

# INSPECTION REPORT

## **RIVERDALE PRIMARY SCHOOL**

Hambleton Avenue,

REDCAR

LEA area: Redcar and Cleveland

Unique reference number: 111639

Headteacher: Mrs. P. Shawcross

Reporting inspector: Mr. D. Boot  
OFSTED Inspector Number: 19132

Dates of inspection: 9<sup>th</sup> – 13<sup>th</sup> October 2000

Inspection number: 224541

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: infant and junior

School category: community

Age range of pupils: 3 - 11

Gender of pupils: mixed

School address: Hambleton Avenue  
REDCAR  
Redcar & Cleveland

Postcode: TS10 4HH

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Appropriate authority: governing body

Name of chair of governors: Mr B. Cooper

Date of previous inspection: September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. D. Boot 19132	Registered inspector	information and communication technology	The school's results and pupils' achievements,
		physical education	How well are pupils taught?
		equal opportunities	How well is the school led and managed?
Mr. S. Vincent 9327	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr. J. Taylor 11848	Team inspector	mathematics	Pupils' attitudes, values and personal development
		science,	
		music	
		design and technology	
Ms B. Pollard 1838	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		art	
		religious education	
Mrs J. Whitehead 30773	Team inspector	areas of learning in the foundation stage	
		geography	
		history	
		special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the southern border of Redcar. It has recently undergone a large-scale re-organisation to remove surplus places: it has reduced from nine to seven classes and has re-located into one building, which has been extensively re-modelled. It is a community primary school, which takes children from the age of three, in the nursery, to eleven. There are 159 pupils attending full-time and a further 43 in the nursery, who attend part-time. This is less than at the time of the previous inspection. There is a significant variation between the number of pupils in each year group, ranging from 18 to 38. Overall, there are similar numbers of boys and girls but, again, the number varies significantly between year groups. There are 30 full-time pupils on the school's register of special educational needs, which is about the same as other primary schools but no pupils currently have a statement of special educational needs. There are few pupils from ethnic minority groups and no pupils speak English as an additional language, which is low in comparison to the national picture.

Pupils come from a wide variety of socio-economic backgrounds and the proportion entitled to free school meals is 38 per cent, which is above the national average. The attainment on entry to full-time school also covers a very wide range. The balance of the range varies significantly between year groups also, but the school's average is currently around the national average. This has risen and there are now fewer children with special educational needs entering the school than there was when the children currently in Years 5 and 6 began their education.

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

This is a good school. Standards are mostly good or very good in comparison with similar schools. Children behave well and are keen to learn. Almost all teaching is satisfactory and there is a significant proportion of good and very good teaching. Learning is satisfactory in the Foundation Stage and in Key Stage 2 and it is good in Key Stage 1. The curriculum is good and it is enriched well by very good contributions from children's spiritual, moral, social and cultural development. The school takes particularly good care of its pupils; it works well with parents and keeps them well informed about their child's progress. The school has made a good improvement since its last inspection despite considerable difficulties owing to reorganisation. The school is well led and knows what it needs to do to improve further. It continues to provide good value for money.

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

- Good standards in mathematics and science at the end of Key stage 1, especially when compared with similar schools.
- Teachers are very skilful in making learning more meaningful by linking work between subjects and by helping children to develop very well spiritually, morally, socially and culturally.
- Teachers use assessment of pupils' work very well to help their future learning.
- Teachers and children have very good relationships and this improves children's learning.
- The school takes very good care of the children.
- The school is well led by the headteacher, who is providing a clear direction for further improvement.

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

- Standards in the content and presentation of children's writing in Key Stage 2.
- Standards in information and communication technology.
- The monitoring and evaluation of teaching and learning, to enable further improvement.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since its previous inspection despite suffering the adverse effects of a reduction in size and relocation into one building. Pupils' standards of attainment have improved in Key Stage 1 and have largely been maintained in Key Stage 2 although there are higher numbers of children with special educational needs in Key Stage 2, some of whom have joined from other schools. The overall quality of teaching has improved from the previous inspection and it is now mostly good. There are many very good lessons but most of the lessons in Key Stage 2 in information and communication technology (ICT) are unsatisfactory. In this subject the school is aware that it has not kept pace with other schools and that standards are too low. The school has plans to use the money provided by the government to train the teachers in using ICT in their teaching later this school year. The school continues to take very good care of its pupils, whose spiritual, moral, social and cultural development is still a considerable strength. The issues raised in the previous inspection have all been well addressed.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	E*	E	C	well above average    A above average        B average                C below average        D well below average   E
mathematics	C	E	D	C	
science	B	E	C	A	

Standards at the end of Key Stage 1 are relatively higher than at the end of Key Stage 2. Standards at the end of Key Stage 1 are well above the national average for similar schools, especially in mathematics and science, where standards are also above the average for all schools nationally. Standards are lower in Key Stage 2 because there are more children with special educational needs, some of whom have come from other schools. The children in Key Stage 2 have also not had the benefit of better teaching from starting school, especially in literacy and numeracy, that the children in Key Stage 1 have had. There are significant variations between year groups in size, the number of boys and girls and the number of children with special educational needs. This accounts for the large variations in performance in different years. Standards in English are affected by a specific weakness in the content of children's writing, of which the school is aware. Standards in most other subjects are around the national levels except for ICT, where standards are low and physical education, where standards in gymnastics and swimming are high in Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; children are mostly keen to learn.
Behaviour, in and out of	Good overall and very good on many occasions. Children are kind to

classrooms	each other and the school is very orderly.
Personal development and relationships	Very good; relationships are very positive throughout the school and this makes an important contribution to good learning.
Attendance	Satisfactory

The very good relationships throughout the school are a strength and are helping to raise attainment. The personal and social education provided by the school results in these relationships. They contribute significantly to good learning in most lessons. Children are keen to learn and they listen well to their teachers and to each other. Children behave well throughout the school; this good behaviour has been maintained since the previous inspection in 1996. The occasional incidents of misbehaviour are dealt with quickly and effectively by members of staff. The school is an orderly community where children are encouraged to care for each other.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory, often good	Good, often very good	Good, sometimes 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 has mostly improved since the previous inspection and it is now good, overall. However, this masks some differences. Teaching ranges from very good in a significant proportion of lessons to occasionally unsatisfactory in some lessons in ICT, for which teachers do not have enough expertise in the subject themselves. During the inspection, in the nursery and for the reception children in the school, teaching was good in 50 per cent of lessons and satisfactory in 50 per cent. In Key Stage 1, teaching was very good in 38 per cent of lessons, it was good in 38 per cent and satisfactory in 25 per cent. In Key Stage 2, teaching was very good in 26 per cent of lessons, good in 31 per cent, satisfactory in 38 per cent, but it was unsatisfactory in five per cent.

A particular strength of the teaching is the skilful way that the teachers make learning interesting by linking work from different subjects and by using school events that also add considerably to the spiritual, moral, social or cultural development of the children. Teachers mostly have very good knowledge and understanding of the subjects they teach and the way children learn. They are competent in teaching basic skills in both literacy and numeracy. They are using methods recommended in the National Literacy Strategy well but they are still developing some of the skills needed for successfully teaching in the numeracy hour, as they have not been teaching this as long. In ICT, teachers have not kept pace with the demands of the subject and many of them now do not as yet have enough expertise to be able to teach it effectively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for children in the Foundation Stage and good for children in the rest of the school. Teachers skilfully enrich the curriculum and make learning interesting.
Provision for pupils with special educational needs	Good; these children are included well in lessons and are well supported in a variety of ways.
Provision for pupils' personal, including spiritual, moral, social and cultural	Consistently very good; this makes a very positive contribution to lessons and it is used well by teachers to make learning more interesting and meaningful. Children's personal development has a high profile and



development	is a strength of the school.
How well the school cares for its pupils	Very good; this is a considerable strength of the school and is very well organised. The school has a comprehensive understanding of all children.

The school has a consistently good partnership with parents. Parents contribute well to children's education through good quality help in school and through supporting children with their homework. The school keeps parents well informed about what is going on and parents have been grateful for this in the many changes that have recently taken place. The school is skilful in making the curriculum interesting and valuable to the children. It meets all legal requirements, although the levels of work in ICT are not high enough. The school takes particularly good care of all its pupils, the staff have a very good knowledge of all the children and they use this knowledge very well.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher ensures a clear and very caring direction for improvement and she is well supported by the deputy headteacher and other staff. The school fulfils its aims very well.
How well the governors fulfil their responsibilities	Very good; the governors fulfil all their statutory duties and are effective in shaping the school's future.
The school's evaluation of its performance	The school knows its strengths and weaknesses well but it currently does not monitor and evaluate teaching and learning sufficiently rigorously to enable well focused further improvement.
The strategic use of resources	Good; resources are good and staff are well deployed to promote good teaching and learning. The new accommodation is excellent.

The headteacher provides very caring leadership and is a very good manager. There is a very close and effective partnership with governors who are well placed to take important decisions as the need arises. The school has been well led through a particularly challenging period of change. The school has a clear understanding of what it needs to do in order to improve further. The principles of best value are inherent in the way it is led and managed by the headteacher, senior staff and governors. They are well supported by a committed and hardworking team.

The school is suitably staffed and is generally well equipped. The new accommodation, in which the school had a major planning role, is excellent.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Teaching is good</li> <li>• The school expects children to work hard and do their best</li> <li>• Parents are comfortable to approach the school with problems</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of an interesting range of activities outside lessons</li> <li>• The amount of homework</li> <li>• Children's behaviour</li> </ul>

Inspectors agree with the positive comments made by parents. They disagree that homework should be improved. The school provides very effective homework and this is helping children improve their work in the important areas of literacy and numeracy. Inspectors also disagree about children's behaviour. This is good overall and incidents of unacceptable behaviour are dealt with well. Inspectors agree, however, that the school does not provide as wide a range of activities outside lessons as is mostly found in similar schools.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery with a wide variety of attainment. A significant minority of three-year-old children begin nursery with poorly developed language skills. They are hesitant to talk and often only respond with one-word answers. By the end of the reception class the majority of children are likely to attain the early learning goals in communication, language and literacy, knowledge and understanding of the world and physical development. Attainment in creative development is less secure at this early stage of the school year. Children make good progress in social and emotional development and in counting and labelling numbers; the majority of children exceed the early learning goals in these areas by the end of the reception class.
2. The attainment on entry to full-time school also covers a very wide range. The balance of the range varies significantly between year groups also, but the school's average is currently around the national average. This has risen and there are now fewer children with special educational needs entering the school than there was when the children currently in Years 5 and 6 began their education.
3. In the National Curriculum tests of 1999, standards in English at the end of Key Stage 1 were in line with the national average and when compared with schools with similar characteristics the school was performing very well. The year 2000 test results improved on this. More children reached the higher levels of the National Curriculum, although the majority of children were in line with the national average. However, there was a dip in attainment in writing. Results in National Curriculum tests at the end of Key Stage 2 in 1999, show that standards were well below the national average, although the school's attainment is average when compared with similar schools. The year 2000 results show an improvement that is in line with the national trend although results are still below those of most schools overall. Although standards in speaking and listening and reading were within reach of the national average there were weaknesses in children's writing that affected the overall attainment in English.
4. The findings from this inspection show that the steady improvement in attainment over time at the end of Key Stage 1 is being maintained and most children are reaching at least the average levels in speaking and listening, reading and writing. In Key Stage 2, there are encouraging signs that the current Year 6 will do better in National Curriculum tests despite there being a similar percentage of children with special educational needs (around a third of the class) as last year. The evidence for this is based on their performance in National Curriculum tests when they were in Year 2, the impact of the introduction of the literacy hour, observations in class and the good teaching they are experiencing. The majority are working at average levels in speaking and listening, reading and some of the skills needed for writing such as spelling and grammatical knowledge. However, there is still a weakness in the quality of their writing overall.
5. Standards in mathematics of seven-year-olds have improved significantly since the last inspection, when they were judged to be average. Almost all children are now attaining average (and some are achieving above average) standards. This is in line with the 1999 National Curriculum test results which were above average in comparison with all schools nationally and very high in comparison with similar schools. Children at this stage have good number skills, understand place value and are quick and confident when counting, adding, subtracting and doubling. In mental sessions they show the ability to apply the skills they have learned with

small numbers when challenged to double difficult odd and larger numbers. Eleven year olds are attaining average standards, similar to those reported at the last inspection. Approximately 70 per cent are attaining average or above average levels. This reflects the improvement in the last two years, and is marginally better than the 1999 National Curriculum Test results, which were below average in comparison to all schools but average in comparison with similar schools.

6. Standards of literacy at the end of Key Stage 1 are at least average. At the end of Key Stage 2 overall standards in literacy are adversely affected by the weakness in writing, although standards of reading are average. Standards of numeracy at the end of Key Stage 1 are good and they are sound by the end of Key Stage 2. The school has set appropriate targets in both English and mathematics.
7. In science, attainment of seven-year-olds has improved significantly since the last inspection, when it was judged to be average. It is now above average and much better than the National Curriculum teachers' assessments in the summer of 1999, when results were below the national average. This improved in summer 2000 and standards are continuing to rise. Attainment of eleven-year-olds has been maintained at the average level reported in the last inspection. This reflects the 1999 National Curriculum test results, which were broadly in line with the national average and above average in comparison to similar schools.
8. The school has maintained the standards of attainment for pupils with special educational needs identified during the school's previous inspection.
9. The school has not kept pace with the developments in ICT since its last inspection in 1996. Hence, standards are now below average throughout the school. This most noted with the older children, who are further behind than the younger ones who have only recently started in this subject. The previous inspection judged attainment in religious education to be satisfactory. It was possible to see only two lessons in this subject during this inspection, one in each key stage, but there is sufficient evidence from teachers' planning, displays in classes and discussions with Year 6 children to judge attainment to be in line with the expectations in the Locally Agreed Syllabus at the end of both key stages. The school has a strong commitment to the teaching of religious education and it is very effectively linked to the development of children's spiritual, moral, social and cultural development.
10. In all other subjects the school has maintained levels of attainment around the national average except in some aspects of physical education, where standards are now good in gymnastics and swimming.

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

11. Children have good attitudes to their learning. They are keen and eager to come to school and are quick to start work in the classroom once they arrive. They enjoy participating in questions and discussion, listen carefully to instructions and try hard when faced with a task. In a Year 5 science lesson, which involved a variety of practical activities about water displacement, they showed a great many of these qualities. They followed the lesson instructions thoughtfully, talked sensibly about their findings and made good conclusions through independent thinking and learning.
12. Overall, the behaviour of pupils is good. It is often very good and, on occasions, excellent. The school leaves children in no doubt about the high standards it expects. This good behaviour in lessons extends to playtimes and lunchtimes, when children get on extremely well together and

with the lunch time supervisors. This was very apparent during a wet day when very good behaviour in the dining hall was extended to the classrooms, where children read books and played sensible games. Children are quick to take care of each other, willing to wait their turn and line up patiently without jostling and pushing. Incidents of bullying are extremely rare and the school deals effectively with the isolated incidents. Children use resources sensibly and displays around the school, such as the history artefacts, are treated with great respect. There has been one, appropriate, exclusion during the last year.

13. Pupils' personal development and relationships are very good. The nursery gives a high priority to social skills so that, when children enter the reception class, they are familiar with routines, relate well to one another and are ready for more structured learning. They understand the importance of sharing and taking turns and, as they progress through the school, are increasingly able to work co-operatively with each other. Many opportunities are provided for children to think and talk about the consequences of their actions and how to understand and control their emotions. This was shown in a Year 6 lesson when children articulated thoughts about emotions such as sadness, rejection, loneliness and isolation. The very good quality of teaching enabled them to think about how they might help in such circumstances and how such actions might change their own feelings and opinions of others.
14. Children enjoy being given tasks and show they can be trusted to take on take responsibilities. Older children assist in the nursery, are responsible for the library and help in assemblies. Younger pupils give out resources, tidy up and act as register monitors. All children have responsibility for their homework, which almost all of them take very seriously. They show initiative when setting personal targets for improvement and helping in fund raising activities for charities such as the Marie Curie Cancer Fund.
15. Children with special educational needs have good attitudes to school. They behave well and join in all areas of the curriculum. They work well alongside and with their peers.
16. Attendance, which was slightly below the national average in 1999, improved during the last reporting year.

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

17. The quality of teaching has mostly improved since the previous inspection and it is now good overall. However, this masks some differences. Teaching ranges from very good in a significant proportion of lessons to occasionally unsatisfactory in some lessons in ICT where teachers do not have enough expertise in the subject themselves. During the inspection, in Key Stage 1, teaching was very good in 38 per cent of lessons, it was good in 38 per cent and satisfactory in 25 per cent. In Key Stage 2, teaching was very good in 26 per cent of lessons, it was good in 31 per cent, it was satisfactory in 38 per cent but it was unsatisfactory in five per cent.
18. A particular strength of the teaching is the skilful way that the teachers make learning interesting by linking work from different subjects and by using school events that also add considerably to the spiritual, moral, social or cultural development of the children. For example, in Year 2, children were very interested in using the computers in the new ICT suite to word-process their writing of an account of the "Turkish Afternoon". The teachers had used the event very well to help their pupils learn about another culture and the children were able to explain it with the help of photographs. This was a very good link between word-processing and

literacy skills, which enabled the children to remember what they had learned previously, concentrate hard and learn new skills also.

19. The very good lessons are characterised by very effective management of children coupled with equally good relationships between teachers and their pupils. This leads to particularly effective learning; for example in a Year 5 gymnastics lesson, the teacher organised the children very efficiently. She had established a very strict yet supportive relationship with them so that they strove to achieve excellence in refining their sequences of movement and balance on well-chosen and thoughtfully placed apparatus. The teacher was able to circulate and assess the work so that she could use children to demonstrate to each other and this inspired children to try even harder.
20. Teachers are competent in teaching basic skills in both literacy and numeracy. They are using methods recommended in the National Literacy Strategy well but they are still developing some of the skills needed for successfully teaching the numeracy hour, as they have not been teaching this as long. In a very good literacy lesson in Year 2, the teacher used a “big book” and cards with joining words to teach the children how to improve writing with words such as “meanwhile” and “afterwards”. The children were well used to working in this way and could confidently give explanations as a result of some skilful questioning. One boy explained that he would “go with” his friend’s idea of using the word “eventually” as the action “took a long time”. The learning was very good but, even so, the teacher could have developed the lesson further to give the children more opportunities for extended pieces of writing to practise their skills. However, in several numeracy lessons, the teachers did not keep up a fast enough pace in the very important mental, oral sessions at the beginning of the numeracy hour. This reduced the rate of their learning and their participation lacked enthusiasm.
21. Further strengths of the teaching are the ways in which teachers use classroom support effectively and the ways that they have developed to assess and use the information from this assessment in their teaching. Teaching assistants and parent volunteers often take small groups of children and help them to do their work. This is particularly effective in the nursery, where the nursery nurse helps to develop children’s speaking by asking good questions while they are engaged in playing; for example, talking about objects that they feel but cannot see. The school has developed a very good but simple sheet, that teachers use with adults supporting the lesson. The teacher provides the key lesson targets and the adult helping gives the teacher information about how the children have done; this helps the teacher in assessing the pupils and planning further work for them. Teachers also gain good information from their use of homework and the way it is carefully marked. Teachers and children are clear about how well they have done.
22. Effective use of clearly targeted individual education plans makes sure that children with special educational needs are helped to make systematic progress in numeracy and literacy. In other subjects the use of friendship groups is an effective way of supporting children with special educational needs. For example, in history in Year 2, children discussed in small groups and one child in each group recorded the work for the others.
23. Teachers mostly have very good knowledge and understanding of the subjects they teach and the way children learn. Unfortunately, this is not the case in ICT. Here, teachers have not kept pace with the demands of this subject and many of them now do not have enough expertise to be able to teach it effectively. This leads to children’s not making the most of their time using computers, learning inefficiently and consequently not making enough progress. The school is aware of this and has plans to use money provided by the government to train the teachers in using ICT in their teaching later this school year.

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

24. The previous inspection judged the curriculum for the under-fives to be very good. At the time of this inspection the school was implementing the recently, nationally revised curriculum for the Foundation Stage and was doing this effectively. In Key Stages 1 and 2, it was judged to be broad and balanced and meeting National Curriculum requirements. This is still the case. There were some extra-curricular activities although these were not extensive and more work was needed on curricular planning to cover all the subjects. The school has addressed the planning issue by producing policies and schemes of work for all subjects but the level of extra-curricular activities has not increased and the parental survey shows a large measure of dissatisfaction with this, as 40 per cent of parents feel that the school does not provide an interesting range of activities outside lessons.
25. The school provides a good curriculum. It is broad and, generally, balanced and it meets the statutory requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. Children aged three to five years follow the nationally recommended curriculum for the Foundation Stage introduced in September 2000 and planning is being developed so that activities help them attain the early learning goals, which lead into the early stages of the National Curriculum at the end of the reception year. In Key Stages 1 and 2, appropriate emphasis is placed on developing literacy and numeracy while still providing adequate coverage of science, ICT, religious education and all other subjects. No pupils are excluded from any aspect of the curriculum and the school works hard to provide equality of opportunity. The school provides a satisfactory range of learning opportunities at both key stages for children with special educational needs. It takes account of their learning needs and enables them to make satisfactory progress in both key stages.
26. The school's involvement in a range of national and local curricular initiatives demonstrate that it is serious about trying to raise standards. These initiatives focus on literacy and numeracy, science, ICT and early learning. The school is currently using national guidance to update the policies and schemes of work for subjects in the light of the recent revision of the National Curriculum. Literacy and numeracy are taught very effectively in Key Stage 1, as shown by the National Curriculum test results at the end of Year 2, and improvements are appearing at the end of Year 6. Children with special educational needs are provided with good support, which enables them to make appropriate progress towards the targets in their individual education plans.
27. Provision for children's personal, social and health education and for citizenship is being implemented very successfully. These aspects have a high profile and there are many opportunities to promote self-esteem, social skills and respect for others. Health education is taught well through science lessons and sex education is introduced in Year 6. There are appropriate policies to support drug awareness.
28. There are strong and productive links with the community, outside agencies and local businesses, which help to enhance the curriculum and raise standards of attainment. A good example of this is the Zeneca Project, in which a local pharmaceutical company works in partnership with the school in science. Parents help with homework, which covers reading, multiplication tables, spellings and research, and many give time to support work in classes. Within the school's curriculum, there are appropriate opportunities for developing skills in sport such as team games, athletics and swimming and good enhancement of provision through educational visits and visitors to school, which include music teachers, librarians and a science

caravan. The provision of extra-curricular activities is less than is commonly found in schools with Key Stage 2 pupils; it is concentrated on football, netball and recorder playing, with a club for French conversation. There is scope to improve standards in the core curriculum subjects through school clubs, which reinforce, for example, computer skills. A notable feature, however, is the residential visit to an outdoor field centre in North Yorkshire for Years 5 and 6, which makes a worthwhile contribution to children's personal, social and health education.

29. In the previous inspection, the provision for children's spiritual, moral, social and cultural development was deemed to be a strength and this is still the case. This judgement is backed up by the parental survey, in which 92 per cent of parents think the school helps children to become mature and responsible. Behaviour also has a high performance rating.
30. Spiritual awareness is very good and is developed through music, stories and religious education lessons. Children are given opportunities to reflect on their experiences in assemblies and in lessons, which focus on personal development. The daily acts of collective worship meet statutory requirements and children display reverence when praying. As well as studying Christianity, children learn about other major world religions such as Islam and Sikhism and are given the chance to discuss the impact that religion has on the values and attitudes of people. The school has a strong commitment to the teaching of religious education. Visits to wildlife centres and farms help children to appreciate the wonders of the world around them.
31. The school cultivates a very strong moral code which promotes, very successfully, good citizenship and the need for rules so that communities can live in harmony. The effectiveness of this moral code is shown in the good behaviour of pupils and their understanding of right from wrong. Acts of kindness and helpfulness are rewarded with certificates in assemblies.
32. There are very good relationships between staff and children and this leads to a strong sense of community and co-operation. Lessons which focus on personal development, allow pupils to explore and articulate their thoughts and feelings. There are frequent opportunities to mix with others in working groups, class groups, school assemblies and the older pupils benefit from a residential visit.
33. The school is well aware of the need to foster an understanding not just of the children's own culture, but that of other ethnic groups and it does this very effectively through subjects such as religious education, music, geography and literature. Good examples of this are a display of life in Turkey, book weeks and the sponsorship of an Indian child. Learning about religions and the way of life of people in other countries helps pupils to appreciate the variety of factors that lead to the rich diversity of cultures.

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

34. The attention given to the care and welfare of pupils is a considerable strength of the school. The care provided is based upon the very good relationships, which exist between adults and pupils. There is a determination to provide a safe, secure and supportive environment in which all pupils have the opportunity to learn. The school makes good provision for children with special educational needs through systematic monitoring of their learning. The school works in close partnership with external support teachers and a range of professionals to ensure that children are effectively supported in all aspects of school life. For example, a small group of children with behavioural difficulties is given good guidance and support through tutorial time with a special support teacher.



35. Management of health and safety is dealt with very comprehensively. The procedures relating to the cleanliness and safety of the building, security, first aid and welfare are all thoroughly organised. Procedures for child protection are well established, based on the local guidance, and all staff are aware of the need for vigilance. They have been suitably trained in all of these matters.
36. The school has a comprehensive and very effective pastoral care system. The policy document sets out how the school encourages achievement through the merit and rewards system, and what is expected as a code of conduct. The ways in which poor behaviour, including bullying, are to be dealt with, are clearly set out. All staff, the teachers, support assistants and lunchtime supervisors play their part fully in promoting good behaviour. Pupils know what is expected of them. A few pupils do challenge authority, but they are managed well and helped to improve, when necessary by the use of behaviour specialists who work with them. The school has a very effective curriculum for personal and social education. These lessons are given a high priority and they help pupils to develop their independence, self-awareness and confidence. All of these arrangements combine to ensure that the school is a pleasant community and a safe place to be and, through the questionnaires, parents have confirmed that their children enjoy coming to school.
37. Regular attendance and punctuality are promoted well in the school's published literature and parents are co-operative in reporting absences. Registration procedures are carried out appropriately. The attendance of all pupils is properly monitored, both by the staff and by visits to the school of the education social welfare officer.
38. The previous report highlighted shortcomings in the assessment of pupils' academic progress and achievements. Action has been taken since then and the school now has very good procedures to monitor academic and social development and to use this information to help teachers raise standards.
39. In the nursery, a baseline assessment is carried out during the first term of entry and is used well to plan learning. Children's progress in the nursery is well monitored. In English, mathematics and science, the school has established a set of success criteria for each attainment target and each pupil's progress is checked against these regularly. As a result, class teachers understand exactly how well pupils are doing. This whole-school approach means that teachers can make predictions about eventual levels and grades, which pupils might achieve in their current and future years. This information is shared as pupils move through the school. As well as the National Curriculum tests at the end of Years 2 and 6 there are various additional tests to check progress in reading, writing, spelling and other specific skills. Alongside these data, the school has a clear understanding of each pupil's family background, social skills, behaviour and attendance.
40. The school is now very well equipped to help each child succeed and there is a very good awareness of individual pupils' strengths and weaknesses. The school uses the information very well and, where necessary, help can be given at an early stage. This might involve the use of the special educational needs programme and the development of individual education plans. More generally, targets are agreed for individual pupils and groups; activities and work in lessons are planned for specific pupils or groups; classroom support staff are deployed more effectively; additional literacy support is planned. Raising standards through the better use of assessment now has a high priority.

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

41. The previous report showed that parents and carers held positive views about the school and this inspection confirms that this is still the case. Throughout the recent period of disruption caused by the reorganisation of the school into a single building, positive links with parents have been maintained. Through the questionnaires and in discussion, parents have confirmed that they are satisfied with standards achieved; they feel that teaching is good; the school is approachable if they need to discuss problems; they feel the school promotes the right values and encourages their children to work hard. A few are less satisfied with the amount of homework given, the standards of behaviour and the range of extra-curricular activities offered.
42. Parents receive a good range of information about the work of the school and their own children's progress. As they join the nursery and the reception class, parents and children are involved in a thorough induction process to ensure that they understand the workings and organisation of the school. There is a good range of explanatory literature and all parents are asked to make a commitment to the home-school agreement. Most information about the work of the school is sent to parents in newsletters from the headteacher, as well as from individual class teachers. As required, there are occasional meetings to explain aspects of the curriculum, such as the literacy and numeracy strategies, or working at home with children on reading and writing. There are consultation meetings each term and at the summer meeting parents can discuss their children's annual report. These give parents a good understanding of what their children can do successfully, their strengths, weaknesses and areas for improvement. Parents of children with special educational needs are well informed about progress and contribute to periodic reviews. The headteacher and class teachers make themselves available for informal contact at the start and end of the day and parents say they feel able to approach the school to talk to members of staff.
43. Parents make a good contribution to the life and work of the school. A good number of them help directly in the classroom, particularly in the nursery. Some work with older children and help with reading; outside visits are always well supported by parent helpers; there is a small group of parents which, through the Parent Teacher Association, organise social and fund-raising events. Recently, their efforts have added to the school's newly established ICT suite. Parents make a good contribution to their children's standards of learning. All have approved the home-school agreement and there is broad general support for the work pupils are asked to do at home. Parents give good support to the termly meetings where they can discuss progress.
44. The inspection confirms the positive views expressed by parents. In respect of those aspects which parents feel can be improved:
- The inspection finds that the amount of work which children are given to do at home is appropriate, is marked well and contributes positively to the standards achieved.
  - The behaviour of the great majority of pupils is good and the occasional poor behaviour is managed well.
  - The inspection confirms the views of some parents that the range of extra-curricular activities is less than is usually offered.

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

45. The headteacher provides good and very caring leadership. She is well supported by a very able deputy and a hard working staff. The headteacher has led the school well through a particularly challenging period, ensuring a clear educational direction in addition to managing the recent changes very well. The good leadership and management have been maintained since

the previous inspection. This has meant that staff and children have been able to remain focused on teaching and learning despite the school's reducing the number of classes and moving building. This has resulted in the improved standards in mathematics and science at the end of Key Stage 1, and the maintaining of standards elsewhere.

46. The school has maintained a very caring and supportive ethos, which reflects its aims and values very well. Relationships are very good and are a particular strength of the school. All children are equally valued and included. The quality of teaching is good, overall, but the system to monitor and evaluate teaching and learning is not sufficiently rigorous. This means that management is not well placed to identify strengths and weaknesses and improve the quality of teaching and learning even further. Despite this, the headteacher provides a good evaluation of pupils' performance data to the governing body so that they are very well placed to account for the performance and improvement of the school; for example, she has already identified that there is a weakness in writing in Key Stage 2. The governing body fulfils all its statutory duties very well and is very well placed to ensure that the school works towards appropriate targets and priorities.
47. The headteacher and governing body have managed finances well. This has meant that they have been able to address important issues such as the balance of age and experience of the staff through a challenging period of falling rolls and the uncertain future of housing development in the area. The falling rolls and reorganisation have been taken into account in long-term financial planning and the school has good reasons for its decisions and current financial position. In addition, they have made a significant contribution to the planning and development of the new accommodation, which is excellent. The school is well resourced, overall, and the resources at the school's disposal are very efficiently maintained and used. However, the school has only recently been re-equipped with computers suitable for the demands of the new National Curriculum and the teachers and children have not been using them for long enough to have any impact on improving standards in this subject.
48. Staff are deployed well and the school is good at identifying groups of children who need support and providing for them; for example, through the Additional Literacy Support. The role of the special educational needs co-ordinator is shared between the headteacher, a key member of staff in each key stage and the special educational needs support teacher. This strategy makes good use of a wide range of experience and expertise to meet the varied needs of children with special educational needs in the school. Co-ordinators take a good interest in the leadership and management of their subjects. They have developed sound, largely informal, ways of monitoring and evaluating their subjects, but they have not had enough time to monitor teaching and learning more fully.
49. Development has been well directed through the development planning process although the current school development plan is lacking in rigour. The school is aware of its strengths and weaknesses and is addressing these through its use of staff and resources, applying the principles of best value appropriately.

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

50. The governing body, headteacher and all the staff should build on the many strengths and
  - i. improve writing by

- providing more opportunities for children to apply the skills that they have learned in more extended pieces of writing and
  - teaching a joined up style of handwriting more directly
- ii. improve standards in ICT by
- increasing the expertise of the staff and
  - implementing the agreed scheme of work
- iii. improve the monitoring and evaluation of teaching and learning by implementing a more rigorous system.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	36	34	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	159
Number of full-time pupils eligible for free school meals	0	59

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	23

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	12
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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
	1999	21	21	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	20
	Girls	17	17	19
	Total	35	35	39
Percentage of pupils at NC level 2 or above	School	83 (70)	83 (85)	93 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	18
	Girls	17	19	17
	Total	34	38	35
Percentage of pupils at NC level 2 or above	School	81 (74)	91 (85)	83 (70)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year ie. 1998

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	16	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	21
	Girls	9	8	9
	Total	20	25	30
Percentage of pupils at NC level 4 or above	School	50 (34)	63 (34)	75 (34)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	6	12
	Girls	8	8	7
	Total	18	14	19
Percentage of pupils at NC level 4 or above	School	45 (63)	35 (66)	48 (78)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year ie 1998

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	159
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	1	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	22
Average class size	23

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

Total number of education support staff	3.5
Total aggregate hours worked per week	105

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	7

Number of pupils per FTE adult	11
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
	£
Total income	424964
Total expenditure	439580
Expenditure per pupil	1928
Balance brought forward from previous year	-14616
Balance carried forward to next year	-22295

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	242
Number of questionnaires returned	82

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	1	2	0
My child is making good progress in school.	45	48	5	0	2
Behaviour in the school is good.	26	59	9	4	4
My child gets the right amount of work to do at home.	18	61	17	1	3
The teaching is good.	41	54	5	0	0
I am kept well informed about how my child is getting on.	37	54	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	24	2	5	0
The school expects my child to work hard and achieve his or her best.	49	47	4	0	0
The school works closely with parents.	37	51	10	2	0
The school is well led and managed.	35	48	12	1	4
The school is helping my child become mature and responsible.	32	61	7	0	0
The school provides an interesting range of activities outside lessons.	14	38	31	8	10



## **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**

51. The school continues to make the good basic provision for children in the Foundation Stage identified in the previous inspection. Children start the nursery after their third birthday and attend part-time until their transfer into full-time education. They transfer to the reception class at the start of the autumn or winter term in the academic year they become five. Forty-three children attend the nursery on a part-time basis. At the time of the inspection, there were eight full-time reception children in a mixed age Reception/Year 1 class. A single age reception class is due to be established following the transfer of 19 children from the nursery in January. A significant minority of three-year-old children begin nursery with poorly developed language skills. They are hesitant to talk and often only respond with one-word answers. By the end of the reception class the majority of children are likely to attain the early learning goals in communication, language and literacy, knowledge and understanding of the world and physical development. Attainment in creative development is less secure at this early stage in the school year. Children make good progress in social and emotional development and in counting and labelling numbers. The majority of children exceed the early learning goals in these two areas by the end of the reception class, owing to the good teaching in these areas of learning. The full-time nursery nurse works very effectively in partnership with the nursery teacher in creating a good learning environment for children. Well-planned, well-focused teaching of individual and small groups of children help them to make good progress. The reception teacher and her full-time assistant are an effective team. Appropriate planning for the new foundation stage is being developed. Teachers and all staff have a clear understanding of this area of the curriculum and appropriate strategies are being developed to ensure that the curriculum reflects the requirements of the early learning goals. Overall, teaching in the nursery and reception class is satisfactory.

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

52. Children make good progress in personal and social development. By the time they leave the reception class the majority are likely to exceed the early learning goals in this area. This shows good achievement. Good planning and effective organisation in both the nursery and reception class actively promotes this area of learning. A wide range of opportunities is provided for children to play together, make choices and develop relationships. Children are enthusiastic learners and move confidently round the nursery and reception area. They enjoy sharing their activities with other adults and children alike and willingly involve adults in their play. They work and play confidently, sharing and taking turns. For example, when making toast to eat at milk time in the nursery and making sandwiches in the reception class, children socialise, make choices of what will go in their sandwich and take turns. They are becoming increasingly independent. The four-year-old children in the nursery dress and undress independently when changing for physical education. Children are able to choose from a wide range of activities and select the appropriate equipment to support their activity. The quality of resources available is good and children quickly learn to take care of equipment. All the children are actively involved in their chosen activities and show sustained levels of concentration. For example, two boys using the "Mobilo" made model fire engines and played together using their models. Behaviour is good and relationships between children and adults and children are very good. Children's self-esteem is actively developed. Staff make good use of praise to promote children's self-esteem. Reception children successfully use a teddy to help them join in "Circle Time"; for example, to say what their favourite activity at school is. The good standards maintained in

personal and social development take place in a calm, ordered atmosphere. Pupils develop positive attitudes and good working routines from the time they start nursery.

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

53. In both the nursery and reception class, the children enjoy listening to stories and share books with each other and with adults. In the nursery, they listen attentively to such stories as “We’re Going On a Bear Hunt” and join in enthusiastically. Children communicate confidently with each other across the range of activities in the nursery. By the time children reach the end of the reception year most of them will achieve the early learning goals for communication. All the adults are good, active listeners and through well-planned, well-focused teaching, effectively develop the children’s language. For example, children in the nursery explore objects in a “Feely Bag”, describe how they feel and guess what they are. They follow instructions well in learning how to use the “Language Master”. They are beginning to respond to questions with simple sentences. Reception children speak confidently during “Circle Time”. They listen carefully when playing number games. However, teachers miss opportunities to help children to extend their thinking through talk. Not enough use is made of the planned day-to-day activities to extend children’s speaking and listening skills by asking them to describe and explain what is happening when they are playing.
54. Children handle books confidently and understand that the ‘words’ tell the story. Elements of the National Literacy Strategy are effectively used in the reception class. The children relate what happens in the story and identify the main characters. Well-planned story times in the nursery actively involve children in developing early reading skills. During a story session using “We’re Going on a Bear Hunt” some children pointed to the title, author and illustrator of the book. Most children know the sound some letters represent. Children can identify the sound ‘b’ at the beginning of a word during a listening game using the “Language Master”. Most children can read their name and a small number can also write their name. Limited opportunities are provided to develop and extend writing skills. The majority of children are not attempting any kind of independent writing. Planning does not provide children with a range of writing experiences through which they can develop their writing. All writing activities are centred on letter formation for handwriting rather than writing for communication. Scrutiny of work shows that most four-year-olds in the nursery are not yet forming recognisable letter shapes. Most reception children are beginning to form recognisable letters. The majority of children did not achieve the early learning goals in writing by the end of the reception class in 2000.

### **Mathematical development**

55. Aspects of this area of learning are well taught and by the end of the reception year most children exceed the early learning goals in counting and labelling numbers. Children in the reception class count confidently up to 10 using a variety of everyday objects. A group of four children when comparing two different sized ‘Duplo’ towers confidently stated which had more. One child said, “That one has two, that one has three. Three is more than two.” A group of less able children in the nursery confidently counted dinosaurs while playing in the sand and using numbered stepping-stones to order and explore number. Children play with sand and water, exploring properties through using containers, sieves, funnels and other equipment. Children in the reception class explore shapes and are beginning to use language to describe them. Well-planned teaching in this area focuses largely on number and teachers effectively involve children in their learning through practical activities, which help them to make good progress. Overall, children achieve the early learning goals in mathematical development by the end of the reception class.

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

56. Children achieve the early learning goals in knowledge and understanding of the world by the end of the reception class. A well-planned nursery and reception class environment helps children to make sense of the world around them. Children are encouraged to explore, investigate and observe a range of objects and materials through their everyday play. For example, they play matching games on the computer, using the 'mouse' with confidence. Children made gingerbread bears and talked about the changes in the mixture as ingredients were added, heated and cooked. They gave reasons when asked, "Why is the butter melting?" such as, "Because it's hot." They operate the tape recorder and "Language Master" successfully. Well-planned learning opportunities help to extend the children's learning in developing their sense of the world around them. For example, during a visit to the nursery by the school outreach officer from Kirkleatham Museum, children talked about old toys and made comparisons with their own. One little boy on hearing that the old wooden top cost one penny exclaimed, "One penny! That's not enough."

## **Physical development**

57. Children are confident in their movements in the nursery play area when using climbing equipment, balls and other toys. They handle a range of tools and equipment with increasing confidence. Opportunities are provided in the nursery and reception class for children to cut and fold paper, to build with construction kits and to explore materials including sand and water. Children use a range of pens and pencils with increasing confidence and choose to 'write' on the white board. They use pinking shears enthusiastically and control a paintbrush to paint and mix colours. They roll and cut out dough shapes. During a physical education lesson with four-year-olds in the nursery, children used space well. They showed good control as they changed from large bear-like strides to light running steps. They used the obstacle course confidently, successfully moved along the benches, and climbed through and under hoops. All children achieve the early learning goals in physical development by the end of the reception class.

## **Creative development**

58. Children are in the early stages of imaginative play. They make cakes in the sand and choose sea creatures to play in the blue water. They play in the home corner acting out the different family roles. They enjoy exploring the feel and texture of the dough as they roll it and cut out shapes. They enjoy making a large collage picture of the story, using colour mixing to create the background and painting the individual figures. They respond to music during physical education. A range of daily activities is planned which helps children to explore and use a variety of material in gluing and cutting. However, planned learning opportunities for creative development are limited. There are not enough day-to-day activities that help to extend children's opportunities to use their imagination through art, music, role-play and stories. Children's attainment in creative development is less secure than other areas of learning at this early stage in the school year.
59. The quality of teaching in the Foundation Stage is at least satisfactory and it is often good. It is effective in promoting good relationships, and the skills of personal and social development are well taught. Teachers work effectively with support staff to provide well-structured work in number, which help children to make good progress. Through well-targeted learning objectives staff use their time effectively to support and develop children's skills. However, teaching loses its effectiveness when planning is unclear. Planned day-to-day activities are not sufficiently developed to make sure that children build on what they already know and extend their understanding.

## ENGLISH

60. The previous inspection judged standards in English to be close to the national average in both key stages but younger pupils had low levels of speaking and much of the handwriting was unsatisfactory. The quality of teaching was sound.
61. In the National Curriculum tests of 1999, standards in English at the end of Key Stage 1 were in line with the national average and, when compared with similar schools, the school was performing very well. The year 2000 test results improved on this in that more children reached the higher levels of the National Curriculum, although the majority of children were in line with the national average. There was a dip in attainment in writing. Results in National Curriculum tests at the end of Key Stage 2 in 1999 show that standards were well below the national average although the school's attainment was average when compared with similar schools. The year 2000 results show an improvement that is in line with the national trend although results are still below those of most schools overall. Although standards in speaking and listening and reading were within reach of the national average, there were weaknesses in children's writing that affected the overall attainment in English.
62. The findings from this inspection show that the steady improvement in attainment over time, at the end of Key Stage 1, is being maintained and most children are reaching at least the average levels in speaking and listening, reading and writing. Year 2 children read confidently, applying a variety of strategies such as picture clues and word building skills to work out what unfamiliar words say. They show a clear understanding of what a piece of text may mean and can retell stories they have read, putting events in the correct order. They generally form letters correctly and start to join them up. They can write simple sentences independently and know how to make lists and record what they have done and seen in a variety of ways. They are confident enough to talk about their work with adults, read aloud and offer opinions on their likes and dislikes, although they are still extending the range of their vocabulary.
63. In Key Stage 2, there are encouraging signs that the current Year 6 will do better in National Curriculum tests despite there being a similar percentage of children with special educational needs (around a third of the class) as last year. The evidence for this is based on their performance in National Curriculum tests when they were in Year 2, the impact of the introduction of the literacy hour, observations in class and the good teaching they are experiencing. The majority are working at average levels in speaking and listening, reading and some of the skills needed for writing such as spelling and grammatical knowledge. However, there is still a weakness in the quality of their writing. They are competent speakers, who can express themselves coherently, and they have sufficient reading skills to enable them to read a good range of fiction and non-fiction materials for a wide range of purposes. Although they have learned how to look for information, and have the necessary grammatical structures for writing, an appropriate range of spelling rules and competence in writing reports of events and experiments, one aspect of writing is unsatisfactory. Many children are unable to draw all these threads together to produce pieces of extended writing that express their thoughts, feelings and opinions in imaginative ways that take account of the audience for whom the writing is intended. This aspect of writing requires a more structured approach throughout Key Stage 2. An additional weakness is the reluctance of some children to join up their print and consequently they are not developing a sufficiently fluid, cursive style of handwriting that enables them to work quickly and neatly.
64. The overall quality of teaching is sound, with 36 per cent of it being better. Good teaching occurs in both key stages and shows evidence of effective planning which is closely linked to

assessments of what children can do and what they need to do next in order to make progress. This helps pupils, whatever their ability, to learn at appropriate rates and develops their literacy skills so that they make sound progress. Teachers find interesting ways of presenting tasks to help maintain children's interest and use support staff skilfully to help those who learn more slowly than others to take a full part in all activities. Homework is used very effectively to extend the classroom work; it is diligently followed up and this gives it high status. Comments made when marking children's books provide useful guidance and help pupils to improve. A particular strength is the way in which teachers link aspects of literacy to other subjects such as history, geography and science; this reinforces children's learning and makes it more secure. In information and communication technology, where word processing features prominently, the tasks provided by teachers limit what children can do. Not enough opportunities are planned for children to develop their extended writing in Key Stage 2 so that they learn to produce lengthier and more complex pieces of writing for a variety of purposes, such as imaginative story writing or the compilation of research work.

65. The subject co-ordinator is knowledgeable about the standards in school and the teaching of literacy in classes has been carefully monitored by the headteacher and a consultant provided by the local education authority. Effective use is made of information from test results and assessments to target groups of children; for example, some Year 2 pupils are receiving additional literacy support in order to move them up to a higher level in the National Curriculum.

## **MATHEMATICS**

66. Standards in mathematics of seven-year-olds have improved significantly since the last inspection, when they were judged to be average. Almost all children are now attaining at or above the average for their age. This is in line with the 1999 National Curriculum test results, which were above average in comparison to all schools nationally and very high in comparison to similar schools. The effectiveness of the numeracy hour, the accurate and consistent use of assessment and the very good quality of teaching have had a direct impact on raising standards.
67. Children at this stage have good number skills, understand place value and are quick and confident when counting, adding, subtracting and doubling. In mental sessions, they show the ability to apply the skills they have learned with small numbers when challenged to double difficult odd and larger numbers. In one Year 2 lesson, they were confident using words such as edges, faces, sides, equal, unequal, hexagon, pentagon and sphere when naming and describing the properties of shapes. Faster learners understand how to draw a net to make a cube and can identify similarities and differences in a range of shapes. It was evident during this lesson that children knew how to use pattern in numbers to find the connection between faces, corners and edges in regular shapes.
68. Eleven-year-olds are attaining average standards, similar to those reported at the last inspection. In the 2000 National Curriculum tests, approximately 70 per cent are attaining at or above average. This reflects the improvement in the last two years, and is marginally better than the 1999 National Curriculum test results, which were below average in comparison with all schools and average in comparison with similar schools. The numeracy hour and very good assessment have contributed to the recent improvement. However, the quality of teaching, particularly of the oral and mental requirements of the numeracy hour, is not high enough, in a number of classes at this key stage. The level of attainment is also affected by the higher proportion of children who have special educational needs.
69. Year 6 children understand how to use place value, doubling, halving, partitioning, rounding of

numbers and inverse functions to find answers to problems. They correctly use a wide range of mathematical vocabulary to explain their thinking. This was shown in a mental session when they were challenged to find decimal answers when the components of the three times table were divided by 10 and 100. Children work accurately with decimals, percentages and basic vulgar fractions, which they apply confidently to problems involving areas, perimeters, angles, data work and metric measure. They showed good understanding of basic numeracy when using a scale from 0 to 1, to find and justify probabilities and range, mode and median to draw conclusions when interpreting graphs. The use of numeracy in other subjects is a good feature at Key Stage 2, particularly in the use of metric measures and newtons to record results and make 'fair' investigations in science.

70. The overall quality of teaching is very good at Key Stage 1 and good at Key Stage 2. Most teachers have a secure knowledge and understanding of the breadth of numeracy. For instance, in a lesson with Year 1 words familiar to this age group, such as rolling, sliding and spinning, were used to define similarities and differences in shapes. Lessons are well planned and there is usually a good match of tasks to pupils' abilities. Pupils with special educational needs are well supported. They made good progress in a Year 5 lesson about graphs owing to the very good direction of the classroom support assistant by the teacher. Extension work for faster learners, lack of which was criticised in the last report, is now included in all lesson plans. This improves pupils' learning, and, although on occasions they are not given a high enough starting point for their tasks, they are regularly challenged to think and learn for themselves, especially in Year 6.
71. The very good lessons at both key stages were by teachers who had higher expectations of pupils and made them apply greater intellectual and physical effort in their work. In Year 6, they were set time targets to complete various parts of an activity in collating data and had to work at a brisk pace to reach them. Their learning was enhanced by the interest sustained by the teacher and the very good quality of their own participation. A feature of a Year 2 lesson of similar high quality was the very good questioning and the skilful use of correct and incorrect answers to improve pupils' knowledge and understanding. All teachers make good use of resources, other than computers, and homework is used effectively to support and extend work in lessons. The assessment of pupils' work and its use in supporting their progress, which was criticised in the last report, are now very good. Teaching to develop mental skills is inconsistent across Key Stage 2, although they are taught extremely well in Year 6. Sessions in other classes are not always planned to meet the needs of pupils of all abilities, lack pace and challenge and provide few opportunities for pupils to develop mathematical vocabulary by explaining their answers.
72. The good management of the subject since the last inspection has enabled the school to improve its planning, make very good progress with assessment and successfully implement the National Numeracy Strategy. Resources have been improved in light of the numeracy requirements and some monitoring of teaching and learning has been accomplished through examining planning, assessment and pupils' books. The co-ordinator has identified a number of ways to improve standards. These include better use of information and communication technology and ensuring that lessons in classes with mixed age groups meet the needs of all pupils. There are currently not enough opportunities to monitor and evaluate teaching and learning more formally through lesson observation in order to focus on further improvements.

## **SCIENCE**

73. Attainment of seven-year-olds has improved significantly since the last inspection, when it was

judged to be average. It is now above average and much better than the National Curriculum Teacher Assessment in the summer of 1999, when results were below the national average. This improved in summer 2000 and standards are continuing to rise.

74. Children at this age know how exercise increases the heart beat in humans, can sort living things into groups using simple features, understand basic conditions that animals and plants need to survive such as a supply of food, water, air and light. They know about simple physical processes such as friction and sound and can draw sensible conclusions from practical investigations they make. In a Year 2 lesson, they showed they understood how to set up a scientific enquiry when considering the various melting rates of ice in differing locations. They suggested how this might be carried out, made predictions, and, with some guidance from the teacher, arrived at a 'fair' method of investigating. This involved use of scientific words such as liquid, melting, freezing, solids, heating, temperature, warmest and coolest. Younger children also achieve well in science. This was evident in a Year 1 enquiry comparing the insulating properties of fabrics. During this they showed good skills in following instructions, understanding the meaning of an investigation, naming types and uses of various materials and talking about their conclusions.
75. Attainment of eleven-year-olds has been maintained at the average level reported in the last inspection. This reflects the 1999 National Curriculum test results, which were broadly in line with the national average and well above average in comparison with similar schools.
76. By the time they leave school these children have acquired the skill to work methodically through a scientific enquiry; for example, when finding out if heavy objects fall faster than lighter ones. When an investigation involves 'fair' testing they identify the factors to be considered and make sensible predictions based on their scientific knowledge. These approaches were well exhibited in a Year 5 lesson when children observed the upward force and displacement of water when objects are immersed. The experiment they carried out, the predictions they made and the conclusions they reached about critical factors for floating considerably increased their scientific knowledge and understanding. In Year 6, with a minimum of direction from the teacher, children were able to devise a method of separating a mixture of marbles, rice, paper clips, sand and dried peas, showing that they have good strategies for solving scientific problems.
77. The overall quality of teaching is very good. Lessons are well planned with clear learning objectives and the content is well matched to pupils' ages and abilities. This ensures that pupils with special educational needs have good opportunities to make progress. In a Year 4 lesson, for example, this was achieved through the very good deployment of a classroom support assistant, who enabled a group of these pupils to learn more about circuits and switches. Teachers show good subject knowledge and understanding in the way they present their lessons. They are good at relating work in science to the world outside - for example, when using a selection of foods from a refrigerator to create interest in a lesson about freezing and melting.
78. Effective methods are used to enable pupils to gain new knowledge, develop ideas and increase understanding. This was shown in a Year 3 lesson about the relative strengths of magnets, during which children were encouraged to question the validity of their tests and conclusions. Apart from the computers, resources are well used to provide relevant opportunities for children to learn through practical experiences. Lessons end with good plenary sessions during which teachers ascertain if the learning objectives have been achieved and use this, and the results of children's work, to plan future lessons.

79. The co-ordinator has worked hard to introduce a new scheme of work and is currently aligning it to the revised National Curriculum. It is built around precise learning objectives and is beginning to secure better continuity and progression in learning as children move through the school. Resources are good and they are enhanced by the use of resources beyond the school such as visits to the Margrove Heritage Centre, Danby Lodge and local science fairs. More formal assessment is to be introduced once the new scheme has been fully implemented. At present there is no monitoring or evaluation of the quality of teaching, although the co-ordinator has an overview of the subject through scrutiny of teachers' planning.

## **ART**

80. The previous inspection judged attainment in art to be meeting and frequently exceeding national expectations. The findings from this inspection show that standards have been maintained in Key Stage 2. Although no lessons were seen in Key Stage, 1 there is sufficient evidence from displays of artwork on which to make a judgement that attainment is in line with the requirements of the National Curriculum.
81. Children explore a range of media and they learn the appropriate use of the tools and implements associated with the variety of techniques. They are especially skilled at reproducing work in the style of famous artists, such as Van Gogh, in Key Stage 1. In a Year 3/4 class, good work was seen as children applied pencil strokes and mixed paints to show varying degrees of tone. Effective use is made of sketchbooks to collect useful materials, ideas and practise techniques. Children in Year 6 find observational drawing difficult, particularly with regard to scale and proportion. This aspect has been identified by the school as in need of development and is the focus for much of the current work at present.
82. In the lessons seen in Key Stage 2, teaching was consistently good. Teachers are clear about what they want children to learn and share the objectives for the lesson with the class. This helps the children to judge their improvement and progress, which is sound. Staff are particularly skilled at linking art with other subjects such as history, religious education, science and literacy illustrations and it makes a significant contribution to the presentation in these subjects. Class discussions on what has been achieved are used well to help children evaluate their own work and that of others and this helps to raise standards. Displays in school show that teachers are providing a good range of worthwhile activities to develop art skills, from individual pieces of work, such as stitching, to class collages of visits to places of interest.
83. The co-ordinator has identified observational drawing as an area for development and all teachers are incorporating this into lessons. However, she has no opportunity to visit classes to evaluate the teaching and learning which is taking place. The revised National Curriculum introduces design as an element of art; the school has sensibly opted to begin this next term in order to gradually introduce this new aspect of the curriculum in a controlled way.

## **DESIGN AND TECHNOLOGY**

84. The last inspection report judged achievement as meeting national expectations at both key stages. Although no lessons were observed during this inspection there is enough evidence to indicate that these standards have been maintained. The major progress made since the last inspection has been the implementation of a scheme of work. It is built around relevant learning objectives, well linked to other subjects such as history, geography and science, and provides a framework to support children's progress in learning.



85. All the elements of a design and technology project are shown in a Year 4 display of sun hats. In this there is evidence that children thought about the use of such items, followed a sequence of actions and produced a usable end product. In doing so they learned about how to take apart real hats, to make prototypes, to plan steps in making, select suitable materials, apply appropriate joining techniques and evaluate what they had made. Models of Egyptian Shadufs used for lifting water from the River Nile' made by Year 3 pupils, and felt bags made by Year 2 pupils, show similar sound processes of design and technology.
86. Resources are good and the subject is given an appropriate amount of teaching time. The subject is an important element of the school's broad and balanced curriculum.

## **GEOGRAPHY**

87. No judgements were made about geography during the previous inspection. As no units of work are planned for the autumn term in Key Stage 2 it was not possible to observe geography lessons during the inspection week. Only one geography lesson in Key Stage 1 was observed during the week of the inspection.
88. In the lesson observed in Year 2, children used a range of plans, leaflets and maps to find facts about places to visit in Australia. They knew that Australia is distant. They extracted a range of information about travel to Australia and its weather and were able to make simple plans for travelling there. They attained satisfactory standards at this early stage in the year. Scrutiny of work in Key Stage 2 shows that children make satisfactory progress and by the time they are 11 they use first hand information, through their visit to Carlton village, to identify significant buildings. They use research to compare past uses of building with present uses and make effective links with history as they identify changes which have occurred.
89. Teaching in the Year 2 lesson observed was good. Good knowledge of how children learn was used in planning a range of activities, which help children to begin to learn about distant places. Using Barnaby Bear's visit to Australia to see his uncle is very effective. This gained children's attention and motivates them to learn. Children were helped to use a range of information and make comparisons with where they live and Australia. They were excited by the range of information offered and animatedly discussed what they would take to Australia and what they would see when they were there. Carefully planned activities help children to record facts in a simple way at this early stage in the year and make sure that all children including those with special educational needs make good progress.
90. The curriculum has been reviewed and through the implementation of a new scheme of work the curriculum matches the requirements of the revised National Curriculum. The recently appointed co-ordinator is working effectively in support of geography and, following a recent audit, resources have been reviewed and updated to meet the requirements of the curriculum. She has an overview of the curriculum but no monitoring and evaluation of the teaching of geography are taking place at the moment.

## **HISTORY**

91. No judgements were made about history during the previous inspection. During this inspection most of the lessons that could be observed were in Key Stage 2. Only one lesson was observed in Key Stage 1. However, an examination of children's work at this early stage in the year

indicates that all children make satisfactory progress. They attain appropriate standards by the end of the key stage. Children in Year 2 recall facts about the Great Fire of London. They understand that historical information comes from different sources and that people in history write about their experiences in their diaries.

92. In Key Stage 2 all pupils, including those with special educational needs, make satisfactory progress and attain standards which are appropriate for their age. In Years 3 and 4, children explore the Ancient Egyptian way of life. They use information from videos, books and tape recordings to gather information about burial customs. They explore the role of the archaeologist who discovered the tomb of Tutankhamun. In Year 6, children understand the difference between primary and secondary sources of historical evidence and use replica artefacts to extract information about Ancient Greece. They make clear comparisons between Ancient Egyptian customs and their own customs.
93. Teaching in the one lesson observed at the end of Key Stage 1 was good. Effective use of an interesting range of resources engaged the children's interest. They answered questions enthusiastically and were keen to learn about the Fire of London. The teacher's good use of questions helped the children to recall what they already knew and extended their understanding of where historical information comes from. A well-planned range of activities enabled all the children, including those with special educational needs, to discuss the importance of spaces between buildings and the safety of the River Thames, through model making and writing.
94. In the majority of lessons observed in Key Stage 2, teaching was good and some very good teaching occurred in Year 6. Very well planned questioning effectively links what the children already know about Ancient Greece to learning about how historical evidence is gathered through primary and secondary sources. They respond thoughtfully and through discussion are able to recognise the differences between primary and secondary sources of information. All the children respond well to challenging lessons, which extend their thinking. Teachers make good use of their time using a well-planned range of resources which gain children's interest and actively involve them in their learning. They use a good range of strategies, which gain children's interest. For example, in Year 3 and 4, children become actively involved in their learning as they explored the different roles of the archaeologist – Carter and Lord Carnarvon - through watching video excerpts and listening to tape recordings, through dramatising the discovery of Tutankhamun's Tomb and recording the events through newspaper reporting. Effective planning builds on what the children already know and ensures that all children are enthusiastic about history, work well together and develop a sound understanding of historical events.
95. The school has long-term plans in place, which ensure the requirements of the National Curriculum are met. The co-ordinator has an overview of the curriculum but no monitoring of history is taking place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

96. The school has not kept pace with the developments in this subject since its last inspection in 1996. Hence, standards are now below average throughout the school. This was most noted among the older children, who are further behind than the younger ones who have only recently started in this subject. The school has recently been equipped with a good suite of suitable computers and it is now adequately resourced overall, although the computers in classrooms will soon prove inadequate for the work for which children will need to use them. This will mean that children will not be able to use computers sufficiently to help them in other subjects.

97. Children are already confident in using the new equipment; for example, even the youngest children in Key Stage 1 can “log on” to the new network successfully and Year 2 children were able to use the keyboard and mouse easily enough to enable them to discuss and think about the content of their writing as well as how to use the word-processor. The school is also sensibly phasing in a new and very good scheme of work based on guidance from the Qualifications and Curriculum Authority and the local education authority. Children in Year 2 are already working at a level which is nearly in line with what is expected in the new National Curriculum. Unfortunately, older children in Key Stage 2 are only now learning skills that they should have mastered much earlier; for example, during the inspection Year 6 children were learning how to “spellcheck” their work instead of using this skill automatically in their word-processing.
98. Although the subject co-ordinator has a good level of expertise in the subject, the level of expertise among most of the rest of the staff is too low. This reduces the overall quality of teaching, restricts learning and reduces the rate of progress that children make. During the inspection, the one lesson seen in Key Stage 1 was satisfactory but the teaching in Key Stage 2, apart from that of the co-ordinator, whose lesson was good, was unsatisfactory. This was because the teachers did not know enough themselves to be able to extend the work to make it challenging enough and to respond appropriately to unforeseen difficulties that arose. Children spent too long practising relatively less important skills; for example, laboriously entering text so that they could learn to amend it. Where teachers’ expertise was higher, children learned more quickly and moved onto harder, more challenging work; for example, Year 4 children were able to use font, style, colour and size of text to present a poem. Some of them then inserted a suitable picture and also used “WordArt”. They were sufficiently confident in the use of the necessary skills to allow them to consider what effects they wanted to achieve and experiment in how to achieve them.
99. Although the school has not kept pace with the developments in the subject, it has a clear vision of what it needs to do to retrieve the situation and has already begun to take appropriate action. It has provided good resources and extra adult support in lessons. It is beginning to implement a very good scheme of work and is arranging an appropriate training programme for the staff. This has been well incorporated in the subject development plan and makes very good use of money provided by the government and advice and expertise available from the Department for Education and Employment and the local education authority.

## MUSIC

100. In the last inspection music was judged to be at expected levels at both key stages. The subject was criticised because of the lack of planning to ensure the development of skills. The school has fully addressed this and a very good scheme of work has been implemented to support progress in children’s learning. As there is no musician on the staff at present, this has proved invaluable in ensuring that the curriculum is effectively taught.
101. The two Key Stage 2 lessons observed show that average achievement is being maintained. In both of them, children were observed performing, composing, appraising, listening to and evaluating music. In a Year 6 lesson, contrasting music by Smetena and Prokofiev was used to illustrate how music reflects different intentions. From this the children learned more about musical tempo and dynamics. The singing linked to these pieces was of satisfactory quality, showing that pupils know how to control the pitch of their voices, have a sense of phrase and use clear diction. In the Year 3 lesson, children explored musical sound by playing wooden and metal xylophones. This resulted in good learning in analysing and comparing sounds. In this lesson children showed they could sing tunefully in unison. The improvised percussion playing,

using kitchen tools, showed a good sense of control and rhythm in communicating the mood of the song.

102. The quality of the teaching is satisfactory. Planning and the organisation and use of resources are good. Children are well managed and interesting lessons keep them interested. Learning is well matched to the age and abilities of the children. The quality of questioning and discussion, and chances for pupils to participate, are especially good features. In the Year 6 lesson, the discussion, skilfully directed by the teacher, promoted good levels of learning about types of instruments and consideration of whether or not the electronic keyboard on display was a member of the percussion family. In the Year 3 and Year 4 lesson, satisfactory levels of knowledge and understanding of music were evident as children learned more about how it is used expressively.
103. The subject is well resourced and a recorder club meets regularly. A peripatetic teacher teaches woodwind every week. Music is also enhanced by visits of local musicians and a regular, termly visit by an ensemble. The school is currently meeting the requirements of the National Curriculum.

## **PHYSICAL EDUCATION**

104. The school has improved the subject since its last inspection. Standards of attainment and the quality of teaching are now both more consistent. Children achieve average levels in gymnastics by the end of Key Stage 1. By the end of Key stage 2, standards in both gymnastics and swimming are good. Many children are meeting and achieving the level required for eleven-year-olds in earlier years and then continuing to improve their work even further. Many of the Year 4 children have already achieved the level in swimming required by the time they leave the school. Very few of them need buoyancy aids to swim and they are all confident in the water. Children are acquiring good techniques and a good range of skills in the water; for example, treading water, retrieving objects from the bottom of the pool as well as swimming on their front or back. In gymnastics, older children in Key Stage 2 demonstrated precision, control and fluency in sequences of balances and movements when using apparatus, paying great attention to detail; for example, they held very well poised finishing positions to their sequence. Children also take part in games activities as part of their programme of lessons and through the out-of-school football club run by parents. Children develop good skills when using balls, such as throwing, bouncing and catching. They also learn about the importance of rules and playing in position.
105. While most of the teaching during the inspection was good, the good attainment in gymnastics and swimming is a result of very good teaching which inspires the children to succeed and to settle for only their very best performance. A particular strength of the teaching is the good attention given to proper “warm up” and body preparation exercises. These are not only thorough but are well explained so that the children understand the purpose of the activity. Teachers make good links with scientific knowledge and understanding of the human body and by the time children have reached Year 5 they are able to suggest good exercises themselves. Throughout the school, teachers pay particularly good attention to praising their pupils’ efforts and in encouraging them to improve even further; for example, children who swam across the pool unaided for the first time were applauded by the other children, their class teacher and the swimming instructor and were shaken by the hand by the life guard! However, throughout the school, there is scope to improve further the evaluation of work by teachers and especially by children themselves. Although this takes place it is not used well enough to enable children to use the evaluations to help them improve their own performances.

106. The well-organised resources contribute significantly to children's learning. Children are well trained to use apparatus with due regard to safety and they store it carefully so that it is ready for use by others. The subject is well managed and this contributes to improving attainment. Non-specialist teachers are well supported by the use of commercially available lesson plans and advice.

## **RELIGIOUS EDUCATION**

107. The previous inspection judged attainment in religious education to be satisfactory. It was possible to see only two lessons in this subject during this inspection, one in each key stage, but there is sufficient evidence from teachers' planning, displays in classes and discussions with Year 6 children to judge attainment to be in line with the expectations in the Locally Agreed Syllabus at the end of both key stages.
108. The school has a strong commitment to the teaching of religious education and it is very effectively linked to the development of children's spiritual, moral, social and cultural development. This combination makes it a strength of the school, as staff take every opportunity to promote these aspects in a variety of situations including class work, assemblies, storytelling and in informal discussions with children.
109. Children in both key stages are particularly knowledgeable about Bible stories. They can recall not only the events, such as the plagues and the story of Daniel, but can discuss the significance of them. They know about modern religious figures such as Mother Theresa. Year 6 children understand the teachings of Christ and the festivals associated with Christianity. They also show respect for the teachings of other world religions such as Islam and Sikhism, which they study as part of the curriculum. They can discuss a wide range of themes that include playing fair (the Olympic Games), forgiveness (Nelson Mandela) and caring for others (evacuees) that have been highlighted in assemblies. The daily acts of worship make a significant contribution to the teaching of religious education as they often use direct teaching from the Bible or focus on how Christians should behave.
110. In the Key Stage 1 lesson seen, the teaching was very good; in the Key stage 2 lesson, it was sound. The teaching contributes significantly to the sound progress made by children. Lessons are well prepared and teachers are knowledgeable about the subject. Clear explanations and the effective use of interesting resources such as religious books from a variety of faiths help children to appreciate the significance of religious artefacts to worshippers. The Key Stage 1 lesson was very successful in helping children to understand why something is special. In the Key Stage 2 lesson, children were learning the difference between right and wrong and were able to make connections between actions and their consequences because the teacher was clear about what the class should learn. The good relationships that teachers have with their classes helps children to feel secure and confident in expressing their thoughts and feelings. In the Key Stage 2 class, this had generated some significant questions to ask a visiting Salvation Army officer such as "Who created God?" "Where do we go when we die?" and "Why were we created?"
111. There is a weakness in the management of the subject in that the co-ordinator does not have any opportunity to monitor the work in classes, although she does discuss issues with other teachers.