

# INSPECTION REPORT

**Roecroft Lower School**

Stotfold

LEA area: Bedfordshire

Unique reference number: 109484

Headteacher: Mrs Mary Pledger

Reporting inspector: Paul Bamber  
15064

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

Inspection number: 224458

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4- 9
Gender of pupils:	Mixed
School address:	Church Road Stotfold Hertfordshire
Postcode:	SG5 4NE
Telephone number:	01462 730336
Appropriate authority:	The Governing Body, Roecroft Lower School
Name of chair of governors:	Mr P Evans
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Bamber	Registered inspector	Mathematics, geography, physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
Catherine Fish	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with the parents
John Moles	Team inspector	Provision for children in the foundation stage, equality of opportunities, science, information technology, design and technology, religious education	How good are curricular opportunities offered to pupils?
Ian Gyllenspetz	Team inspector	Special educational needs, English, art, history and music	

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

### **INFORMATION ABOUT THE SCHOOL**

Roecroft Lower School educates pupils between the ages of four and nine. There are 149 pupils on roll, ten of whom attend part-time in the early Reception class. Most pupils live in the immediate catchment area and transfer to the local Middle School. There are nine pupils on the school's register of special educational needs (well below average) and three of these have Statements of Special Educational Need (around the average). There are no pupils who use English as an additional language (below average). Around five per cent of the pupils are entitled to free school meals (well below average). Since the previous inspection the school has experienced many changes. All, teachers apart from one part-time member of staff, are new to the school including the headteacher and deputy headteacher. The school has a new chair of governors and many subject co-ordinators have recently taken over their responsibilities.

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

Roecroft Lower School is a friendly, purposeful and popular school where pupils make very good progress and attain high standards in basic skills. Much of the teaching is very good. The school's leadership is strongly focused on providing high quality education for pupils. The school has a high income per pupil but offers good value for money.

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

- As a result of very good teaching the pupils attain well above average standards for age in English, mathematics and science by the time they leave the school.
- Pupils have very good attitudes to school and behave well which means that they work enthusiastically in well ordered lessons.
- The children in the Foundation Stage make a good start to their learning because their work is well planned and they are taught well.
- The school's provision for pupils with special educational needs is well managed. Well- qualified, skilful teaching assistants work closely with class teachers to ensure that these pupils make good progress.
- The headteacher and deputy headteacher provide strong leadership, which promotes a shared commitment by all staff to continued improvements in standards and a cohesive team spirit.
- The school actively encourages parents to support children's learning both at home and in school and this makes a significant contribution to the pupils' high standards in literacy and numeracy.

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

- The school does not meet all statutory requirements in its teaching of the curriculum for information and communication technology.
- Teaching is not systematically monitored. As a result some specific weaknesses in teachers' subject expertise in music, information and communication technology and physical education, are insufficiently identified or addressed.

*Although the school has acknowledged the need to improve in these areas in its most recent school development plan, these areas for improvement will form the basis of the governors' action plan.*

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

There have been notable improvements in overall standards in English and mathematics. The quality of teaching is now much better. The quality of the school's leadership and management is now good. Standards have fallen in aspects of physical education. The school has fully addressed most of the key issues from the previous inspection. Governors and staff are much more involved in decision making and the school's curriculum is now planned much more coherently. Some weaknesses still remain in the schools provision for information and communication technology and in the monitoring of teaching.

## STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	B	A	C	C
writing	A	A	B	B
mathematics	C	C	C	D

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

The information shows that writing is a strength in the school and inspection findings indicate that high standards in writing are maintained in Key Stage 2. Although the data shows performance in mathematics as a relative weakness, there are clear indications that the school's implementation of the National Numeracy Strategy is currently resulting in higher standards, especially in pupils' ability in mental mathematics. The fall in standards indicated by the data for 2000 can be explained. This year group contained a much higher than average percentage of pupils with special educational needs, which is likely to have lowered average standards and the pupils suffered disruption to their learning through staff changes. The findings of the inspection are that in the present Year 2, a high proportion of pupils are attaining at nationally expected levels in reading and writing and that standards in mathematics and science are above average. Pupils in Year 4, attain well above average standards for their age in English, mathematics and science. Standards in literacy and numeracy are high throughout the school. Pupils at both key stages make good progress. Overall, pupils with special educational needs make good progress and very good progress at Key Stage 2. Children in the Foundation Stage are likely to achieve all their Early Learning Goals by the time they are five.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils eagerly come to school and enjoy their work. They work hard, respect each other and adults and try very hard to be positive members of the school community.
Behaviour, in and out of classrooms	The quality of the pupils' behaviour, including that of children in the Foundation Stage, is good. This means that lessons are conducted in a calm and positive atmosphere and that pupils play amicably together.
Personal development and relationships	Relationships between pupils and pupils and staff are very good. Pupils are given responsibility and they accept this willingly.
Attendance	Good. Rates of attendance are above the national average and there is little unauthorised absence.

A particular strength is the very positive attitudes pupils have to their learning and their obvious enjoyment at being in school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Very 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.*

The quality of teaching in English, including literacy, is very good throughout the school. The quality of teaching in mathematics, including numeracy, is good at Key Stage 1 and very good at Key Stage 2. The teaching of literacy, in support of other subjects, is very good and it is satisfactory for numeracy. The quality of teaching is good overall. During the inspection, in ninety seven per cent of lessons observed, the quality of teaching was satisfactory or better. In thirty seven per cent it was very good. Particular strengths in teaching include: teachers making clear to pupils the purpose of lessons to help them focus upon what they need to do; firm and positive control to ensure well ordered classrooms and lessons taught at a good pace, which keeps pupils busy and motivated. Relative weaknesses in teaching are linked to a lack of subject expertise and some limitations in the range of tasks set for pupils. Teachers use assessment well to plan learning for the children in the Foundation Stage.

Overall, the quality of learning is good throughout the school and for the oldest pupils it is very good. Pupils apply their existing knowledge well to help them meet new challenges and they work well individually, in pairs, or in larger groups. Pupils with special educational needs learn well as a result of well-targeted and sensitive support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A major strength is the school's provision for literacy and numeracy. A weakness is that the school fails to teach all aspects of the National Curriculum for information and communication technology. The quality of the curriculum for children in the Foundation Stage is good.
Provision for pupils with special educational needs	Good throughout the school. The provision is well managed and those pupils who require them have well targeted Individual Education Plans which promote their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school's policy for personal development is effective, the pupils have a clear sense of right and wrong and they respect and value the ideas and beliefs of others.
How well the school cares for its pupils	The school community is a caring one. All staff know the pupils well and ensure their safety and welfare. Pupils blossom as a result. Recently introduced procedures for assessing and supporting pupils' academic progress are beginning to contribute to raising standards.

The school's partnership with parents is very good and is a strength. Many parents help in the school. The newly introduced homework diary provides a good opportunity for a regular, constructive dialogue between parents and class teachers. The support parents provide for pupils at home and in school, makes a positive contribution to the good standards they achieve in literacy and numeracy.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher share a clear vision for the school and work successfully to create a strong team spirit. Subject co-ordinators know what they need to do to improve standards but many have had insufficient time in post to implement their plans.
How well the governors fulfil their responsibilities	Satisfactory. Governors are much more influential in decision making than at the time of the previous inspection. Several governors make regular visits to the school and report their findings to all governors. The governing body has not ensured that the school teaches the full statutory information and communication technology curriculum. Governors are, as yet, insufficiently involved in monitoring and comparing the school's academic performance.
The school's evaluation of its performance	Satisfactory. Recent initiatives to analyse the school's overall performance, that of individual pupils in Key Stage 1 national tests and in other annual standardised tests, have provided the school with more detail about how standards may be improved further.
The strategic use of resources	Good. Financial planning ensures that key priorities are funded and the budget is monitored rigorously. The school uses new technology well especially in analysing test data. Funds allocated for pupils with special educational needs are well used.

The school's staffing and learning resources support teachers well. The school's accommodation is unsatisfactory, because some classrooms are too small and pupils and staff have to go outside to move from classrooms to the hall and the library.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• There are high expectations.</li> <li>• Children like school and make good progress.</li> <li>• They feel comfortable approaching the school with concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• More information about how their children are progressing.</li> <li>• An increase in the number and range of activities outside lessons for younger pupils.</li> </ul>

Inspectors concur with all the positive views of the parents. The quality and amount of information parents receive about their children's progress is in line with that of most schools. The school has recognised that it offers few out of class activities for the Infants and now offers an opportunity for them to participate in an art club. Few schools offer a wide range of such activities for Infant pupils.

## **PART B: COMMENTARY**

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

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

1. By the time pupils leave the school, at the age of nine, they achieve high standards for their age in English, mathematics and science. This is because they are taught very well and are enthusiastic learners. It was not possible to make a judgement about standards in music, but pupils attain standards in line with the national expectation in all other subjects of the National Curriculum apart from in information and communication technology. The difference in standards between the core subjects and those in the rest of the curriculum partly result from the much smaller amount of time available to teach subjects other than English, mathematics and science.

2. The National Curriculum tests for seven-year-olds in 2000 indicate that pupils' performance in reading was average compared with all schools and matches the results of schools with pupils of similar backgrounds. Pupils' performance in writing was above the national average and the average for similar schools. In mathematics, the pupils attained average standards compared with all schools and performed marginally below the standards of similar schools. Teachers' assessments show that pupils attained standards in line with the average for all schools and similar schools in science.

3. In the 2000 National Curriculum tests, a lower percentage than that found nationally achieved the higher Level 3 in reading and mathematics but a much higher percentage, than nationally, achieved this level in writing.

4. There are a number of discrepancies between the inspection findings and the results of the previous year's national tests. Last year's Year 2, was a relatively lower attaining group than is the school's norm and the pupils experienced disruption to their learning as a result of staff changes. This meant that this group of pupils underachieved in the national tests. There are already indications that, as a result of more stability and challenging, sensitive teaching, these pupils are now making good progress and achieving higher standards in reading and mathematics. Pupils in the present Year 2 achieve well above average standards in speaking and listening, reading and writing and above average standards in mathematics and science. In other subjects overall, pupils achieve average standards. A factor which has contributed significantly to pupils higher standards in mathematics this year is the school's positive response to its relatively weaker performance in this subject in recent years. Specific weaknesses have been addressed and teachers now implement the National Numeracy Strategy with pace and rigour which helps pupils improve, particularly in their ability to calculate mentally.

5. At Key Stage 1, over the four year period 1996-1999, overall standards in reading and writing rose above the national trend, and are in line with the national trend in mathematics. During the same period, girls have out-performed boys in reading, are slightly better in mathematics, and similar in writing. The standards achieved in writing by seven-year-old boys are much higher than the national average for boys. This reflects the high standards achieved throughout the school in writing. Evidence from the inspection and the results of the 2000 national tests, shows that the gap in performance between boys and girls, in reading, has closed. This is partly as a result of the school's focus on providing boys with reading material which hold their interest and motivates them to read over a more sustained period. Teachers also select texts to read in Literacy lessons, which have equal appeal to boys and girls and this has the positive effect of raising reading standards amongst the boys.

6. Children attain average standards in the baseline assessments they complete shortly after entering the school in the term following their fourth birthday. They attend part-time for the first term and settle quickly into routines and make satisfactory progress in all aspects of their learning. Once children enter the Reception class and attend full-time, they make good progress and by the time they are five, achieve or exceed the Early Learning Goals set nationally for them. In their personal, social and emotional development the children soon become independent in running errands, dressing and undressing themselves for physical education lessons, learn to share resources and take turns and relate confidently to adults and older children in the school. In communication, language and literacy, children respond to stories and poems enthusiastically, know how books are organised and match words to pictures using a computer program. In mathematics, children count forwards and backwards to twenty, reorganise simple number patterns and identify squares and triangles to show satisfactory standards. Children demonstrate good standards in their knowledge and understanding of the world when they identify the different purposes of local buildings such as post office or garden centre and when they recall what visitors tell them about different cultures and occupations. In physical development, children make satisfactory progress when they use large wheeled toys to follow a marked route and control their speed to 'drive safely' and when they climb and balance confidently using apparatus in the school hall. Children use a range of media to create collages and act out stories they hear in class, choosing their own 'costumes' to help depict characters. In so doing, they make satisfactory progress in their creative development.

7. In English, pupils make good progress as they move through the school. Despite a 'blip' in the 2000 national tests they have consistently achieved above or well above average standards in reading and writing over the last four years in the Key Stage 1 tests. The evidence of the inspection confirms that this is the case in the present Year 2. Seven-year-old pupils achieve high standards in their speaking and listening, not just in literacy lessons, but throughout the curriculum. Indeed, all aspects of literacy are well promoted in many subjects. Pupils speak confidently and use a wide range of descriptive vocabulary. They listen with interest and respect to adults and fellow pupils during class discussions and question and answer sessions. The oldest pupils attain well above average standards because they listen with sustained concentration to explanations and debates and use well-chosen vocabulary to give clear instructions, for example, how to prepare a meal. They are articulate in expressing their feelings and are confident when speaking to an audience.

8. Pupils in Year 2, attain above average standards in reading when they use a range of phonic and picture clues to read unfamiliar words. They talk confidently about the storyline and characters of books they read and know what authors and illustrators do. Higher attaining pupils read fluently with very good expression, interpreting punctuation well. Year 4 pupils, read fluently, scan, skim and use subject headings to access information quickly demonstrating good research skills.

9. By the age of seven, pupils attain well above average standards in writing. They write coherently for a variety of purposes including poetry and instructions. Pupils present their work well and write in 'joined up' legible script. As they move through the school, pupils make good progress in developing their writing skills and, by the time they leave, they write for effect, describe characters graphically and use grammar and punctuation effectively. At both key stages pupils spell accurately for their age.

10. The present high standards pupils achieve in English are a result of the very good teaching of literacy and the very successful implementation of the National Literacy Strategy.

11. In mathematics, pupils attain above average standards by the end of Key Stage 1. They have good recall of number facts to 100, understand place value to 1000 and add and

subtract pounds and pence to find the total price of goods or to calculate change. They identify the number of sides and edges in cubes and pyramids and measure curved lines accurately. In Year 4, pupils attain well above average standards especially in number work and in measure. They use a wide range of vocabulary to describe operations such as addition and subtraction and select the correct method to solve one-step problems. They confidently convert grammes to kilograms and metres to centimetres. A major strength in the pupils' attainment is their ability to calculate mentally at good speed and with accuracy. This reflects the emphasis placed by the school on the importance of mental mathematics sessions within numeracy lessons. This emphasis has resulted in rapid improvement in overall standards in the subject.

12. Pupils in Year 2 attain above average standards in science. They plan investigations with good knowledge of what represents a fair test. Pupils have a good understanding of physical processes, recognising the origin of different sounds and the different ways in which sounds differ in tone and volume according to how they are created. Pupils in Year 4, attain well above average standards. They describe their experiments fully and record their results accurately. They demonstrate very good enquiry skills when questioning the validity of their own and other's results when measuring temperature and classifying materials.

13. Although pupils throughout the school attain average standards overall in information and communication technology, with some good attainment in word processing, they have below average standards in control technology. This is because the school has not yet obtained the necessary software compatible with its newly installed computers and some weaknesses in teachers' expertise in this aspect of the subject. Computer programs are used extensively in classrooms to support learning in English and mathematics but much less so in other subjects and this restricts pupils' achievements in those subjects. Pupils' attainment, by the ages of seven and nine, in religious education, meets the demands of the local education authority syllabus and their achievements are satisfactory. At both key stages, although pupils' achievements are satisfactory overall in physical education, standards are not as good in games as they are in dance. This is due to differences in teachers' expertise between these two aspects. At Key Stage 1, younger pupils achieve satisfactory standards in music, but there are some weaknesses in teachers' subject knowledge, which restrict the progress of older pupils in the key stage. Seven year old pupils attain standards in line with the national expectation in all other subjects of the National Curriculum.

14. Since the previous inspection, standards have improved overall. Most noticeably standards in speaking and listening, reading and writing have risen appreciably. During the last school year, standards have risen in mathematics throughout the school. Improvements in these areas have resulted from the school's very successful implementation of the National Literacy and National Numeracy Strategies. At Key Stage 2, standards have risen in some aspects of information and communication technology but have fallen in physical education. Pupils with special educational needs attain good standards for their prior attainment throughout the school. Strengths in the leadership and management of the school and the new assessment procedures place the school in a strong position to improve standards further.

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

15. Pupils', including children in the Foundation Stage, have very good attitudes to school. Their personal development and relationships with their peers and adults are very good. Their overall behaviour and attendance are good. The standards identified in the previous OFSTED report have been maintained and, in some areas, improved.

16. Pupils' are enthusiastic about school and this is reflected in the way in which they approach all that the school has to offer. This enthusiasm is recognised by parents, who say their children enjoy coming to school, they are polite, orderly and very inquisitive. Pupils' attitudes in lessons are very good. Pupils try hard, listen well and work with good purpose. For example, in a Year 1 dance lesson, pupils listened extremely alertly to the teachers' instructions and responded very promptly, allowing them to engage totally in the lesson. In a Year 4 mathematics lesson, pupils were very attentive, and extremely keen to contribute and to gain success. This meant that they worked hard and made good progress. Pupils are given the time to persevere in solving the problems set for them and this allows them to make progress in their understanding. They display good levels of self-motivation and work for good periods of time without adult intervention. This results in the development of their independent learning skills. Pupils are willing to talk about their work, to explain how they have come to a particular conclusion and are confident to ask for help if they need it.

17. Behaviour in class and around the school is good. In class, pupils sit still and listen carefully, not only to their teacher but also to each other. They are polite to each other and display good respect for books and equipment, such as musical instruments and computers. Pupils know the school's expectations of behaviour and the sanctions that support them. With very few exceptions they meet these expectations. For the very few pupils who find difficulty in behaving acceptably the school makes very good provision. Response to this provision is good and as a result there have been no exclusions. Older pupils, through discussions, contribute to their classroom charter and contract to conform to its principles. This has a positive effect on their behaviour. Behaviour in the playground is also good. No bullying was observed, during the inspection. Pupils know that any incidents should be reported to the staff who take appropriate action.

18. Pupils show very good personal development. They are able and willing to respect the differences and needs of others. Pupils enjoy being involved in the day-to-day routines that ensure the smooth running of the school. They return registers to the office and the kitchen and take out the goal markers at playtime. There are lists of helpers on classroom walls and pupils enjoy undertaking the tasks set. All pupils from the youngest upwards, are encouraged to be as independent as possible. They put their work away, clear up the classroom and change for physical education with the minimum of fuss. As they progress through the school, pupils learn to organise what they need to for their work. The oldest pupils gather what they need to undertake independent research, although the design of the school and the current siting of the library places some limits on this. Pupils help each other. For example, the youngest pupils help each other to draw around a template, one holding and one drawing. Older pupils support each other in their work, they are encouraged to ask each other to check, for example, the correct spelling of a word. The school plans to set up a school council so that the views of the pupils may more readily be heard and taken into account.

19. Relationships across the whole community are very good. Pupils get on very well with their peers and with the adults within the school. They work and play very well together. The school has a good policy for personal, social and health education that is relevant to the needs of the pupils. A particularly good element within it is the recognition of the need to prepare pupils for the change to a new school at the end of Year 4. This includes looking at peer pressure, and back over their time in this school, but also looking forward to the challenge of a new school. Pupils display a very good knowledge of each other. This was very well illustrated in a session when pupils in Year 3 were discussing what they might do when they grow up and pupils were quickly able to guess what was being portrayed.

20. Attendance is good. This is a similar judgement to that at the time of the previous inspection. Levels of both authorised and unauthorised absences are both below those for

similar schools. The school, sensibly, publishes the dates to be avoided for holidays for pupils in Years 2, 3 and 4 early. Almost all pupils arrive at school on time and lessons start punctually.

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

21. Overall, the quality of teaching and learning is good. A major strength is the teaching of literacy and numeracy. As a result of the very good teaching of literacy, pupils make very good progress in English during their time in the school. Good teaching in numeracy lessons means that standards are improving at both key stages. Of the thirty five lessons observed during the inspection, three were excellent, ten very good, sixteen good, five satisfactory and only one unsatisfactory. Teaching of this quality makes a significant contribution to the overall good progress the pupils make from entering the school and represents a good improvement upon the judgements made in the previous inspection report.

22. The quality of teaching and learning in English, including literacy, is very good at both key stages. In science and in mathematics, including numeracy, it is very good at Key Stage 2 and good at Key Stage 1. In Key Stage 2, the quality of teaching and learning is good in history and satisfactory in design and technology, physical education and religious education. In this key stage it was not possible to make a judgement about the quality of teaching in geography, art and design or music. In Key Stages 1 and 2, the quality of teaching and learning is good in most aspects of information and communication technology, but it is unsatisfactory in the aspect of control technology. In Key Stage 1 the quality of teaching and learning is satisfactory in design and technology, music, physical education and religious education. It was not possible to make a judgement about the quality of teaching at this key stage in art and design, geography or history.

23. At both key stages teachers ensure that pupils are given good opportunities to express their thoughts and ideas. This means standards in speaking and listening are high and that the pupils are confident and articulate when talking about their work. Teachers manage their classrooms very well. They control pupils' behaviour firmly but positively and make effective use of the good quality resources available in several subjects. This results in pupils learning in a well-ordered environment and in having very positive attitudes to their lessons. At the beginning of lessons teachers share the learning objectives with pupils and they return to these during lesson summaries to check with pupils whether they have achieved them. This means that pupils are clear about the purpose of their work and have a good understanding of their own progress. In the best lessons, teachers use challenging questions to extend pupils knowledge and understanding. This was well illustrated in an excellent Key Stage 1 literacy lesson about labelling and the use of capital letters and full stops. The teacher quizzed pupils about how effective the information was they were providing through their labels and whether the sentences they wrote made sense. This resulted in pupils making very good progress in improving their ability to convey information clearly and succinctly.

24. Particular strengths of teaching at Key Stage 2, include teachers' sensitive encouragement of pupils who are less assured. This results in pupils growing in confidence and contributing more fully to lessons. In Year 4 particularly, the teacher has very high expectations of the pupils ability to work at pace and to take on challenges. This contributes significantly to the high standards pupils attain in literacy and numeracy by the time they leave the school.

25. At both key stages teachers make good use of homework to consolidate and improve the pupils' attainment in literacy and numeracy. The homework diary used to record pupils' homework tasks is a useful tool for teachers to communicate to parents how they might

support their child's learning and to keep them informed about their progress. In the best examples, teachers mark pupils' work regularly. For the older pupils teachers write comments in their books to help them improve their work.

26. Any relative weaknesses in teaching are linked to a lack of subject expertise in aspects of art, information and communication technology, music and physical education. This results in pupils making slower progress than in other subjects. In information and communication technology teachers do not teach the aspect of control technology because they lack both the necessary training and software. Pupils' attainment in games is not as high as that in dance because teachers lack sufficient knowledge of technical skills in football and cricket. In some lessons, teachers do not ensure that the tasks they set pupils of different abilities always take them on as far in the subject as they might. This was illustrated in a Key Stage 1 numeracy lesson in which a lower attaining group of pupils was required to record their findings about number bonds to ten in a time consuming manner. This resulted in them only identifying two or three different ways of combining two numbers to total ten out of the possible eleven. In other classes teachers do not always intervene to stretch higher attaining pupils in their thinking. This is a factor in the school's failure to ensure that more pupils gain higher levels in national tests.

27. Overall, the quality of teaching for the children in the Foundation Stage is good. Teachers, teaching assistants and helpers work well together to provide the children with a secure and stimulating environment when they first enter the school. Staff promote the children's independence by giving them "jobs", encourage them to care for each other and to share their toys and resources and require them to listen to adults and each other. Staff use vocabulary well to help children talk in sentences. They use games and good quality resources to promote the pupils' understanding of basic number and the properties of simple shapes. By using word pictures and illustrations in books, adults convey a sense of different cultures and climatic conditions to the children. They provide children with good opportunities to practise computer skills and as a result the children give commands to animated figures and match colours. Teachers give the children good opportunities to develop their physical skills through planned physical education lessons, encouraging them to use large play equipment, in their dedicated play area, and requiring them to dress and undress themselves at the beginning and end of their school day and for physical education lessons.

28. The quality of teaching for pupils with special educational needs is good overall. Class teachers and assistants plan lessons to take into account the individual needs and targets of these pupils. In many lessons the very good quality of the support provided by teaching assistants to individual groups of lower attaining pupils made a significant contribution to the good progress the pupils made. Staff working with pupils with special educational needs expect them to work hard, behave well and rise to the challenges they are set. This results in them responding positively in lessons and demonstrating pride in their success.

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

29. Overall, the quality of the school's curriculum is satisfactory. The school makes good provision for pupils to achieve the Early Learning Goals by the end of the Foundation Stage. The school meets the statutory requirement to implement the Programmes of Study of the National Curriculum in all subjects and of the Locally Agreed syllabus for religious education, except for information and communication technology, in which there is a lack of provision for control technology. The school provides sex and drugs education appropriate for the age of the pupils in the school. The school is very effective in the implementation of the National Literacy Strategy and effective in its implementation of the National Numeracy Strategy. This

contributes to the well above average standards pupils' achieve in literacy and above average standards in numeracy. Provision for science is good. This contributes well to the above average standards in the subject. Overall, the school makes satisfactory provision for extra-curricular activities. The school makes good arrangements to ensure equality of access and opportunity. The provision for pupils' personal, social and health education is good. The community contributes satisfactorily to pupils' learning.

30. In the Foundation Stage, the curriculum is well planned and provides an appropriate range of good quality learning opportunities. It prepares children well for starting the National Curriculum. The curriculum is relevant and relates well to children's individual needs. There is a good balance between tasks set by teachers and those activities in which children are encouraged to choose for themselves. This emphasis on independence is a strength of this provision.

31. Overall, the curriculum for pupils at Key Stage 1 and Key Stage 2 is satisfactory. Since the previous inspection, the school has improved its provision for information and communication technology. There is now an adequate number of computers, adequate range of software and teachers' knowledge and confidence have increased in the subject. The provision for religious education and the foundation subjects is satisfactory, although teachers' knowledge of some specific aspects of foundation subjects is not as secure as it is in English, mathematics and science. This is particularly the case in music in Key Stage 1, information and communication technology and physical education. Some teachers make appropriate cross-curricular links when they plan and teach lessons. This strategy was observed to improve pupils' learning and their attitudes and behaviour in lessons. For example, the teacher linked the study of sound, in science, with a design and technology activity about making musical instruments.

32. The provision for pupils with special educational needs and for those pupils with a Statement of Special Educational Need is good. Individual education plans for pupils on the special educational needs register are of good quality and all who are involved in their delivery are involved in their construction. The special educational needs co-ordinator provides good support to teaching staff. The governor with particular responsibility for special educational needs has a good knowledge of the school and meets regularly and works closely with the co-ordinator. The school successfully involves outside agencies in the provision.

33. Pupils make good use of the school grounds, including the well-set out environmental area. The school enriches provision by visits to a garden centre, museums, the town and local facilities such the church, supermarket and post office. Visitors to the school include such people as the vicar, an archaeologist, and pet-store staff. There is satisfactory provision for extra-curricular activities, which include football, recorders and an art and drawing club. However, the school acknowledges the concerns of some of the parents that too few opportunities are provided for Key Stage 1 pupils to participate in out of class activities. The quality of the school's relationship with partner institutions is good. There are good links with playgroups and other schools in the area including the middle school to which most of the pupils transfer at the age of nine. Joint events such as an Arts week are regular features of the school year.

34. Overall provision for spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is satisfactory. The collective acts of worship which take place as part of school and class assemblies comply with the requirements for a mainly Christian character. Teachers strive to engage pupils with the wonder of the world about them. This was particularly evident in a science investigation into the rocks and soils that make up our world. Pupils are given brief periods of time in lessons to reflect on the meaning of their work or, for example, the theme of a school act of worship. This is,



however, an area which could be improved even further.

35. Provision for the pupils' moral development is good. Pupils are aware of rules and of what is right and wrong and staff reinforce these at appropriate times and pupils respond well. They have a good understanding of their responsibilities in protecting the environment.

36. Provision for pupils' social development is good. Pupils are expected to work well together, share equipment sensibly and play together at break-times. This expectation starts early in their time at school and younger pupils are expected to behave in a mature way at meal times, collect a tray and cutlery, select their lunch, find a seat, talk sensibly to others on their table and clear their things away afterwards. Older pupils co-operate with each other very well in class.

37. Provision for pupils' cultural development is satisfactory. Pupils have appropriate opportunities to study local, European and world cultures. They study the lives of people in Africa and learn from a visitor, about the manufacture of traditional sweets in India.

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

38. There has been good improvement in some parts of this aspect since the previous inspection, particularly in those areas dealing with assessment of pupils' academic performance. The good provision in other areas has been maintained.

39. The school provides good support and guidance for all its pupils and these have a positive effect on standards and on pupils' attitudes, values and personal development. Parents comment on the very good atmosphere in school, in which pupils feel safe, happy and valued. This view was supported by the findings of the inspection. All staff know the children well and pupils in turn feel confident in approaching staff with any concerns. The school places a strong emphasis on the personal, social and moral development of its pupils and this promotes their confidence and independence.

40. The school takes good care of all its pupils. The policies to ensure their health, safety and welfare are good. Accidents, together with the action taken are well recorded. A risk assessment, of the building, has taken place and health and safety concerns are taken into account when planning the curriculum. The school has effective procedures for child protection, although the new headteacher, who is the designated member of staff, is aware that she needs to undertake an appropriate course to ensure she is fully conversant with current local procedures. All members of staff are aware of the need to bring any concerns in this area to the attention of the headteacher.

41. Overall, the monitoring of pupils' academic and personal development is good. There has been good improvement in assessment procedures across the curriculum, which are now consistently applied and monitored by the headteacher and subject co-ordinators. This has helped to raise standards in the core subjects of English, mathematics and science. The policy for assessment provides useful guidelines for staff and is to be reviewed to include new developments on target setting. Staff files are well maintained and co-ordinators are diligent in ensuring that half-termly and short-term assessments are made. Annotated work is systematically collected. This collection of evidence is variable in its usefulness and is at an early stage, especially in some foundation subjects. Where there are weaknesses in teacher's subject knowledge, the quality of teaching and assessment of pupils' learning, are adversely affected. The school is making more effective use of test data to identify strengths and weaknesses and trends in attainment and plans to use support staff more effectively in the assessment of pupils' progress in lessons. The school has identified a need to improve reading standards at the higher levels and has initiated spelling support groups. These are

having a positive effect on improving standards.

42. The school sets targets at a variety of levels -school, cohort, group and for individual pupils. This builds on the good practice that has emerged from the work with pupils with special educational needs. Targets are increasingly shared with parents and pupils, so that progress is celebrated and ways in which pupils may improve further identified, implemented and subsequently monitored. Assessments are well carried out at half-termly intervals. This is an improvement since the previous inspection. These assessments are used to make adjustments to programmes for teaching and learning and make a significant contribution to the progress of all pupils. The teacher's assessments of National Curriculum Levels of attainment, in all subjects, are passed on to the receiving teacher at the end of each academic year. Three pupils in each year group are tracked, using a new electronic data program. The new package helps the school to interpret the collected data, and to track progress of individuals and groups, by enabling it to make value-added judgements about their progress.

43. Assessment information is generally well used as a basis for writing the annual reports to parents. Since the previous inspection, individual targets for improvement are now set as are written comments about how the pupils have improved. On occasions, in the foundation subjects, comments still tend to be of a descriptive nature rather than how well the pupil has achieved. Parents are well informed about the curriculum and have sufficient opportunities to discuss their children's progress. The school is involving the parents more in the homework set in the core subjects. The reading and homework diaries have improved communication regarding standards and progress between home and school.

44. The results of the Baseline Assessment carried out in the Reception Year and the good range of ongoing daily assessments in the Foundation Stage are very well used to match activities to the needs of the children. These form part of the very effective procedures for identifying pupils with special educational needs. Support is then carefully targeted and rigorously monitored by the co-ordinator for the Early Years. All staff, including teaching assistants, make assessments of the pupils' work. These are used well by the co-ordinator to write individual education plans and group targets to give clear guidance to teachers and the very skilled support assistants. Targets are well monitored and reviewed with the parents, as are the Statements of Special Educational Need. Identification and support for the higher attaining pupils are not as well developed. The policy has yet to make an impact on teaching and standards for these pupils. The school is meeting the requirements of the Code of Practice for special educational needs.

45. The monitoring of pupils' personal development, although mostly informal, is good. It is mostly carried out through observation of the pupils in various situations and the interaction between staff and pupils. Teachers' comments, within annual reports, demonstrate their very good knowledge of pupils' personal development. The personal, social and health education policy has good provision for recording and assessing pupils' reactions to specific aspects discussed between them and members of staff.

46. Measures to promote discipline and good behaviour are good. The school's behaviour policy is based on the need for each pupil to develop good self-discipline through feeling valued, having respect for others and developing a sense of responsibility. There are high expectations of behaviour in and out of the classroom based on consideration for others and the school's procedures for eliminating bullying are effective .

47. Procedures to monitor attendance are good. Registers are marked correctly and are formally monitored on a regular basis by the educational welfare officer. The headteacher informally monitors the registers, with concerns brought to her attention by the class teacher.

She has a good knowledge of the reasons for pupils' absence, mostly due to illness or other legitimate reason. The school publishes the dates for Year 2 Standardised Attainment Tests and Year 3 and 4 optional tests early and requests that holidays are not taken, during these periods.

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

48. The parents' views on the school are positive. This reflects the situation at the previous inspection. Parents are particularly pleased with the fact that their children like school, the teaching is good, expectations for their children are high and they make good progress. They also feel comfortable in approaching the school with problems and concerns. Concerns expressed in a questionnaire and at the meeting held for parents prior to the inspection, centre around the provision for activities outside the classroom, the quality of information provided on their children's progress and that the school does not work closely enough with them. A few feel that too much homework is set. Inspectors agree with the positive views of the school. The provision of extra-curricular activities is currently limited, but the school plans to expand the range and number.

49. Overall, the school's links with parents are very good. The school tries hard to establish, and maintain, good contact with all parents and in this it enjoys a high level of success. For children starting their school life in the Foundation Stage, teachers make a home visit before the child enters. This helps to dispel the fears of both parents and children and eases the transition into school life. A good programme of induction is arranged and this is much appreciated by parents. Parents are always welcome in school and they are able to pass on urgent messages at the start of the day and have a more extensive conversation at the end of the day, if necessary. The headteacher is available at most times and is willing to discuss any concerns with parents. There has been a very good response to the request to sign the home school agreement.

50. The general, and more specific, information provided for parents is good overall. Parents are provided with 'forecasts' each term that describe what the pupils will be looking at, experiencing and learning in class. Parents of pupils in the Foundation Stage receive this information each half term. These 'forecasts' are all of good quality. Parents have been invited to take part in literacy and numeracy lessons in school with their children and many have taken this opportunity. Open afternoons enable parents to see their children working in the classroom. These are good opportunities for parents to see and be involved directly in the work of the school. Newsletters are sent regularly and keep parents abreast of events and activities at school. Some parents are concerned about the quality of the annual written reports they receive about their children and the closeness with which the school works with parents. Whilst the quality is sometimes variable, they are good overall. They generally contain good detail of pupils' attainment and personal development. Areas for development are identified and targets are set. These are reviewed each half-year. Appointments can be made to discuss the report and two other formal occasions are available to discuss pupils. These, together with opportunity for informal meetings every day, give sufficient opportunity in most cases for parents to obtain information on their child's progress. The openness of the school shows that the school tries hard to work closely with parents. Class teachers communicate well with parents through the use of the homework book and reading record. Some parents feel that their children receive too much homework. Inspectors feel that the school policy is clear (parents were consulted) and the amount that pupils are expected to do is in line with government guidelines. Parents of pupils with special educational needs are fully involved in their children's provision and the school works hard to keep them well informed.

51. Parents make a very good contribution to the pupils' high standards in literacy and

numeracy. The school is fortunate in being well supported by a number of parents both directly in the classroom and also through the Roecroft School Association (R.S.A.). Parents helping in the classroom do so on a regular basis and those spoken to feel welcome and very well supported. They know what they are expected to do and know that their efforts are appreciated. The R.S.A. arranges a good number of both fund raising and social events. These range from the Christmas Bazaar and the May Fayre, which raise large sums of money to a mums' shopping trip to the Lakeside Centre. A purely social barbecue is held at the end of the school year. The monies raised are spent on equipment to support the work of the school; a future project will enrich the play opportunities for pupils with the provision of wooden outdoor climbing equipment.

52. The school consults with parents on a number of issues the most recent being on changes to the start of the school day. Previous consultation has taken place on a draft homework policy and the home school contract. They have also been consulted on how to spend money raised by the R.S.A.

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

53. Overall, the quality of the school's leadership and management is good. A particular strength is the clear vision the newly appointed headteacher and recently appointed deputy headteacher have for the future of the school. Central to this vision is the commitment to raise standards further. The senior management team has already ensured that all staff in the school share this commitment and work closely together as a team to achieve improvements. There is a sense of energy and a positive ethos within the school community. This reflects very well the aims of the school and makes a significant contribution to the good standards the pupils achieve in literacy and numeracy and to the very positive attitudes the pupils have to their work.

54. The governors fulfil their statutory duties satisfactorily. Recently they have become much more informed about the strengths and weaknesses of the school through focused visits to classrooms and by discussing curriculum issues with key subject co-ordinators. Individual governors oversee the school's provision for literacy and numeracy and special educational needs and report their findings back to the full governing body. A relative weakness has been the governors' lack of involvement in monitoring and evaluating the school's national test results in order to compare the school's performance against other schools nationally and locally. Evidence from the inspection and the school development plan indicates that the senior management team is now much more involved in this analysis and that governors intend to become more aware of how to interpret test data for comparative purposes. Governors are well advanced in their plans for implementing the new arrangements for the school's performance management.

55. Although the school's monitoring and evaluation of its own performance is satisfactory overall, the present senior management team has, as yet, had little opportunity to formally monitor and evaluate the quality of teaching. This means that some relative weaknesses in the teaching of information and communication technology, music and physical education have been insufficiently identified or addressed. The draft of the new school development plan does indicate that a formal, coherent strategy for monitoring the quality of teaching will be implemented at the beginning of 2001 and that resources have been allocated for this purpose. In the short time the headteacher has been in post she has analysed the school's test data thoroughly. As a result the school is now in a much better position to plan further improvements in standards. The mathematics co-ordinator has monitored the teaching of the National Numeracy Strategy and this has positively influenced teachers' practice in the mental mathematics and plenary sessions of numeracy lessons. This has had a significant effect upon raising pupils' attainment in the subject. The deputy headteacher led the school

for a term before the present headteacher came in to post. In that time, she was very influential in implementing effective procedures for ensuring that the curriculum was taught coherently and that teachers had a clear framework for teaching the pupils' knowledge and skills coherently and progressively. Many staff with management roles have only very recently assumed their responsibilities and have had very little time to make any impact upon standards. However, each subject co-ordinator has drawn up an action plan to indicate how they intend to influence standards and provision in their subject over the next year.

56. The quality of the school's financial management is good. Governors ensure that the school development plan is central to financial decision making and that the priorities contained within the plan are carefully costed. Governors now receive regular, detailed information about the school's financial situation and they monitor how closely current spending is linked to forecasts. They always seek value for money when carrying out improvements to the school buildings. The school uses the funds available to support pupils with special educational needs well. Although there are some staff training needs in certain subjects, the school's use of funds available to support the implementation of the National Literacy and National Numeracy Strategies has resulted in good teaching and improved standards.

57. Provision for pupils with special educational needs is good. This is an improvement since the previous inspection. The special educational needs co-ordinator is very effective in her role. She meets regularly with all staff and parents to ensure that plans are implemented, reviewed and adapted successfully. She uses her release time well to regularly monitor standards, teaching and provision. The high quality of support for these pupils, from teaching assistants is partly due to her influence and guidance. She also works very closely with other agencies and has formed a good partnership with the governor overseeing special educational needs. This governor liaises closely with the co-ordinator for special educational needs in monitoring provision. As a result of this liaison, the school now targets spending on special educational needs provision more effectively than in the past. This has made a significant contribution to the good progress the pupils make. The co-ordinator has a good overview of the work of staff, standards and uses her knowledge well to keep the governors' curriculum committee informed. She has attended governor training for special educational needs. The school reports that its aim to ensure that all pupils matter equally is being successfully achieved and inspection findings confirm this view.

58. The school does not have a staff handbook or an induction policy for teachers new to the school. However, although there are no formal procedures, teachers who have recently joined the school staff say that their induction into school was both helpful and supportive. The school has the local education authority policy for the induction of newly qualified teachers and this will be used as necessary.

59. The school is adequately staffed with a sufficient number of teachers to meet the needs of the curriculum overall. However, there are weaknesses in the specific knowledge required in the subjects of physical education, music and information and communication technology and this means that pupils do not attain as well as they should, in these subjects. There are a good number of classroom assistants and their deployment has a positive effect on the learning of pupils. They are well trained and matched well to the tasks that they are required to undertake.

60. Overall the school's accommodation is unsatisfactory. It is in good condition, is clean and well cared for and teachers use it well. However, the school's design does not fully support its work very well. The design of the classrooms in Key Stage 1 and 2 places limitations on the range of activities in which teachers can involve pupils. Thus the breadth of some areas of the curriculum are restricted. There is insufficient floor space, for example,

for the use of a “Roamer”, a programmable toy, in information and communication technology, or for role-play and drama. The temporary classroom, used by Year 3, is too small to allow the teacher to group the pupils in the way that she wishes and the proximity of computers to working tables sometimes distracts other pupils when they are in use. The lack of corridors means there is limited space to display and celebrate pupil’s work, especially where pupils from other classes can see it. This restricts the extent to which the school can fully develop a sense of community. All pupils, with the exception of the children in the Foundation Stage have to go outside in all weathers, to reach other parts of the school, including the hall. All classes have to go outside to get to the library, which is sited in a position where even the oldest pupils cannot use it independently. These factors are both inconvenient and limiting.

61. Overall, the quality of learning resources is satisfactory. It is very good in music and good in English and mathematics. The school’s lack of resources to support pupils’ learning in the control technology aspect of information and communication technology contributes to the unsatisfactory standards attained by pupils in this area.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards of attainment further the governors, headteacher and staff should:

**(1) teach the control technology element of the National Curriculum for information and communication technology as statutorily required and improve pupils' standards in the subject by:**

- providing teachers with the necessary equipment, software and training to enable them to effectively teach this area of the curriculum.

(Paragraphs number 13, 22, 26, 29, 31, 59, 61, 100, 121- 124)

**(2) monitor the quality of teaching systematically in order to:**

- identify weaknesses in teachers' subject expertise;
- acknowledge the strengths of individual teachers and to spread good practice through the school;

(Paragraphs number 13, 22, 26, 32, 55, 59, 92, 104, 123, 127, 131)

As well as the main areas for improvement, the following issues should be considered by the school:

**1. The school's accommodation is unsatisfactory because:**

- pupils and staff have to go outside to move from classrooms to the school hall for assemblies, physical education lessons and lunch and to use the library;
- the size of classrooms limits the range of activities teachers are able to provide when class numbers are at the maximum;
- the lack of corridors means that pupils' access to displays of work carried out by other classes is severely restricted.

(Paragraphs number 60, 87, 133)

**2. The governors are insufficiently aware of the way in which comparative test data is calculated and this restricts their ability to monitor and compare standards nationally or locally.**

(Paragraph number 54)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	47

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	28	46	14	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		149
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		9

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	19	20	19
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	90 ( 100)	91 ( 100)	91 ( 96)
	National	83 ( 82 )	84 ( 83 )	90 ( 87 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	19	20	19
	Total	29	32	31
Percentage of pupils at NC level 2 or above	School	88 ( 100 )	97 ( 100 )	94 ( 100 )
	National	84 ( 82 )	88 ( 86 )	88 ( 87 )

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	134
Any other minority ethnic group	0

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

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

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

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

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

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26
Average class size	24

#### **Education support staff: YR – Y4**

Total number of education support staff	6
Total aggregate hours worked per week	98

### ***Financial information***

Financial year	1999-2000
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	£
Total income	294155
Total expenditure	285659
Expenditure per pupil	1786
Balance brought forward from previous year	8891
Balance carried forward to next year	17387

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	2	0	2
My child is making good progress in school.	52	43	2	0	4
Behaviour in the school is good.	43	46	5	0	5
My child gets the right amount of work to do at home.	32	45	4	5	4
The teaching is good.	61	36	0	0	4
I am kept well informed about how my child is getting on.	29	52	16	4	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	5	0	0
The school expects my child to work hard and achieve his or her best.	59	38	0	0	4
The school works closely with parents.	28	45	15	0	2
The school is well led and managed.	41	43	0	2	14
The school is helping my child become mature and responsible.	46	45	2	0	7
The school provides an interesting range of activities outside lessons.	18	50	18	4	11

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

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

63. The quality of the curriculum for children in the Foundation Stage is good. Overall, the quality of the teaching is good. There are two Reception classes catering for younger and older children. On entry to the first Reception class at the age of four, the children's attainment is average. Children are initially admitted to this class on a part-time basis. They settle quickly and make satisfactory progress. Once they become full-time their rate of learning accelerates and they make good progress as a result of the high quality teaching of the full-time Reception teacher and the well-directed support from teaching assistants. Good records are kept by all staff. Work is well matched to children's individual needs. Children with special educational needs are well cared for and their progress is good. Arrangements are made for children to move between the teaching groups. For example, children who attend part-time and whose attainment is above average join the full-time group for some formal activities and vice-versa. This is a successful strategy. By the time the children are five most reach and many exceed, the nationally recommended Early Learning Goals for five year-olds and transfer smoothly into the work in the main school.

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

64. Personal, social and emotional development is at the core of all the work in the Reception class. The Reception teachers and Early Years support assistants, spend a lot of time encouraging independence, care of each other, sharing and taking turns and all provide good quality teaching in this aspect of the children's learning. Children collect equipment and toys for themselves, put them away again, and play well in the "Do It Yourself" shop play-area. They place their empty milk containers in the bin after the morning break. They learn the school behaviour code and the rules for living together sociably. They take messages and registers to the office and kitchen unescorted, and relate with confidence, to others in the class, as well as with a range of adults. For their first few weeks in school the children do not stay to lunch. One Reception teacher integrates them carefully into this area of school life. During this time she helps them to learn routines and encourages their independence. She expects them to look after themselves. By the time they stay regularly, children collect their trays, politely select from a range of appetising foods, find a seat at a table and clear away afterwards. There are many opportunities to talk, sing and share books as well as to experience the range of creative and physical activities that make up the Foundation Stage curriculum. The children take part in school activities such as assemblies and have timetabled physical education and music lessons.

65. The Reception teachers are keen to ensure that parents are involved with their children's education. Parents and children are invited into school in the term prior to admission. The children have time to get to know the teachers and teaching areas well. Parents are encouraged to be partners in their children's learning. Teaching staff visit the home and talk to parents and children in their home environment and this makes a good link to the school and children often refer to this visit in conversation with their teachers. There are good links with the local playgroups and teachers visit these prior to children being admitted. Children are well prepared and tears are few on their first day in school. Good information is provided to parents as the term progresses, both informally and through the termly topic forecast, which encourages parents' involvement in the child's learning.

66. Through the support given by teachers, Early Years support assistants and other adults in the school, the children become competent learners. They gain skills and experiences, in structured sessions, are confident and willing to take the initiative in directing their own learning, relate with confidence to each other and adults, select the resources they wish to use and contribute, with developing fluency, to discussions. They share, concentrate and persevere for some length of time in activities. They gain an understanding of right and wrong and consider fair treatment for others by thinking about how they like to be treated. The teachers and Early Years support assistants provide good role models, especially in the development of the children's speaking and listening skills. Routines are well established and this helps the children to know what is expected of them.

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

67. By the end of the Foundation Stage children's standards in communication, language and literacy are at that expected for their age, with children making satisfactory progress. They develop their comprehension and listening skills at a satisfactory pace. They respond to stories, poems and facts with enthusiasm. The teachers and Early Years support assistants, provide good quality teaching. They encourage children to think in sentences and use every occasion to develop language skills. For instance, during an activity in which children were cutting up fruits and vegetables, they were expected to predict what colour inside of the fruit would be prior to cutting it. They were also expected to say whether it was a fruit or vegetable.

68. Children know how books are organised, know that they contain stories and information and make a start on reading skills. They follow a structured curriculum to develop reading skills using phonics and phonemes in decoding print. They identify words from key vocabulary and practice reading such words. In their work on Elmer, the multi-coloured elephant, children match words to those in the text and begin to copy them into simple sentences, prepared by the teacher.

69. Children have the opportunity to work at their own levels, at specifically targeted tasks and practise, consolidate and extend their prior learning. Through role-play in the "Do It Yourself" shop, children practice their speaking and listening skills. For example, they take orders for wallpaper, discuss with the shopper their needs, write the customer orders in a book and ultimately deliver the goods. The children's ability to recognise colour is further reinforced through 'colour-days' when all staff wear the colour of the day, for example blue, and the children are encouraged to wear items of clothing of that colour as well. During these times the staff reinforce the language associated with the colour well.

### **Mathematical development**

70. Children make satisfactory progress in mathematics and achieve average standards by the end of the Foundation Stage. They recognise number patterns, understand 'before' and 'after' and count forwards and backwards to twenty. In formal mathematical sessions, children achieve standards in line for their age and make satisfactory progress. They play games with large foam dice and rapidly call out the numbers as the dice lands. They write figures and recognise written numbers to twenty. The children have opportunities to write number sentences and stories to make sure that numbers are correctly formed and they practise simple addition in written form.

71. The children identify simple two and three-dimensional shapes and know that shapes may be grouped using common criteria such as the number of sides. They further their understanding through building models in 'junk' materials as well as with construction blocks. They are required to correctly name the common shapes as they build. The teachers and

assistants challenge each child to develop their mathematics skills according to their individual need and they make satisfactory progress. As they complete a task the children have opportunities to apply what they have learnt in the “Do It Yourself” shop. Here, they use the till with confidence, realise that they may have to give change if it is a cash transaction or swipe the card if it is credit transaction. Such play reinforces the place of mathematics in everyday life and appropriately develops children’s understanding of mathematics as an everyday tool well. In water and sand work, they experiment with weight, volume and capacity. Independently they find that the number of holes in flower-pot affect the rate at which the water runs out and say which is the quickest. Overall the quality of mathematics teaching is good.

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

72. The children’s knowledge and understanding of the world varies upon entry to the school. They achieve standards above those expected by the end of the Foundation Stage and make good progress in their knowledge of the world. Teachers are skilled in using stories to introduce the children to cultures other than their own. For example, teachers used a story about an African girl to talk about the life of African children. One very skilled teacher held a lively discussion with the children using the illustrations in the story-book to talk about the hot climate that exists in some parts of Africa, the animals that live there, clothes people wear and the fruits that grow in those regions. She provided examples of the fruits both real and model. Children learnt the names of these fruits. They cut them up and found out what type of seeds they contained and whether these were numerous or not. They extended their language skills well through describing the colours of the outside and inside of the fruits. Children play-out the story they have heard and teachers encourage them to show their understanding of what they have learnt by dressing appropriately, carry a basket of fruit as the African girl did and to play out the parts taken by the animals.

73. The children make visits out into the community. They walk around the town to identify colours in the local environment. They visit a garden centre and a local post office. Visitors come into school. For example, an Asian lady and her daughter came in to demonstrate how to make sweets and to talk to the children about their traditional dress. Other visitors talk about their jobs and owners of a local pet-store have talked about the care of animals.

74. Teachers give children opportunities to explore programs on the computer and they teach them about health and safety items such as not to touch plugs and switches. Children use the computer to give commands to animated figures and match colours and shapes on the screen. Other items of information and communication technology are used well to aid children’s understanding of the place of information and communication technology in every day life. The children listen to taped stories and watch appropriate video and television programmes to support their learning. They use a tape recorder with confidence to listen to their own voice and to pre-recorded stories. Through these varied experiences, the teachers provide good quality learning.

### **Physical development**

75. All children have the opportunity to develop an appropriate range of physical skills in formal and informal situations and achieve average standards by the time they reach the end of the Foundation Stage. As well as timetabled physical education lessons, they safely use large apparatus outside their classroom to balance, jump and climb. They have opportunities for more unstructured outdoor play and use a range of large equipment including big bricks, balls and ride on wheeled toys, including those they share with classmates and give ‘lifts’ to each other. There is a well fenced outside area, easily accessible from the shared teaching areas. It is well marked out with educational games and there is and a useful chalet-style

store with window boxes to provide an attractive environment for outside work. Children have the opportunity to develop hand-eye co-ordination with the structured use of ball, beanbags, hoops, ropes, throwing and catching, rolling and kicking activities, as well as playing simple team games, such as 'tag' and this develops their physical skills satisfactorily.

76. All children make satisfactory progress in their precise hand skills. For instance, after physical education when they put on and fasten coats, turn pullovers the correct way out and put on their clothes the correct way. Staff expect that children will do these things themselves. They use scissors, glue, brushes and paints in creative work and pencils and other markers in their written and mathematical work. Children have access to a range of construction equipment to hone skills further. Teaching is consistently good and enables the children to learn within a safe environment.

### **Creative development**

77. The quality of teaching is good. Children make satisfactory progress and attain satisfactory standards. They use a range of creative media to paint, model, construct and reproduce what they see in the world around them. They are encouraged to use their imagination to create collages and three-dimensional effects from stories and music. They colour pictures of elephants in patchwork patterns to represent Elmer, the elephant they heard about in the story. They play with toy animals to re-enact the stories they have heard. They dress up and replicate stories from other lands. They make masks to play out the story of the Three Little Pigs. Children have access to a range of musical instruments to develop their creative skills when they compose simple tunes and try to replicate a series of beats demonstrated by a classmate. Other creative activities include the opportunity to act out the role of different characters in the "Do It Yourself" shop.

### **ENGLISH**

78. Analysis of the school's end of Key Stage 1 national test results for year 2000 shows that, compared with all schools and with similar schools, the pupils attained average standards in reading and above average standards in writing. Ninety-one per cent of pupils reached or exceeded the nationally expected Level 2 in reading, which was average, and eighteen per cent gained Level 3 and above which was below the national average. In writing ninety one per cent achieved or exceeded Level 2, which was above average and fifteen per cent for Level 3 and above which was above the national average.

79. On entry to the school the children generally attain average standards. It was noted in the previous inspection that attainment in English was average and pupils make satisfactory progress. By the end of Key Stage 1, and on leaving the school in Year 4, pupils now achieve standards well above national expectations. Pupils, including those with special educational needs, make good or very good progress, as a result of the high quality of teaching and the support given by skilled teaching assistants. The impact of the National Literacy Strategy and equality of access to the English curriculum for all pupils has also contributed to the improvement.

80. Over the period 1996 to 1999 the school's performance in Key Stage 1 National Curriculum tests, in reading, was above the national average and in writing, well above the national average. Standards in both reading and writing have shown continuous improvement or maintained high standards over this period. The 2000 test results indicate standards falling. However, the year group taking the tests in 2000 contained a higher percentage of pupils with special educational needs than is school's norm and had changes of teachers. This is likely to have had the effect of lowering standards. Inspection findings show that the previous standards have been restored in reading and writing both in the

present Year 3 and in Year 2. The school has identified the need to improve boys' reading standards, which were below those of girls. Boys have been achieving higher standards consistently in writing, but inspection findings suggest that the difference in reading has narrowed considerably. Pupils with special educational needs occasionally achieve Level 2. This is good or very good progress in relation to their prior attainment. The assessments made by teachers were very similar to the test results and this reflects the good subject knowledge of teachers and the thoroughness of assessment in literacy.

81. Since the previous inspection, standards of pupils' attainment have improved in speaking and listening and writing in both key stages. They are now confident speakers and write and speak with an enriched vocabulary. Spelling standards at Key Stage 2 have risen and improvement in word decoding skills has raised reading standards. Teaching has improved particularly in Key Stage 1. Both key stages have very good and excellent teaching. Homework has helped to improve reading and spelling standards. Resources are now good, apart from the library, which is being relocated and restocked. Data analysis is being used to highlight specific strengths and weaknesses in pupils' attainment. This has led to changes in practice including target setting for individual pupils, helping to raise standards in reading and spelling. The school was awarded the 'Quality Mark', a national scheme that recognises achievement in teaching the basics skills of literacy and numeracy. The school's work in improving reading and spelling was part of that award. The school has very successfully introduced the National Literacy Strategy and there are good systems for monitoring teaching and assessment of pupils' attainment.

82. Attainment in speaking and listening by the end of Key Stage 1 and Year 4 is well above levels expected nationally. There are many opportunities across the curriculum, as well as in English, to debate, discuss and share ideas. These extend pupils' thinking and reasoning skills. By the end of Key Stage 1, pupils are confident speakers and eager to contribute to class discussions and in assemblies. They are very willing to talk about their work and explain what they have done and why. They listen very carefully and show understanding by the quality of their answers. As pupils discussed, with the teacher, instructions for making a mask, by using a paper bag to go over the head, one immediately said 'Don't put plastic bags over your head, it's dangerous' recalling work from a previous lesson. Pupils are very respectful when other pupils are talking or giving replies. They made good predictions as they discuss elements from the 'Lighthouse Keeper's Lunch' and give good reasoned answers to questions about the story. In history, role-play was used to empathise what it is like to be royalty. By the end of Year 4 pupils' concentration in discussion sessions, is very good. When working on instructional texts older pupils engaged in high quality discussion as they worked out what words to leave out of a recipe and how to have their breakfast. Their vocabulary is interesting and well developed. They increasingly question and are not afraid to ask for clarification when they do not understand. As pupils worked on research skills from non-fiction texts the teacher consistently challenged with questions such as 'Can anyone put it more clearly?' and pupils rose successfully to the challenge.

83. Standards in reading are above the expected levels by the end of Year 2 and well above in Year 4. Pupils have very positive attitudes to reading both in and out of school. They enjoy reading and talking about stories they have read. They talk knowledgeably about the author, publisher and illustrator and distinguish between fiction and non-fiction. Some visit the local library with their parents and most have favourite books and authors they like to talk about. The majority of pupils use a variety of strategies to support their reading. Decoding skills by sounding out letters and words are very good and progress is well documented. Younger pupils and less confident readers use picture clues well to help their reading and to understand the text. In shared and guided reading sessions, pupils read with enthusiasm and fluency, and are introduced to a wide range of interesting and challenging



texts. Support by teaching assistants for the lower attaining pupils and in guided reading sessions, makes a significant contribution to the good reading standards. Most readers are accurate and use punctuation well. The older, higher attaining, readers are very fluent and read with great expression, using character voices and changing the mood and sense by looking at the punctuation. The majority of pupils, including the lower attaining, show a good understanding of a story to describe characters, what they do and relate the story-line so far. Homework is used well to support pupils' progress in reading. The reading diary provides teachers and parents with an opportunity to comment on progress and improvements. The school has identified the need to improve the number of boys achieving Level 3 by the end of Key Stage 1. The guided reading is helping to achieve those standards. Research skills are well taught. By the end of Year 4 pupils access information quickly using index and contents, skim and scan headings and sub headings. Teachers use non-fiction books in their classrooms but the library is being relocated and not used at present. The school is to become part of a privately funded project to raise standards of reading in Year 1.

84. Standards in writing are well above expected levels by the end of Year 2 and Year 4. There are good examples of a wide variety of writing for different purposes and audiences, including poetic, creative and imaginative work. The school wants more pupils to produce sustained writing and provides opportunities for extended writing, for example, with Year 1 on a Friday. Written work is very well presented and pupils learn to form their letters correctly from an early age. They quickly learn to join writing; letters are of the correct size and legible. Writing is practised frequently, not only in exercises, but also as part of pupils' normal written work across the curriculum, and all teachers setting high standards. This has a positive effect on the presentation of work in all subjects. By the end of Years 2 and 4, all pupils, including the lower attaining pupils, write in sentences. Younger pupils make storybooks, write party invitations and continue stories such as *The Flying Turtle*. Pupils write labels on diagrams and sequence stories such as *Cinderella* and use writing frames to help construct stories such as 'Neliga's Pig'. By the end of Year 4, pupils show good sentence structure and write more independently, developing characterisation, writing for effect and setting the scene. The *Spooky Story* showed their ability to construct an exciting ending. Pupils have good regard for grammar and punctuation and use it well to good effect. Pupils' work is enriched when they use a Thesaurus. Tasks are usually well matched to ability. Spelling is accurate and pupils have good word building skills. The focus, by the school, on spelling, which includes spelling workshops, for the less confident spellers and homework, has helped to raise standards. Pupils use word processing to help them improve their written work and this is especially effective for the lower attaining pupils.

85. The quality of teaching is very good in both key stages. Planning is very effective in ensuring coverage. Assessment is used well to plan for groups within the class, especially those of pupils with special educational needs. Short-term plans are adjusted according to ongoing assessments and this contributes to the good progress made by pupils. Termly assessments of word, sentence and text-level work, as well as unit assessments, are made and outcomes are monitored rigorously by the co-ordinator. Teachers show good subject knowledge and have high expectations. This was in the high quality of questioning, which challenged all pupils to think, re-call and explain. Constant reference is made to lesson learning objectives to ensure pupils understand what is expected and to assess whether learning has occurred. Tasks are interesting, often relevant and include an element of choice or ownership by pupils, sustaining their interest and concentration. Writing is particularly well taught, with teachers effectively modelling writing and thinking strategies. Where classes have teaching assistants, they are well deployed, work closely with the teacher and provide skilled support to pupils. Teachers vary strategies and grouping well to ensure that the majority of pupils have appropriate tasks. Occasionally the higher attaining pupils could be further challenged by teacher intervention in group-work. The pace of sessions is very good and brings a sense of purpose to learning.

86. As a consequence of the good teaching, all pupils have very good attitudes to English. They approach tasks with enthusiasm and a desire to learn and improve. They work hard to explain their ideas and thoughts, sustaining concentration and motivation well. Behaviour is good and pupils work well together, co-operate and share apparatus well. Pupils share each other's successes and for pupils with special educational needs, there is a genuine and spontaneous understanding of what it meant for these children, which enhances their confidence and self-esteem. The good attitudes ensure work and learning are largely uninterrupted in class and independent sessions. Pupils enjoy opportunities provided by teachers to reflect on what they have learned. This helps their understanding and consequently they are confident in responding and questioning.

87. The co-ordinator for the subject has only been at the school a short time, but has quickly formed a good overview. Monitoring of the curriculum is satisfactory but there has been no monitoring of teaching. The monitoring of planning and assessment is rigorous and ensures that the National Literacy Strategy has a positive effect on standards of attainment, teaching and the range of teaching strategies employed throughout the school. Marking is generally satisfactory, but sometimes lacks evaluative comment or an indication of how to improve. The subject meets statutory requirements. Resources for English are good, except for the library area. It has some lovely book illustrations painted by a parent but the rest of the room is unattractive and not supportive of library skills. The school has plans to enhance the area and has involved the local education library service in reviewing provision and planning for its replacement. The curriculum is enhanced by visits from poets and authors and visits to the theatre.

## **MATHEMATICS**

88. By the time the pupils leave the school at the age of nine they attain standards well above the level of the national expectation. This is a significant improvement upon the findings of the previous inspection. A high proportion of pupils quickly recalls addition and subtraction facts to 1000 and use a wide range of mental strategies to calculate three or four successive operations. In their work on measure, they attain well in converting grammes to kilograms and metres to centimetres. Pupils accurately construct a rectangle given its area and perimeter and predict how many lines of mirror symmetry common two-dimensional shapes have.

89. Analysis of the schools end of Key Stage 1 national test results for 2000 show that pupils achieved average standards compared with all schools and standards marginally below the average for similar schools. The percentage of pupils attaining at the higher Level 3 was broadly in line with all schools and with similar schools. Over the period 1996-2000 the school's results in national tests have been consistently in line with the national average with girls outperforming boys on average.

90. The findings of the inspection are that the pupils in Year 2 attain standards above the national expectation. This is an improvement upon the findings of the previous inspection. They use a range of mental strategies to double and halve numbers to 100, and to add on and back in tens and fives. Pupils know that by doubling and adding one, they work out  $15+16$  and  $20+21$ . They show good standards when they multiply and divide numbers to 50 and understand that if 30 divided by 5 is 6 then 5 times 6 is 30. Many pupils know that the digit 4 in the number 546 is 40 and that the digit 5 is 500. The higher attaining pupils confidently identify the number of corners and faces on a cone and cube. All the pupils, including those with special educational needs, work out how to measure a curved or 'wiggly' line by using string and then straightening it to record its length in centimetres on a ruler.

91. All pupils have very good attitudes to their lessons. They immensely enjoy mental mathematics sessions, especially revelling in the pace at which they work and any competitive challenge. Pupils behave well in all aspects of their work, listen carefully to their teachers and to each other. In several lessons, individual pupils willingly helped others when they were unsure about how to work out more difficult calculations. Pupils are genuinely pleased when their classmates succeed, especially those who have more difficulty with their work. All pupils are very keen to contribute in both mental mathematics sessions and when talking about what they have learnt at the end of lessons.

92. Overall, the quality of teaching and learning is good at both key stages. This quality of teaching makes a significant contribution to the improvement in standards noted during the inspection. Teachers make very good use of well-planned lessons, based on the National Numeracy Strategy, to ensure that pupils calculate at good speed mentally and use a range of strategies to make their calculations simpler and more accurate. As a result, pupils are secure in their recall of basic number facts and confident in tackling new concepts and in recognising that the same problem may be solved in a variety of ways. Teachers have high expectations for pupils in mental mathematics sessions, often introduce a competitive element to the pupils' work and conduct lessons with great enthusiasm. This motivates pupils' interest and desire to succeed. In sharing the objectives of lessons with pupils, teachers enable pupils to gain a clear idea of what they are aiming for and what they should achieve by the end of the lesson. This is reinforced in the best lessons when the teachers use the plenary sessions, at the end, to remind pupils of the objectives and encourage them to comment upon how well they have been achieved. Teachers' good subject knowledge means that they use questions well to challenge pupils whatever their prior attainment. This was skilfully carried out in the introduction to a Year 4 lesson about problem solving when the teacher directed questions of differing levels to individual pupils. This meant that all pupils contributed and gained a sense of achievement and were motivated to strive for improvement. Where teachers continually set pupils short-term targets for improvement and regularly review and monitor the progress made towards achieving these, pupils' progress is at its most rapid. This is a particularly good feature of the teaching for the Year 4 class. On occasions teachers do not ensure that the tasks they set pupils stretch them fully. Where this happens, the pace of pupils' learning slows and they do not make as much progress in their mathematical knowledge as they should. Teachers use homework well to reinforce basic number facts and to consolidate work carried out in lessons. This was particularly effective in promoting Year 4 pupils' ability to weigh in kilograms and grammes. Classroom teachers work closely with teaching assistants to ensure that pupils with lower prior attainment are well supported to enable them to make good progress.

93. The mathematics curriculum is sufficiently broad and balanced and meets statutory requirements. The school implements the National Numeracy Strategy well and ensures that the pupils have good numeracy skills. The school promotes numeracy in other subjects satisfactorily. All pupils have equal access to mathematics lessons, including those with special educational needs. Their learning is very well planned and supported in class. The subject contributes well to the pupils' social development when they are required to work in pairs or groups. Procedures for assessing pupils' attainment and progress are good. Teachers record pupils' level of attainment half-termly, evaluate progress made in their individual targets and report annually to parents the progress pupils make in different aspects of the subject. Teachers' plans detail what the pupils will be taught and the step-by-step progress they should make in mathematical knowledge and skills. The school sets external standardised tests in all year groups, except for Year 1, to provide more information about pupils' attainment and progress.

94. The quality of leadership and management in the subject is very good. The subject co-ordinator has a strong commitment to raising standards and is very pro-active in

promoting the subject throughout the school. She has monitored the implementation of the National Numeracy Strategy and the use of a published scheme of work designed to support mathematics teaching. As a result, she has suggested some changes in emphasis and balance in the structure of lessons, which has helped teachers become more effective. The co-ordinator has drawn up an action plan for further development in the subject, which provides a clear blueprint for raising standards even further. Two important actions identified are the refinement of target- setting for individual pupils and an increase in the use of the analysis of test data to identify specific strengths and weaknesses in the pupils' attainment. This has the potential to help the school achieve even higher standards in the subject.

95. The quality of learning resources to support the subject is good and resources are used well to motivate pupils' interest. This is particularly true of the resources used in mental mathematics sessions and of the mathematical games the pupils play in lessons to reinforce their understanding of number bonds.

## **SCIENCE**

96. Pupils in the current Year 4 attain standards well above the national expectation for age. Teachers' assessments for 2000 indicate that pupils attained standards in line with the average for all schools and similar schools. In 1999, pupils attained above average standards according to teachers' assessments. The findings of the inspection are that the pupils in the present Year 2 attain standards above those expected for age. Last year's Year 2 was a lower attaining group than the norm for the school and had changes of teachers during the year. This is likely to have lowered average standards.

97. Younger pupils know that there are many different ways of making sounds. They describe clearly to their class mates differences between sounds made by plucking different thickness of elastic bands, tightly stretched across cardboard box 'guitars', the different sounds made by small dried peas or large dried beans in a shaker. They seek to explain the differences in terms of the plucking, shaking or striking action they are making. Older pupils undertake investigations into whether the humerus bone in the upper arm is longer in boys than in girls. They record their results accurately and some pupils of high prior attainment, begin to notice statistical anomalies, such as the fact that one girl who was shorter in stature than another, had the same length of bone. They strive to explain this in terms of different rates of growth of different parts of the body. They question the validity of their own results and notice if one group is measuring from a different point on the arm to the one they are using. This is above expectation for pupils of this age. Pupils with special educational needs make similar progress to other pupils.

98. Overall the quality of teaching and learning is good. It is good in Key Stage 1 and in Key Stage 2, it is very good. This is an improvement since the previous inspection. Teachers are confident and have a good knowledge of scientific concepts and this helps pupils to securely gain new scientific knowledge and aids their understanding of this. Pupils are encouraged to use their knowledge of other subjects to add to their scientific understanding. For example, pupils were expected to measure, record bone growth accurately, using an appropriate table draw a graph to analyse their findings. This careful work was supported by previous knowledge of data handling taught in mathematics. In this lesson the teacher skilfully challenged a group of the highest attaining pupils in the class to set up and carry out their own investigation into the growth of bones. In one lesson, where teaching was very good, the teacher required the pupils to demonstrate how sedimentary rocks are formed in layers, by leaning over each other in layers on the floor. This caught the pupils' imagination and they enthusiastically examined rocks to ascertain how they were formed. This teacher also had high expectations of observation skills, demanding careful analysis of a soil sample to identify humus, stone and root content and the accurate

recording of the findings. Teachers make good use of time and manage the pupils well, resulting in productive learning in all lessons.

99. Pupils' attitudes are good and, amongst older pupils, very good. They listen carefully to their teacher, respond well to questions, wish to contribute and work hard. They gain new knowledge rapidly as a result. Pupils are confident in carrying out investigations. Behaviour is good. Pupils' good attitudes and sensible behaviour contribute significantly to the rate and quality of their learning.

100. The science curriculum meets statutory requirements. It contributes well to personal social and health education and there is an appropriate programme of drugs and sex education. Good links are made with literacy work, through writing brief, but clear, reports of investigations and with mathematics, through measurement, recording and analysis. The science policy is clear and ensures all teachers are well aware of the many aspects of teaching science. Procedures for assessing pupils' attainment are good and used well to inform annual reports to parents. The subject makes a good contribution to spiritual, moral social education through the awe and wonder expressed by pupils at the complexity of the natural world and the moral and social responsibilities we all have. The use of marking to check progress and identify areas for improvement is inconsistent. The co-ordinator has a good knowledge of the subject and of the standards achieved by different groups of pupils in the school. She has a useful monitoring and consultation role, to aid teachers in their planning and preparation for teaching science. Homework is used well particularly, amongst the older pupils, to prepare for the next lesson. Pupils are well prepared for entry to middle school. Whilst the use of information and communication technology for pupils to access the Internet and CD-ROM encyclopaedia to gather information is satisfactory, its use to write reports, construct tables and display findings in graphical form is underdeveloped. There is an adequate range and quantity of practical resources to support learning. There is a well set out environmental area which is used effectively to promote pupils' learning. These resources are of good quality and enable good quality learning to take place.

## **ART AND DESIGN**

101 A secure judgement on standards in art and design cannot be made as only one lesson was observed and there was insufficient evidence in retained work and in displays. Planning indicates that all elements of the curriculum are covered and that statutory requirements are met.

102. There is evidence of some good quality work showing techniques such using as charcoal to create portraits by younger pupils. Very young pupils use pastels to create pictures and undertake a variety of activities such as in an Elmer display showing colours. Other pupils model fruits, in play dough and draw observational sketches of the insides of fruit which show patience and care. Pupils' responses to a Cézanne painting show good observation, control, shape, size, detail and colour mixing. As part of a science display, pupils created a touch and feel collage from natural and man made materials for a grandfather who could not see. Good paintings of 'Horrible History' book covers enhanced a library area for older pupils.

103. In a lesson observed with younger pupils the teacher organised a good range of activities on colour mixing including asking for predictions to test their knowledge and understanding. Pupils were given the confidence to explore their ideas and showed good concentration and enthusiasm. Learning was good and they could explain how to mix the appropriate colours and include a written response referring to the rainbow.

104. The co-ordinator is new to her post, has a qualification in art and design and has a

good understanding of the needs of the subject. The current policy lacks guidelines for staff, especially on the management, teaching and assessment of the subject. She is starting to collect a portfolio of evidence, to include photographs of three-dimensional work. As a consequence, improvement on this specific issue since the last inspection is difficult to assess. There is evidence of pupils' making ceramic pots and fabric weaving. The co-ordinator reports a great deal of staff enthusiasm in using the scheme of work, but a lack of confidence in subject knowledge. Plans are monitored and assessment in the subject is just beginning, but there has been no observation of teaching. There is an art club open to all Key Stage 1 and 2 pupils. A joint project, called 'Millennium fashion', is planned for pupils in the middle school, and other lower schools in the area, culminating in a fashion parade for parents.

## **DESIGN AND TECHNOLOGY**

105. Pupils' attain satisfactory standards at both key stages. This is a similar judgement to that made at the time of the previous inspection. Over their time in the school the achievement of all pupils including those with special educational needs, is satisfactory. Pupils make increasingly complex models and undertake more demanding activities as they move through school and they build on previous experiences and skills appropriately.

106. Pupils in Key Stage 1 design and make small musical instruments as part of their work in science. They consider how best to demonstrate a range of sounds. They use appropriate tools to cut and shape boxes and tubes and combine materials that will give different sound effects when plucked, shaken or struck. For example, they find that plastic containers make good drums when mounted on a hollow base. Some pupils design their instrument to demonstrate several different sounds at the same time, for example producing a cardboard 'guitar' that also contains a drum for the head and a shaker in the neck.

107. Older pupils design wallets and purses taking into account the need to hold both cash and plastic swipe cards. They seek to customise the product by adding decoration that will appeal to the person for whom it is intended. They list the order of the manufacturing process, identifying tools and equipment needed at each stage. They amend the design and process, as they experience restrictions with the use of material. For example, some materials fray easily or where they have been too elaborate in their decoration and these need simplifying.

108. Pupils throughout the school take part in appropriate food technology lessons and design, make and evaluate such items as flavoured milk shakes and salads. The quality of learning for all pupils, including those with special educational needs, is satisfactory. The quality of the work seen, including artefacts and design and evaluation work, indicate that pupils have good attitudes, take care and try hard to produce work of at least a satisfactory standard.

109. The quality of teaching throughout the school is judged to be at least satisfactory. Teachers' plans take into account many aspects of designing and making and there is sufficient evidence that pupils are given appropriate opportunities to increasingly develop a wide range of skills in these aspects as they move through the school. Observation of pupils' handling of fruit and other foods indicates that proper hygiene rules are taught. Teachers plans show that appropriate language is taught including such vocabulary as 'seam', 'construct' and 'evaluate'. Such awareness contributes satisfactorily to pupils' literacy skills and through measurement, understanding of the practical application of mathematics.

110. The subject fulfils statutory requirements. The resources are adequate, stored satisfactorily and used well. The co-ordinator has only recently been appointed to the school

and as she is also information and communication technology co-ordinator. As this is of particular focus in the school at present, she has not had an opportunity to influence standards in design and technology.

## **GEOGRAPHY**

111. Due to timetabling arrangements it was only possible to observe one lesson during the inspection. However, through analysis of teachers' plans and pupils' work and discussions with staff and pupils, it is possible to say that pupils attain standards in line with the national expectation by the time they leave the school and by the age of seven. This is a similar judgement to that made at the time of the previous inspection.

112. The pupils in Year 4 know why settlements are located on hilltops, rivers and the convergence of important routes. They use dictionaries to find the definition of 'immigration', 'invasion' and 'refugee' to increase their knowledge of settlements. In their work on types of farming, pupils distinguish between pastoral, arable and mixed farming and they show a good awareness of the keys and symbols used on maps to denote features such as a canal, footbridge and a lighthouse. Pupils in Year 2 identify the countries of the United Kingdom on a map and understand dwellings are designed to fit the climatic or demographic conditions, which exist in different parts of the world. For example, pupils understand why mountain chalets have steeply sloping roofs and why houses are built on stilts in the tropics. Pupils also show a satisfactory understanding of the difference between their own locality and that of an isolated island community.

113. Pupils show pride in their work, drawing diagrams and maps with care. They talk with interest about settlements and the features they like and dislike in their own village. In the one lesson observed the pupils behaved well.

114. It was not possible to make an overall judgement about the quality of teaching in the subject. In one lesson, observed in Key Stage 1, the teacher held the pupils' interest by showing good quality photographs of features in their village and promoted their curiosity and knowledge by using probing questions. The teacher set high expectations of the pupils' ability to form and express opinions, both orally and in writing, about the relative merits of their surroundings. As a result, pupils identified many different buildings and their purpose, writing sentences about why they liked them or not.

115. The school offers the pupils a broad and balanced geography curriculum and provides equality of access to all aspects of the subject. The curriculum offers pupils opportunities to increase their awareness of the cultures of different parts of the world and to study how people live, work and travel in both rural and urban areas. By learning about the purpose of different buildings, pupils gain more understanding about how society provides for peoples' health and leisure. The procedures for assessing and recording pupils' attainment and progress are satisfactory. Each half-term, teachers record how well pupils understand the topics studied and whether they have developed the geographical skills planned for them. Pupils have opportunities to develop fieldwork skills when they walk around the local area to observe and record land use.

116. The quality of leadership and management in the subject is satisfactory. There is a policy which provides guidance, the objectives the school sets for the pupils' geographical development and the resources available to support learning. The co-ordinator has produced an action plan for the subject which identifies the need to monitor the pupils' work and to observe lessons, to ensure that the recently adopted scheme of work is implemented successfully and to provide pupils with a good geographical experience. There is an adequate supply of maps and texts to support learning and teachers supplement these with

their own photographs of the locality to motivate pupils' interest.

## **HISTORY**

117. Only two lessons were observed in Key Stage 2 during the inspection, so a secure overall judgement on teaching at Key Stage 1 is not possible. The limited number of lessons observed, evidence from the scrutiny of work, displays and discussions with staff and pupils, suggest that standards, by the end of Year 4, are in line with expectations for age. At the end of Key Stage 1, evidence suggests that attainment is in line with national expectation for age.

118. In Key Stage 1, there is evidence that pupils develop chronological awareness when they learn about the seasons, months of the year and days of the week. This is an improvement on the findings of the previous report. Younger pupils have begun to develop their own Toy museum. Older pupils have studied Florence Nightingale, contrasting and comparing hospitals, past and present, looking for similarities and differences and discuss events such as the Crimean War. Pupils explore the effects of people's actions regarding health and hygiene. Some pupils undertook role-play following a video about the Coronation of Queen Elizabeth II, to try to understand how it might feel to be a member of the Royal family. Standards of presentation are good. Pupils' writing shows evidence of good use of literacy skills in presentation and the organisation of information. In Key Stage 2, pupils study the Romans and the Vikings and demonstrate a good recall of facts and understanding of chronology. Pupils are articulate when they describe why the Vikings and Romans came to Britain, what they did and who followed them. They show a good sense of time and the effects of government on ordinary people. Pupils show good improvement in their ability to use sources of evidence including the Internet, books, newspapers, CD-ROM, interviews, pictures, television, radio and video.

119. In the lessons observed, in Key Stage 2, the quality of teaching was good or very good. Well-planned tasks helped pupils understanding of comparing and contrasting clothes and homes or making deductions from picture cues. Support was targeted effectively according to the needs of pupils, especially those with special educational needs. A teaching assistant gave excellent support to special educational needs pupils, working on similarities and differences in clothing, between Viking times and now. Pupils are encouraged to pose and answer questions thoughtfully. This increases the pupils' depth of understanding, helps them explore moral and social differences in different times and demonstrates good subject knowledge by the staff. The pace of lessons and teachers' enthusiasm generates interest in the subject. Pupils' listening skills are improved by the value placed on their contributions in discussions and the plenary sessions. The book corner in one classroom has some beautifully reproduced book cover of "Horrible History" books, which reinforce the sources of evidence. Teachers encourage pupils to be independent as they work individually, and in pairs, on research, share resources and sustain concentration. Marking of work is sometimes inconsistent in its quality and frequency.

120. The quality of leadership and management of the subject is satisfactory. The co-ordinator has only been in post since the start of the academic year. The subject meets statutory requirements. The co-ordinator monitors the curriculum and methods of assessment well. Study units have been agreed with the Middle School to ensure continuity and progression. The collection of evidence of pupils' work requires further development to help her gain an overview of standards and coverage of all key skills. She has not yet had the opportunity to monitor the quality of teaching in the subject. The quality of resources is satisfactory. The number and quality of artefacts are adequate and are supplemented by the local education authority library service.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**



121. Little direct teaching of information and communication technology took place during the inspection. Evidence from lessons observed, displays, teachers' planning, from talking to pupils and watching them use computers, indicate that pupils, at both seven and nine, achieve standards in line with those expected for pupils of these ages, apart from in the aspect of control technology.

122. Standards in Key Stage 2 have improved since the previous inspection. In particular, the oldest pupils use computers with great confidence and access the Internet, for example to research information on the skeleton. Once accessed, they scroll through, select or reject the information available and print off relevant material. The younger pupils confidently enter text, use art packages to produce brightly coloured pictures, select a range of media within the package, such as fine drawing, painting, pouring and spraying. They use tape recorders confidently to listen to stories and to record their own voices. Pupils in the middle years of the school, amend text, change font style and print size, access clip art programs, select relevant pictures to illustrate their work and size this to enhance their text. For example, pupils wrote a piece on the need to use sun cream to protect the skin, as part of their work in health education. They dropped down and selected relevant clip art, showing a burning sun wearing sunglasses and expanded the image to underline their health warning.

123. The quality of the teaching observed was good. Overall, teachers' knowledge of the subject is judged to be satisfactory, although there are weaknesses in teachers' ability to teach control technology. This is an improvement since the previous inspection. Much training has already taken place and further training is booked for the immediate future. This is a satisfactory response to the key issue raised in this area by the previous inspection report. The school has, in the past few weeks, replaced most of its computer resources with new machines. Much teaching time is currently, rightly dedicated to bringing pupils up to speed with the new programs and screen layout. Tasks are well matched to pupils prior attainment and knowledge and progress for all pupils, including those with special educational need, in the new technology, is rapid. Teaching for older pupils, benefits from small group teaching, by a college lecturer in information and communication technology, who works in the school, on a voluntary basis, once a week. Pupils' attitudes are very good. They are interested in using information and communication technology and keen to take their turn on the computer or practice icon recognition as a paper exercise. Currently, the use of the technology to support work in other subjects, particularly reporting observations and presenting findings in graphs or pie charts, for example, in science, is limited by pupils' lack of experience with the new computers. Teachers, however, are beginning to identify opportunities to link the use of computer programs to work in other subjects. For example, a teacher used the repeat pattern and symmetry aspects of a computer program to help pupils to design a repeating pattern wrapping paper. The quality of learning is satisfactory for the younger pupils and, for older pupils, in the school it is good.

124. Whilst the school has recently replaced the computers and now has an adequate number of computers per pupil and has installed access to the Internet, its provision for control technology is unsatisfactory and thus it does not fulfil the statutory requirements of the National Curriculum. The school is aware of this and is in the process of placing orders to overcome this deficiency. The school has considerably increased its resources since the previous inspection. The space available in classrooms to set up computers, screens and printers, to be readily accessible is limited. This restricts their use to support learning in lessons other than information and communication technology. Procedures for assessment and the use of data to set individual targets, whilst satisfactory in the interim, on a class by class basis, have yet to catch up with the new technology on a whole school basis. The school acknowledges this as an area for improvement. There is an experienced and enthusiastic co-ordinator who has driven the use of information and communications

technology forward in the school at a rapid pace and, along with the headteacher, has a clear vision for the future of the subject in the school.

## **MUSIC**

125. Due to timetabling restrictions, it was only possible to observe two lessons, both in Key Stage 1. From the evidence gained, from these lessons, it is possible to judge that attainment is in line with national expectations at the age of seven and pupils make satisfactory progress by the end of the key stage. This is a similar judgement to that made at the time of the previous inspection. There was insufficient evidence to make a judgement on standards by the end of Year 4.

126. In the lessons observed and in assemblies, pupils show an enthusiasm for singing. They sing tunefully, with clear diction, especially when the teacher models good singing and insist on high standards. Pupils naturally start to move rhythmically to the music and join in with actions. In lessons observed in Key Stage 1, the quality of teaching varies from unsatisfactory to good. The best practice, with the younger pupils, set high standards for pupils, in terms of listening and performing to enable them to distinguish between short and long sounds and to play their instrument accordingly. Pupils' control sounds in a variety of ways and try hard to improve. Pupils write symbols to represent sounds, the early stages of notation. Overall, the management of pupils' behaviour is good. This is reinforced by thorough planning and secure knowledge of the content of the lesson. Teaching is least effective with older pupils when the teacher's subject knowledge is unsatisfactory. Explanations are unclear and the content of the lesson causes the pupils to be confused, as to whether they should clap the pulse or the rhythm. This led to a loss of interest and consequently little learning occurred. Pupils stop listening and the quality of responses deteriorates.

127. The co-ordinator for the subject has been in post for one term and has followed a music specialist teacher, who taught music throughout the school. She is working hard to support colleagues. Teachers now plan their own music lessons, but the co-ordinator reports that there is a lack of subject knowledge and training. This is a similar situation as at the time of the previous inspection. The planning and the scheme of work indicate that all aspects of the subject meet statutory requirements. Units of work are assessed half-termly. Teachers use a variety of published schemes of work to support them. The quality of teaching has not been monitored. However, the co-ordinator does moderate teachers' plans. There is a lack of retained evidence, particularly with regard to composition and music appreciation. This represents a weakness since the previous inspection. There is a good range of instruments, both tuned and untuned, but some of these are inappropriately stored. There is a good range of peripatetic instrumental teaching, to include violin, keyboard and woodwind. A recorder club enhances the teaching of the subject. Pupils take part in school concerts and joint ventures with other schools to widen their experiences of music and performing for a variety of audiences.

## **PHYSICAL EDUCATION**

128. Due to timetabling restrictions it was only possible to observe lessons in dance and games in Key Stage 1 and games in Key Stage 2. Overall, in these aspects of the subject the pupils attain standards in line with the national expectation at both the ages of seven and nine. The oldest pupils control a ball with their feet to dribble in and out of cones. They pass a ball accurately to each other from a short distance stopping it once before they pass it on. Higher attaining pupils use the underside of their feet or cushion with their instep to stop a ball with good control. However, many find difficulty passing and stopping the ball when it is sent longer distances. Since the time of the previous inspection, standards remain the same in

dance, but they have fallen in games due to teachers' lack of subject expertise in teaching specific technical skills.

129. Pupils, including those with special educational needs attain good standards for their age in dance and make good progress. They interpret the mood and tempo of the music creatively when they use arms legs and trunk to convey the movements of different character in "Wind in the Willows" or in the story of "Jack and the Beanstalk". Pupils in Year 2 use a small bat to hit a ball on the volley in 'kwik' cricket and many stop the ball effectively by watching it closely.

130. Most pupils thoroughly enjoy their physical education lessons and support each other well when in competition as members of teams. They work co-operatively in small groups often offering advice to each other about how to improve their techniques. Pupils at both key stages become excited about their successes in team games but are equally happy to acknowledge their opponents when they achieve well.

131. Overall, the quality of teaching and learning is satisfactory. Teacher's subject knowledge is often good in dance, but there are some weaknesses in their subject knowledge as regards teaching specific skills in games. This means that the higher attaining pupils often make less progress in lessons than they should because teachers lack the necessary expertise to extend their skills through direct teaching or by setting suitably challenging tasks. In dance lessons, both in Year 1 and in Year 2, teachers helped pupils to improve their performance by personally demonstrating movements and encouraging individual pupils to show the rest of the class their own interpretation of how a fish might glide, or a shy, timid creature might tiptoe or shuffle. Teachers make pupils aware of the importance of warming up and cooling down before and after activities and pay good regard to safe working. This provides pupils with a good model for the future when they take responsibility for their own fitness. Teachers manage the pupils' behaviour well in lessons and this ensures that pupils gain the maximum time for activity and that all have opportunities to participate and practise their skills in ample space. Teachers use praise and encouragement for individual pupils to motivate them to strive for improvement.

132. The school uses a nationally recommended scheme of work to provide pupils with a broad and balanced physical education curriculum. This ensures they build on their skills progressively. All pupils, including those in the Foundation Stage, use the school's swimming pool to build their confidence in the water or to learn to swim. At present, the school only reports upon the pupils' attainment in aspects of the subject in the annual report to parents. However, new procedures, to record pupils' attainment half-termly are to be introduced this term. This has the potential to highlight particular strengths and weaknesses in individual pupils' attainment and progress. The subject makes a good contribution to pupils social development when they compete fairly, learn to accept victory and defeat with a sense of proportion and when they put effort into being a member of a team. The pupils' literacy skills are enhanced when they talk imaginatively and fluently in dance lessons about the magical kingdom at the top of "Jack's Beanstalk". The curriculum provides opportunities for the pupils to perform dances with Asian and North American influences, as well as traditional English country-dances, to reflect their cultural background. An after-school football club, organised by a friend of the school, provides good opportunities for pupils in Years 3 and 4 to further their skills.

133. The leadership and management of the subject are satisfactory. The co-ordinator has only held the post since the beginning of the term and has therefore had little time to make an impact upon standards. There is an adequate policy, which provides teachers with guidance about dress codes, safety issues and the aims and objectives for the subject. No monitoring of teaching has taken place and this means that certain weaknesses in the

teaching of games have not been identified or addressed through training. The new co-ordinator has drawn up an action plan for the subject, which includes an intention to observe lessons in order to identify specific training needs. The quality of the resources to support learning is adequate but pupils have to go outside to gain access to the hall for lessons. This is unsatisfactory in wet or very cold weather.

## **RELIGIOUS EDUCATION**

134. Due to timetable restrictions, only one lesson in religious education was observed during the inspection. But from that observation, displays, examples of pupils' work and teachers' planning, it is possible to make the judgement that pupils at ages seven and nine achieve standards that are in line with those expected in relation to the Agreed Syllabus of the local education authority, for pupils of these ages. This is a similar judgement to that made at the time of the previous inspection.

135. At Key Stage 1, pupils think about their own families and how they celebrate particular events in their lives. They study how families in religions, other than their own, celebrate particular events in their lives. For example they study the ceremony of a Hindu wedding and compare it to a Christian wedding. They learn about the Christian festival of Easter, the Hindu festival of Diwali, the Jewish festival of the Passover and the Muslim festival of Eid and the reasons for these festivals. Older pupils make a detailed study of the rules associated with many of these festivals and of the artefacts associated with them. They visit the church and make notes about some of the significant pieces of furniture and artefacts in the church and begin to learn about the purpose and symbolism of these items.

136. Overall, the quality of teaching is judged to be satisfactory. In one lesson the teaching was very good. In this lesson the teacher discussed the theme of fasting. She skilfully drew on the pupils' previous knowledge of fasting during Lent for the Christians and Yom Kippur for the Jews. She then led very well into the rules that apply during the Muslim fast of Ramadan, the reasons for the fast and the preparations for the culminating festival of Eid. During this lesson the pupils learning was very good and they gained a very good understanding and respect for the reasons for the fast. Throughout the rest of the school the pupils learning is satisfactory. All pupils, including those with special educational needs, make satisfactory progress and achieve appropriate new knowledge and understanding of religious beliefs. At both key stages pupils attitudes towards religious education are good and this contributes well to their personal development and understanding of spirituality.

137. The school appropriately follows the Agreed Syllabus of the local education authority. The co-ordinator for the subject is new to the role. She is aware that some topics are covered more than once during pupils' time in the school. Whilst this does not contravene the syllabus she plans to put in place a more formal structure and link this to an assessment strategy to ensure greater progression in learning. The ethos of reflection, thought and mutual respect, created in the school through collective worship and religious education, makes a very positive contribution to the increased spiritual, moral, and social development of pupils. It makes a sound contribution to cultural development. The resources are satisfactory and cover an appropriate range of world religions; they are readily accessible and used well by staff and pupils. The quantity and organisation of resources have improved since the last inspection and these are used well to support teaching.