

## INSPECTION REPORT

### **RAMPTON PRIMARY SCHOOL**

Rampton

LEA area: Nottinghamshire

Unique reference number: 122671

Headteacher: Mr John Day

Reporting inspector: Mr Graham Warner  
2818

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> October 2000

Inspection number: 224599

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:	Retford Road Rampton Nottinghamshire
Postcode:	DN22 0JB
Telephone number:	01777 248251
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mike Speakman
Date of previous inspection:	23 <sup>rd</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Graham Warner - 2818	Registered inspector	Under fives English as an additional language Science Music Religious education	What sort of school is it? How good are the curricular and other opportunities offered to pupils?
Mrs Jane McHugh -9188	Lay inspector		The school's results and achievements How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Tony Taylor - 4262	Team inspector	Equal opportunities English Information technology Design and technology Geography History	How well are pupils taught/ How well is the school led and managed?
Mrs Alison Hopwood – 4180	Team inspector	Special educational needs Mathematics Art Physical education	The school's results and achievements

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the village of Rampton and some surrounding area in Nottinghamshire. Since the last inspection the former deputy headteacher has been appointed as headteacher and two newly qualified teachers have been appointed to the school from the beginning of this term. The headteacher has some part time responsibility as a class teacher of Years 3/4. The school has re-organised classes since the last inspection with pre and reception children under five forming one class, Year1/2 a second class, Year 3/4 a third class and Year 5/6 a fourth class. The Year 3/4 class is taught for part of the time by an experienced teacher. The pre/reception class is also taught by an experienced teacher whilst Year1/2 and Year 5/6 classes are taught by the newly qualified teachers. There are 88 pupils on roll with 48 boys and 40 girls aged between four and 11 years. Nine pupils are on the special educational needs register, a proportion below the national average. No pupils hold statements of special needs. The number of free meals percentage is below average but is not the full total of pupils who are entitled to free meals. There are no pupils who come from homes where English is not spoken. At the time of the inspection 11 children in the reception class were under five years of age whilst nine pre-reception children aged under five attended on three mornings a week. On entry to school the attainment of children under five is broadly average.

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

Rampton Primary School has steadily improved and is now satisfactory overall. It has made rapid improvement in some respects, particularly in the foundation stage. Its positive ethos is clearly expressed in its aims of ensuring its pupils are confident, show respect, develop a range of skills and show appreciation of their own and others' worlds. It has moved some way to achieving high standards but still has work to do in this area. Weaknesses reported at the time of the last inspection have been addressed and resolved since the appointment of the present headteacher. The positive leadership of the headteacher and governing body underpin the school's improvement. Parents and carers are supportive of the school, and together with teachers form a secure partnership in their children's education. The good relationships between adults and pupils and pupils with one another further enhance the work of the school. Teaching is good overall as teachers generally provide interesting lessons. Standards are not always yet reflected in national tests, especially in English. Nevertheless, appropriate systems are in place to analyse results so that performance can be improved. The school has satisfactory capacity for further improvement. Bearing all improvements in mind the school gives satisfactory value for money.

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

- The leadership of the headteacher and governing body is taking the school forward positively.
- The school makes good provision for the children when they start school
- It raises attainment in science
- It receives good parental support and makes consistent use of the community to enhance learning
- It is becoming increasingly efficient
- It makes very good provision for health education
- It supports pupils in developing good behaviour and attitudes through their moral and social development

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

- Support for the induction of staff, particularly newly qualified teachers
- Standards in English
- Making use of information gathered from assessments to guide pupils more clearly on what they need to do in order to improve.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. Good progress has been made in responding to the key issues that were raised. Although there has been a significant change in the staffing structure teaching is still good overall, and particularly so in the foundation stage. Attainment has been raised in science and work in information technology is showing positive improvement. The school is now well led and managed with resources being used efficiently and effectively and the school development plan being used as a tool for improvement. The roles and responsibilities of staff have changed at the beginning of the school year, with the appointment of two newly qualified teachers, but are well defined. Realistic targets have been set for raising standards. The strengths of the school now outweigh its weaknesses.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	C	E	E*
mathematics	E	E	C	E
science	E*	E	C	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

*Similar schools are those with up to x per cent of pupils entitled to free school meals,*

There have been variations in the school's National Curriculum results in both key stages, often relating to the different groups of pupils involved. The previous weak management of the school resulted in some areas of learning not being developed appropriately. The general trend of results gives a clear indication that the change of leadership and management in the school, and the systems that are now in place, are beginning to have some positive effect upon pupil's achievement. They reflect the difficulties that the school had until these changes were made.. Current improvements in the Foundation Stage have raised attainment on entering Key Stage 1 and this suggests that attainment in the school will rise. At both key stages, the school's results compare unfavourably with those of similar schools and the 1999 Key Stage 2 English results were in the bottom five percent of such schools. However, pupils' individual achievement is often good. Analysis of individual pupils' progress from their Key Stage 1 National Curriculum tests to their results at key Stage 2 show improvement. Preliminary information for 2000 national test results indicate that the National Literacy Strategy and National Numeracy Strategy are having a positive effect as they show definite improvement. From inspection findings it is clear that the focus given to raising standards, particularly in science, has been rewarded and the future focus on English is appropriate.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils generally concentrate well and are keen to learn.
Behaviour, in and out of classrooms	Satisfactory. Pupils follow Rampton Ruby's classroom rules. Different age groups mix well together in classrooms but sometimes indulge in too much boisterous play outside.
Personal development and relationships	Good. Staff and pupils generally respect one another. Pupils also help each other. Staff are good role models.
Attendance	Satisfactory. Authorised absence is in line with the national average but unauthorised absence is too high due to the impact of a few families.

## TEACHING AND LEARNING

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

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

The quality of teaching has been sustained since the last inspection although there has been a significant change in the staffing structure. In 55 per cent of lessons the quality of teaching was good or better. Teaching in the remaining 45 per cent of lessons was satisfactory. No unsatisfactory teaching was seen in the inspection. Good teaching of under fives in the foundation stage gets them off to a good start and into good learning habits. There is good teaching in all classes in the school in the range of subjects. The key strengths in teaching include well-prepared lessons, effective teamwork and appropriate management of pupils. Provision for pupils with special educational needs is satisfactory as a result of well-targeted teaching. Teachers do not, however, consistently use the knowledge gained from assessment procedures to help pupils to understand what they need to do to improve even more.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory but with strength in provision when children start school and in the range of subjects covered.
Provision for pupils with special educational needs	Satisfactory. Pupils have access to all areas of the curriculum. They are well supported by their individual education plans and support staff who work with them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Through ongoing, well-planned experiences the school provides effectively for pupils' growth in these areas. However, provision for spiritual development is not so strong.
How well the school cares for its	Good. Staff generally show commitment to the care of

pupils	their pupils. Academic guidance is good but information from assessment is not always used consistently to indicate to pupils what they need to do next in order to improve their work.
Partnership with parents and carers	Good. Parents are supportive of the school's aims and appreciate the improvements made, particularly in the last two years.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is giving clear direction and purposeful leadership to the school. Together with the other experienced members of staff he is managing development of subjects appropriately. There is, however, a need to develop induction for newly qualified staff.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and well involved in the work of the school. They fulfil all their statutory duties efficiently. The Chairman of the Governing Body leads the governors effectively so that they are having a significant impact upon the work of the school. Best value principles are being applied appropriately.
The school's evaluation of its performance	Good. The headteacher and staff together with the Chairman and other members of the Governing Body have good insights into standards being achieved and are aware of what needs to be done to improve performance.
The strategic use of resources	Satisfactory. The small number of staff are hard working and committed to raising standards. However, more support is needed to develop newly qualified staff who are working with pupils in classes at the end of infant and junior years. Resources, including accommodation, are used well to promote learning effectively. However, the hall does not provide a large enough space to develop physical skills fully.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The excellent attitudes and values that are developed</li> <li>• Behaviour and the system of Rampton Ruby's Rules</li> <li>• The links established between home and school</li> <li>• The school helps to meet pupils' needs</li> <li>• Standards have improved, particularly recently</li> <li>• The way that children settle into school</li> <li>• Concerns are dealt with promptly in a small school where children are confident to talk to adults about problems</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent use of homework</li> <li>• Return of parents' assemblies</li> <li>• Improvement in the hall</li> </ul>

23 per cent of parents completed the questionnaire and nine parents attended a meeting with the registered inspector before the inspection took place. The inspection team endorses positive views of parents and agrees with the need to improve the school hall, so that physical education lessons could be completed more effectively and also for the more consistent use of homework throughout the school.

## **PART B: COMMENTARY**

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

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

1. On entry to the pre-school and reception class attainment is in line with that of children of similar ages. Good provision is made in the foundation stage and children make satisfactory progress so that they enter Year 1 well prepared for their next stage of education as they attain the early learning goals. Pupils make satisfactory progress in most areas of learning across the school and by the time that they leave at 11 years old, standards of attainment in English and mathematics are broadly in line with the national average, whilst standards in science are above the national average.
2. Children under five are able to join in discussions sensibly and offer their thoughts and ideas with confidence because the early learning goals are covered so thoroughly.
3. In national tests for seven year olds in 1999, the overall standards were in line with national averages in mathematics. In English standards were below the national average in both reading and writing and were well below the standards in similar schools. However, the number of pupils reaching level 3 was above the national average in reading and well above in writing and mathematics. Results for 2000 show all pupils attaining level 2 or above in mathematics whilst the results in the various aspects of English are less consistently secure. Although 80 per cent of pupils achieved level 2 and above in reading, 60 per cent achieved at level 2C or below. Writing showed a range of attainment and 40 per cent of pupils were still at level 1 in spelling. The school has begun to analyse these results and highlight areas for further development.
4. Standards in information technology are in line with those expected throughout the school, as the school has worked hard to develop the subject. Standards are in line with the expectations of the local agreed syllabus in religious education throughout the school. Standards in all other subjects are confirmed by inspection evidence as being in line with those expected for pupils of this age, apart from in science where standards are judged to be above average.
5. In national tests for 11 year olds in 1999, standards were in line with national averages in mathematics and science as they were in English. In all core subjects standards were below those in similar schools and the number of pupils achieving level 5 was well below the national average in all three subjects. In English 70 per cent of pupils achieved level 4 or above but 20 per cent were at level 3. In mathematics 70 per cent of pupils achieved level 4 or above and in science this figure was 100 per cent. The areas of weakness identified by the school are spelling and writing and these are to be areas targeted for further development.
6. Results of national tests at both key stages show a significant improvement in mathematics and science in Key Stage 2 and improvement in mathematics in Key Stage 1. In comparison with similar schools, attainment is still below or well below average. Preliminary evidence of results from 2000 tests indicates continuing improvement.
7. Pupils with special educational needs make sound progress in both key stages. The support they receive in working towards the targets in their individual educational plans

is satisfactory. The small withdrawal groups are carefully managed whilst working on the same topic as the rest of the class.

8. Lessons observed in both literacy and numeracy show satisfactory levels of attainment in both key stages but additional support is required to ensure that the newly qualified teachers are sufficiently well informed about these teaching and learning approaches in order to ensure sufficient challenge to all pupils. In addition, the standard of pupils' writing is still below average and in need of further development.
9. The school has begun the process of monitoring pupils' progress and target setting. The analysis of national test results is being used to determine further areas for development. As yet these processes are not fully established and secured in terms of using the collected data to inform day to day planning, in order to raise standards.
10. There is no significant variation in the performance of different groups of pupils or in different subject areas. This is a continuing trend over the past three years

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

11. Pupils' attitudes, behaviour and personal development were found to be appropriate at the time of the last inspection. Pupils still have good attitudes to learning. They are happy to come to school. In the lessons seen the majority of pupils concentrate well, show an interest in the tasks set them and are keen to learn. The youngest pupils are made to feel very secure and settle quickly into school routines in the newly formed foundation stage unit. However in junior classes on a few occasions, for example during a geography lesson, the attitudes to learning of a significant minority are immature and they fail to make the most of opportunities provided to develop their independent learning skills.
12. Overall, pupils' behaviour in lessons and around the school is satisfactory. However, in lessons behaviour is usually good. There have been no exclusions. Pupils are polite when spoken to and show respect for the books and resources they use. Staff are very good role models and there are many examples of praise and encouragement being used by them to promote positive behaviour. It is evident by pupils' behaviour within school that they understand and abide by Rampton Ruby's Rules which they helped formulate. This understanding of how to behave, whilst evident in the foundation stage, is not always put into practice by older pupils when they are not directly supervised by an adult. They do, however, show respect for values and beliefs of others, particularly in religious education lessons when studying world religions.
13. The school has rightly identified in its school development plan the need to increase opportunities for developing pupils' independence. There are some good examples of pupils taking the initiative for example in organising a bring and buy sale for a Blue Peter fundraising appeal, but opportunities for them to take increased responsibility for their own learning are less evident.
14. The different age groups within classrooms mix together and co-operate well. During break and lunchtimes however, behaviour is sometimes over-boisterous. One pupil was witnessed during the inspection climbing through the fence to retrieve a ball from a neighbouring field, unobserved by playground staff. Pupils are fortunate in the amount of space available for them to use but there are too many areas where pupils can remain unseen by staff and too few constructive activities for them to engage in. Little use is made of the playground markings.

15. Relationships are generally good between all members of the school community. Pupils often help each other without prompting. For example, one girl collected another's spectacles following assembly in order that she would have them for the next lesson. This unprompted kindness was warmly received. On occasion however, peer pressure has a negative effect, particularly in junior classes. Pupils are seen to display open dislike and unkindness rather than tolerance and support, to those who do not conform within the classroom. This challenging behaviour is modified, however, as a result of it being dealt with calmly.
16. Both parents and pupils say that when rare instances of bullying have occurred these have been effectively and quickly sorted out. The school's systems for encouraging good behaviour and the way these are applied is consistently good. Parents support and appreciate the higher standards of behaviour the school now achieves.
17. The level of attendance at school is satisfactory. However, unauthorised absence is high. The consistent approach of all staff, high expectations of good behaviour and importance of regular attendance contribute to the positive atmosphere of the school. The incidence of unauthorised absence is caused by a few families who have an impact upon these figures in a small, family school.

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

18. The quality of the teaching is good. This is similar to the findings of the previous inspection, and to the teaching quality noted by the follow-up monitoring visit in 1999.
19. No unsatisfactory teaching was seen during the inspection. Of the 40 lessons observed 55 per cent of teaching was good or better and the remaining 45 per cent satisfactory. This indicates firmly the school's good overall provision, particularly at the foundation stage. The good planning and team approach are major factors in this provision. It is also an indication of how much the school has managed to sustain its improvement since the previous inspection, particularly as new and less experienced staff have been appointed since the beginning of term. The good planning continues in the infant class. Although the planning is still good in junior classes there is less secure understanding of the requirements of the National Literacy Strategy and National Numeracy Strategy, particularly at the end of the key stage.
20. Literacy and numeracy skills are taught satisfactorily throughout, although there is a need to ensure further staff development in these aspects if the school is to achieve even higher standards.
21. The teaching meets the needs of all of the pupils successfully. The teachers collectively have sufficient expertise to ensure that a broad curriculum is provided, encompassing the core and foundation subjects of the National Curriculum, and religious education. The teachers' subject knowledge is secure and they teach the basic skills for learning effectively. Lessons are efficiently planned at all stages, and the lesson objectives are made clear to the pupils. Appropriate challenges are offered to them, and often a sense of excitement is engendered through role-play and the development of the pupils' own ideas, deepening their knowledge and understanding. A variety of teaching methods is used, including first-hand research, as in carrying out a local traffic survey in geography, or role-play in studying the Tudors in history, for example. These good features help to promote the pupils' learning successfully. Pupils with special educational needs are well supported by both class teachers and support staff.

22. The teachers manage the pupils well. Even the challenging behaviour of some older pupils is dealt with calmly and sympathetically. Standards of behaviour are usually good in lessons. Time is mainly used efficiently. There are some instances when less experienced staff do not sufficiently adapt the pace of lessons to suit the demands of some pupils, and tend to rely on extended teacher-talk rather than pupil activity. However, the pace of most lessons is brisk, and the work of the support staff is managed well. The resources for learning are used efficiently, and often very effectively. The teachers promote learning particularly well when they provide artefacts and ways of presenting work that are stimulating. More use should be made of information technology to extend the pupils' learning opportunities. The teachers are aware of this need, and the school is taking positive action to meet it.
23. The teachers note assessment opportunities in their day-to-day planning of lessons. The school's systems and procedures for making assessments are firmly established. All pupils have targets for their future development. However, during the inspection, not all teachers rounded up the lessons with a brief review of what had been learned, and what still needed to be achieved so that the pupils could gain information about how well they are doing. Teachers' marking of work is satisfactory. It is used to point out to pupils their successes. What is needed to bring about improvement, is the posing of fresh questions for the pupils to consider and take action in their work. Homework is used satisfactorily to extend the work done in lessons, but its provision is not consistent for all classes and groups.
24. The good teaching helps the pupils to acquire new knowledge successfully, and promotes their learning of skills effectively. They are encouraged to have ideas and to apply intellectual and creative effort in their work. Pupils of all abilities, including those with special educational needs, generally make at least satisfactory progress, sustain interest and concentration, and gradually learn to think for themselves.

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

25. At the time of the last inspection the curriculum was found to be missing opportunities to develop fully the physical skills of children under five. Otherwise there was satisfactory provision for children under five as they had equal access to all areas of the curriculum. The curriculum for older pupils in infant and junior classes was found to be broad and balanced as well as relevant. Pupils were prepared adequately for their next stage of education. There was, however, a lack of suitable policies and schemes of work in science and information technology, which was hindering pupils' progress in these subjects. This provision was a key issue for the school to address. Since 1998, managers have worked hard to improve the curriculum and they have made good progress by eliminating weaknesses and building on recognised strengths.
26. The curriculum for all, including under fives and pupils with special educational needs, is now well balanced and of good breadth. It meets all the requirements of the areas of learning and the National Curriculum and the school is now in a strong position to meet the demands of Curriculum 2000. There is an appropriate emphasis upon the teaching of literacy and numeracy and the results of the good start made in introducing these strategies are seen in the steadily improving standards in mathematics particularly. There is a recognised need to quicken the process in English by concentrating more systematically on improving writing and spelling. This concentration upon English and mathematics has not, however, been to the detriment of other subjects as these are being well taught to pupils in blocks of time so that they can be studied in depth. At the same time literacy and numeracy skills are also being well applied in other subjects.

Provision for science and information technology has improved and the overall curriculum pays effective attention to pupils' personal and social education as much as it does to their academic progress.

27. The school has begun the process of meeting the requirements of the foundation stage of learning for children under five through the hard work and commitment of the teacher responsible for this area. Policies and schemes of work for subjects being taught to infant and junior aged children are already, or are in the process, of being updated. There is a well-developed programme of long term planning that includes the necessary learning experiences for all pupils. There is equally well-developed medium and short term planning. There are some good cross-curricular strategies in planning; as seen, for example, in the effective way that art is used to support learning in religious education.
28. The personal and social education of pupils includes the necessary strands of health, sex and drug misuse education. This is a particularly well-prepared area of learning because of the very effective provision made in the scheme of work and the good resourcing made by the teacher responsible for it. Visitors make a valuable contribution to learning. Pupils' social development is enhanced effectively as a result of the variety of practical and collaborative learning, which is a focus of some lessons. Learning is also enhanced by residential visits such as the one made recently to France by junior pupils. Pupils' moral learning is developed strongly when teachers clearly confirm their expectations of listening to one another as well as adults and uphold good behaviour in consequence. They conform well to the rules of Rampton Ruby because they helped to devise them. These set good moral standards for them. Although there are some moments for personal reflection in assemblies and religious education lessons opportunities to enhance pupils' spiritual development are not as strong in other subjects. Where it is best pupils consider others' religions and ways of life with a satisfactory degree of understanding. Acts of collective worship meet requirements. Pupils' knowledge of their own culture and way of life is also a strong feature as seen when the different types of dogs were the focus of a literacy lesson. This is further enhanced when, for example, they participate in musical events in their local and wider communities. Their knowledge of other cultures is developed in their religious education lessons when they study world religions such as Sikhism. However there are some missed opportunities to develop this understanding more fully in art and music.
29. The school draws effectively upon the local community and visitors, such as the group who were helping pupils in Year 3/4 to understand more clearly about life in Tudor times in the inspection week, make a significant impact upon their learning. Pupils listen carefully, make sensible responses to questions posed about life in Tudor times because the experience is made so meaningful for them. Pupils also go out into their community when they take part in concerts for the over sixty club and in a wider area of Nottinghamshire. The school is part of a local family of schools but does not always find this entirely beneficial because of the lack of a school of a comparative nature in the immediate area. Where co-operation is possible such as with work in information technology it is mutually successful and advantageous to both schools.
30. All pupils have equal access to the curriculum. Where necessary, additional support is given to pupils, as seen when a small number were working successfully with a support assistant in a literacy context. The school makes satisfactory provision for all pupils with special educational needs. These pupils have access to all areas of the curriculum, including extra-curricular activities. Their basic skills development is enhanced by the extra support that they are given in classes. Individual education plan

targets are being appropriately met. There is a good range of extra-curricular activities arranged over the school year, including choir, basketball and environmental clubs. The contribution made by these activities to pupils' education is strong as they are well supported by a large number of them.

31. The curriculum is being assessed on a regular basis. Teachers make a good effort to record pupils' achievements accurately and consistently. They also ensure continuity in learning. However pupils are not yet made fully aware of what they need to do next in order to improve upon their learning, as teachers do not always make this clear to them. The basic skills in spelling and writing are not fully developed and this is an issue that the school recognises that it needs to address.

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

32. Arrangements for ensuring that the school is a supportive environment are good. Staff show a strong commitment to the care of pupils. Governors and staff ensure routine health and safety checks and regular audits are carried out but issues identified are not always tackled with sufficient rigour. The recent training undertaken by staff regarding risk assessment has yet to be put into practice in all areas of the curriculum and aspects of school life. Fire evacuation procedures are satisfactory and regularly monitored but no exits are identified to assist those not so familiar with the premises. Child protection procedures are satisfactory but the designated member of staff for child protection issues has yet to receive any formal training in this area.
33. Personal, social and health education, which includes sex education and drugs awareness is very good. All pupils participate in a number of varied activities to raise their awareness of issues that face them in today's environment. Visiting speakers and staff expertise are utilised very well throughout the school. The school emphasises the importance of this aspect of the curriculum by using some of the work pupils produce to make safety posters for the school grounds reminding parents and visitors to park safely and the health hazards involved in dropping litter.
34. Rampton Ruby, a character developed by the pupils as a shining example of appropriate behaviour has pride of place in the school hall. It is used well by the school to promote good behaviour and high standards. Parents are enthusiastic about the effect it has, especially amongst the younger pupils.
35. The monitoring of pupils' academic progress and personal development as they move through the school is good. Focus books have been developed in literacy and numeracy to enable pupils to be aware of what they have to do next in order to make progress. Pupils are involved in monitoring their own development by the use of the "Treasure Box" where each term they place some of their work or evidence of personal achievements. This box is then presented to them when they leave the school not only as a memento, but also a record of how they have progressed and developed during their time at Rampton School. Although the monitoring is good assessment information is not always used consistently throughout the school to indicate clearly to pupils what they need to do next in order to improve their work.
36. The school has satisfactory systems to identify, assess, support and monitor pupils with special educational needs at an early stage, which enable them to make steady progress. Their individual education plans are well written, with precise targets, and are regularly reviewed.

37. Regular attendance at school is expected by staff but little is done to actively promote to parents the importance of regular attendance. Since the last inspection satisfactory procedures are now in place for recording and monitoring pupils' absence.
38. Together, the high expectations by staff, home school partnership, ethos of care and support, good relationships and behaviour in the school make a positive contribution towards raising pupils' achievements and self esteem.

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

39. Parents are enthusiastic in their support for the school. They are very supportive of its aims and values and appreciate the improvements in all areas in the last two years.
40. There are good communications with parents both verbally and in writing which keep them informed of day to day matters. The governors' annual report to parents and school prospectus have improved since the last inspection and are now satisfactory. Parents appreciate the opportunities to speak with staff on a daily basis. However, they expressed concern about the inconsistent use of homework whilst some wished to have more information about the curriculum to enable them to judge their children's attainment.
41. A booklet informing parents of the curriculum for the new foundation stage is in the process of being produced by the school. A corner set aside for information on this formative part of children's education has been set up within the unit. These are a good start to informing parents of the recent changes in the way their children will be taught and what they will learn.
42. A homework policy is in place but not always used consistently to enable parents to support their child's learning. At present, end of year progress reports, whilst grading pupils in effort and attainment are not making clear to parents what their children know and whether the progress made is sufficient. They do not explain clearly the strengths and weaknesses in their child's learning, in each subject area, and how improvements can be made.
43. Parents of pupils with special educational needs are regularly informed of their children's progress and are fully involved in the review process.
44. The parents', teachers' and friends' association hold social and fundraising events that are well supported by the whole community and raise substantial sums of money for the benefit of the pupils. The school environment club put much thought and effort into transforming an area of the field into a "sensory garden" where they could sit and relax. Partnerships formed with the community helped the school obtain funding for the project and resulted in the achievement of an environmental excellence award.
45. Parents felt that the support and guidance given to their children by the school is good. The support of parents and the community to engage in a partnership with the school to achieve its aims does much to raise the self esteem of the pupils and contributes effectively to their development.

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

46. The previous inspection findings indicated that the leadership and management of the school were weak. This led to the judgement that the school had serious weaknesses in this aspect. The overall leadership and management of the school are now good

because of its positive ethos, which has a good impact upon standards being achieved. The appointment of a new headteacher has led to substantial improvement in this aspect, and the school has developed steadily and successfully.

47. The good leadership of the headteacher is ensuring the school's all round improvement. He is supported well by the key staff. There is a clear direction for the work of the school, and it is working hard to achieve higher standards. The school is now largely meeting its aims. The items in the action plan that followed the previous inspection have been carefully addressed and much of its content has been achieved.
48. There have been many positive developments. For example, there is now a comprehensive school development plan, which indicates the targets and the funding needed for the various future developments. The National Literacy and Numeracy initiatives have been adopted. There is an ongoing monitoring of teaching being carried out by the head teacher. Feedback is given to teachers to support their development appropriately. This monitoring has recently concentrated upon literacy and numeracy provision. The school has worked very hard to prepare for the foundation stage of education. By harnessing its financial resources it has been able to re-structure its staffing, and to employ an additional teacher. This has enabled the school to make provision for the various age groups of pupils more successfully. The number of pupils on roll has risen. There are now sound policies and schemes of work for all subjects. Job descriptions for staff have been written. These have clarified the roles of the teaching and non-teaching staff. Efforts have been made to ensure that the roles of the curriculum co-ordinators can be fulfilled. However, changes in staff and additional employment mean that these roles are in need of further review. The curriculum co-ordinators do not yet have sufficient opportunities to monitor the work of other teachers and support staff, and to help in their guidance.
49. The school's recently appointed newly-qualified teachers are undergoing a pattern of further training and support promoted by the local authority. There is, however, no opportunity envisaged to develop this more fully by giving them opportunities to observe and work alongside experienced teachers and to give equal amounts of support to them in their classrooms.
50. The governing body is informed and supportive. It fulfils its statutory obligations and helps successfully in the promotion and monitoring of developments. The chair of governors leads the governors well and gives support to the school. He is aware of its strengths and current weaknesses. There is a good structure of committees, for example, for finance, strategic planning, personnel, and buildings. These committees meet regularly and advise the main governing body to good effect, helping to shape the direction of the school in a positive way. This leadership is having a significant impact upon the work of the school.
51. The school makes effective use of its resources. It has turned a shortfall in finances into a situation where there is an appropriate balance of funding. Day-to-day administration is efficient. Effective use is made of new technology by both head teacher and office manager to support day-to-day routines. The financial and management systems are well defined and the school uses specific grants and additional funding effectively to promote its educational priorities. The principle of 'best value' is conscientiously applied when purchases are made. The current level of staffing is adequate, as are resources for learning. The accommodation is well cared for and efficiently organised. The school hall however, is inadequate in size for the purposes of physical education, and its limitation also places restraints on other

activities. The staff do the best they can in the circumstances, which is a credit to their commitment and ingenuity. The school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to keep improving standards the governing body, headteacher and staff should

**(1) Ensure the appropriate development of newly qualified staff who have responsibility for end of key stage classes**

by giving them opportunities to observe experienced teachers in their own school and elsewhere

by providing them with appropriate support in the classroom in order for their pupils to achieve the highest standards, in line with the school's aims

(Paragraphs 20, 22, 49, 79, 81 and 91)

**(2) Pursue the raising of standards in English at both key stages**

by improving pupils' spelling and handwriting skills

by increasing the opportunity for writing at more length

(Paragraphs 8, 26, 31, 78 and 79)

**(3) Using more fully the information being gathered from assessment procedures to give pupils a clearer idea of what they need to do to improve further.**

(Paragraphs 23, 31, 42 and 83)

Although not identified as separate issues, in preparing their action plan, the governing body should also pay attention to the following:

Developing the role of co-ordinators so that they have opportunity to observe and work alongside other teachers

(Paragraph 48)

Reviewing reports to parents to ensure that they contain the fullest information on how their children are doing and what they need to do next to improve

(Paragraph 42)

Paying attention to a small number of health and safety issues as identified in the audit

(Paragraphs 32, 57 and 139)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	5%	50%	45%	0%	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)	N/A	88
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	9

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	5.2%
National comparative data	5.4%

Unauthorised absence	%
School data	1.2%
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	4	8	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	1	1	2
	Girls	4	7	7
	Total	5	8	9
Percentage of pupils at NC level 2 or above	School	67 ( 63 )	67 ( 67 )	75 ( 75 )
	National	82 ( 80 )	83 ( 81 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	1	1	1
	Girls	7	8	7
	Total	8	9	8
Percentage of pupils at NC level 2 or above	School	67 ( 67 )	75 ( 75 )	67 ( 67 )
	National	82 ( 80 )	86 ( 84 )	87 ( 85 )

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	4	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	3	3	4
	Total	7	7	10
Percentage of pupils at NC level 4 or above	School	70 ( 70 )	70 ( 70 )	100 ( 100 )
	National	70 ( 65 )	69 ( 59 )	78 ( 69 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	3	3	3
	Total	7	7	8
Percentage of pupils at NC level 4 or above	School	70 ( 70 )	70 ( 70 )	80 ( 80 )
	National	68 ( 65 )	69 ( 65 )	75 ( 72 )

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	86
Any other minority ethnic group	0

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

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

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

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

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

#### **Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	22
Average class size	22

#### **Education support staff: Y R – Y 6**

Total number of education support staff	3
Total aggregate hours worked per week	35.25

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 -2000
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	£
Total income	188033
Total expenditure	189409
Expenditure per pupil	2152
Balance brought forward from previous year	14834
Balance carried forward to next year	13458

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	20

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78%	22%	0%	0%	0%
My child is making good progress in school.	61%	33%	6%	0%	0%
Behaviour in the school is good.	89%	6%	0%	0%	5%
My child gets the right amount of work to do at home.	28%	61%	6%	5%	0%
The teaching is good.	61%	28%	0%	0%	11%
I am kept well informed about how my child is getting on.	28%	61%	11%	0%	0%
I would feel comfortable about approaching the school with questions or a problem.	56%	39%	5%	0%	0%
The school expects my child to work hard and achieve his or her best.	78%	17%	5%	0%	0%
The school works closely with parents.	33%	60%	7%	0%	0%
The school is well led and managed.	22%	61%	6%	0%	11%
The school is helping my child become mature and responsible.	72%	28%	0%	0%	0%
The school provides an interesting range of activities outside lessons.	61%	28%	6%	5%	0%

### Other issues raised by parents

The state of the buildings, particularly the inadequacy of the hall.  
The age range in some classes.

**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**

53. At the time of the last inspection provision for children under five was made within a mixed age class of pre-reception, reception and Years 1 and 2. There was no overall judgement made upon standards being achieved but progress was found to be satisfactory in areas of learning, except in the physical area where there were missed opportunities to develop a sense of adventure.
54. Since the last inspection classes have been reorganised so that provision for under fives is now made in a pre-reception and reception class. At the time of the inspection there were 11 children attending in the reception class on a full time basis, and a further nine younger children who were attending on a part time basis for three mornings a week. These younger children's work is planned by the early years co-ordinator who is well supported by support staff in developing the children's learning. The formation of an early years unit has been carried out with sensitivity and good management by the co-ordinator. This team approach ensures that children who enter school from a range of backgrounds, but with average levels of attainment, are given positive support in all activities. Some children transfer from the playgroup that is based in a separate building in the school grounds, and this efficiently helps the way that information about children is passed on. The assessment of children's abilities is made on entry to reception class, although informal assessments have begun once the children begin attending school. The children make satisfactory progress across all areas of learning and are given a good start for their entry to statutory schooling when their standards are in line with what would be expected for their age. The requirements of the foundation stage of learning are being fully met.

**Personal, social and emotional development.**

56. Children enter the early years unit with average skills in these areas of development and, although they leave on a similar level when entering statutory schooling, they have made good progress as they have reached the early learning goals. This is as a result of the good planning that goes into devising their activities as well as the skilful teaching by all adults who work with them. Adults are very patient with children whose concentration levels are very varied. They make it very clear to children what they expect of them. The children's tasks help them to learn very quickly that they need to co-operate with one another when they are involved in water play or in using the sand tray. When they are involved in these activities the children learn to share and care for one another because they are effectively organised.
57. The adults act as good role models for the children through the very nature of their team approach. They also interact with one another very well. As well as the competent planning the children's activities are well resourced as they have table top activities, floor activities such as the farm, and a home corner that has a wide range of roles in order to develop imaginative play. At the time of inspection it was a health centre that could be used for making appointments, going with one another in order to offer support and giving comfort if needed. This firmly establishes good relationships. It has a positive impact upon children's views of one another.
58. Children's personal development is effectively promoted as they are asked to become independent learners as soon as possible. They often begin working in small groups

but then are asked to carry out tasks on their own such as trying to tie shoelaces on the shoe fastening block. They also take great pleasure in working independently outside when they make good efforts at moving in a restricted space. At the same time this helps to support their developing social skills, as they also have to care for one another by avoiding one another in their movements.

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

59. All adults who work with the children give appropriate levels of priority to developing the children's skills in these areas of learning. They accept the vital nature of the communication skills being quickly enhanced so that the children can move forward in other areas of learning. They pay constant attention to children, listening carefully to their instructions and follow them up sensitively. At the same time they also listen equally carefully to the children. They take up frequent opportunities to share conversations with children. This is particularly effective when they share times together such as when they are visited by a lady in a wheelchair.
60. The teacher's planning effectively ensures that books are shared with children too in both small group and individual times. Children are encouraged to take books from the reading corner and "read" to one another in a comfortable area of the classroom. The children are able to use pictures to tell accurately the story of familiar books such as Goldilocks and the three bears. The early stages of reading are being developed as they move in sequence through the book. Fingers and eyes move from left to right across a page with competence.
61. By the time the children leave reception class they are readily achieving the early learning goals because all adults work with them in a similar way and have the same expectations of their responses. They get the children to record as early as possible. They give practical daily experiences in order to achieve this, such as the focus on writing for various purposes when they are making appointments and listing names. They also record accurately underneath the teacher's writing about their experiments in making footsteps. By the time that they leave reception class children are beginning to show good pencil control because they are writing with confidence.

### **Mathematical development.**

62. Children come to the school with their mathematics development being their weakest area. In consequence mathematics development is particularly well planned with the practical nature of the work being stressed so that understanding can be assured. By the time that the children leave the reception class they achieve the early learning goals for mathematics because of the good teaching that takes place in both pre-reception and reception areas.
63. Much of the early understanding is based upon working together singing number rhymes. These are made more meaningful for the children by the fact that the teacher provides visual resources for numbers up to five and then up to ten. They sing "Five penny buns" as five of the children hold five big pictures for all the other children to see and count as they disappear and then reappear. This experience is repeated to make certain that understanding is securely in place as they sing about five little ducks. It is only when the teacher is certain by the children's action that they have understood that they move on to the number ten. Then they sing about the "Ten blue bottles" on the wall. They are blue because the children representing them are wearing their blue school sweatshirts. This repetition of learning is well organised and extends the children's knowledge of number effectively when they take away the numbers from the bottles in twos.

64. The children begin to understand how things match to one another as they play their tabletop games on matching pairs. They use the language of comparisons when they measure feet and find out about the longer and shorter ones. They have key words clearly established in their thinking such as "How many?" and "Let's count". Although most of the children have only just started in school they are identifying objects to match the words with good measures of self-confidence and accuracy. Children's efforts are recorded with accuracy and are used in order to ensure they make consistent progress in their learning.
65. Lessons are conducted at a good pace, but not at the expense of establishing understanding. Resources used are supportive of ensuring secure learning is taking place.

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

66. The children come into school with average amounts of knowledge about their own world. It is necessary to extend their learning to a wider world. This is only started when adults are assured that the children have had experiences of their immediate world. This is seen at the time of inspection when the children make a study of themselves but quickly move on to consider the similarities and differences that there are between themselves and a visiting adult who has to use a wheelchair. They make thoughtful responses to questions of how they can move the wheelchair around their classroom. This technically difficult experience teaches them about distances as well. This well organised visit is of high value because so many different facets of the world are presented to them in a short, but effective, period of time.
67. They learn about the passage of time as well as they make comparisons between their own movements and those of adults. They comment sensibly upon their observations of how different their movements are to older people. The practical nature of their learning clearly has an effective impact on extending knowledge and understanding.
68. Children make good use of the computer to record their names and patterns. They move the mouse around with skill and confidence. They are able to share their excitement with one another as well as adults as they see the outcomes appear on the monitor.
69. They find out how things work for themselves when they construct the farm as part of their carpet activities. They talk with confidence about what they are doing and why they are doing it in order to make a sensible pattern of buildings and fields for the animals to live in.

### **Physical development.**

70. The provision made in this area of learning was not entirely satisfactory at the time of the last inspection because of the lack of adventure in activities. The children now make good progress and achieve the early learning goals as they move around in a restricted, adventurous space outdoors. At the same time they learn about colours and sizes as they move in a rectangular space in different ways, such as on their toes and by jogging, to different sized and coloured objects, such as cones and circles.
71. The children also move with confidence and imagination indoors as they make an obstacle course and move around it using different feet patterns. The ideas behind the need to do this are suitably reinforced through their listening to the story of "Rosie's walk". The finer skills of physical development are creatively used when they thread laces, use sticklebricks to make objects and use bottles and funnels in the water tray with good measures of accuracy.

72. This wide range of physical activities are carefully planned and resourced by the teacher and support staff. They assess what is happening on an ongoing basis so that continuity in learning can be assured.

### **Creative development.**

73. This area of learning is particularly well planned for by the teacher and so the children make good progress as they readily achieve the early learning goals. The children have many opportunities to use paint and other materials as they make pictures of numbers and of characters from stories they have heard as well as using paint and materials for sheer pleasure.
74. They link their learning to other areas as they join in singing games enthusiastically that also support their learning about numbers. They listen with high levels of concentration as they play instruments for one another and match the sounds that they make to the wide variety of shoes that they have either brought into school or that have been brought into school by their teacher. They move with their instruments as well to show that they are capable of enlarging the skills of music making. They do all of this with good measures of self-confidence because they are interested and well motivated by what they are doing. They show respect for one another by listening with so much care as they perform individually. Adults join in with these activities and so demonstrate the joy that can be gained from participating in them.

### **ENGLISH**

75. The previous inspection in 1998, indicated that standards in English were satisfactory overall with some good features. This was confirmed by the follow up visit made in 1999, and by the local education authority's most recent school improvement report (1999/2000).
76. The results of the 1999 National Curriculum tests at Key Stage 2, indicated well below average attainment but in the lowest percentage of schools when compared to similar schools. There is no significant variation between the attainment of boys and girls. Preliminary evidence from the results of the 2000 tests indicates that the school has attained standards in English at a satisfactory level. This applies to both key stages. There are variations in attainment indicated in the totals of the test results that can be explained by the influence of individual pupils who generally attain less well than their peers, and the small numbers of pupils in the cohorts taking the tests.
77. Current inspection findings indicate that the pupils' attainment in reading is average. By the time they are seven, many of the pupils read aloud with good expression and accuracy. They successfully use their developing understanding in order to tackle unfamiliar words. Most develop good reference skills and know, for example, the difference between the contents page and index of a book. They have good opportunities for speaking and listening throughout the curriculum, and are usually confident in expressing themselves and in relating their ideas during discussions. They develop an increasingly broader vocabulary. In writing, standards are satisfactory overall. The pupils write interestingly in a range of contexts, for example, diaries, letters, stories, and accounts of events. Their work in poetry is interesting and lively. There is, however, little opportunity to write at length. However, spelling of many commonly used words is often incorrect and sometimes does not offer a logical alternative. The pupils' handwriting standards are unsatisfactory. Very few of the pupils show signs of developing a fluent cursive style, and many write in a mixture of capital and lower case letters.

78. By the age of 11, the pupils' speaking and listening skills are satisfactory. They share ideas well when discussing in groups, and are generally fluent in class debates and discussions. Reading standards are good. The majority of the pupils read aloud with good levels of accuracy and expression. They readily discuss what they have read and can describe the characters in a story, talk about the plot, and make predictions about what might happen. Their reference skills are also good. As at the age of seven, however, spelling skills are not sufficiently strong, and the quality of the pupils' handwriting is unsatisfactory. A significant proportion of the pupils in Years 5 and 6 do not develop a fluent, cursive handwriting style. This is a weakness. The written work lacks good presentation and spellings are often inaccurate. Good spelling habits are not firmly established, despite the pupils' ability to use reference books and sources. The work sometimes shows a carelessness that is alien to the often good thinking behind the work itself. Again more attention needs to be given to extending the pupils' opportunities for writing at length to increase their confidence and the quality of their work.
79. The school has recognised the aspects of spelling, handwriting and overall skills in writing at length as areas for further development in both infant and junior classes. They are crucial if standards are going to be raised. While literacy is taught satisfactorily overall, further staff training is necessary. The newly qualified teachers have had only limited training in the development of the National Literacy Strategy. This strategy is, consequently, not as securely in place throughout the school.
80. The pupils at all stages show enjoyment in their work in English. They are keen to answer teachers' questions and often make lively contributions to lessons, both verbally and through their written work. Some pupils read avidly and voluntarily, for example at playtimes. They share ideas and opportunities well and co-operate effectively with one another in joint tasks.
81. The teaching of English is satisfactory at both key stages. At its best, for example in the early stages and at Years 3 and 4, it promotes the pupils' literacy skills well. Clear learning objectives are given to the pupils, and lessons are interestingly presented. Good opportunities are given for discussion and the pupils' own ideas are encouraged and fostered. They, consequently, work hard and apply their imaginations to good effect. This was noted in poetry work, stories, and accounts of events. Reference materials are used well and computer work is used to extend the pupils' knowledge and skills. The pupils with special educational needs are well supported so that they make good progress, and those of generally higher attainment are usually appropriately challenged. In the satisfactory, but less successful lessons elsewhere, there is sometimes too much talk by the teacher and too little activity for the pupils. The teachers' subject knowledge is less secure, and pertinent learning objectives get diffused in over-lengthy introductions and explanations.
82. The subject is led well by the co-ordinator who has a good grasp of the needs for development of the subject across the range of the curriculum. This is a strength. The school promotes literacy well through other subjects, notably, geography, history, religious education and science. Information technology is used to extend the pupils' reading and writing skills, but more should be done here to offer the pupils fuller opportunities in word-processing and desk-top publication. The co-ordinator is experienced and very committed. She currently has insufficient opportunities to monitor the work going on in other classes, particularly in the older age groups, and to support new members of staff.

83. The school has adopted and developed a sound scheme of work. The assessment procedures are good and provide firm information about the school's strengths and weakness and the individual pupils' progress in all aspects of English. The need now is for this information to be used in promoting action by all staff to ensure that standards are raised to a higher level by telling pupils what they need to do to improve further.

## **MATHEMATICS**

84. By the age of seven, standards of attainment are average when compared nationally but below that of similar schools. This was also the situation found at the last inspection.
85. The national tests for seven year olds in 1999 show scores which are average which is an improvement from the previous year. Preliminary evidence from the results of tests for 2000 show 100 per cent of pupils attaining level 2 or above. Pupils observed in numeracy lessons show that they can identify coins and work with money up to one pound and can record their work in appropriate ways. Younger pupils in the key stage can use the language of addition and handle number bonds up to 20 with confidence. Pupils' work shows that they can subtract numbers to 20, that they can count in 2s, 3s, 5s and 10s and that they have worked on basic two and three dimensional shapes. They understand the concept of estimation and have begun to use a variety of graphs and bar charts to record their findings. They can multiply and divide and have completed work on measurement and weight.
86. By the age of 11, standards of attainment are in line with national averages but well below the average for similar schools. In national tests for 11 year olds in 1999 the overall scores show improvement over the past three years and preliminary evidence of results for 2000 show continuing improvement with more pupils attaining at the higher level. There is no significant variation between the attainment of boys and girls.
87. Inspection evidence indicates that by the age of 11, pupils can use the mathematical language of factors, multiples and equivalent calculations confidently and with understanding. They have knowledge of handling data, tallying, symmetry and decimals and give clear explanations of how they reach their answers. They have a sound knowledge two and three dimensional shapes and are able to apply their skills and knowledge in problem solving situations.
88. Pupils with special educational needs are given sound support in lessons by teachers and support staff and enjoy joining in the whole class mental mathematics sessions.
89. Throughout the school, pupils' attitudes and response in numeracy lessons is satisfactory and in Key Stage 2, attitudes are good. Pupils listen carefully to their teachers and are keen to offer answers, especially during the mental maths part of the lesson. Their work is generally well presented and carefully laid out. They concentrate well on the tasks they are given and are able to work sensibly and co-operatively together.
90. The National Numeracy Strategy has been established but further support may be required for the newly qualified teachers to secure their knowledge and understanding of this approach. Literacy is well demonstrated in numeracy lessons through the good work observed in the development of pupils' mathematical language.
91. The quality of teaching is satisfactory with some good teaching in junior classes. Lessons are well planned with learning objectives shared with the pupils. Teachers

question and challenge pupils well, which encourages high levels of concentration, Pupils are given strategies to check their own work in order to promote their independence. The pace of lessons good and work is usually planned at different levels to meet the varying learning needs of the split year classes. Although teachers' own subject knowledge is generally satisfactory, support for the newly qualified teachers in the structure and organisation of the National Numeracy Strategy is required so that they have the opportunity of observing more experienced teachers and particularly how these lessons are managed. Although the teaching staff undertook three days of training in numeracy, staff changes have left the two newly qualified staff with little training in this area.

92. The subject is appropriately co-ordinated. The school has a policy and scheme of work for the teaching of mathematics and pays due attention to the framework provided by the National Numeracy Strategy. The co-ordinator monitors pupils' progress through regular assessments and focus booklets as well as observations and work scrutiny. Targets have been set for pupils but this practice is not securely established in terms of informing planning on a day to day basis. There is a satisfactory range of teaching and learning resources.

## **SCIENCE**

93. Attainment at the end of both key stages was in line with national averages at the time of the last inspection. However, the school lacked a scheme of work due to the absence of the headteacher, who was the science co-ordinator. This was left as a key issue for the school to address. Since the appointment of the present headteacher, who is also the science co-ordinator, this issue has been addressed and there are no longer causes for concern in this respect.
94. The results of the 1999 National Curriculum assessments at Key Stage 1 showed attainment broadly in line with the national average but with attainment well above average in work on materials and their properties. The results of the National Curriculum tests at Key Stage 2 were above the national average. There is no significant variation between the results of boys and girls. Results were below average when compared to similar schools. Preliminary evidence from the results of the 2000 tests indicates continuing improvement.
95. Inspection evidence judges standards to be above average at both seven and 11 as a confirmation of the 2000 test results and a result of the provision for science made since the appointment of the present headteacher. The scrutiny of pupils' past work re-affirms the rise in competency levels in science.
96. In the infant class pupils learn about healthy and unhealthy foods and follow up with different levels of activities for Year 1 and Year 2 pupils. Year 1 pupils survey healthy and favourite foods before individually designing a plate of healthy food. Year 2 pupils sort foods into different categories before producing a graph that clearly demonstrates their understanding of how to categorise systematically. In junior classes pupils learn about the reversibility of some materials in Year 6. They are clear about the processes as they have them demonstrated for them by their teacher. This demonstration is participatory as well, even though they are watching what happens, because the teacher is stressing the need for safety in carrying out some aspects of fair testing of scientific principles and pupils are making perceptive verbal observations. Good attention is being paid to recording accurately in this older year group.

97. Progress is good throughout the school as a result of the good pattern of learning that is taking place. Pupils, including those with special educational needs, are learning particularly well because of the practical nature of the investigative work that they are doing. They have good levels of concentration because they are well motivated by their tasks. They often work in pairs with good measures of self-confidence because they have clear understanding of their tasks. They are often able to show this level of confidence because learning is built upon previous learning.
98. Pupils are interested in science and show respect for one another's contributions to the conclusions being drawn as they work in small and whole class groups. They work at a good pace because of their high levels of interest. Pupils establish good working relationships with one another. They organise their own learning well in both infant and junior classes. They do this with mature attitudes in the junior classes and so are able to complete their tasks successfully.
99. Teaching is consistently good throughout the school. Teachers generally have secure subject knowledge as they are well supported by the scheme of work produced since the last inspection. They devise appropriate and interesting activities. Extension work is provided for more able pupils to confirm teachers' high expectations of end products. Teachers deploy support well so that pupils gain maximum benefit from all adults who work with them. Support staff consequently are very much part of the pupils' learning and make a positive input into it as they also ask perceptive, open ended questions. Lessons are organised effectively with good resource provision being made before lessons begin.
100. Science is well co-ordinated by the headteacher. Resources are satisfactory and are readily available to both staff and pupils. The importance of improvement being continually made is a clear element of developments in science but this is not yet supported by a portfolio of work that demonstrates continuity and progression.

## **ART AND DESIGN**

101. Standards in art, at the time of the last inspection, were found to be what would be expected for pupils' ages. Progress was satisfactory.
102. From the sample of pupils work provided and work on display around the school, standards are judged to be in line with national expectations across both key stages. The work shows pupils have good knowledge of mixing paint and producing ranges of colour. Much work on display is based on the work of a good range of famous artists and the effective copying of their various styles. Some art work is directly linked to work in religious education where Islamic styles have been reproduced. Appropriate examples of art and design using the computer are also available. Large pieces of work displayed around the school show the result of pupils working well together.
103. Only one lesson of art was observed during the inspection. In this lesson in the Years 3/4, standards are judged to be in line with national expectations. Pupils are encouraged to make careful observations before they begin their drawings. The pupils, including those with special educational needs, are interested and eager to answer questions and the majority work well together. The lesson has good pace because of the time targets set and the teacher gives effective demonstrations, which all combine to support effective learning.
104. Portfolios of pupils' work show a reasonable range of activities and photographs are available of pupils' attempts at sculpture completed at the sculpture park. Sketch

books have recently been re-established in junior classes but are not used in the infant class.

105. Co-ordination of the work in art is satisfactory. The school has a scheme of work based on the guidelines of the Qualifications and Curriculum Authority. Assessment folders are being built up and monitored in order to secure continuity and progression in learning. The co-ordinator has observed other teachers' lessons and does scrutinise pupils' work. She has also established links with the art department of the local secondary school. Pupils make some visits as part of their work but these do not, as yet, include galleries, which the co-ordinator hopes to be able to address. Resources are satisfactory.

## **DESIGN AND TECHNOLOGY**

106. Standards at the time of the last inspection were found to be in line with national expectations. Satisfactory progress was being made.
107. No lessons in design technology were observed during the inspection. It is therefore not possible to make firm judgements on the quality of the teaching. Judgements about provision for the subject are made on the basis of scrutiny of some samples of the pupils' previous work and of teachers' planning and records.
108. The standards achieved are satisfactory throughout the school. They match expectations for pupils' ages. The pupils' general progress, including that of pupils with special educational needs, is also satisfactory, in both the design and making aspects of the subject. Examples were noted of model building construction and the use of joints and levers that make the ears on a model human face move. These provide firm illustrations of the pupils' learning experiences and increasing expertise in the use of small hand tools and a variety of materials. Current work in Years 5 and 6 is based on the strength of building structures.
109. There is a sound policy for the subject and work is effectively planned to fit the framework of provision for the other foundation subjects of the curriculum. Links are made appropriately with other subjects. The planning for design and technology is based on units of work over the period of a year. Each unit has specific purposes, for example in using a range of materials, tools and design ideas. The pupils regularly make evaluations of their work and of its' quality and fitness for its intended purpose. This evidence, sometimes with photographs of finished artefacts, is collected in an individual pupil progress record. The assessment systems and procedures for design technology are good. The resources for the subject are adequate.

## **GEOGRAPHY**

110. The pupils' attainment in geography throughout the school is satisfactory at both key stages and in line with national expectations. The pupils' progress is also satisfactory throughout the school, including those pupils with special educational needs. This is similar to the findings of the previous inspection.
111. The pupils in the infant class have an understanding of the seasons and of changing weather patterns. They can make observations about environmental issues and suggest improvements and alternatives about how their local environment is used. They learn about different places and about the advantages and disadvantages of living in them. They can, for example, conduct surveys of traffic adjacent to the school and propose ways of altering the conditions to increase general safety. In junior classes the

pupils can research different environments and make comparisons between them. They consider questions about the effects of different types of climate on the people who live there, and can come to some conclusions about how the people are affected. They do this through, for example, comparative studies of the Lake District in Britain and the Austrian Alps.

112. Pupils' interest is well promoted. The pupils enjoy their work and they generally work well together in a spirit of co-operation. The younger pupils act maturely when working outside the school, for example. A few older pupils sometimes seek to challenge the authority of the teacher and act immaturely, but this is quietly and effectively dealt with.
113. The teaching overall is satisfactory, and often good. The teachers plan the lessons efficiently and organise them effectively, enabling the pupils to form and present their own ideas in addition to gaining knowledge. Learning objectives are made clear to the pupils.
114. The resources for geography studies are adequate and used well. Volunteer support is used effectively to provide additional opportunities for the pupils to observe and record in actual situations, as when groups from Years 1 and 2, observed during the inspection, carried out first-hand fact-finding research on traffic passing the school.
115. There is a scheme of work for geography. The assessment procedures for gaining information about what the pupils have done and how well they are doing are firmly in place. As with some of the other foundation subjects, there is a need to ensure that this information is used more fully to provide the teachers, particularly those new to the school, with evidence of the stage individual pupils have reached in their learning. This would aid the teachers' awareness and help to raise standards to a higher level.

## **HISTORY**

116. At the previous inspection, the pupils' attainment was found to be in line with national expectations. It is the same now. Standards are satisfactory throughout the school and the pupils, including those with special educational needs, make steady and often good progress.
117. In the infant class, the pupils gain a sense of chronology. They can recount past events in their own lives and make appropriate and thoughtful observations about changes over time. When comparing toys used by children in the past with modern toys, for example, they can describe and discuss the differences and similarities in the materials used, as well as the way in which the characteristics of the toys have developed. In junior classes, the pupils make good observational drawings of Tudor costumes, for example, and can make distinctions between life in the Elizabethan Age and their own. They have firm factual knowledge of events. The pupils in Years 5 and 6, studying the experiences of evacuees in World War 2, are able to empathise with the situation of the children involved, and to express opinions about their probable feelings and experiences.
118. Pupils enjoy their history work. They show increasing involvement as a result of interesting tasks. They use learning opportunities well to think about the past.
119. The teaching of history is satisfactory overall and has a number of good features. Lessons are well planned and managed, and tasks are set which interest the pupils. Historical artefacts are used well to illustrate historical facts and situations. Younger pupils are able, for example, to see toys of the past and the present and categorise

them as 'old' or 'new'. Support assistants and volunteer helpers willingly dress in costume to provide, through role-play, models of people of the past. This helps, successfully, to promote the pupils' historical inquiry skills. Another example of good practice is when older pupils sometimes dress in period clothes and, in question and answer sessions provide evidence of their feelings as 'evacuees'. These memorable features of the teaching have a positive impact on the pupils' learning.

120. There is a good scheme of work for history, and despite the pressures upon the school of other educational initiatives, the subject has a firm place in the curriculum. Information technology resources are used to support the pupils' research through the use of CD ROM. The subject is used beneficially to promote the pupils' awareness of the past and its influence upon the present. It also helps to promote the good ethos of the school.

## **INFORMATION TECHNOLOGY**

121. At the time of the last inspection in 1998, standards in information technology were in line with national expectations at the end of both key stages. The follow up report in 1999 indicated that the pupils would benefit from access to a wider range of resources for information technology. The school has since worked hard to provide more fully for this aspect of the curriculum. It has adopted a clear and progressive scheme of work, and has significantly increased the numbers of computers available for the pupils to use. The school has also tried very hard to raise the level of staff skills in order to meet the demands of the expected curriculum, and of the pupils in the range of their learning.
122. The pupils' standards continue to match expectations throughout the school. There are clear signs of improvement in their opportunities to use computers to support their work across the range of the curriculum. The introduction of a computer suite for all classes to use on a weekly time-tabled basis, and the purchase of a good range of software has aided the subject's development well. The impact of recent developmental initiatives is bearing fruit, and the majority of the pupils are making substantial progress in establishing their knowledge and computer skills.
123. In the infant class, the pupils use word-processing to extend their literacy skills. By using programs such as 'Paint', they develop their artistic skills. The work is carefully structured to ensure their steady progress. They also gain some experience of control technology through the use of a floor robot. In the junior classes, all pupils, including those with special educational needs, maintain satisfactory progress. Good examples were noted of the use of data-handling to provide and display information in mathematics, consequently extending the pupils' numeracy skills. Information technology work also ranges across the curriculum, with the use of CD ROM and media packages to gain information in history and to create multi-media pages, for example. In one lesson seen, the pupils in Years 5 and 6 were provided with direct teaching and a good learning opportunity to marry sounds to illustrations and text. They made good progress.
124. The pupils are keen on their information technology activities. They behave well during lessons and co-operate sensibly in groups, sharing ideas and helping one another. Those with special educational needs are effectively supported and make steady progress.
125. The teaching is purposeful. While none of the staff have a discrete expertise in using and developing the technology, the teachers work well together and support one another to ensure that the pupils learn effectively. Good use is made of voluntary help

in lessons to provide the pupils with additional adult support. The skills of some higher attaining pupils are also used effectively to help lead the work forward. Lessons have clear objectives for learning, and are well planned and organised. Emphasis is given appropriately to the pupils' development of sound basic skills.

126. The co-ordinator for information technology has a firm grasp of the needs for development of the subject. While confessing to limited personal skills with computers, she nevertheless, has overseen a range of very positive developments. She provides good support for the staff. Outside expertise has been sought to good effect. Recent initiatives have been carefully considered and promoted. The school still lacks an Internet facility, and staff training is difficult to arrange, due the lack of courses available locally. Nevertheless, both of these aspects are firmly in the developmental pipeline. A lunchtime computer club has been started, and an 'I.T. Evening' for parents has been held, while additional funding for equipment has been gained through the good work of the parents' association. The current situation in the school's information technology provision is positive and is leading to steadily rising standards.

## **MUSIC**

127. At the time of the last inspection it was found that most pupils attained in line with national expectations. Pupils now still reach the standards that could be expected for their age throughout the school. There is a recognised need to review the present scheme of work to meet the needs of Curriculum 2000 as the school has set this as a priority for next term.
128. Although there was no opportunity to observe lessons in the infant class, evidence was produced of planning, photographs and tapes that indicate pupils' participation in a wide range of appropriate musical activities. In the infant class pupils follow up the learning from the foundation stage class as they are introduced to learning about pulse, rhythm and timbre in music making. This is done successfully through using themselves as instruments as they clap out rhythms to their names before they begin to use instruments to find out about pulse and timbre. This is effectively done when they begin to make simple compositions and perform them for one another with good measures of self-confidence. The use of their voices in the infant class is also an important element of performing together as they explore scales and musical processes. The outcomes from this work are seen in the junior classes. As seen in the inspection week pupils in Year 3/4 are able to build upon this knowledge as they clap with accuracy to make rhythms and apply the process to produce a phrase of a composition in the first place in small groups. They then join learning together to make group phrases into a whole class composition.
129. As a result of the good range of opportunities, progress is satisfactory, including that of pupils with special educational needs, throughout the school with some good progress being made in work observed in Year 3/4. Pupils, including those with special educational needs, are being well supported in their learning. They make effective use of their own voices in order to find out the difference between loud and quiet sounds and how to put a range of sounds together to begin to make a simple composition. They listen to one another carefully as well as adults in order to improve and make good progress in their performances.
130. Attitudes to music are good throughout the school. Apart from listening carefully to one another, pupils sustain concentration levels because they are interested. They move into group work with enthusiasm as a result of the interest that has been generated by

teachers. Their social and personal development is enhanced by their music making together.

131. Teaching is satisfactory throughout the school. There is well-planned coverage of all aspects of music making. Where teaching is most effective use of previous learning is made. Clear instructions are given. New ideas are introduced with care and well supported by the teachers giving pupils an example of what they want them to do. At the same time teachers make it clear that they are giving examples and want the pupils to be creative in their responses to tasks. Through clearly structuring expectations of pupils' compositions and performance teachers support them effectively in getting maximum enjoyment and benefit from music making together.
132. The subject is satisfactorily led by a co-ordinator who is prepared to apply the same determination to moving it forward successfully next term as she has done to preparing for the introduction of the foundation stage of learning. This is to focus upon the provision of a policy and scheme of work to meet the demands of Curriculum 2000. Resources are satisfactory, as they have been recently up-dated. Some of this update has been achieved as a result of the school's success in competitions in the local area. Resources are stored centrally but are readily accessible to staff and pupils. Extra-curricular activities such as choir and recorder club make a significant contribution to the pleasure and benefits gained from music making together.

## **PHYSICAL EDUCATION**

133. At the time of the last inspection standards were found to be in line with what could be expected. Progress was satisfactory.
134. Throughout the school attainment is still in line with that expected for pupils of these ages and pupils, including those with special educational needs, continue to make satisfactory progress.
135. In the infant class most pupils can throw, receive and strike a ball with a sound degree of accuracy. Those who have not yet mastered these skills are receiving appropriate coaching.
136. In the junior classes pupils are able to put together sequences of movement which pay due attention to take off, stretching and landing on various pieces of apparatus. Work in movement shows pupils able to use hops, jumps and springs in a movement sequence which they then relate to a range of animals. They use the restricted space in the hall sensibly although their movement of apparatus and use of the crash mat do present some safety concerns.
137. Learning is good in the infant class and satisfactory in junior classes for all pupils, including those with special educational needs. Younger pupils are encouraged to warm up at the start of the lesson and they listen carefully to the teacher's instructions.
138. Teaching is good in the infant class and satisfactory in the junior classes. Lessons are well planned. Well targeted support is given to a group of pupils who are still having difficulty in throwing and catching a ball. Some good coaching points are given and demonstration is used effectively. The pace of lessons is sound and pupils are appropriately challenged. The use of apparatus is less secure and pupils take some while to focus adequately on their tasks. Although safety factors are discussed at the start of the lesson they are not always adhered to by the pupils. Generally the management of pupils is sound and they do enjoy these lessons. The encouragement

to observe the work of others and evaluate their own performance is not always a feature of lessons.

139. The subject is soundly co-ordinated and the scheme of work is about to be reviewed using the guidelines of the Qualifications and Curriculum Authority to ensure consistent progress. Coverage of the National Curriculum programmes of study is secure with pupils having regular swimming lessons and the opportunity of undertaking outdoor activities on their residential visit. There is a good range of sports teams who compete with other schools and additionally there are opportunities for pupils to go sailing and play basketball. Outdoor facilities for physical education are satisfactory. The school has a large field and two hard surface areas. The hall provides very limited opportunities for gymnastics and dance. The use of apparatus does raise some safety issues, in particular the use of the crash mat.

## **RELIGIOUS EDUCATION**

140. The last inspection found that pupils' attainment exceeded the requirements of the locally agreed syllabus. This judgement was based upon two lesson observations and a scrutiny of work. It is now clear from the evidence of three lesson observations, scrutiny of work and discussion with pupils that the standards are what could be expected by the locally agreed syllabus and from national documentation, which is what present work is being based upon. Pupils, including those with special educational needs, are still making good progress and on occasion very good progress in Year 3/4. This sustains progress being made at the time of the last inspection.
141. Pupils in the infant class learn about the differences between the Bible and the Torah as they begin to contrast the contents of different religions. They confirm their understanding as they make sensible contributions when they enter into discussions with their teacher because they have examples of an actual Bible and Torah to consider. This question of contrasts between religions is a continuing theme as in Year 6 they give consideration to the importance of the Koran when it is compared to the Bible. Pupils are able to do this with confidence as they have given mature thought to symbols in religion in Year 3/4 as they study the Sikh religion.
142. Pupils make good progress throughout the school. They build upon their learning in whole class discussions in the infant class as they satisfactorily record their knowledge of differences between the Christian and Jewish religions. They are able to do this because they use artefacts that help to make their learning meaningful. This progress is built upon in junior classes as they listen with rapt attention in Year 3/4 to the story of Mary Jones and her quest for a Bible and put this into the context of the equal importance of the Koran in the Muslim religion. They develop their progress in Year 6 when they begin to debate with maturity as they consider the symbols of the Sikh religion. They use their skills in art to illustrate their understanding of the symbols of the flag. Pupils with special educational needs are well supported throughout the school in order to make satisfactory progress in their learning in religious education.
143. Pupils' attitudes are good. They listen well throughout the school. They are well motivated as a result of the high levels of interest in their activities. They make well-informed comments as they listen to stories and information being unfolded for them. They build upon information purposefully as they confirm their clear understanding of the differences and similarities in world religions.
144. The quality of teaching is good and on occasion very good in Year 3/4. Teaching is most effective when there is good sequence in learning as a result of appropriate

planning. Group tasks are introduced clearly and carefully. Open-ended questions are asked which ensure that pupils' interest levels are being well maintained. Learning is efficiently monitored so that progress can be sustained. Pupils are encouraged to reflect in a mature way as a result of the sensitivity with which teachers develop their learning about different religions.

145. The headteacher co-ordinates the work in the subject with clarity. The policy supports the scheme of work provided by the syllabus and national documentation. Although the resources are satisfactory there are only a small amount of suitable artefacts to support learning of different religions. Teachers' own resources often supplement these in order to make learning meaningful for pupils. This lack of appropriate resources is recognised by the headteacher as a need to be addressed.