using assessment information effectively, provide subject specific vocabulary, as in science, which allows these pupils to progress satisfactorily alongside classmates. Learning support assistants are patient and helpful, and make good use of their own assessment data to aid pupils' learning.
41. Procedures for assessing pupils' progress and attainment in English and mathematics are good and in other curriculum areas they are satisfactory. Statutory assessments and data from school tests are used effectively to make changes to improve the curriculum in English and mathematics at both key stages. Statutory assessment and school assessment of science is used successfully to improve the teaching of science at Key Stage 2 but not at Key Stage 1. In other subjects, insufficient use is sometimes made of assessment data in teachers' short-term planning to raise standards. Pupils' targets for English and mathematics, based on the Key Stage 1 results, are tracked regularly to monitor progress against predictions. In other year groups at Key Stage 2, non-statutory test results are used to set targets and so raise standards. However, insufficient use is made of individual targets in the marking of pupils' work. There is inconsistency in the quality of written comments to indicate how pupils might improve. The school takes care in recognising pupils' effort and progress with encouraging verbal remarks and suitable rewards. Pupils' progress with personal development targets is monitored carefully, and most pupils are given appropriate chances to use some originality in their work and to develop personal projects through their writing and drawing.

42. There is significant strength in procedures to identify pupils with special educational needs (SEN) and for pupils with English as an additional language (EAL) to set learning developmental targets within individual education plans (IEPs). Good use is made of the assessment information for these pupils in English and mathematics work. The assessment procedure for children who are under five on entry to the nursery unit is good. Data is used to track these children's progress over time but is not used consistently to set targets from the beginning of Key Stage 1.
43. Attendance and punctuality records are properly maintained and comply with statutory requirements. Procedures for monitoring and improving attendance are good. The school's very good partnership with the education welfare office ensures that any attendance concerns are dealt with promptly and effectively.

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

44. There is very strong parental satisfaction with the school. The response to parents' questionnaires was very positive and those parents attending the pre-inspection meeting for parents were appreciative of their children's welfare and education. The inspection team agrees with the majority view that a good education is provided, and that the school has maintained the very good partnership found at the time of the previous inspection.
45. Appropriate steps are taken by the school to evaluate the effectiveness of its relationship with parents. For example, information from a parents' forum was used to help formulate some shared ideas for the development of the school. This discussion included details of whole year group teaching at Key Stage 2 and updating of school uniform. The quality of information for parents is good overall. The school's prospectus is very informative, of high quality and gives parents a valuable insight into school life. The governors' Annual Report to Parents contains much useful information about the work of the school and the governing body. Both these important documents meet statutory requirements.
46. Informative newsletters, written in an appropriately friendly style, are sent home regularly. These keep parents up to date on such matters as changes in staffing, parents' forum meeting dates and alterations to the school premises. Parents also receive a curriculum booklet each term in which teachers write about what pupils are to study in each year group. They also give clear information on homework expectations for each key stage. Procedures to welcome new parents to the school and helpful information to support their children are good. New parent packs include booklets that are particularly useful for helping parents prepare their children for nursery education.
47. Pupils' annual written reports are satisfactory and meet statutory requirements. They appropriately include some targets for improvement, children's own reports on what they feel they have achieved and their own targets for the following year. The school provides parents with a suitable number of opportunities to discuss their children's progress and the contents of annual written reports. Parents' evenings are well attended and the home / school agreement has been well supported, indicating parents' commitment to supporting their children's education. Parents and governors support aspects of the school's work, and are warmly welcomed into school. They are actively encouraged to help in school and a small number do so regularly. At both key stages, they give time to activities, such as listening to readers and supporting information and communication technology activities, and helping in the nursery unit. A few parents expressed dissatisfaction over homework and the inspection team concludes that provision for homework is satisfactory.
48. The St. John's Parents, Teachers and Friends Association is a small, enthusiastic hard working group that organises numerous fund raising events, such as tuck-shop mornings, regular cake sales and Christmas and summer fêtes. Monies raised go towards increasing school resources. For

example, a video camera and additional staging for school productions have been supplied. This support is much appreciated by the school and significantly improves pupils' learning opportunities.

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

49. The leadership and management of the school are good overall and this is a key factor in the school's forward development. The leadership of the headteacher is caring, supportive of colleagues and yet demanding of improvement, as recognised by parents, governors and staff. Relationships amongst staff are very good, which supports and gives confidence to members in their endeavours to improve, and creates a pleasant, harmonious climate for pupils to learn. The school has made good improvements in most areas since the previous inspection, and managers are clearly aware of where insufficient improvement has taken place, taking the responsibility and offering sound reasoning for any shortfall. There has been a determined effort to improve standards across the school, and pupils have benefited. The governors, headteacher and other staff have shown very good levels of commitment to advance pupils' learning, particularly in standards pupils attain in subjects of the National Curriculum. Despite this good level of progress, some pupils are not achieving their potential, as in science and design and technology, and this does not fully reflect the school's written aims. Nevertheless, praiseworthy improvement is evident in curriculum provision, the quality of teaching and the environment in which children under five and pupils at both key stages learn.
50. There is a very good understanding of how the school could improve further. Staff are fully supportive, hardworking and keen to change unsatisfactory practices through their very close liaison with the headteacher. Subject co-ordination is improving and is at least satisfactory in almost all subject areas. Many co-ordinators are very new to role and are developing their roles and responsibilities alongside other colleagues, to the benefit of staff and pupils' learning. There is frequent monitoring of teaching and learning that is improving both, but sometimes this is not rigorous enough to improve standards to a suitable level, as with design and technology at Key Stage 2. Teachers and non-teaching staff have regular opportunities to discuss their performance, targets and personal development at a more formal level, which is having a positive effect on standards. All staff are kept fully informed of school practices, procedures and developments through the school's very effective communications systems.
51. Teaching staff work very effectively with the headteacher to try to ensure that all pupils are given the support they need. In this, they have been mostly successful, but there remains some unsatisfactory teaching and insufficiencies in the development of some curricular areas. All staff are hardworking and almost all manage their workload without excessive stress. The school has been mostly successful in enabling staff new to the school to settle quickly and securely into their roles. For example, as in part of Year 1, where monitoring of this induction is secure and supportive, which has had positive effect on pupils' learning in that age group. The school has correctly identified that some other induction has been less effective and that further work is needed to improve teaching and learning.
52. There are good arrangements for staff development that include performance management. Teaching and non-teaching staff are successfully encouraged to attend appropriate in-service training courses. There is a good level of take-up, and curriculum focused activities, for example, have had a positive effect on standards, as with information and communication technology. Additionally, as a result of focused training for the implementation of the National Literacy and Numeracy Strategies, standards of teachers' planning and pupils' learning for other areas of the curriculum have improved. School administrative systems are benefiting through updating of software and accompanying data handling training packages for the school's administrator / secretary and bursar.

53. The school has an appropriate policy for supporting pupils with special educational needs (SEN) and those for whom English is an additional language (EAL), and relevant documentation and records are efficiently organised and up-to-date. Statutory requirements are met. The SEN co-ordinator (SENCO) has a very good understanding of these pupils' needs, and the administration of the SEN register and of liaison with parents and all external agencies is very good. Pupils' progress and attainment is carefully monitored from teachers' planning and other records but classroom practices are less efficiently monitored. Reviews are held regularly and parents are invited to attend and are given full reports of review outcomes. The governor with responsibility for the overview of SEN visits the school regularly, and is kept suitably informed of procedures and systems. Expertise in school is used very effectively to support ethnic minority pupils, and all levels of management successfully encourage racial and religious harmony in all areas of school life. Learning support assistants have very good relationships with pupils on the school's SEN register and those with EAL, and they have a very positive effect on these pupils' learning.
54. The governing body is now very effective in fulfilling its statutory responsibilities. There is a high level of commitment by governors and so they have a clear understanding of school strengths and areas still to be developed. Governors have established firm working relationships with the headteacher and other members of staff because they visit the school regularly. Together, the headteacher and governors ensure that monitoring and evaluation of the school's performance is good. They have taken appropriate action since the previous inspection to improve many elements of school development identified within the report, whilst maintaining or improving other provision. There are governors appropriately appointed for all specified duties that support the monitoring of curriculum and pastoral care issues. Teachers frequently give presentations to governors about curriculum development, the most recent being in science, and this keeps members fully informed of current progress. The most notable lack of development has been with design and technology.
55. The governors and headteacher are aware of, and use, the principles of best value to a good level. School administration is very efficiently carried out by the school administrator / secretary, who is highly supportive to the headteacher and other staff, and to governors who visit and attend meetings. Support is unobtrusive and enables staff to do their jobs without unnecessary distraction. Financial control, monitored daily by the school's bursar, is very good. Financial resources are used satisfactorily, although the level of carry-over has been exceptionally high. Much of the money was clearly identified for known commitments, such as building of the nursery unit, but contingency funding was double the recommended level. Although prudent, pupils currently in the school do not benefit fully. There is very good use of funds received by the school for pupils with SEN and EAL.
56. The governing body has worked prudently to extend staffing and to improve classroom resources to a good level. The school is staffed to an above average level of teachers and classroom support assistants, and pupils benefit from a little voluntary help that is provided mainly by parents. All teaching staff are appropriately qualified but none specialise in science, special educational needs or physical education, and this is a future training focus for the school's management.
57. Accommodation is adequate, well maintained, cleaned to a good standard and places few limitations on the delivery of the curriculum. All areas are attractively adorned with factual information and pupils' work. The school was originally built as an open-plan design but has been significantly restructured since the previous inspection in an attempt to reduce noise levels. This has been generally successful mainly because of the effective management of pupils, which promotes very good pupil behaviour and lower noise levels. However, access to some classrooms is through other classes and on occasions this can be disruptive. Several classrooms are restrictive in size. The latest extension, the nursery unit that provides for Foundation Stage children, is a colourful, spacious area that offers a safe, purpose built environment in which children can learn.

58. The school is directly linked to the church building which pupils, staff and governors use very frequently. This extra facility enables a wide range of activities, such as assemblies and music lessons, to take place in a calm, spiritual environment. Externally the hard surfaced play area provides sufficient space for play. Attractive improvements to the outside environment have been carried out, for example a 'Millennium Garden', increase pupils' pleasure and opportunities to learn. The school has a spacious, enclosed area for children in the nursery unit but does not have a soft-play area to enable children to safely use climbing equipment, which inhibits their physical development. The adjacent public climbing frame often presents a hazardous location and so is used infrequently.
59. Overall, the resources to promote pupils' learning are good. Throughout the school, there is good use of most teaching resources. In English, mathematics and science, the sufficiency, quality and range of resources are very good and are used effectively to develop pupils' knowledge and understanding. The quality and range of books in the library to support the curriculum are good. Some effective use is made of these when pupils show more originality in their recordings as a result of independent research and project development. Hardware resources that support the teaching of information and communication technology (ICT) have been significantly expanded to a very good level. The computer suite and other workstations provide very good opportunities for pupils to learn new skills but are used insufficiently to support pupils' learning across the curriculum.
60. The management and effectiveness of the school's development has shown overall good improvement since the previous inspection, and is continuing to promote progress in most areas. Governors and staff are contributing enthusiastically to raising standards through increasing the efficiency with which the school is led and managed. When all factors are considered, this inspection shows that the school now gives good value for money.

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

61. In order to improve the standards of attainment and progress of all pupils, the governors, headteacher and staff should, as generally identified in the school improvement plan:
- Raise the standards of teaching and learning in science at Key Stage 1, and design and technology at Key Stage 2, beyond their unsatisfactory level by:
    - raising some teachers' knowledge and understanding of these subjects;
    - providing more opportunities for pupils to observe and experiment at their own levels of understanding;
    - identifying and planning to develop pupils' creative skills across a wider range of learning experiences;

This can be seen in paragraphs: 1 to 8, 83 to 92 and 98 to 103 for example.

- Increasing the opportunities for pupils to use information and communication technology (ICT) to support other subjects of the curriculum by:

- improving teachers' confidence and expertise with carefully focused in-service training;
- ensuring that all pupils have sufficient planned time to access computers and other technological equipment for recording and personal research purposes;
- ensuring that the work builds upon pupils' existing level of achievement;

This can be seen in paragraphs: 116 – 120 for example.

- Improve the teaching in parts of both key stages by:
  - extending the provision of appropriate in-service training and opportunities to observe good practice;
  - providing a range of work in each lesson that makes best use of the good knowledge that staff have about individuals in their groups;
  - improving lesson planning to take full account of the wide range of prior attainment in teaching groups, as already seen in many English and mathematics lessons;

This can be seen in paragraphs: 16 to 22 for example.

- Extend the opportunities for pupils to show originality and make use of their trustworthiness in learning by:
  - encouraging them more frequently to explore, investigate and observe before sharing facts with them;
  - planning for them to have more opportunities to organise, record and develop their work in a more personalised way;
  - increasing opportunities for them to share their academic and creative interests beyond those specified in teachers' planning;

This can be seen in paragraphs: 13, 17,22, 23 and 41 for example.

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

62
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Number of discussions with staff, governors, other adults and pupils

60
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### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0	11	52	28	9	0	0
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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**

<b>Pupils on the school's roll</b>	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	201
Number of full-time pupils eligible for free school meals	0	30

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	5	41

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	58

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	14

**Attendance**

**Authorised absence**

	%
School data	6.7
National comparative data	5.1

**Unauthorised absence**

	%
School data	0.2
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*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	8	14	22

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	6	5	7
	Girls	13	13	14
	Total	19	18	21
Percentage of pupils at NC level 2 or above	School	86 (76)	82 (79)	96 (82)
	National	84 (82)	85 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	6	7	6
	Girls	13	14	13
	Total	19	21	19
Percentage of pupils at NC level 2 or above	School	86 (76)	95 (85)	86 (82)
	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*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	15	26

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	8	7	10
	Girls	11	14	14
	Total	19	21	24
Percentage of pupils at NC level 4 or above	School	73 (81)	81 (77)	92 (77)
	National	75 (65)	72 (59)	85 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	11	14	14
	Total	18	22	23
Percentage of pupils	School	69 (69)	84 (81)	88 (73)

at NC level 4 or above	National	70 (65)	72 (65)	80 (71)
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*Percentages in brackets refer to the year before the latest reporting year.*

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	29
Black – other	0
Indian	15
Pakistani	21
Bangladeshi	2
Chinese	0
White	98
Any other minority ethnic group	15

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

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	0	
Black – African heritage	1	
Black – other	0	
Indian	0	
Pakistani	0	
Bangladeshi	0	
Chinese	0	
White	0	
Other minority ethnic groups	0	

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

### *Teachers and classes*

#### **Qualified teachers and classes: Y1 – Y6**

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	20.8
Average class size	28.9

#### **Education support staff: Y1 – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	132

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	90
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999/2000
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	£
Total income	438 249
Total expenditure	375 355
Expenditure per pupil	1571
Balance brought forward from previous year	61 767
Balance carried forward to next year	124 661



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	71	27	2	0	0
Behaviour in the school is good.	73	27	0	0	0
My child gets the right amount of work to do at home.	63	16	14	0	7
The teaching is good.	86	12	0	0	2
I am kept well informed about how my child is getting on.	65	27	0	0	8
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	82	16	0	0	2
The school is helping my child become mature and responsible.	73	18	0	0	9
The school provides an interesting range of activities outside lessons.	55	37	0	0	8

### Summary of parents' and carers' responses:

- An overwhelmingly positive response from parents.
- Most concern was expressed about the amount of homework that teachers set.

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

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

62. Provision for children under five at the Foundation Stage has been maintained at the good level indicated in the previous report. Children under five are educated in the new nursery unit. Reception age children are suitably identified and most make good progress in preparation for joining the infant stage of their education. In the nursery, children attend part-time, either in the morning or the afternoon each day. One teacher teaches all children, with good support from two, appropriately qualified classroom assistants. This arrangement works very effectively. Children at the Foundation Stage have a wide range of attainment. On admission to the nursery at age three, most children have levels of skill, knowledge and understanding that are below those expected for their age. Most make good progress in all the areas of learning and their progress is monitored effectively. By the time they are five, most children attain levels that match those expected for five year olds, although a significant minority do not attain these levels. Children with special educational needs (SEN) and those with English as an additional language (EAL) have good support, and they enjoy all the opportunities offered in the nursery unit.

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

63. The development of children's personal, social and emotional skills is emphasised during all learning and recreational activities. By the time they are five, most children attain levels that are expected for that age. The teaching is good so that the children are successfully encouraged to be independent in care of themselves and their work. They are given some responsibilities, such as delivering the register to the school office, tidying away their work, and they wash and wipe up after making biscuits. There are good opportunities for imaginative play and for class and group discussion, where children can express their views and feel valued. The staff have good knowledge of the children through a good understanding of the assessment of their skills and social development. They show care and concern for the children in all aspects. Children have a clear understanding of right and wrong, and the introduction of the whole school policy to promote a consistent approach to behaviour has given them a good understanding of the behavioural expectations in other parts of the school. The reception age children show an appropriate level of maturity in group work, and in talking to other children, staff and visitors. They are given friendship responsibility for younger children, being "paired" with a new entrant to the nursery in a caring role.

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

64. The development of communication through language and literacy is central to teaching and learning for children under five. By the time they are five, most children attain levels that are expected for that age. Children's progress with their reading is good. Books are promoted as a source of interest and learning, and staff provide many opportunities for the children to enjoy a wide range of interesting books. The quality of teaching is good. Children are suitably introduced to the characters and background to the reading scheme books. They become familiar with frequently used words, and learn to recognise and read them in books. They make good progress in learning letter sounds and know that the pictures hold clues to reading the text. They make good gains in reading and writing, and use their good listening skills to enjoy the stories that are regularly read to them. Speaking skills are developed effectively through frequent discussions, role-play and by answering questions in sentences, speaking clearly and audibly. Reception age children build simple words from the sounds that letters make. They record their work neatly, recognising the link between reading and writing. They write their names unaided, using capital letters

appropriately. Progress in learning is good because the staff have a consistent, carefully planned approach to language and literacy development, and use their good knowledge of the children to match work to learning needs. There is effective use of learning resources. Younger children experiment with pencils, crayons and paint to make marks on paper that lead to correct letter formation. Computer software that the children know and can use, adds interest and excitement when they are learning letter sounds. The 'garage' and 'home corner' provide good stimulus for speaking and extending language, as the children take on the role of 'car mechanics' or older children in the home. The children are very responsive to the good or better teaching in language developmental activities, and learning in the nursery unit benefits extensively from the very good relationships children have with the staff.

### **Mathematical development**

65. By the age of five, most children have expected skills in mathematics. Teaching is good and most make good progress because of the carefully planned range of activities that challenge their mathematical thinking. There are many opportunities for children to learn and understand mathematical words, such as 'bigger than' and 'added to'. They use them appropriately in many situations, for example, when cooking or in outdoor play. Most reception age children count to 30, which is the number in their class, and use recently learned sequencing skills to recognise and write numbers satisfactorily. The teaching of number rhymes improves forward and backward counting skills. Children know the names of familiar flat shapes, and staff are careful to use the correct vocabulary when looking at shapes in books, and when cutting out paper or biscuit mix. Good use is made of computers to move shapes about on the monitor screen, and learning is extended when children work successfully together on the task and share ideas. They share readily, respect the equipment used and listen carefully to adults. The children enjoy teaching methods and this helps them to learn and use their learning effectively.

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

66. Most children's knowledge and understanding of the world is appropriate for their age. The nursery unit staff provide many activities for children to experience all aspects of this area of the curriculum. The children talk confidently about their families, homes, and important events such as birthdays. They understand that the world extends long distances beyond the area in which they live, following the travels of 'Barnaby Bear', who writes to them from places visited across the world. They build an understanding of Britain as an island, as when discussing Barnaby's travels to France. In design and technology, children use a good range of construction toys to make models of buildings and vehicles. In food technology, they make good gains when learning that some materials mix and mould more easily when liquid is added, and that heat produces change. Children's learning of computer skills is good. They have good control of the mouse, understand how to "click" and drag to move pictures around the screen, and how to click on letters to identify initial sounds of words. Teaching of this early learning goal is good; planning is thorough and relates the area to other curriculum areas, such as science.

### **Physical development**

67. Most children's physical development is appropriate for their age. They move confidently around the classroom and move in an orderly manner about the school, as when they are included in whole school assemblies. Teaching is good. Lessons are well planned and ensure that there is a wide range of opportunity to work with different media, and show control of a variety of objects. For example, children's learning in control of pencils, paintbrushes and scissors is good. They cut and shape materials accurately. Teaching in 'movement' lessons is good, and the children develop a good awareness of space and its use with regard to their own safety and that of others. This knowledge is used effectively in outdoor play to avoid collisions and respect the needs of others. The children use large and small equipment safely. There is, however, insufficient opportunity for pupils to progress in balancing and climbing skills. The outdoor play area has grass and hard

surface areas but lacks a climbing frame and safe landing surface. There is a satisfactory number of large and wheeled toys, but the range is narrow and does not increase opportunities for more creative outside play.

### **Creative development**

68. By the age of five, most children attain the levels expected in their creative development. Teaching is good and pupils make good progress in their learning of creative skills. The classroom environment is colourful and pupils' creative work in drawing, painting and writing adorns the walls. Music is used effectively so that pupils interpret their responses to it through movements. Children use a wide range of art materials imaginatively. For example, they use paints artistically to express their impressions of events in their lives. They work collaboratively to create their interpretation of favourite stories in paint and collage. They have a good understanding of the repetitive nature of patterns and express their understanding using a developing range of subject related vocabulary. They know the names of some musical instruments and perform effectively together, playing and singing familiar songs and rhymes. They enjoy dressing up and taking on the roles of other people in the creative play areas. This was suitably extended when they spent a day as "Victorian" children in a "Victorian" classroom, adding a sense of history to the good learning in creativity.

### **ENGLISH**

69. Results of national assessments at the end of each key stage in 2000 are broadly average. Inspection evidence shows that overall standards are close to those expected at the end of both key stages, but there is wide variation across each class. The school has a very high proportion of pupils who have English as an additional language (EAL) and an above average proportion of pupils who carry Statements of Special Education Need (SEN). The progress that these pupils make is good. Overall, pupils at Key Stage 1 make satisfactory progress, whilst most pupils at Key Stage 2 make satisfactory progress but higher attaining pupils make good progress. Overall standards as described in the previous inspection have been maintained.
70. Most pupils' standards in speaking and listening are at expected levels at the end of both key stages. Throughout the school, most pupils listen attentively to teachers, respond politely and follow instructions quickly. When teachers ask questions, most pupils respond enthusiastically and are keen to become involved in discussions. Pupils who have English as an additional language (EAL) participate fully in all speaking and listening activities, and their progress in this area is often good. Several good examples of speaking and listening were evident during a number of literacy lessons. In a Year 2 class, for example, many pupils used appropriate words to describe differences in characters in the 'Katie Morag' story. Year 3 / 4 pupils entered eagerly into role play when working on developing speech marks through the story of 'Cinderella', and pupils in a Year 5 / 6 class gave sensitive responses to coping with emotions as described in 'Goodnight Mr Tom'. The school's participation in 'The English Speaking Board' scheme also enhances the speaking and listening skills of those pupils who attend.
71. The school rightly places an emphasis on developing pupils' reading skills, so that at the end of both key stages, most pupils' standards in reading are close to the expected level; pupils with special educational needs achieve appropriate standards in relation to their known difficulties. Pupils experience a wide range of reading texts, including fiction, non-fiction and poetry, and they use appropriate strategies for tackling unfamiliar words. For example, pupils in Year 1 read labels from non-fiction texts about 'The Honey Bee' and give meanings for the words that they have read. Pupils sound out letters to help them with difficult words. Those with special educational needs (SEN) are supported effectively by learning support assistants, who help them to recognise words in dictionaries. Year 2 pupils recall the main points of stories that they have read, and identify key words appropriately. Most pupils in Year 3 / 4 classes read aloud with expression,



giving characters different voices, whilst those in Year 5 / 6 classes empathise with characters in 'Carrie's War', giving answers that show an understanding of the text. Pupils with SEN use letter sounds, word blending and picture clues to help them with their reading and they make good progress in relation to their prior attainment level. Individually, pupils express a love of reading, talk about their favourite authors and their preferences for fiction or non-fiction books. Evidence from hearing pupils read in Years 5 and 6 shows that higher attaining pupils are reading at levels above those expected of their age. The school benefits from a volunteer reading project and a developing family literacy group, both of which enhance pupils' performance in reading.

72. At both key stages, most pupils' standards in writing are at the expected level. Pupils acquire appropriate levels of understanding of grammar and the conventions of language, and are able to apply this knowledge effectively in their writing. Handwriting skills are applied across all areas of writing, and presentation skills are of a very high standard for a large majority of pupils. Across the school, pupils write in a variety of styles, contexts and to varying audiences. In Year 1, pupils make simple books linked to rhymes such as Jack and Jill. They write alphabet sentences and use key words to develop their writing. Pupils in Year 2 improve their writing by using adjectives and use word processing skills to write information about themselves. Most successfully create acrostic poems by using letters from their own names to start each line. In Year 3 / 4 classes, pupils write poems about school and have shaped recent poems around a firework theme. Pupils in Years 5 and 6 make notes for future reference, write postcards imagining they are evacuees in World War II, and create book reviews for book covers. At Key Stage 2, pupils undertake some research activities and make their own books using factual information. All of this work is of a satisfactory standard. However, these activities are not sufficiently expanded to give pupils more frequent opportunity to plan and develop this type of work.
73. Overall, the quality of teaching at both key stages is satisfactory, but in the teaching seen, there was wide variation between unsatisfactory and good. Long- and medium term planning is very good. Lesson planning is mostly good and teachers' knowledge and understanding is secure. Most teachers have clear expectations, which help pupils to understand what is expected of them. Most lessons have clear introductions; aims are shared with pupils and sometimes suitably reinforced at the end of the lesson. In good lessons, teachers pose effective questions to encourage thinking skills and to promote the spoken use of language, so that pupils are stimulated and engaged in their learning. All teachers have very good relationships with their pupils, and in the majority of lessons pupils' behaviour is good or better. Where learning support staff are deployed to aid literacy lessons, particularly when working with groups, the pace of work and the progress pupils make is significantly enhanced. The use of information and communication technology (ICT) is not developed sufficiently. Whilst teachers understand and work towards the implementation of the recommendations of the National Literacy Strategy, evidence shows that, in a number of year groups, teachers are not fully focusing their attention to develop reading and writing skills in the guided group sessions. For example, in guided reading, some teachers are simply hearing pupils read, and are not teaching reading skills or strategies to cope with more difficult words. In guided writing, unnecessary time is spent on repeating the task and in looking and working at good writing. Homework is used satisfactorily to consolidate learning and to extend some class work.
74. The overall co-ordination of the subject is good. Monitoring has taken place through scrutiny of planning, sampling of work and observation of lessons, which has led to a clear understanding of standards in the subject. However, the evaluation of this monitoring has not yet created rigorous strategies for further improvement in attainment in certain aspects, for example, writing, although this is identified as a target for improvement in the Literacy Action Plan. Assessment strategies, especially in reading are good. Records are maintained consistently throughout the school, and this results in teachers planning work that meets the learning needs of most pupils. The school has plentiful resources, particularly for supporting literacy hours. The school library is used regularly and pupils speak knowledgeably about how they access non-fiction books.

## MATHEMATICS

75. At the end of both key stages, the larger proportion of pupils attain at the expected level, although there is a wide range from well below to well above this level. Pupils are making sound progress in numeracy, especially since the introduction of the National Numeracy Strategy and its inbuilt structure for the development of numerical skills. This is maintenance of standards identified at the time of the previous inspection, although results in national tests show gradual improvement over the past three years. Those pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) often make good progress during lessons, and satisfactory progress over time in relation to their difficulties with language and understanding of mathematical concepts. Many need help with mathematical terminology before they can attempt calculations.
76. At the end of Key Stage 1, most pupils are attaining at a level close to national average, although there is a wide range of attainment evident. Most understand and use mathematical language, such as 'lots of', 'subtract', 'minus', 'more than' and 'less than' with satisfactory understanding. Most pupils have good mental recall of the 2, 5 and 10 times tables. They add and subtract numbers from twenty successfully. They confidently use 1p and 2p coins to match higher value coins. Higher attaining pupils exchange to much higher values. Lower attaining pupils require much adult help but show steady improvement in their numeracy and other mathematical skills. They recognise simple shapes, such as square and triangle for example, whilst some more advanced classmates confidently use words like pentagon and octagon. In Year 2, most pupils understand the relationship between sets and multiplication. Measuring in centimetres and hours is carried out satisfactorily. There is much emphasis on number work at this key stage, and there is now sufficient evidence of pupils using and applying mathematics, as in pattern building and the use of symbols and simple diagrams to help learning. This represents an improvement since the previous inspection.
77. Most pupils continue to progress satisfactorily in their learning, so that by the end of Key Stage 2, most pupils are attaining at expected levels, but there continues to be wide variation. They use the four rules of number successfully and weigh and measure with appropriate accuracy. Higher attaining pupils multiply large numbers, showing clear understanding of a good range of methods for arriving at the correct answer. Pupils in Year 5 work alongside those in Year 6 and some from both years attain at equally high levels. For example, using moving-hand clock faces, most pupils accurately measure time intervals and understand the relationship between hours and minutes. Those with SEN struggle with this concept and cannot regularly supply the correct answer. Higher attaining pupils do not need the clock-faces and calculate quickly and accurately using mental strategies. They explain their reasoning clearly, using a good range of subject specific vocabulary. Many calculate the perimeters of regular shapes accurately. Pupils have many opportunities for involvement in mental number work, resulting in good improvement over time. Pupils are involved in a limited range of investigational work, but the higher attaining pupils, who show complete reliability in working more independently, have insufficient opportunity to extend this approach to learning. Although a few examples of previously completed work indicate some satisfactory use of information and communication technology (ICT), insufficient evidence has been seen of its use to support mathematical calculation, recording and investigation.
78. At Key Stage 2, differences in current levels to those shown in the results of national assessment test in 2000 can be attributed to a number of important factors. These are a different group of pupils from those who took the tests in 2000. This is near to the beginning of the academic year and pupils are split into Year 5 and Year 6 in the spring term, so that more time can be allotted to test preparation for pupils in Year 6. The pupils with English as an additional language (EAL), which is a high proportion, have the questions read to them. The number taking the test is regularly smaller than average and so each pupil has a greater effect on overall percentages. All of these factors are likely to affect the outcomes of tests taken at the end of the academic year.

79. Across both key stages, pupils regularly show very good attitudes to mathematics, particularly during mental activities, when pace is often brisk and the level of challenge high. Almost all pupils concentrate on their tasks, work co-operatively together and show respect for each other's efforts. However, a number of pupils at Key Stage 1 sometimes lose concentration in group work, especially when teachers' short-term planning does not meet their needs, or when time targets for completing work are not set. Nevertheless, overall behaviour is almost always very good, with most pupils regularly showing enthusiasm and enjoyment for the subject.
80. Overall, the quality of teaching is good. At both key stages, teaching is at least satisfactory, often good and sometimes very good. Most teachers have good subject knowledge and identify clear learning objectives for the pupils to aim for, which has a very positive effect on their behaviour. Many teachers show considerable skill in asking questions at individual pupils' level of understanding. Some lessons, though, lose their pace when teachers take too much time when introducing the lesson and pupils are given insufficient time to complete their own tasks. Lengthy introductions are often the most difficult part of the lesson for lower attaining pupils, and completed work is in insufficient quantities to confirm their understanding of processes such as division. However, in most lessons, there is usually a sufficient sense of urgency in pupils' work. This is enhanced by the way that teachers successfully manage the experienced and capable learning support assistants who work with the pupils. The best teaching is characterised by enthusiastic delivery of facts, suitably challenging work for all pupils in the class, and high expectations of what they might attain in the time.
81. The co-ordination of mathematics across the school is good overall. There are appropriate arrangements to monitor pupils' standards across the school, and much time is spent analysing test results, especially at Key Stage 2, in an attempt to improve practices and teaching methods and so improve standards. Teachers make good use of the clear policy for the development of mathematical skills that includes all recommendations of the National Numeracy Strategy. Planning of coverage of the National Curriculum, much of which is done in phase teams, is very good, and there is satisfactory evidence that numeracy and measuring skills are being extended through links with subjects, such as design and technology. The additional provision for pupils with English as an additional language (EAL) has a very good effect on their understanding. There is considerable evidence of the use of assessment and target setting by teachers, which is having a positive effect on standards, and provides work that is matched closely to pupils' levels of prior attainment. Insufficient use of information and communication technology (ICT) is evident in teachers' short-term planning and lesson evaluations, and not enough opportunities are created for trustworthy pupils to investigate projects under more relaxed supervision.
82. The quantity, quality and range of resources are good, with considerable recent expenditure on teachers' books, guides, pupil texts and measuring tools. Training for staff has been extensive and future needs clearly identified. The school is in a good position to continue in its aim to raise pupils' standards of attainment further.

## **SCIENCE**

83. Pupils' standards in science are slightly below the expected level at the end of Key Stage 1 and above the expected level at the end of Key Stage 2. This indicates that standards at Key Stage 1 show some improvement from the low level reported at the previous inspection. However, pupils' standards at the end of Key Stage 2 show significant improvement since the previous inspection. Standards have improved at Key Stage 2 because of the good use of assessment to guide medium- and short-term planning. Teachers have high expectations of their pupils, plan for different groups according to prior attainment and build on pupils' previous learning, which were weaknesses identified in the previous inspection.

84. At the end of Key Stage 1, results of the teacher assessments in 2000 showed that pupils' attainment was below the national average. Inspection evidence indicates that standards are currently below average overall, with potential to improve. There is a wide range of attainment evident from well below to above expected levels. Most pupils correctly identify sources of light and sounds heard in their environment. They compare the brightness of light sources with satisfactory success and use musical instruments in various ways to create sounds. From observation or investigation, they draw pictures and record measurements on simple charts for distances that toy 'cars with different wheel sizes travel. They explain that a push will make a toy 'car move, and they observe that the surfaces it travels on affects the distance that it will travel. These are all positive aspects of their progress but most pupils' ability to explain their use of a fair test, and to record measurements clearly, as when recording the speeding up or slowing down of objects against earlier predictions, is below expectations for their age. Some of those for whom English as an additional language (EAL) find difficulty in expressing their understanding and need considerable adult support with their work, as do those with special educational needs (SEN).
85. At the end of Key Stage 2, results of the National Curriculum tests in 2000 were above average overall. Inspection findings are that pupils achieve average standards in Years 3 and 4, and above average standards overall in Years 5 and 6. This is as a direct result of high quality, specialist teaching this term. Pupils' investigative skills are satisfactory. At the beginning of the key stage, there is inconsistency in recording a title that reflects the purpose of an investigation, and many pupils appeared uncertain of what signified a 'fair test'. However, most pupils have improved their understanding of a 'fair test' during Year 3 and successfully collect and interpret data related to their investigations. This was evident in their work related to comparison of the length of a shadow in relation to the movement of the sun. Pupils in Years 5 and 6 correctly explain how to plan investigations and how they compare results with their original ideas. Some are uncertain about how often to repeat and average measurements for accuracy. Pupils make satisfactory written recordings in workbooks, for example, but do not use the computer or sensors to record and present graphs for interpretation of patterns. The use of information technology (IT) to aid investigation was a weakness in the previous inspection and this continues. Higher attaining pupils do not yet decide for themselves what equipment to use or what evidence to collect.
86. Pupils' knowledge and understanding of how living things are inter-dependent upon each other is generally good in all year groups. Pupils in Years 3 and 4 observe animals and plants in different places, and test and observe their preferred conditions for life. They group them according to characteristics and use procedures for identifying them correctly. In Year 4, there is inconsistency in higher attaining pupils' work when using charts to collect numbers, for example, when comparing animals from different places, and when offering explanations for differences observed. In their lessons about plants, many pupils in Years 5 and 6 use subject specific vocabulary to describe the process of how green leaves produce food. They have a clear idea about the life cycle of flowering plants, and are knowledgeable about the functions of reproductive organs of plants and the process of germination. They accurately describe forms of seed dispersal and how different environmental conditions affect plant distribution.
87. Standards in pupils' knowledge and understanding of materials are good overall. Most pupils use measurement carefully, which improves their understanding of how different fabrics stretch and absorb water. They usefully relate these properties to everyday items in their own experiences, and apply their understanding of materials that conduct electricity in their choice of material for a switch in an electric circuit. Towards the end of the key stage, pupils clearly explain several processes, such as dissolving and evaporation for separating mixtures, and recognise that some mixtures produce changes that are irreversible. Most pupils' understanding of physical science is good. They correctly describe several forces that affect movement, such as friction, air resistance and gravity, and that objects weigh less in water than air because water "pushes up". Overall, pupils with English as an additional language (EAL) make good progress because of the expertise of the teachers who provide visual material and explain scientific vocabulary to them. The visual

material and practical experience enables pupils with SEN to make good progress in relation to their language difficulties.

88. Pupils listen attentively in lessons and respect each other's ideas. They confidently contribute experience from their own cultures, which is extended by EAL teachers, such as when they learned about the use of nectar for making drinks. Pupils co-operate readily in group activities, reflecting the very good relationships that they build, and this improves their learning. Most teachers create a very good atmosphere for learning, which stimulates pupils' expectancy for discovery and enjoyment of learning. Pupils respond enthusiastically to lessons that are presented with humour and appropriate challenge to extend thinking.
89. The quality of teaching at Key Stage 1 is unsatisfactory overall, although this varies between satisfactory and unsatisfactory. In the better lessons, teachers have appropriate subject knowledge and plan suitable activities for pupils to investigate for themselves. In other lessons, pupils have insufficient opportunity to develop appropriate standards because there is insufficient challenge in the experiences provided for them. In the topic on light, for example, suitable links were not made with simple circuits. In the marking of pupils' work, teachers' written comments are used insufficiently to indicate how the work could be improved. Although teachers' expectations are satisfactory in their planning, the teaching over time does not ensure that pupils regularly achieve what is planned for them. Interpretation of lesson plans in classes is variable and does not always focus on the scheme of work. For example, in parallel year groups, only one class was introduced to batteries as a safe source of electricity. The assessment data collected from pupils' work is not used effectively for future planning. In their work using toy 'cars, for example, pupils did not understand at the level the teacher expected. For the majority of pupils, acquisition of skill, knowledge and understanding is too slow.
90. The quality of teaching at Key Stage 2 is good overall. Teachers have secure subject knowledge and use questioning effectively to establish previous learning before extending pupils' knowledge. They accept all pupils' ideas and use them sensitively, and develop pupils' understanding further through well-structured practical activities. Electrical safety is evident in the context of making circuits using batteries. Teachers' planning of lessons shows good consideration of prior learning, so that work is suited to the different levels of pupils' understanding in each class. Lessons proceed at a lively pace, which keeps pupils interested. Subject specific vocabulary is planned and used effectively as lessons proceed, so that all pupils with EAL and SEN fully understand and reach expected standards. Teachers manage pupils' learning to enable them to have time to increase their understanding with extension tasks if they finish early. Effective targeting of homework in Years 5 and 6 encourages pupils to increase their knowledge, for example, about food chains and how green plants make food. Teachers' marking includes useful comments that recognise pupils' achievements, challenges their ideas to extend their thinking or improve clarity, and encourages very good presentation of the work, all of which assist their understanding.
91. Overall, co-ordination of the subject is satisfactory. The scheme of work for science is suitably modified for Curriculum 2000 and there is effective monitoring of teaching plans to ensure coverage of the National Curriculum. However, the monitoring of samples of pupils' work in relation to what is expected from planning is unsatisfactory, and the notes made do not refer to standards. Insufficient use is made of Key Stage 1 national assessment information from previous years to provide guidance for teaching within the key stage to improve standards. Consequently, the quality of learning opportunities provided for pupils is variable. Too few are offered at Key Stage 1, and many pupils have insufficient opportunities to investigate and explore for themselves in ways relevant to their prior attainment. However, teachers' planning of curriculum activity at Key Stage 2 is broad, balanced and structured to enable progress in skills, knowledge and understanding for pupils of all aptitudes. At both key stages, pupils with EAL and SEN have good opportunities for learning because they receive additional, appropriate adult support, which increases their effort and pace of working. Links between sound and musical instruments are helpful to pupils' understanding of the quality of sounds. In one class, effective links were made

between science and design and technology when pupils made and tested their own vehicles. Suitable links with other subjects are more frequently made at Key Stage 2, for example, between the water cycle and weather in geography, which enhance pupils' understanding. However, insufficient use is made of numeracy and information and communication technology (ICT) in experimenting, observing and recording work.

92. Learning resources have improved to a good level. Pupils at both key stages benefit from opportunities provided in the enhanced school grounds, which include an attractive 'Millennium Garden' that involves pupils in work about plants and animals.

## **ART**

93. Pupils' standards at both key stages continue to be satisfactory. Learning is satisfactory overall, and analysis of work shows some good work when pupils practised the techniques of great artists. By the end of Key Stage 1, pupils attain standards in the use of paint, colour, collage and knowledge of the works of famous artists that are appropriate for their age. For instance, they have successfully selected colours and textures, and have cut and shaped materials to create a pleasing tapestry. At Key Stage 2, pupils extend their skills and make appropriate gains in knowledge and understanding of different techniques used in painting and drawing. They have studied the paintings of Monet and used paints and wax pastels to practise painting in a similar style. Pupils know about the properties of clay and make small three-dimensional objects. This area of the art curriculum is, however, under-developed.
94. All pupil groups participate in the opportunities offered with interest and enthusiasm. They work with care, interest and enjoyment. Behaviour in lessons is mostly very good. Care is taken in the use of materials and pupils are happy to work together to help prepare and tidy away after activities. The pupils appreciate the work of others around them and this helps them to gain in confidence and to persevere. Key Stage 2 pupils discuss their work openly and honestly, and benefit from working in groups where ideas can be shared.
95. Few lessons were seen due to timetable arrangements. However, from a satisfactory range of evidence, the quality of teaching, overall, is satisfactory. Teachers plan effectively for curriculum coverage and offer encouraging and informative comment to help pupils improve. Good use is made of subject vocabulary when teaching pupils sketching skills at Year 2, but there is insufficient interaction with the pupils to assess what they have learned. Teachers plan good links between art and other curriculum subjects. For example, pupils in Year 1 learn about sources of light in science, and paint attractive pictures using wax crayons and water-based paint. They compare the media, likening the wax coming through paint to a light source coming through darkness. The teaching of colour families at Years 5 and 6 is good. This enables pupils to extend the use of colours, for example, when painting imaginatively about a story used in literacy lessons. The study of the works of famous artists is a strength of the subject. Pupils compare and contrast the work of Monet, Renoir, Kandinsky and William Morris, expressing preferences of style. Teachers successfully motivate pupils and make appropriate use of the satisfactory range of resources available. Analysis of work, however, shows that, as at the previous inspection, there are too few opportunities for pupils to express themselves freely in their art work.
96. The co-ordinator is new to the post and a recent audit of the subject has led to the identification of budget priorities and areas for improvement. Long- and medium-term planning are good and there is good liaison between year groups. The nationally approved scheme of work has been adopted successfully. However, timetable arrangements interrupt the flow of lessons and make it difficult for pupils to develop their ideas to a conclusion in one lesson. There is no clear assessment procedure to inform short-term planning of the development of skills.

97. The range, quantity and quality of resources are satisfactory. The school successfully organises an annual focus week for art. This has a good effect on pupils' learning and provides a good extension to pupils' understanding of techniques and use of a wide range of media. A few pieces of computer software give suitably opportunities for pupils to create colourful art prints, but this medium is under-developed. Visits to local museums add further interest and motivation for pupils.

## **DESIGN AND TECHNOLOGY**

98. Most pupils' standards in design and technology are satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. This represents an improvement at Key Stage 1, but standards at Key Stage 2 have not improved from the unsatisfactory level reported by the previous inspection.
99. Pupils at Key Stage 1 achieve satisfactory standards in observing and exploring how levers work. All pupils make a simple system, and then explain and demonstrate how putting the pivot in different places helps to make different directions of movement. However, they all use prepared card templates to replicate a moveable 'teddy bear', which restricts their imagination and originality. They recognise that levers have to be strong, such as that used in a pair of scissors. They successfully fold and stick card carefully to make books and figures that stand. Older pupils draw imaginative designs for vehicles and record the components they will need on a chart. These activities appropriately develop their design skills. They successfully select pre-cut wood and wheels to turn boxes into wheeled vehicles. However, pupils finished products do not reflect much of the original character displayed in their designs and are not attractively finished, which is an unsatisfactory outcome. A good feature of the work is pupils' ability to evaluate their vehicles after testing how efficiently they travelled. They make appropriate suggestions for improving movement, such as extending the axle and fixing the wheels more securely.
100. At Key Stage 2, pupils' standards are unsatisfactory. Pupils from all levels of prior attainment achieve similarly unsatisfactory standards. There is insufficient progression from Key Stage 1 in pupils' skill at drawing designs and identifying materials. Pupils in Years 3 and 4 design lamps that include a 240 volts mains circuit, which is inappropriate. Evidence of finished products in the school at Key Stage 2 consists of board games that show use of mathematical measurement, which pupils use themselves. They also produced books for younger children, but these are inappropriate because of the form of writing and size of pictures. This indicates insufficient research being undertaken to look at existing products. Pupils use a very limited range of materials and tools, which is unsatisfactory. The oldest pupils have written a description of the sequence by which they made a musical instrument. This inappropriately reverses the design and make processes. Recent designs are labelled drawings only and are of unsatisfactory quality.
101. Only one lesson was observed and judgements have been made on analysis of pupils' work, teachers' planning and talking to pupils. Teachers have an insufficiently deep knowledge of design processes and this has a negative effect upon standards. The teaching of design skills is not based upon a clear design brief to give pupils sufficient guidance about how to proceed if they are struggling. They fail to produce products of suitable quality. As a consequence, the quality of learning is unsatisfactory and pupils make insufficient gains in skill, knowledge and understanding of the place of technology as part of modern society.
102. The quality of learning and range of learning opportunities to link with and reinforce learning from other curriculum areas in a practical way is not fully exploited to pupils' best advantage. Focus weeks held during 1999 have stimulated interest in structures and control technology but this has had little effect upon standards of teaching and learning. The curriculum has recently been reviewed and better co-ordination of the subject is planned to improve standards.

103. Resources remain at the unsatisfactory level indicated by the previous inspection. Not enough use continues to be made of the mobile unit that was mentioned. There is insufficient planned use of information and communication technology (ICT).

## **GEOGRAPHY**

104. Most pupils' standards are broadly satisfactory, which shows that standards have been maintained since the previous inspection. There is good, whole school involvement in exploring the local area and pupils appropriately consider safety issues that affect them. They have a great pride and respect for their environment, which is litter free, and they contribute to making it very attractive and all have an evident sense of 'This is Our Place'.
105. Pupils at Key Stage 1 successfully named several landmarks in their local environment on a journey from school to a local museum. They took turns to place photographs of landmarks that give the area its character on a large map of the immediate vicinity, which helped them to draw their individual route map successfully and label it clearly. They used directional language to describe the route, using landmarks and physical features to sequence their information. From this and similar activities, pupils make good progress from drawing routes within the school, to using and drawing road maps for the area around the school. They observe that people are responsible for changing their environment and refer to such changes as traffic, level crossings and buildings. Older pupils recognise that in countries where many of the ethnic cultures in their class originate, the very different fabrics used for clothes and materials used for everyday items are influenced by the hot or cold climate.
106. Pupils at Key Stage 2 use historical maps to identify changes in how land was used 200 years ago by comparing land use in Newtown at the present time. For example, they used a grid to calculate how much of the area is used for housing, and represented the information on graphs, which improves their understanding of their own locality. They provide sensible reasons for the location of buildings, such as the hospital needing to be quickly accessible, and recognise that more people live in the area presently because of industrial developments in the Reading area. They correctly identify that this town has good communication with London Docks, which in the past was mainly the canal route used for cargo shipment. However, their ability to compare the processes of development in their present locality with a contrasting locality is of insufficient depth. Pupils use appropriate vocabulary to describe the course of rivers and how they affect the landscape, and to explain the purpose of locks along the River Thames. However, pupils at the end of the key stage are uncertain about significant places and other environments, such as continents and mountain ranges, lines of latitude and how to locate places with accuracy. They correctly explain how to use a scale to calculate distances. Pupils have a good understanding of the common needs of all people when deciding a place to live.
107. Co-ordination of the subject is satisfactory overall, but insufficient time is allocated for the monitoring of teaching and standards achieved by pupils at the end of teaching units. The scheme of work is new and planned topics clearly identify what pupils are expected to achieve. At Key Stage 1, the quality of teaching is satisfactory overall, but ranges from good to unsatisfactory. Good teaching observed involved pupils having first hand experience in wearing African clothes, handling everyday items made from natural materials, and listening to pupils with personal experience about the processes of making them. Local street maps presented to pupils were simplified, which improved their understanding and success in learning how to use maps. Time was provided for a small number of pupils to improve their use of directional language, and another group worked with good adult support. The best teaching provided better opportunities for all pupils' learning. Good lessons are planned with higher expectations for higher achievers, and good provision for pupils with special educational needs (SEN) and English as an additional language (EAL) and, consequently, all pupils achieve higher standards. Unsatisfactory teaching



was seen when the topic was over directed and did not retain pupils' interest and involvement to enable them to make satisfactory progress with their learning.

108. Although no lessons were seen at Key Stage 2 because of school timetabling, it is evident from pupils' work and speaking to staff and pupils that teaching is satisfactory over time. Appropriate value is allocated to the use and care of the local environment and pupils communicate with pupils in other countries, which stimulates their interest. A visit from a headteacher of a school in Kenya and similar activities increase their global awareness of how other children live. In the marking of pupils' work, teachers include written comments to extend pupils' ideas. However, homework is not used sufficiently to encourage pupils' independent research, for example, to deepen their understanding of life in a contrasting locality identified in the scheme of work.
109. Resource levels are satisfactory and resources for identified contrasting localities, in the revised scheme of work for 2000, are planned for expansion. Although good opportunities were provided for pupils to use information and communication technology (ICT) to improve their understanding of the effect of a river upon the landscape, using CD-ROM software, there is insufficient planning for using ICT, as identified by the school.

## **HISTORY**

110. Pupils' standards at the end of both key stages are satisfactory, which maintains the levels reported at the previous inspection. Pupils' progress in learning is satisfactory at both key stages in all areas of the curriculum, including the elements of chronology and historical enquiry that were below the expected level at the previous inspection. This is due to good long- and medium-term planning for the subject and the good opportunities for teachers to share the co-ordinator's subject knowledge. Pupils have an appropriate knowledge of the use of information and communication technology (ICT) for research. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) share in all the opportunities for learning and make good progress.
111. At Key Stage 1, pupils make good gains in learning about chronology. They establish a time line and accurately place known events on the line, including dates within their own experience and significant historical dates from their period of study, for example the birth of Florence Nightingale. Pupils extend learning about historical enquiry and realise that personal reports, for example about World War II, may sometimes be unreliable. At Key Stage 2, pupils in Years 3 and 4 use historical research skills effectively when investigating buildings in their local area. They are able to discuss differences between Victorian buildings and modern buildings with confidence, using good information gained from a range of research activities used in homework tasks.
112. Pupils are enthusiastic about history lessons. Following up these lessons, some pupils identify topics researched at home using a range of research sources. They recall previous lessons with excitement, as when discussing the events leading to the Great Fire of London. Behaviour is very good and enables teachers to introduce meaningful activities to reinforce learning. Pupils who are confident speakers in Years 5 and 6 make good responses in discussion, knowing that the teacher and other pupils will value their contributions.
113. Although few lessons were seen during the inspection because of school timetabling, the quality of teaching is satisfactory overall, with elements of good teaching at both key stages. Assessment procedures are satisfactory and ensure structured progression in learning between classes and key stages. Teachers make good use of effective questioning to involve pupils in discussion, leading them to make conclusions from given information. Teachers at Year 2 make good use of historical language and the quality of discussion is good. However, most pupils have too few opportunities to use their literacy skills for extending their writing about the interesting facts that they learn in history lessons.

114. Co-ordination of the subject is good. Planning is clear and monitored with good knowledge and understanding. The nationally accepted scheme of work is currently being adapted to suit the specific needs of the school. The subject is well organised and a two year cycle of work ensures appropriate coverage of the curriculum for all year groups.
115. A budget is allocated and this is spent wisely to extend resources to benefit all pupils. These are at a satisfactory level but insufficiently used by pupils to extend their own learning beyond that identified in teachers' planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. By the end of both key stages, most pupils have made satisfactory progress from their earlier skill levels and overall standards of attainment in information and communication technology (ICT) are broadly in line with expectations for their age. However, there is a very wide range of pupils' understanding, knowledge and skill when using computers, that is not identifiable with any specific group of pupils, such as those with English as an additional language (EAL). Those pupils with special educational needs (SEN) also make satisfactory progress. This represents an improvement on standards reported by the previous inspection. Since September 2000, pupils are now moving through a skills development checklist for improving 'mouse' and keyboard skills, which is having a positive effect on their attainment and progress in learning, especially with word-processing and data retrieval.
117. There is a wide range of prior skill level on entry to school. Pupils in the nursery unit and Year 1 classes indicate a wide range of initial skill and understanding of computers. Some children who are under five have sufficient 'mouse' and keyboard skill to move the cursor around the screen with appropriate confidence and accuracy, talking knowledgeably about the various items of equipment. Others have insufficient knowledge and skill and require much higher levels of adult support. At both key stages, many pupils have appropriate keyboard and 'mouse' control skills to communicate, retrieve and display stored information, but there is insufficient evidence of the regular use of floor robots. At Key Stage 1, pupils are building on previous achievement through planned skill development especially with 'menu' and matching skills. At Key Stage 2, most pupils show good attainment in word-processing, for example when changing text using correct grammatical symbols to replace crosses, but these skills are not extended sufficiently through well-considered access to support all areas of the curriculum. Some good use of CD-ROM as a research tool was seen in geography. Keyboard skills are sufficient for use but some pupils in Year 6 show similar keyboard skills to those much lower down in the school, using a single finger to type. Almost all pupils are able to use the 'mouse', cursor and menus skilfully, as when using built-in software menus, and some state that they practise these skills further at home. They each have a floppy disk and save some of their work to it but most of their work is saved successfully to hard disks. Effective use of tape recorders was seen in Year 1, but there was insufficient use of other audio and visual equipment by pupils to confirm standards attained in the wider use of ICT.
118. Pupils' behaviour when using equipment is regularly very good. They enjoy working in pairs or in small groups at the classroom workstations or in the computer suite. They respect the resources and share without argument. They support each other, sharing their own knowledge readily to the benefit of classmates. Across the school, pupils gain in self-esteem from their successes, attitudes to learning are very good, and all are eager to use ICT more regularly as a tool for learning across the curriculum.
119. Subject co-ordination has unsatisfactory elements but is showing improvement since the appointment of an enthusiastic co-ordinator in September 2000. At both key stages, the teaching of information and communication technology is now satisfactory overall, with some good teaching

seen at both key stages. This represents improvement since the previous inspection. Pupils are taught how to use the equipment with care and consideration for others. Teachers post lists that confirm pupils' equality of access but not the time that individuals spend using equipment. Some effective use is made of ICT, for example, when creating poetry or other text using word-processing during literacy lessons, and when creating computer-generated artwork. At both key stages, many pupils, including those with SEN and those with EAL, receive specific, good quality adult support from a learning support assistant, who is also a school governor. This greatly enhances the teaching of skills and the opportunity to access computer workstations frequently. Pupils' progress during these sessions is particularly good. Effective use of the Internet via the National Grid for Learning is in its starter phase. However, use in science and the accessing of encyclopaedic software on CD-ROMs under pupil driven investigation, do not appear to be part of regular practice in all classes. During the week of inspection, there were numerous occasions when computers were either off or switched on for considerable periods without pupils using them, which is ineffective management of a high cost resource.

120. The number of computer workstations has increased significantly, mainly making good use of extra funding from sponsorship. Each class now has at least one workstation, there is a purpose-built computer suite and recent purchase of laptop computers means that staff can also improve their personal skills at home. The quality of computers and associated equipment is very good, and has increased the potential for pupils and staff to access them more frequently and with growing confidence. There is sufficient audio and visual equipment, such as television, video and tape facility to increase use and application to a level beyond satisfactory. The school recognises that the equipment, skills development list and use of ICT across the curriculum is relatively new, but there is a strong commitment by all staff to improve personal skill level to provide better teaching of all pupils across the school.

## MUSIC

121. At both key stages, pupils make satisfactory progress in their learning and attain standards similar to those normally seen for pupils of these ages. Standards have been maintained since the previous inspection and have improved in the area of composition.
122. At Key Stage 1, pupils sing tunefully and with accuracy. They choose and play instruments to accompany compositions they have made and evaluate their performances. Pupils in Year 1 identify long and short sounds, and use instruments satisfactorily to create sound effects for a familiar story. Pupils in Year 2 blend short and long sounds creating pleasing musical effects. At Key Stage 2, pupils sing at different tempo, keep a steady pace and improvise rhythmic patterns. Pupils in Years 3 and 4 discuss their preferences for singing at different speeds, and use appropriate vocabulary, such as 'pulse'. Pupils in Years 5 and 6 mark beats rhythmically in groups of four and repeat musical patterns. In assembly, pupils respond to music by singing hymns tunefully. Through visiting, specialist support teachers, all pupils have appropriate opportunities for learning musical instruments, such as violin, guitar, keyboard and recorders,
123. The quality of teaching ranges from unsatisfactory to good, and is satisfactory overall at both key stages. All classes have regular music lessons that are taught in the church. This location creates a very suitable environment for the teaching of music and is an asset to the school. In good lessons, teachers have secure knowledge of music, use technical vocabulary to good effect and plan their lessons to match pupils' needs. Pupils respond by singing and joining in lessons enthusiastically, their eyes shine with excitement when they recognise music that they have created, and their behaviour is good or better. In less effective lessons, lack of teacher expertise results in pupils struggling to understand what is being taught, they show poor listening skills and pupils refuse to perform for their classmates.

124. Co-ordination of the subject is satisfactory and is enhanced by good subject knowledge. Non-specialist teachers have received relevant training but this has not been updated recently. Resources are good, with an appropriate range that includes multi-cultural instruments. The school is involved in an annual 'Integrated Arts Project' with students from the local university, which enhances provision.

## **PHYSICAL EDUCATION**

125. All pupils make suitable progress and most attain satisfactory standards at the end of both key stages. Standards have been maintained since the previous inspection and the school now benefits from the use of a new, public, artificial turf pitch, which enhances outdoor games provision. During the inspection, there were only opportunities to see dance and gymnastics being taught. Teachers' planning documents show that games and swimming are appropriately included. Planning now meets statutory requirements at both key stages.
126. In gymnastics at Key Stage 1, pupils practise basic actions of travelling on the floor and on apparatus competently. They refine ways of controlling their bodies when creating arched movements. Pupils review each other's performances and suggest ideas for improvement. They are fully aware of safety at all times.
127. In dance lessons at Key Stage 2, pupils create dance routines in a 'flamenco' style, which are matched to music, rhythmically correct and performed with flair. Pupils link dance phrases, identify different speeds in music and match their movements appropriately. Pupils in Years 5 and 6 have opportunities to learn to swim and, by the end of the key stage, almost all pupils achieved the required standard by swimming a recognisable stroke for at least 25 metres by the summer of 2000. The school is also planning for a residential outdoor adventure activity visit for later in the year, to follow the successful excursion to the Isle of Wight last year.
128. The quality of teaching is satisfactory overall. Pupils learn effectively from teachers' clear instructions and are helped further by the good use of demonstrations of their work. Lessons are suitably planned and include all the resources required appropriate to the activity. Where teacher expertise is not sufficiently secure, teaching sometimes becomes over directed and pupils' creativity is held back. As a result of effective teaching, pupils enjoy physical activities, their attitudes are positive and their behaviour is good.
129. Co-ordination of the subject is in the early stages, the co-ordinator having taken up the responsibility at the start of the academic year. Already, a comprehensive action plan has been created for the development of the subject.
130. Resources are adequate in quantity, range and quality. A local professional football club provides tuition for all interested pupils throughout the year, which improves their skills and understanding of the game. The school makes suitable arrangements for the provision of extra-curricular activities, and pupils are involved in local sporting events and competitions that vary across the seasons, which helps build their confidence and extends their learning through contact with other children from different environments.