

# INSPECTION REPORT

## **BRIXTON ST MARY'S CE PRIMARY SCHOOL**

Brixton, Plymouth.

LEA area: Devon

Unique reference number: 113478

Headteacher: Mr S Cox

Reporting inspector: Hazel Callaghan  
22254

Dates of inspection: January 28<sup>th</sup> - 31<sup>st</sup> 2002

Inspection number: 230312

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Elliott's Hill Brixton Plymouth Devon
Postcode:	PL8 2AG
Telephone number:	01752 880436
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Hilary Oates
Dates of previous inspections:	OFSTED June 1998 HMI February 14 <sup>th</sup> - 15 <sup>th</sup> 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22254	Hazel Callaghan	Registered inspector	Mathematics History Geography Music Foundation stage Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed
11564	Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31801	Yvonne Bacchetta	Team inspector	English Science Information and communication technology Design and technology Art and design Physical education Special educational needs	Pupils' attitudes, values and pupils' personal development. How good are the curricular other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's is a voluntary aided Church of England school with 66 pupils on roll at the time of the inspection. It is a small school having only three classes, with an average of 22 pupils in each, which is considerably below that found nationally. The pupils come from wide and varying economic backgrounds. Thirteen per cent claim free school meals, which is similar proportion to that found nationally. There are no pupils having English as an additional language and all pupils come from white European families. The local housing consists of owner occupied homes, local authority dwellings and rented accommodation. One of the local estates of houses is in the process of redevelopment, which has resulted in many families being re-housed out of the village. The re-development should be completed in the autumn and the school expects the number on roll to rise once more. There has been in a very high proportion of pupils leaving and joining the school (53 per cent) at other times than is usual.

Children are admitted to school in the term in which they are five years of age. On entry to the school children exhibit a wide range of attainment, but the overall attainment is often below that found nationally. There is often a high proportion of pupils with below average attainment on entry to the school. There are 19 pupils identified as having special educational needs (30 per cent), which above that found nationally. Five pupils have statements of special educational needs (9 per cent), which is a much higher proportion than is usual. All four statements recognise the pupils' significant emotional and behavioural difficulties.

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

This is an effective school that has worked hard to improve the quality of education provided for its pupils. Standards have fluctuated over the last four years because of the small size of each year group of pupils, but the overall trend is upward, so that by the age of 11 most pupils now attain the standards that are expected in English, mathematics and science. The quality of teaching is good in the older two classes and pupils make effective progress in most areas of learning. The headteacher provides clear direction for the school and staff work well together as a supportive team. The school provides satisfactory value for money.

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

- Provides good quality teaching in the junior classes that stimulates and promotes pupils' learning so they make good progress in English, mathematics and science.
- Provides for pupils' spiritual and moral development very well, founded on the school's strong Christian ethos.
- Provides very good strategies that support pupils with emotional and behavioural difficulties. Pupils are well supported and consequently they settle quickly into the school.
- Pupils feel well cared for and encouraged in their work. Relationships throughout the school are very good.
- Parents' views of the school are very positive and they are very supportive of its work.
- The school accommodation is spacious and very well appointed which enhances pupils' learning.

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

- Standards in English, mathematics and science in the infant class, and standards in information and communication technology throughout the school.
- The provision for children in the reception class so they receive a curriculum that better promotes their learning and supports their personal and social development.
- Teaching in Years 1 and 2 so pupils make appropriate progress in all areas of learning.
- The development of effective procedures for assessing pupils' attainment and progress in all subjects so they are used consistently through the school and are used to provide work that builds on pupils' previous learning.
- The role of co-ordinators in the monitoring of standards of teaching and learning in their subjects.

*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 previously inspected under the OFSTED framework in June 1998 and was judged as requiring Special Measures. Good progress was made over the following two years in addressing the weaknesses identified and in raising standards, so that at the inspection carried out by Her Majesty's Inspectors (HMI) in February 2000 the school was considered as no longer requiring Special Measures. Since then, the school has made satisfactory progress in improving the quality of education provided. Standards have fluctuated at Key Stage 2, but are generally improving. Insufficient progress has been made in raising standards of pupils aged seven in English, mathematics and science. Standards in information and communication technology have improved, but are still below those expected for pupils aged seven and eleven. The provision for pupils in the foundation stage has been further developed, but because of the lack of clear planning and the lack of the regular support of a classroom assistant in the past, the provision for these young children has not been sufficiently improved. The school development plan is now a more effective management tool than at the previous inspection. Procedures for assessment continue to improve, but they need to be consistently implemented and information passed to the next teacher to ensure pupils' knowledge and skills are effectively promoted. The headteacher, staff and governors have worked hard to turn the school around and there continues to be a strong commitment to improve.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools		similar schools	
	1999	2000	2001	2001
English	E	C	D	E
Mathematics	E	B	D	D
Science	E	D	C	C

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

The proportion of pupils attaining the expected standard in English, mathematics and science has risen significantly over the last three years, and the good progress made in raising standards was the reason the school received an Achievement Award from the DFEE in 2000. Standards in Year 6 have risen, particularly in science, but there have been some fluctuations in English and mathematics. This is due to the small number of pupils in each age group. Each pupil represents a large percentage of the group and consequently they have a significant impact on the school's overall scores. From the table above it can be seen that in 2001 pupils aged 11 attained standards that were below the national average in English and mathematics, but were in line with the national average in science. In English, the proportion of pupils attaining the expected standard of Level 4 was similar to that found nationally, but fewer pupils attained the higher standard of Level 5, which reduced the school's overall score, so they did less well than other schools nationally and in similar contexts. The school exceeded its targets in English and mathematics in 2000, while in 2001 they met their target in English, but not in mathematics. During the inspection, standards were broadly average in English and science, but just below in mathematics. Pupils in Years 3-6 were seen to be making good progress in English, mathematics and science.

Children enter the school with a broad range of attainment, but overall standards are often below those found nationally. Many children are rather immature and have not yet developed the skills, which will promote good learning. In the most recent National Curriculum tests pupils in Year 2 attained standards that were well below the national average in English, mathematics and science and well below average when compared with similar schools. The proportion of pupils attaining the higher levels in reading and writing was in the bottom 5 per cent of similar schools, showing that they are making less progress than they should.

Standards in the all other subjects are generally similar to those expected at 11, except in information and communication technology, art and some aspects of music, where standards are below expectations.





## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and usually concentrate well in lessons. The youngest children settle quickly into school and class routines, but a few pupils in Years 1 and 2 are sometimes slow to listen. Pupils in the junior classes are interested in their work, and show good levels of concentration and effort, which has a very positive impact on their learning.
Behaviour, in and out of classrooms	Most pupils behave well in lessons, at playtimes and around the school. They are polite and courteous to all adults and visitors, and considerate to each other. A few pupils have difficulties in controlling their emotional responses to difficulties, but generally lessons are calm and purposeful.
Personal development and relationships	Relationships throughout the school are very good. Pupils show care for each other. The older pupils help the younger children and are considerate to those having special educational needs.
Attendance	Attendance remains below the national average due to the number of families who take their holidays in term time. Pupils arrive punctually at school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Unsatisfactory	Good

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

The quality of teaching is variable through the school. The quality of teaching is satisfactory overall for children in the foundation stage. In Years 1 and 2 lessons seen were mostly satisfactory and sometimes good. Pupils often make effective learning in separate lessons, but it does not sufficiently build over time and so teaching is unsatisfactory, overall. The age range in the youngest class is wide and the needs of the youngest children are very different to those in Year 2, which creates many difficulties. There has been a lack of regular teaching support in the class, which has resulted in the teachers having had significant difficulties in ensuring that the needs of all pupils are met. There is now a fulltime classroom assistant whose support is being effectively used by the teachers to improve the provision. The quality of teaching in the two junior classes is good. In several lessons observed teaching was very good and one lesson was excellent. Pupils' learning in literacy and numeracy is well developed in these classes and pupils make good progress in their learning. Pupils' interest is well stimulated and they are often eager to learn. There is a calm purposeful working atmosphere in the classes and pupils with emotional and behaviour difficulties are well managed, encouraged and supported by the teachers and the support staff who work with them. The teaching of information and communication technology is unsatisfactory throughout the school and pupils' learning is not being sufficiently developed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the foundation stage and in Years 1 and 2 is not sufficiently broad and balanced to ensure good progress is made and is unsatisfactory. The curriculum for pupils in the other classes is satisfactory overall, but pupils do not have sufficient opportunities to develop their knowledge and skills of information and communication technology. A good range of visits and visitors to the school enriches all pupils' learning.
Provision for pupils with special educational	The provision for pupils with statements of special educational needs is very good and pupils are well supported by teachers and support staff and pupils

needs	make good progress against their individual targets. Other pupils with special educational needs are satisfactorily supported and make steady progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual provision is very good being well promoted in collective worship and in many lessons. The Christian ethos of the school underpins all of its work and results in the very good provision for pupils' moral development. Pupils' social and cultural development is satisfactory overall, but pupils' knowledge and awareness of the richness of the many other cultures in the world is under-developed.
How well the school cares for its pupils	The pupils feel respected, secure and well cared for. Staff provide good levels of pastoral care. Procedures for the assessment of pupils' attainment and progress are developing, but there are insufficient effective systems to ensure that pupils make good progress in developing the range of knowledge and skills required in all subjects.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. The staff and headteacher have worked hard together to improve the work of the school. Co-ordinators' management roles are not, however, sufficiently developed. They do not as yet have secure knowledge of the standards of pupils' learning and the quality of teaching in their subjects so they can make improvements.
How well the governors fulfil their responsibilities	The governors monitor the work of the school satisfactorily. They have a good awareness of the school's needs and potential financial difficulties.
The school's evaluation of its performance	The headteacher has started to analyse the data from tests to monitor standards and pupils' progress, and this is used to evaluate the schools' effectiveness.
The strategic use of resources	Funds to support school development and pupils with statements of need are used well.

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

The vast majority of parents are very supportive of the work of the school.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>All parents who expressed views about the work of the school said that their child liked school.</li> <li>The large majority of parents felt that they were kept well informed about the life of the school and their child's progress.</li> <li>The vast majority of parents feel comfortable approaching the school with concerns or questions. They feel that teachers and the headteacher respond positively to their comments.</li> <li>Parents feel that the quality of teaching is good and that their child is expected to work hard so they achieve their best.</li> <li>Most parents feel the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>A significant proportion of parents would like to see a greater range of clubs and activities for the pupils out of lessons.</li> <li>A few parents are concerned about the behaviour of a few pupils when they are out of lessons.</li> </ul>

The inspectors agree with the positive comments made by parents. There is a significant proportion of pupils with considerable special needs who have joined the school. Many find difficulty in coping with problems and controlling their emotions, but the school has very good strategies for supporting them. The pupils have settled well into the school, are generally making good progress and behavioural difficulties are few.

## **PART B: COMMENTARY**

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

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

1. Children enter the school with attainment that is often below that found nationally. Standards remain below at the end of the reception year and at the end of Year 2, but pupils make good progress in Years 3-6 and usually attain standards that are similar to that found nationally at the age of 11.
2. The number of children admitted to the school each year is small in comparison with most schools and so direct comparisons are difficult as each pupil's attainment makes quite an impact on the overall standards achieved by the school. Similarly, making comparisons from one year to the next is also difficult. Data from the previous four years National Curriculum tests shows, however, that there has been a good improvement in standards in English, mathematics and science in Year 6. Standards rose sharply in 2000. They dropped slightly in 2001, but not back to previous levels. They are significantly better than the standards found at the initial OFSTED inspection in 1998. There is a very large proportion of pupils who leave and join the school other than at the usual times, which makes it difficult to determine pupils' progress since their previous National Curriculum tests taken in Year 2. However, from the records kept by the school it can be seen that pupils make at least satisfactory and often good progress through Years 3-6. Pupils' progress in learning is broadly satisfactory from reception to Year 2, but it is not even within or across the subjects.
3. Children are admitted into school in the term in which they are five. On entry they show a range of attainment, but it is often below that found nationally. Only a small proportion each year are capable of working at above average standards in their early reading, writing and mathematical skills. Many children have had some form of pre-school experience, but from the scrutiny of past work it can be seen that a significant number are still immature when they start school and do not have the skills that prepare them for effective learning. The provision for children in the foundation stage is not sufficiently planned to ensure that children build successfully on the prior attainment and, although teaching in many areas is satisfactory, there are many missed opportunities, which hinders children's progress. Most do not attain the expected levels (the early learning goals) by the end of the reception year in their skills of communication, language and literacy, in mathematics, knowledge and understanding of the world and their creative development. Children make satisfactory progress in their personal, social and emotional development and they often make good progress in aspects of their physical development, as exhibited in gymnastics. Progress is less evident in their ability to control tools and pencils, and standards are generally unsatisfactory.
4. In the most recent National Curriculum tests, pupils in Year 2 attained standards that were well below the national average in reading, writing and mathematics, and well below average when compared with schools that have pupils from similar backgrounds. In the teachers' assessment, pupils' attainment in science was also well below average. There were also significant differences in the standards attained in the different elements of science: pupils' understanding of materials and their properties being very high and in the top five per cent, whilst knowledge of physical processes were poor and in the bottom five per cent nationally. In writing and mathematics, a similar proportion of pupils attained the overall standard of Level 2 as was found nationally, but this was at the lowest level. The proportion of pupils attaining the higher standards of Level 2B and above in reading and writing, was in the bottom 5 per cent of similar schools, showing that pupils are making less progress than they should. Very few pupils attain the higher than expected standard of Level 3. During the inspection a similar picture was observed. Pupils are working at a lower level than is expected for their age in reading, writing, mathematics and science. Similarly, pupils' standards are below those expected in art, history and geography. Only in the skills of

speaking and listening and in physical education are the pupils attaining standards broadly in line with those expected for their age.

5. In the most recent National Curriculum tests in 2001, pupils aged 11 attained standards that were below the national averages in English and mathematics, but were in line with the national average in science. In comparison with similar schools, standards were well below in English, below in mathematics, but broadly average in science. In English, the proportion of pupils attaining the expected standard of Level 4 was similar to that found nationally, but fewer pupils attained the higher standard of Level 5, which reduced the schools overall score and so they did less well than other schools nationally and in schools with similar contexts. The school exceeded its targets in English and mathematics in 2000, while in 2001 they met their target in English, but not in mathematics. Staff have identified why the few pupils who were identified as being able to attain Level 4 did not do as well in the tests as had been expected. The proportion of pupils attaining the expected standard in English, mathematics and science at 11 has risen significantly over the last three years and the good progress made in raising standards was the reason the school received an Achievement Award from the DFEE in 2000. There have been some fluctuations in English and mathematics owing to the changing proportion of pupils having special educational needs or the number of higher attaining pupils in the different year groups. There are differences in the attainment of boys and girls, but these fluctuate from year to year according to the size and composition of the cohorts.
6. During the inspection, the majority of pupils in Year 6 were judged as working comfortably within the expected standard of Level 4 in the core subjects. About a quarter of the class are on line to attain Level 5 in English and science, making the school's overall standard broadly average. In mathematics, at present it is just below average. Pupils make good progress through Years 3-6. In the younger junior class, progress is often very good. Pupils now in Year 3, made very good progress in their learning in English and mathematics since they took the National Curriculum tests in May. They use their literacy skills very well to express their ideas and to record their knowledge in subjects, such as history, showing empathy for people in the past. Standards in Years 3 and 4 are above average in history in terms of their comprehensive knowledge of the past, especially the Victorian era. Standards in Year 5 and 6 are generally in line with those expected, but standards of recording what they know and in expressing their ideas is poor. Pupils do not effectively use their literacy skills to research for information in either history or geography to a standard expected of pupils of this age. Much of the work shows interest and effort, but a significant amount is copied and insufficient effort has been put into using the information to make the pupils' own accounts.
7. Pupils' mathematical skills are satisfactorily used in other subjects. Pupils in Years 3 and 4, for example, are developing a secure understanding of how to use grid references in finding places on a map. In Years 5 and 6, however this knowledge has not yet been sufficiently extended to four-figure references. Pupils' mathematics skills are used satisfactorily in science to take measurements and to time investigations.
8. Standards are unsatisfactory in information and communication technology throughout the school, as pupils have had insufficient opportunity to acquire the appropriate range of knowledge and skills. Information and communication technology is not effectively planned or taught in any of the classes, and pupils have insufficient opportunity to further develop their knowledge and skills in other subjects. Standards in information and communication technology were judged as poor at the previous inspection by HMI. They have improved, but are still unsatisfactory. Standards in art are also below those expected for pupils' ages through the school. Standards in physical education are broadly in line with those expected at both seven and 11. Standards in Year 2 cannot be judged as no music lessons took place in the youngest class during the inspection. Standards were broadly in line with expectation at 11, but with weaknesses in the development of singing.

9. The large proportion of pupils in the school having statements of special educational needs because of their emotional and behavioural difficulties are enabled to make good progress towards meeting their targets. The inclusive ethos in the school is apparent in the staff's consistent attitudes to these pupils, and the good level of support and encouragement they are given. The pupils settle well into the school routines and are enabled to focus more on their learning than has been the situation in other schools from which several have been excluded. Other pupils having academic special educational needs are satisfactorily supported and make similar progress as their peers. The Additional Literacy Programme and the Early Years Literacy Support programme are showing positive results in enabling pupils to make effective progress in their learning. The potentially higher attaining pupils are effectively identified and, in the junior classes, they are satisfactorily challenged and their understanding extended so they achieve the higher standards of which they are capable.

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

10. Pupil's attitudes and behaviour throughout the school are good. Relationships with each other and adults, and their personal development are very good. These positive features help to create a caring family atmosphere where pupils feel secure, which contributes to their progress.
11. Pupils' positive attitudes and good behaviour are underpinned by the very good relationships throughout the school. Most pupils show curiosity by asking questions. In a few lessons, younger pupils became restless when the pace was slow and they lost concentration. Eight-year-old pupils' rapt attention in some lessons, however, inspired their creativity and love of words and music. They showed sensitivity and reflective attitudes in their responses to poetry and to music, one saying "it makes me feel grateful and thankful". Others related their own experiences to a word phrase saying, "What a joy what a life, what a chance" "it makes me think of my own life". Older pupils' attitudes to challenges, for example in mathematics lessons, are good and they co-operate successfully in pairs and in group activities to investigate problems and share ideas. They listen thoughtfully to each other in class discussions about their experiences and respond with enthusiasm. Pupils with special educational needs are gaining in confidence because of the sensitive support they receive from adults and other pupils. They are as equally well attentive in lessons as their classmates and make a great effort, which enables them to make progress.
12. Pupils' relationships and personal development are strengths of the school. They show care and consideration for others, and value learning success and achievements. Younger pupils proudly undertake responsibilities, such as being playground monitors. Pupils work with satisfactory independence on their activities and help to put equipment away correctly and safely. They are developing a good ability to co-operate and persevere on classroom tasks, such as observational drawing, and were proud of their efforts. Pupils, towards the end of the school, confidently present a range of opinions in class debates, which reflect a respect for their personal health and for older people. They take an active interest in the life of their local community and have a concern for the wider environment. They respond readily to opportunities to raise funds for charities and take part in competitions. They welcome opportunities to become a librarian or computer monitor and readily volunteer assistance. At the age of 11, the majority of pupils have very good strategies to resolve playground conflict amicably.
13. Throughout the school, pupils understand that obeying rules is important when living in a community. A few pupils with special needs, who occasionally have difficulty in dealing with their emotions, are well managed. They are fully integrated into the life of the school. Their classmates have a very mature way of dealing with a problem when it arises and follow the guidance given by the school. In classrooms, and when moving around the school, pupil's behaviour is good. During indoor and outdoor play, pupils are keen to help each other and share games by taking turns and following rules. Older pupils help younger ones, and behaviour seen during the inspection was good. The school and class rules written by the pupils reflect well the Christian aims and values of the school.

14. Attendance levels continue to be below the national average of and are still unsatisfactory despite the best efforts of the school. This figure is largely caused by a number of families who take holidays in term time. The school regularly reminds parents of the importance of regular attendance on the attainment and progress of its pupils. The unauthorized absence figure is however, below the national average. Pupils mainly arrive at school on time, and registers are completed quickly enabling a prompt start to be made to lessons. Parents believe that children enjoy coming to school.

## HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is variable through the school. Teaching is satisfactory for children in the foundation stage, but unsatisfactory overall for pupils in Years 1 and 2. Teaching is good, often very good, in the two older classes, enabling pupils to make good progress overall in their learning across the curriculum. The quality of teaching in information and communication technology, and in art and design is unsatisfactory through the school resulting in pupils' lack of appropriate progress in learning in these subjects.
16. The teachers in the youngest class have many difficulties to contend with, given the wide range of ages, capabilities and learning needs of the pupils. They are well supported by a number of learning support assistants and voluntary helpers, but this has not been on a regular basis and created difficulties in planning. These problems reduce the progress made by pupils in their learning.
17. There were only four children in the foundation stage during the inspection, two having joined the school at the start of the term. The children are taught in the same class as pupils in Years 1 and 2 and this has had a significant impact on their learning as there has not been a regular full-time classroom assistant to support the class teacher in providing the full range of learning experiences required for these young children. Too many compromises have been made because of the lack of regular support. The governing body has provided sufficient funds to enable the two teachers who share the class to work together one morning a week and, at these times, the quality of teaching is much improved as the work is more nearly matched to the children's maturity and learning needs. A full-time assistant was appointed a few days before the inspection started and this regular support is already having a positive impact on pupils' learning opportunities.
18. The quality of teaching in the foundation stage is very mixed. At its best the children's needs are well-recognised and effective group teaching enables the children to make good progress. In a literacy lesson, for example, the children were developing their own simple sentences from a bank of words and copying them. They were using their knowledge of initial letters to help them to recognise new words and the more able child was stimulated to try to write her own new sentence. The provision for children in the foundation stage is not, however, sufficiently planned to ensure that children build successfully on their prior attainment and, although teaching in many areas is satisfactory and some lessons observed were good, there are many missed opportunities, which hinders children's progress.
19. The quality of teaching of pupils in Years 1 and 2 is similarly mixed, but overall it is judged as unsatisfactory as pupils are not making sufficient progress in their learning overall. The difficulties in planning and teaching for the children in the foundation stage have a similar impact on pupils' progress in Years 1 and 2. The lessons observed were predominantly satisfactory and sometimes good, but there were also unsatisfactory lessons where pupils' behaviour was not sufficiently well managed and pupils were slow to listen and to settle to their tasks. Teachers monitor pupils' work satisfactorily during the lessons and provide good levels of support and encouragement. Support staff also work well with groups of pupils, and effectively assist them in achieving their tasks. Activities, however, do not always sufficiently challenge pupils in Year 2, so they make less progress than they should. In a mathematics lesson for example, many pupils were ready for activities that would extend their knowledge of two-dimensional shapes. The teacher effectively organised the lesson to provide a range of activities that were satisfactorily matched to the range of ages, but did not fully challenge the potentially more able in Year 2 to work at a higher level. The two teachers, who share the class, plan closely together, but their expectations for pupils' good attention and purposeful listening are not the same. In some lessons pupils do not concentrate effectively. The quality of teaching in reading is unsatisfactory as pupils' knowledge and skills are not being developed systematically. The planning in science is not sufficiently broad and balanced to ensure pupils are taught the full range of appropriate knowledge and skills.



20. No unsatisfactory teaching was observed in the junior classes and lessons were usually good, often very good. One excellent English lesson was observed where the teacher's very good knowledge brought learning alive for the pupils in her class, so they made very good progress. Pupils in Years 3-6 make generally good progress in their learning in English, mathematics, science and history because the teaching in these subjects is good, often very good. The teachers are effective in monitoring pupils' work during lessons, spotting potential difficulties and giving support. Activities are satisfactorily planned to match the range of capabilities in the class and the good levels of support enable pupils to find success. The teachers in the two older classes have pupils with statements of special educational needs who need constant help and support. The good levels of support they receive results in their good levels of concentration in most lessons. The support assistants work well with the teachers and a calm working atmosphere is created in which pupils of all abilities feel secure and able to learn effectively. In the most effective lessons, teachers have good subject knowledge that enables them to give clear exposition, as in a history lesson in the lower junior class. It also enables teachers to use probing questions that extend pupils' knowledge and understanding, as was observed in a mathematics lesson on volume in the oldest class. There is a range of high expertise in the school, especially in the teaching of English, but there is a lack of opportunity for teachers to effectively share their strengths with colleagues.
21. The quality of teachers' on-going assessment is satisfactory. At its best, teachers make note of those pupils who need greater support and further consolidation, and those who are secure in their knowledge or skills. They use the knowledge effectively to plan the next stage of activities so that pupils build on their prior learning and achieve well. This good practice, however, is not consistent through the school. Teachers' marking is satisfactory, but similarly inconsistent in its quality. In the most effective practice, teachers not only praise good work and effort, they explain what is good about the work so that pupils know how to achieve good standards in the future. Most teachers provide individual targets for pupils in English and mathematics to help them to improve. There is insufficient focus on what is required in other subjects. Teachers' expectations for pupils' care in their work, for their legible handwriting and good presentation is unsatisfactory, particularly in the oldest class. Homework appropriately reinforces pupils' basic skills and involves them in independent research. The increasing amount of work towards the end of the key stage is relevant to their age and satisfactorily builds on activities in lessons.

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

22. Pupils in the foundation stage are offered an unsatisfactory range of experiences to enable them to make progress towards the early learning goals in the recommended six areas of learning. The curriculum for these young children has not been sufficiently planned to ensure that their needs are met and effective progress is made towards the expected standards in the early learning goals. Too many compromises have been made because of the lack of regular support, which impairs the quality of teaching provided. The lack of a secure outdoor space for physical development also restricts the children's opportunities for personal and social development, as well opportunities for adventurous play.
23. The curriculum for pupils in the infant and junior classes is broad and relevant, but is not sufficiently balanced to enable pupils to develop appropriate inquiry skills in science in Years 1 and 2 or creative skills throughout the school. The curriculum meets statutory requirements for all subjects, although there are some weaker areas in information and communication technology that are only just being introduced. The curriculum is well designed to enable the school to achieve its mission statement of providing equal opportunities for pupils of all abilities so they cultivate mutual respect and positive attitudes to life and work. Acts of daily collective worship meet requirements.
24. Since the initial OFSTED report the school has made good progress in curricular planning, providing schemes of work for all subjects. Teachers evaluate the units of work taught and record

their evaluations of the work covered at the end of topics, but these comments are not monitored by co-ordinators or used formally to modify the curriculum and ensure that standards continue to rise.

25. The provision for information and communication technology has improved and is based on the nationally recommended scheme of work, but resources are insufficiently used to enhance pupils' learning across the curriculum and there is not yet an e-mail facility for pupils in the two oldest classes. The issues identified in the previous HMI report of raising pupils' standards in information technology remain. Although the provision of equipment has improved, the school does not make effective use of the adequate resources available to enable pupils' to make sufficient progress in all aspects. Schemes of work do not identify when information and communication technology will be used to enhance learning.
26. Provision for pupils with special educational needs is good, overall. Provision for those pupils having difficulties in literacy and numeracy is satisfactory. For those pupils with special emotional and behavioural needs and specific learning difficulty, provision is very good. Pupils with statements of special educational needs receive very good support in school and from home tuition when needed. The caring environment of the school has a calming effect upon these pupils and they make significant gains in confidence that enables them to participate in all subjects. The school is appropriately preparing for the implications of the revised Code of Practice. The school is supported well by the local education authority and makes full use of good opportunities offered for Year 5 to develop information and communication technology and social skills on pupil placements. The school is slow, however, to incorporate into pupils' individual education plans the suggested literacy strategies provided by the local education authority support service. This reduces the opportunities for greater improvement. Learning targets written in pupils' individual educational plans are often too general to measure progress. Teachers and teaching assistants work together to devise effective strategies that ensure that pupils with special educational needs are fully included within lessons and activities.
27. The implementation of the National Literacy Strategy is having only a satisfactory impact on pupils' standards in reading and writing through the school. Steps taken by the literacy co-ordinator have been effective in improving pupils' achievements and standards in listening in most year groups, and particularly successful in writing in Years 3 and 4. The provision of Early Literacy Support and Additional Literacy Support is increasing pupils' progress and confidence in their literacy skills. In mathematics the implementation of the National Numeracy Strategy has been effective in raising standards, but requires further development to be fully effective throughout the school.
28. Extra-curricular provision is satisfactory. The school provides considerable opportunities for sporting activities, but currently does not encourage clubs to extend pupils' artistic or computer skills. Visitors to the school and visits to places, such as to Morwhellan Quay, enrich the curriculum.
29. The school provides effective health, sex and drugs education through a sensitively planned personal, health and social programme. Sessions are planned that enable pupils to discuss personal responses to a variety of issues that affect health in an atmosphere of trust and caring. Good citizenship is effectively developed in lessons when older pupils debate local issues, such as proposed local developments and national concerns. Pupils in the oldest class are paired with younger pupils each week for reading to stimulate their awareness of the needs of others. All pupils have frequent opportunities to raise funds for local charities, which further develops their awareness of good citizenship.
30. There is an effective partnership with the community, and this is a strong feature of the school, which has traditionally played an important part in the life of the village. The school greatly values the regular and substantial voluntary commitment made by parents and members of the

community who are involved with children's learning in the classroom, on educational visits, and with environmental, sporting and other extra-curricular activities. Senior citizens from the village have been invited into the school to talk about their experiences, for instance during a recent project on growing up in the 20's, 30's, 40's and 50's. Members of the community appreciate being invited to events such as the annual harvest festival, carol service and the nativity play. There are many visitors to the school, such as musicians, artists and sportspeople. It is a Church of England Voluntary Aided Primary School, so naturally has strong links with the local church. The vicar regularly visits to share assemblies and to work with the children. A wide range of educational visits, together with a residential visit for the oldest pupils, is used effectively to enhance pupils' learning experiences. The school has a large joint use sports hall, which it administers on behalf of the local community. The hall is used most evenings for sporting activities, and the community also uses the school's swimming pool during the summer holidays. These excellent facilities are an important contributory factor for pupils' attainment in games and other sporting activities.

31. The school has close ties with the local playgroup, and parents believe this good relationship particularly helps pupils when they move into fulltime education. Teachers also make a home visit before children join the reception class. The school has close links with Ivybridge Community College and with other primary schools in Plymouth. Students from Ivybridge come in to school for work experience, and teacher-training students are welcomed into the school. Through its links with the academic council of local schools, pupils are given extra opportunities for studying subjects such as literacy and information and communications technology. All these links have a beneficial effect on pupils' learning and understanding of their place in the community and the wider world and greatly ease the transition into the next stage of education.
32. The provision for pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in its provision for pupils' spiritual and moral development. In many aspects the provision has improved since the HMI inspection.
33. Provision for pupils' spiritual development is very good. The warm family ethos welcomes pupils and a strong sense of Christian values pervades the school community. Many opportunities for pupils to reflect upon human feelings and relationships, such as friendships, are provided. Most teachers consistently praise pupils' achievements and all value and respect pupils' ideas and feelings. Assemblies and the daily collective worship are joyful celebrations where pupils reflect upon the greatness of God and their personal responses in the everyday life of the school. Satisfactory occasions are provided for pupils to appreciate poetry and create images. One pupil said that the ideas would "stay with her forever". Times for pupils to express responses to music are planned well for some year groups. 'Circle time' sessions also allow pupils to express their inner thoughts and feelings in whole class discussions.
34. Provision for pupils' moral development is very good. From an early age they learn to take responsibility for their own actions and are involved in drawing up their class and school rules. Stories are used effectively for pupils to identify right and wrong, and to discuss how they can make amends for mistakes. Pupils in the youngest class, for example, took the role of Goldilocks and wrote letters to apologise for breaking chairs etc. There are regular discussions about the meanings of Bible stories. Pupils are taught to listen to each other's point of view and think through the consequence of their own actions. Issues about moral conduct, such as the use of animals for experimentation or news items, are selected as topics for debate in Years 5 and 6. Pupils are encouraged to discuss rules and responsibilities as part of the personal, social and health education programme and provide reasons for resisting peer pressure.
35. Provision for pupils' social development is good. Many opportunities are provided throughout the school day for pupils to co-operate in group activities. Pupils are encouraged to develop personal qualities, such as self-respect because they know that they are valued. They are helped to learn how to avoid and resolve conflict when it arises, and to support and respect the differences

between pupils with special educational needs. Pupils' effort, for example, in befriending and supporting a lower attaining child in a games lesson was recognised and praised. Awards for good social behaviour are given to pupils in the weekly assemblies, as well as rewards for academic achievement. Several opportunities are made for pupils to undertake responsibilities, such as playground monitors or librarians, but insufficient opportunities currently exist for pupils to exercise leadership. The school teaches that people of all races are equal, but does not promote this as effectively as it might by celebrating the contribution of other races to society.

36. Provision for pupils' cultural development is satisfactory. Several opportunities are made for pupils to understand English traditions and take part in local festivals. Festivals and forms of worship of other cultures are included in religious education. There are few a few opportunities for pupils to study European culture in art and design, music and dance. Experience of Latin American culture is planned for the future. An "African Day" has also been planned for later in the term, which will give pupils opportunities to experience a variety of activities including African drumming. The provision has improved since the HMI inspection, but there is scope for broadening the curriculum to develop pupils' knowledge about how the rich diversity of cultural life is celebrated and to understand Britain as a multi-cultural society.

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

37. The pastoral care provided by the school is very good and have been effectively maintained since the most recent HMI inspection.
38. The school's procedures for monitoring pupils' regular attendance to school are satisfactory. Attendance figures are monitored weekly by the headteacher. The Educational Welfare Officer is used to investigate cases of long-term absence or persistent lateness, and the procedures for reporting sickness and absence are written in detail in the school prospectus. The school regularly reminds parents of the importance of regular attendance on the attainment and progress of its pupils, but little is done to encourage the pupils to attend regularly.
39. Parents believe that St. Mary's is a very caring school that looks after its pupils very well. It makes good provision for pupils' welfare, health and safety. Child protection measures are well understood by all staff in the school, and are implemented sensitively and effectively by the headteacher who is the designated person. He has good liaison with relevant agencies on child protection and medical matters. The school follows the local education authority guidelines for health and safety to maintain statutory requirements and regular risk assessments are carried out by governors and teachers. There are good procedures and facilities for first aid, and there is a trained nurse on the staff. The accident book is up to date, and there are regular fire drills. When asked, pupils knew what to do in the event of a fire. There are very good facilities for disabled pupils and members of the public.
40. The school's procedures for monitoring and promoting good behaviour are very good. There has been some concern from parents about the proportion of pupils that have recently been admitted to the school with emotional and behavioural problems. The governors and staff fully support the inclusive nature of the school's admission policy, but recognise the need to work consistently in promoting good behaviour. The strategies being used are proving very successful and, even though it is early days for a few of the pupils, the procedures are working well and are having a very positive impact. A calm working atmosphere has been created. The system of house points and stickers for rewards and the system of sanctions when required, are used consistently by staff, and known by parents and pupils. All staff are very good role models and treat pupils with respect. The attitudes of pupils with special educational needs are mainly positive during lessons, and they are well integrated into all aspects of school life. These pupils respond well to the praise and encouragement given by staff, and mainly have good relationships with adults and other pupils. The school gives a high priority to tolerance towards individuals with special educational needs,

especially those with behavioural problems. As a result, these pupils gain the respect of their peers, and their successes are celebrated well. Pupils spoken to during the inspection, particularly looked forward to the Friday assembly when they would be rewarded for good work or good behaviour. They also enjoy the whole school celebration of their birthday if it had occurred that week.

41. The school has good procedures for maintaining positive behaviour during the lunchtime period. During the inspection, when it was raining heavily, pupils were encouraged to take part in a number of activities by the lunchtime assistants and pupils were mainly well behaved and effectively occupied. Effective procedures are implemented for eliminating intimidating and oppressive behaviour. There is a clear anti-bullying policy and, during the inspection, pupils discussed in a very mature way how they had dealt with bullying. They are keen to talk to visitors about their experiences in and out of school, and are courteous and polite to visitors. Pupils were confident in approaching teachers and the headteacher if they have a problem. Some parents, at the meeting and in replies to the questionnaires, had expressed concern about the intimidating behaviour of a minority of pupils, but those spoken to during the inspection said they would have no hesitation in approaching the school if they were concerned with a matter of bullying.
42. Effective systems are used to identify pupils with special educational need soon after they enter school. Actions are appropriate and pupils in the youngest class, who are of concern, are set specific individual targets by the class teacher and tested by a specialist teacher, who works with the academic council of local schools. Arrangements are made for older pupils to attend the Learning Centre when needed to receive additional support to that provided by the school. The school welcomes pupils of all abilities and needs and changes have been made to the accommodation to receive pupils with physical needs. Procedures for supporting pupils with statements are very good and their personal and academic progress is carefully recorded daily and shared with all concerned in supporting them. The staff are well supported by an external team of specialists and advisors, and by the Local Education Authority. All problems are monitored through frequent visits by these outside agencies and by liaison with parents.
43. Informal monitoring of pupils' progress in lessons constantly takes place. The staff know the pupils well, and parents feel that concerns raised with teaching staff are promptly dealt with. The school supports and promotes the children's personal development well, and encourages good behaviour. Parents welcome this aspect of school life as it creates an effective learning environment. The "Chester Club" is a recent initiative set up to improve pupils' reading in the youngest class, and a letter received from parents during the inspection said how their child's general self confidence and self esteem had improved, along with his reading.
44. The procedures for monitoring pupils' attainment and progress have been improved since the most recent HMI report, but there are still areas that require further development. The school does not have sufficiently well constructed assessment systems for all subjects to effectively raise pupils' standards as they move through the school.
45. Arrangements to monitor and support pupils' progress in the foundation subjects are at an early stage of development. Children's attainment and progress in English and mathematics are effectively tracked, and targets for children's learning, based on the results of the baseline assessments made soon after the children enter school, provide a satisfactory framework for improvement. Pupils' progress towards the early learning goals is not, however, sufficiently monitored to ensure effective learning in all six areas of learning.
46. Procedures for assessing pupils' progress in writing in English are very good. Teachers measure pupils' progress against individual targets when marking their work and monthly unaided writing in the 'First of the month book' is used to set new targets when needed. Procedures for assessing reading are less rigorous and observations on pupils' reading are not clearly related to expectations, for example, in guided reading sessions. Teachers make secure judgements on

pupils' achievements in mathematics using published tests after units of work. In the best practice, teachers record weekly reviews to identify weakness that inform further short term planning. Results from national and school tests are used to track the progress of a sample of pupils in each year group, but not used to predict and set individual targets for all three main subjects. The school makes insufficient analysis of teacher assessments in science in Years 1 and 2 to review the quality of the curriculum. Procedures for assessing science are developing slowly and this analysis is used effectively in Years 5 and 6 to address weaknesses identified in science in 'Booster' classes. This constitutes unsatisfactory school improvement since the previous inspection since there is insufficient use of assessment to set targets for pupils improvement in the three main subjects, or to guide curricular planning.

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

47. Parents are very supportive of the work of the school and the headteacher reports that no parents withdrew their children after the school was judged as requiring Special Measures. The information provided for parents is good and well received. There are regular newsletters, and termly curriculum plans that inform them of work to be covered and indicating how they can help. The annual reports to parents on pupils' progress are comprehensive and include targets for improvement. There was very good attendance at last summer's consultation evenings for parents to discuss their children's work. The school has used its recent Investors in People Award to produce an attractive new prospectus and the Annual Governors' Report to parents provides a satisfactory range of additional information about the work of the school. Some minor omissions in the report were brought to the attention of the school.
48. At the meeting held before the inspection, parents said they felt they could take a full part in their children's education both at school and at home. The school encourages parental support in pupils' learning, and in some classes there are reading records that contain good examples of dialogue between the teachers and parents. A number of parents and members of the local community come in to hear reading, and help in other lessons. Those spoken to during the inspection felt very strongly that the school greatly valued their input. Most parents have signed the home/school agreement.
49. The school works very well with parents, and this is a strength of the school. Parents spoken to during the inspection said that they thought the school dealt well with suggestions or complaints, and that staff always made time to see them. Parents who have recently moved to the area said how much help they had received both from staff and pupils, and new pupils particularly said how much they liked their new school. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both educational and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual educational plans are informative and up to date.
50. All parents are members of the parent/teacher association, and they have made a valuable contribution to the school. The Swimming Pool Committee, made up of parents, runs the swimming pool, which generates funds for the school. The parent/teacher association also holds many social events that are always well attended. They are able to provide the school with valuable resources such as books and computers. They also help out with sporting activities, swimming lessons, and on out of school trips. The governing body also plays an important part in the life of the school, by visiting classes, and helping out with maintenance and environmental projects.

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

51. The headteacher has provided a clear educational direction for the school. He has successfully managed the school's improvement since the initial OFSTED inspection in 1998 when the school was judged as requiring Special Measures. The headteacher was newly appointed when the inspection took place and, although upset by the judgements, his brief experience of the school led him not to be surprised. Since then he has effectively created a strong school ethos and built a team of staff, who together, have worked hard to improve the quality of education provided by the school.
52. At the HMI inspection in February 2000 the school was judged as no longer requiring Special Measures because of the good progress that had been made in raising standards in English, mathematics and science in Year 6, and for making good progress in addressing most of the key issues in the previous report. HMI identified those areas still in need of improvement and the school has made overall satisfactory progress in addressing them. Standards continues to fluctuate owing to the small number of pupils in each year group and the changing academic capabilities of the pupils in each cohort, but pupils make good progress in their learning, especially in Years 3-6. The poor standards in information and communication technology were a concern at the previous inspection and, although the standards are still below those expected, some improvement in the quality of resources and the provision has been made. The teachers are participating in the nationally promoted training initiative and their confidence and knowledge are improving.
53. Whole school procedures for assessment have also been improved, with the effective development of assessment and recording procedures in English and mathematics. There are areas of good practice in other subjects, but many of these strategies and procedures are not consistently used through the school. Data from assessment is being satisfactorily analysed by the headteacher and teacher in the oldest class to identify weaknesses in the pupils' performance so that they can be addressed. The data is also being collected to track pupils' attainment and progress over time. It is still a fairly new procedure and requires further development, but it is already proving useful in evaluating the schools' performance and quality of education. Not all teachers, however, are using the information gained from assessment to plan the next stage of teaching so that it builds on pupils' previous learning.
54. A concern identified at the initial OFSTED inspection was the weakness in the provision for children under five. In this area, insufficient clear guidance and support has been given to the teachers who share the responsibility for the class, in order for the good improvement to be made. Progress has been made in raising the expectations for children's good listening, and in the breadth and balance of the curriculum, but not enough progress has been made in providing a broad and balanced curriculum. The activities are not sufficiently clearly planned to ensure that the needs of these young children are met. Changes in the organisation of activities have not been sufficiently evaluated and have added to the problems rather than elevated them. The lack of an outside classroom area for adventurous play and the lack of a range of activities to stimulate independent learning skills, remain a concern. The teachers have had a hard task as they have had to struggle to meet the very wide range of pupils' learning needs in the class, often with little regular support. A recent appointment of a fulltime classroom assistant will greatly improve the opportunities for providing a more relevant curriculum. The teachers are already adapting their lesson planning to incorporate the regular teaching support now available in their management and organisation of children's learning.
55. All members of the teaching staff have curriculum responsibilities with job descriptions that match their roles. Even those who only teach part-time have several subjects to co-ordinate and other aspects to manage, which is a heavy load. All of them show a real commitment to further improving their areas of responsibility. The staff regularly discuss areas that need improvement, but there are no procedures at present to ensure that co-ordinators are enabled to monitor standards in their subjects and the quality of pupils' learning. Appropriate adaptations have been made to the schemes of work are used and reviewed, but teachers have not evaluated these changes to ensure a clear progression in the teaching of skills and knowledge has been

- maintained. A satisfactory plan for the systematic monitoring of the quality of teaching has been introduced, backed by an appropriate range of documents and procedures, but it is still in its early stages of development. The headteacher has observed all teachers in numeracy lessons and the English co-ordinator has started to work with colleagues on the development of teaching in literacy, but most co-ordinators do not as yet have a clear view of what is happening in their subjects through the school, and their expertise is not being sufficiently shared in order to raise standards.
56. St Mary's is a very inclusive school and provides for pupils with a wide variety of learning and behavioural difficulties. The leadership and management of the provision for pupils with special educational needs is satisfactory overall. Very good procedures have been developed and consistently implemented to promote pupils' good behaviour and this has had a significant impact on pupils' learning. The governors and staff fully support the inclusive nature of the school's admission policy, but recognise the need to work consistently in promoting good behaviour. The Chair of Governors is also monitoring how the pupils are adapting to their new school, their progress and the impact of these pupils on the learning of the others.
57. The management of provision for pupils with special educational needs is satisfactory overall. The management of the school's provision for pupils with statements of special educational needs is very good. There are good links with outside agencies and consistent attitudes and strategies are used by the staff. The school is considering the implications of the revised Code of Practice and preparing satisfactorily for the changes that need to be implemented. The school is supported well by the local education authority and makes full use of range of learning opportunities to support pupils' learning needs. The school is sometimes slow, however, to make effective use of the good advice provided by support service in developing pupils' individual education plans.
58. The school benefits from the good support and involvement of the governing body. They carry out their roles and responsibilities satisfactorily through an appropriate range of committees. Governors have a good understanding of the strengths and weakness in the school and are developing a range of procedures to help them monitor its work. They have begun to evaluate the impact of their spending decisions in terms of their effectiveness in raising standards and appreciate the need to track pupils' progress in order to evaluate the impact of the education provided. The governors are very aware of the financial difficulties experienced by the school in the past and now have effective procedures for monitoring the process of the budget and exploring issues as part of their three-year financial plan. Full consideration is given to all budgetary options and appropriate action is taken to ensure best value when making purchases. The day-to-day financial procedures are secure and very established. The school has a satisfactory finance policy and the most recent auditor's report indicates financial management is effective. Some minor adjustments to procedures were recommended and these have been implemented. The school development plan has been evolving effectively and provides a satisfactory management tool to support the school in its continuing improvement and aim to raise standards.
59. The pattern of expenditure supports the school's general priorities appropriately. The specific grants the school receives, such as funding for pupils with special educational needs, are well targeted and the good team work between staff and support assistants is a particular strength in the promotion of pupils' good behaviour. The use made of new technology to support day-to-day administration is appropriate, and it has begun to be used to analyse information and so support educational improvement. Information and communication technology is not, however, effectively taught and the regular use of the good number of computers in the school is not effectively managed to ensure that pupils acquire the appropriate skills to enhance their learning across the curriculum.
60. The school has a good number of experienced teaching and support staff. The refurbishment of a local housing estate has resulted in a temporary falling role and the governors' priority has been to



maintain the current three classes until the number of pupils rises once more. This has caused a number of financial concerns and a lack of available funds to provide fulltime support in the youngest class in the past.

61. The aims and values of the school are reflected in all its work. Staff are very supportive of each other and there is strong commitment to improving the quality of education provided through the school. The arrangements for staff development are sound with all staff members being encouraged to enhance their knowledge and personal skills. Performance management procedures have been implemented appropriately and targets have been set for the current round of procedures. The good provision for the professional development of staff was recognised in the school receiving the Investors in People Award in 2000. The school welcomes teacher-training students and provides good support and guidance for them. The staff in the school office are a strong part of the team and provide a cheery and helpful welcome for parents and visitors. The day-to-day school administration is efficient and effective.
  
62. The school was opened in 1989, and is in very good condition. It was generally designed well and the space is utilized effectively with optimum use of teaching areas and storage rooms. The school also benefits from the additional, extensive accommodation provided for community use. The large hall is more than adequate for assemblies, physical education and school productions. The site supervisor and staff work hard to maintain the accommodation to a very high standard. There are extensive grounds containing a swimming pool, tennis court and a football field, which are also used for science and other environmental work. It lacks, however, a suitable outside play area for children in the foundation stage. At present the children use a nearby playground, but this is only of use in good weather and, in the past, was difficult to supervise with often only one adult in the class. The school has many attractive wall displays which stimulate pupils discussion and enhance the learning environment.

63. Taking all things into consideration, such as:

- that children enter the school with attainment that is overall below that found nationally;
- that pupils make satisfactory progress in their learning in reception, Years 1 and 2, but good progress in Years 3-6 so that by the time pupils leave the school standards are now close to those found nationally in English, mathematics and science;
- that teaching is satisfactory overall and good in Years 3-6;
- that there has been satisfactory progress in improving the quality of education provided by the school in the last two years;

and comparing these facts with:

- the school's high unit costs;
- the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should:

- 1. Ensure pupils make good progress in their learning in order to raise standards in English, mathematics and science at the end of Key Stage 1 by:**
  - a. Developing effective planning for the teaching of pupils in Years 1 and 2 that ensures the coverage of knowledge and progression of skills required in the National Curriculum in all subjects;
  - b. Raising teachers' expectations for pupils' learning so they make better progress.(see paragraphs 4, 19, 27, 71-75, 80 and 88)
  
- 2. Improve the provision for children in the foundation stage by:**
  - a. Developing clear planning linked to the recommended curriculum for these children and based on the stepping stones for learning to ensure the needs of the children in the foundation stage are met and they make good progress to attaining the early learning goals;
  - b. Making effective use classrooms assistants in the teaching of all pupils so that the wide range of needs within the class are met;
  - c. Providing an outside play area that extends children's learning from the classroom and gives them greater opportunities for adventurous play and for developing their skills of independent learning.(see paragraphs 17, 18, 22, 54, 62, 64-70)
  
- 3. Raise standards in information and communication technology throughout the school by:**
  - a. Ensuring that pupils are regularly taught the skills and knowledge expected for their age
  - b. Ensuring that effective opportunities for using information and communication technology to support pupils' learning in other subjects are clearly planned and provided;
  - c. Ensuring that staff have the appropriate skills and knowledge in information and communication technology and are confident in their teaching and management of pupils' learning.(see paragraphs 8, 15, 25, 123-127)  
This area has been recognised by the school and is part of their school development plan.
  
- 4. Further develop whole school procedures for assessing pupils' attainment and progress in all subjects, and ensuring that teachers use the information gained to evaluate their curricular planning and to provide activities that extend pupils' knowledge and skills.**  
(see paragraphs 21, 43-46, 53)
  
- 5. Further develop the role and responsibilities of co-ordinators so they have a secure knowledge of standards in their subjects, are given time to support colleagues and to monitor teachers' planning to ensure coverage of the expected areas of learning, and so improve pupils' learning.**  
(see paragraph 55)

In addition to the key issues above, the following less important weaknesses need to be considered for inclusion in the action plan.

6. Raise teachers' expectations for the standards of pupils' handwriting, and for their care and presentation of their work, especially in Years 5 and 6.  
(see paragraph 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
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
Number	1	1	10	9	2	0	0
Percentage	4	4	43	39	9	0	0

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

*Care should be taken when interpreting these percentages as each lesson represents more 4 percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	66
Number of full-time pupils known to be eligible for free school meals	9

*FTE means full-time equivalent*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	19

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	17

### *Attendance*

#### **Authorised absence**

	%
School data	6.5
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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



**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	6	7
	Girls	5	5	5
	Total	9	11	12
Percentage of pupils at NC level 2 or above	School	69 (57)	85 (43)	92 (43)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	6
	Girls	4	5	5
	Total	8	10	11
Percentage of pupils At NC level 2 or above	School	62 (57)	77 (43)	85 (86)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	3	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	9
	Girls	2	2	2
	Total	9	8	11
Percentage of pupils at NC level 4 or above	School	75 (92)	67 (83)	92 (92)
	National	75 (95)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	6
	Girls	1	2	2
	Total	7	9	8
Percentage of pupils	School	58 (83)	75 (83)	67 (83)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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*Percentages in brackets refer to the year before the latest reporting year.*

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	64
Any other minority ethnic group	0

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

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

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

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

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

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	17.5
Average class size	22

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	83

*FTE means full-time equivalent.*

***Financial information***

Financial year	2000
	£
Total income	181,896
Total expenditure	181,039
Expenditure per pupil	2,586.27
Balance brought forward from previous year	6,251
Balance carried forward to next year	7,108

***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0



*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	46
Number of questionnaires returned	19

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	42	0	0	0
My child is making good progress in school.	32	63	5	0	0
Behaviour in the school is good.	11	58	26	5	0
My child gets the right amount of work to do at home.	26	53	21	0	0
The teaching is good.	58	37	5	0	0
I am kept well informed about how my child is getting on.	53	42	0	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	0	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	47	42	5	5	0
The school is well led and managed.	53	26	11	0	5
The school is helping my child become mature and responsible.	32	58	5	0	5
The school provides an interesting range of activities outside lessons.	5	32	53	0	11

**Please note that only a small number of questionnaires were returned and so totals may not add up to 100 per cent. Each parent's response represents approximately 5 per cent of each total.**

## **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**

64. Children are admitted into school in the term in which they are five. On entry they show a range of attainment, but many are below the average attainment found nationally. Only a small proportion each year are working at above average standards in their early reading, writing and mathematical skills. Many children have had some form of pre-school experience, but from the scrutiny of past work it can be seen that a significant number are still immature when they start school and do not have the early learning skills that prepare them for school.

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

65. Teachers work hard to help the children settle and to feel secure and confident in their tasks. The two new children have settled very well into school life and the class routines. All are now relating satisfactorily to the others in their group and show interest in the other pupils in their class. In lessons, the children settle to their tasks well and several have the confidence to ask for tools and equipment when they need it. The others are less confident and they still play and work alone in class, watching what the others do. In some activities children have appropriate opportunities to choose their own resources and materials, such as in making their own Noah's Ark, but there are insufficient opportunities for free play in which children make their own choices and learn to organise themselves and their activities. In this aspect teaching is unsatisfactory. The guided play sessions provide appropriate opportunities for children to play together in the role-play area and teachers satisfactorily promote their social interaction. They are developing satisfactory awareness of each other and they share toys and resources well. There are insufficient opportunities for children to develop their independence and most children are not yet attaining the standards expected of them (the early learning goals).

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

66. Most children in the foundation stage listen carefully and follow instructions appropriately. Their listening and speaking skills are satisfactory overall. The more able children chatter happily about what they are doing and express their ideas with confidence. All children in reception are making satisfactory progress in developing their awareness of the meaning of text in the stories and in recognising that their own writing represents their ideas. Children write their names using recognisable letters and copy words provided by staff to complete sentences. None as yet confidently write their own captions and ideas independently. Most explain what they want to say and then copy or trace the teachers' writing. This aspect of the teaching is satisfactory. There are, however, very few opportunities for children to play at writing; to make lists, to write notes and invitations, and so develop their confidence in making marks and letter strings in pretend writing. Without this early experience, children are slow to attempt their own sentences and words and rely on the teacher as scribe. This is a weakness in the teaching of writing. Teachers stimulate children's interest in books and they all enjoy stories. Most are able to retell stories, such as "Goldilocks and the Three Bears" remembering the important parts of the story satisfactorily. They show interest in reading, hold the books with care and understand how to turn the pages and use the pictures to help them "read" the story. The more able children are already recognising separate words and use their knowledge of letter sounds to prompt their recall. Most children are making satisfactory progress in the recognition of letters and remembering the sounds that they make. They can say the letters that make up their name and often recognise them in other words. Overall, the quality of teaching in language and literacy is satisfactory. Children make steady progress in most aspects, many from a low base in working towards the early learning goals. None are yet attaining the standards expected.

#### **Mathematical development**

67. The teaching of this area of learning is satisfactory overall, but there are weaknesses in the balance of experiences through the week. Some days the children have insufficient opportunities

to consolidate their knowledge and extend their learning through the interaction with an adult. Now there is a full-time classroom assistant this is being rectified, but there are insufficient opportunities for children to play mathematical games and puzzles, or to develop their spoken mathematical language through discussion. Individual learning in their workbooks, with the support of the teacher, is satisfactory as it promotes their knowledge of number and shapes. Most count to 10 confidently, reciting the numbers correctly, but several are not secure in the order of the numbers and find difficulty in recognising which number comes next. They frequently make mistakes in tallying objects as they count. The more able child counts happily to 20 and has already grasped the concept of addition by putting two groups of objects together and counting how many altogether. All children in this group understand the terms biggest smallest and middle sized. They are given appropriate opportunities to develop their concepts of matching and sorting in their role-play, for example, setting the table for the Three Bears. In some aspects children are making satisfactory progress, but not sufficient to enable them to attain the early learning goals by the time they are five.

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

68. Children experience many aspects of history, geography, science and design and technology through the lessons provided for the older pupils in the class. Their simple recording, using pictures and captions, shows their satisfactory response to what they are taught. Children are able to recall the objects and places they pass on their way to school, and their drawings show they know the parts of equipment that use electricity to work. Children show an interest in toys from the past and talk about their homes, families and friends. They worked with good levels of concentration when constructing beds or chairs for the Three Bears, considering ways to make them bigger and stronger for the largest bears. The teacher's questions helped them compare their models with the size and shape of their bears and to consider how best to improve them. Children made effective decisions about the materials they will use to make their own version of Noah's Ark and developed simple strategies to make it float. The classroom support assistant provided good support and demonstrated simple joining techniques when the children were faced with problems in their designs. The computer has an appropriate range of programmes to support children's learning, but they have little opportunity to use them and to further develop their skills. When teaching focuses on the specific learning needs of these young children, and they are given activities that build on their previous experiences, the quality of teaching is satisfactory, but too often the tasks provided are dictated by the work covered by pupils in Years 1 and 2. Not enough time is given to exploring aspects of the world around them through children's first hand experience and their progress in learning is unsatisfactory. They are not yet attaining the standards expected in the early learning goals.

### **Physical development**

69. The teaching of physical education and the development of children's body movements in gymnastics are at least satisfactory. The children are given similar opportunities as the older pupils in the class to develop their skills of balancing and creating simple routines using a variety of movements on the floor and on appropriate levels of gymnastic equipment. These challenging activities, which are well supported by the teacher and other staff when available, have resulted in the children's good physical development and co-ordination. They move with confidence and enthusiasm, jumping, running, hopping and balancing on their hands feet and other parts of the body. The children's ability to hold pencils correctly when writing and drawing, however, is often poor. Even with the teacher's regular reminders several children revert to a fist grip when writing, which hinders their efforts when trying to develop clear letter and number shapes. Insufficient opportunities are provided for children to use a range of implements and tools to develop their manipulative skills and dexterity. There is no outside secure play area and this prevents children from developing confidence through adventurous play and the opportunity to write and draw on a grand scale. The use of the hall and gymnastics equipment addresses some of these concerns but not all. Large wheeled apparatus is available but the lack of regular support staff in the class has restricted the opportunities when the children could work outside. Overall the teaching is

satisfactory in this area of learning, but there are imbalances within it. Children are meeting the early learning goals in some areas but not in their fine control and dexterity.

### **Creative development**

70. The provision for children's creative development is unsatisfactory and children have insufficient opportunities to develop creative and imaginative language through role-play in a variety of life settings. Insufficient time is given to this area of children's learning and so teaching is unsatisfactory. The class role play area changes regularly and available support staff sometimes work with groups of pupils in the class to develop social interact as well as to stimulate their vocabulary and speech patterns. Children in the reception group have satisfactory opportunities to dress in a variety of familiar costumes as well as a few from other cultures, but they do not have daily opportunities to work in a variety of creative environments. As part of a weekly radio programme the children experience a range of musical activities and songs, which are appropriate for pupils in Year 1 and 2. They enjoy singing with the whole school in hymn practice and join in with the simple actions that accompany the words. The words of songs are displayed in the classroom, but the singing of rhymes and songs is not a regular part of their school day, and songs are not used as a regular consolidation of counting and awareness of rhyme. Children in the foundation stage do not have sufficient opportunity to create their own paintings or to experiment with colour and design. The weekly art lessons provide opportunities to learn about colour mixing and the influences of different artist such as William Morris. Children have frequent opportunities to draw as part of their recording, but there is no creative area available as regular part of their play activities.

### **ENGLISH**

71. Pupils' standards in English at seven are below those expected for their age group because only a small proportion has developed fluency in reading and writing. In Year 3, pupils' standards escalate in all aspects of English because of excellent teaching. Pupils' standards at eleven are close to those expected for their age group with few pupils reaching higher levels in writing because pupils' range of vocabulary is unadventurous. There is no significant difference between boys and girls. Standards of pupils by the age of 11 have risen and they are significantly better than the standards found at the initial OFSTED inspection in 1998.
72. Standards in listening skills in the infants were an issue in the previous report and the school has addressed this satisfactorily. In the previous report pupils' standards in writing throughout the school were an issue. Since handwriting and spelling were singled out the school has increased the direct teaching of these skills, but not effectively linked them together. There has been a great improvement by pupils in the lower juniors and presentation of work by these pupils is of a higher standard than that of pupils at the end of the school.
73. When they start school pupils find difficulty in listening to others. Teachers use a satisfactory range of strategies, which improve their listening skills and ability to talk about events in a story. Insufficient use is made of drama and role-play for pupils to make class presentations. Teachers model language well for pupils and encourage pupils to answer in complete sentences. Pupils in the infant class answer questions about their work with little enthusiasm.
74. As they move through the school pupils develop their speaking and listening skills in a variety of ways. They gain in confidence and are keen to talk to visitors about their work and express their ideas clearly. Excellent teaching seen in the lower junior class used exciting text relevant to their age which stimulated pupils to use descriptive and imaginary words in class discussions. Teachers encourage pupils to voice their opinions in history lessons and make oral reports to the class about science investigations. Older pupils listened thoughtfully to each other when debating different points of view about vivisection and this activity supported their use of rhetorical questions in spoken language.

75. In Years 1 and 2 pupils make unsatisfactory progress in their ability to read. Less than one third of seven-year-old pupils are attaining expected levels. These pupils enjoy reading and have well developed strategies for tackling new words and explain their preferences for different books. They are able to read their own written stories and an ungraded reading book expressively. The majority of pupils make a good effort to read, but are on the lower stages of the reading scheme. None of the younger infant pupils are achieving satisfactory standards. They have a weak sight vocabulary and many have not yet reached the early learning goals. They recognise sound/letter relationships, but recognition of letter groups to build words is weak and they recognise words only in a familiar text. The help given by parents at home, and by a helper in school in hearing pupils read, makes a significant contribution to their progress. They practise reading using 'Talking stories' on the computer, but have insufficient opportunity to read to members of staff. During guided reading sessions, teachers do not record areas of pupils' needs to inform future teaching. Pupils' enjoyment of listening to stories was evident in the paired reading with eleven year olds, but the opportunity for younger pupils to read was not exploited.
76. By the time pupils are eleven, most pupils are confident fluent readers. They explain and readily give examples of preferences for different poetry and authors. They make clear how the library is organised and are developing good research skills using books and the Internet as sources of information. The reading skills of pupils with special educational need are less well developed. However, they make satisfactory progress and receive good support. Support teachers make effective use of information and communication technology to improve statemented pupils' interest and ability to read phrases. Pupils who receive additional literacy support make good progress in recognising different letter groups that have the same sound. All junior pupils keep a log of their reading, but this could be monitored more carefully to ensure that older pupils read a sufficiently wide range of styles and genre.
77. Pupils' standards in writing at seven are below those expected for their age. Because pupils are presented with words that are not relevant to their level of word recognition, and too much emphasis is placed on presentation, the majority of pupils in the infant years struggle to write. Several pupils have weak letter formation. The small proportion of higher attaining pupils succeeds in writing interesting, correctly structured sentences. With support, they make good use of the computer to construct sentences. Teachers' marking of books does not pinpoint incorrect letter formation for individuals and pupils are allowed to repeat mistakes.
78. By the age of eleven pupils write for a sufficiently wide range of purposes and audiences. Most pupils plan and draft extended writing and poetry, but the lack of teacher expectation for pupils to improve the quality of writing by redrafting, or to use adventurous and technical words means the work is just satisfactory. The excellent quality of teaching for lower juniors enables them to recall and use similes in their well-presented writing such as, when writing about their 'Gran', 'Her clothes are crinkled like the trunk of a tree'. The teaching of literacy in other subjects in this class stimulates pupils to write high quality work such as in their empathetic writing about poverty in Victorian times. Pupils make effective use of the computer to present this work in a Victorian style of writing. Pupils with special educational needs tackle the same topics and achieve satisfactorily according to their abilities. They are fully integrated into lessons.
79. Teaching of English is variable through the school. In Years 1 and 2 the quality is satisfactory overall, but there are some weaknesses in teachers' expectations of what pupils can achieve, and in the teaching of basic skills. In the junior classes teaching is at least good. In the youngest junior class the teaching of English is very good, which has resulted in pupils' great improvement in learning.
80. In Years 1 and 2, teachers' management of pupils is good and the pace of the sessions is generally satisfactory. Most pupils show interest in their activities and settle effectively to their tasks. The main weakness is the lack of clearly planned activities, which match all pupils learning

needs. Introductions to lessons are not consistently related to the needs of the majority of pupils, and group reading and writing activities could be more carefully structured to match the wide range of possible reading targets appropriate to the pupils. Teachers create insufficient opportunities for pupils to link writing to their developing sight recognition of words or letter groups appropriate to their needs. Good use is made of voluntary helpers in hearing pupils read and to regularly change their reading books, but because of the lack of regular support in the class, opportunities for the teacher to monitor pupils individual reading progress is unsatisfactory. The school has recently introduced the Early Literacy Support sessions. This is having a positive impact on the learning of pupils in Year 1 Pupils enjoy the sessions and parents value their children's gains in confidence.

81. Pupils' learning in the junior classes is effectively planned and builds well on their prior learning. Relationships in both classes are good and pupils show good attitudes to their work, which enhances their learning. There is a strong spiritual element in lessons in the lower junior class, which inspires pupils to create imaginative language and recall and apply previous learning to new writing. One pupil describes the experience as 'words flowing out of my head like a cloud'. Teachers in junior classes correctly use pupils' writing targets for marking their work, which informs pupils' about their progress and recognises the effort they make. The additional literacy strategy has been introduced with good effect and those pupils who work in these sessions benefit from the structured approach. The result of the overall good teaching in Years 3-6 is pupils that pupils' standards are rising.
82. The subject manager has considerable expertise in teaching the subject and has worked hard to improve provision in the school. Considerable improvements have been made in the provision for teaching English and in promoting pupils' literacy skills. Assessment procedures have been effectively developed and pupils' attainment and progress is satisfactorily monitored. Reading records are well maintained. The provision of good quality books in classrooms and the library has also been improved. The co-ordinator's role in monitoring teaching and supporting teachers in their planning, however, has not been sufficiently developed. Opportunities for the co-ordinator to share her expertise are required, particularly in the infant class if standards are to rise throughout the school.

## **MATHEMATICS**

83. To raise standards in mathematics was a key issue at the initial OFSTED inspection but standards in 2000 were so much improved it was not an issue in the HMI report. The improvement in standards for pupils aged 11 in the 2000 tests was so marked the school was awarded an Achievement Award from the DFEE. This was an exceptional year group and although standards have not been maintained at this level, good progress continues to be a feature of the learning in Years 3-6.
84. Children enter the school with standards that are below average in their mathematical knowledge and early number skills. They make no better than satisfactory progress in Years 1 and 2 so that standards remain below those expected. Over the last three years, pupils' standards at the age of seven have stayed below the national average. In the most recent National Curriculum tests standards were also well below average when compared with standards in similar schools. Too few pupils are attaining the higher levels of 2B and above and so the school's overall score remains below that found nationally. During the inspection pupils were working within the appropriate levels of learning for pupils of this age, but none were exploring more difficulty calculations or using their knowledge to create their own "sums". Overall attainment was below that expected and no pupils were working securely at Level 3.
85. During the inspection it was seen that pupils' ability to calculate quickly and accurately in their head is unsatisfactory. Pupils in Year 2 count to 20 confidently and some add and subtract

numbers correctly, but many found this kind of work difficult and made silly mistakes. In their recorded work pupils are more secure, but the activities often lack challenge. Most pupils order numbers within 20 correctly, they add units on to multiples of ten and a few were adding and subtracting successfully within ten. None of the pupils were working confidently with higher numbers and few had a good recall of number facts such as multiples of two or five or 10. Most pupils have a good knowledge of the names of two-dimensional shapes and recognise them accurately as this was covered in Year 1. They are not secure on the names or recognition of three-dimensional shapes.

86. In the two older classes, pupils' progress in learning improves and they often achieve well. Standards in Year 6 have swung from being well below average to above that found nationally over the last four years. This considerable fluctuation is due to the changing proportion of pupils with special educational needs in each group. In the most recent National Curriculum tests results overall were below the national average and below that of similar schools. Too many did not attain the expected standard for the school to achieve a good overall score. The majority of pupils attained the expected standard, but insufficient attained the higher standard of Level 5. During the inspection standards of the current Year 6 were seen to be improving and most are on line to attain the expected standard. The pupils in the current Year 5 are a more capable group and standards in mathematics are likely to rise again next year.
87. A good proportion of the pupils in Year 6 are regularly working within Level 5 work, which consolidates and extends their understanding. The teacher challenges their ideas and regularly sets work that requires them to use their knowledge of the four rules of mathematics in a range of situations, using decimals and the addition/subtraction of positive and negative numbers. Pupils' knowledge of the times tables is good and they have a range of strategies that support their calculations. From the scrutiny of pupils' past work it was seen that they have a satisfactory understanding of comparative fractions. Pupils have a satisfactory understanding of how to find the perimeter of regular shapes and use formulae to calculate the area, although sometimes they get confused and mix up the different calculations. They are developing satisfactory strategies to use their knowledge to solve problems and find the area of irregular and compound structures. The higher attaining pupils extend this understanding to calculate volume correctly.
88. The quality of teaching for pupils in Years in 1 and 2 is unsatisfactory overall. The teachers in the youngest class have found difficulties in balancing the wide ranger of learning needs in the class, which resulted in pupils making insufficient progress in some lessons. The need to keep the mental mathematics session fairly brief because of the reception children in the class resulted in insufficient opportunities for recapping and consolidating past work for the recall of number facts, tables and the development of mathematical strategies. In the past, additional adult support in the class was never guaranteed and so the teacher had to balance the needs of all the pupils without assistance. There would then be difficulties in ensuring that all groups received the focused attention they needed for good progress to be made. In some lessons observed, the teacher's control of the class was not secure and the pupils became restive and lacked the attention needed for good learning. This was a weakness identified in the previous HMI inspection and has not been sufficiently addressed. Workbooks are used satisfactorily to support pupils' learning, but not all pupils are given work that fully meet their needs in terms of consolidation or extension. Where lessons are more effective the teachers make good use of the classroom assistants available who work with a group of pupils while the teacher concentrates on developing new skills and extending knowledge already acquired. This was seen in a lesson on two-dimensional shapes where the teacher met her objectives of assessing pupils in Year 1 on their recognition of the hexagon and the extension of understanding pupils in Year 2 on the properties of a variety of two-dimensional shapes.
89. The quality of teaching for pupils in Years 3-6 is good and pupils' effective learning is well stimulated and maintained. Pupils' understanding is built upon progressively and then challenged through the use of extension tasks. Teachers monitor pupils' work well and provide support and



encouragement where it is needed. In the most effective lessons, the teachers use probing questions to assess pupils' knowledge and to extend their understanding. In both classes, the mental mathematics session was used well to link a variety of facts previously learnt to support the current work and develop pupils' awareness of patterns in mathematics. All teachers work well with their support staff so that pupils feel well supported and enabled to achieve success. Learning support staff, for pupils with emotional and behavioural difficulties, are very sensitive to their needs and, with the teachers, a calm and purposeful working atmosphere is created. Pupils feel confident and show good levels of attention, concentration and perseverance. Pupils take their lead from the teachers, especially in the older classes and they try to involve other pupils who have special educational needs into class activities.

90. The curriculum for mathematics is appropriately broad, being based on the National Numeracy Strategy and a satisfactory range of activities are provided. A commercially produced range of materials provides a suitable scheme of work, which supports teachers planning. It also provides an assessment structure that effectively identifies pupils' attainment and progress against the key objectives for learning set out in the numeracy strategy. The scheme has a good range of activities that require pupils to use and apply their knowledge to solve problems. There are not, however, good opportunities for pupils to investigate numbers or to develop their own strategies for systematic exploration. Information and communication technology is not being used sufficiently to support pupils' learning in mathematics. There are a number of satisfactory programs to practise number facts and tables, and others to promote pupils' understanding of angles and structures of shapes. Pupils in Years 3-6 also complete some examples of data handling using computer-generated graphs, but the opportunities are not a regular feature of learning in mathematics.
91. The mathematics co-ordinator has monitored the teaching throughout the school. With the other teacher in the top class, he analyses data from the National Curriculum tests and other assessments to identify areas of weakness so that teachers develop strategies to address the concerns. Pupils' progress in mathematics from the National Curriculum tests in Year 2 are monitored and individual pupils' progress is to be tracked to ensure that appropriate progress is being made. The leadership of mathematics is satisfactory overall. The co-ordinator is well aware of the standards of work and pupils' progress in the top two classes, but not enough has been done in the past to support the teachers in the youngest class who have had such difficulties in ensuring the needs of all pupils in their class are met. Planning for the effective use of the new classroom assistant in the youngest class in supporting pupils' learning across the wide range of ages and capabilities, is required if standards are to rise in Key Stage 1.

## SCIENCE

92. Standards are better than those found at the initial OFSTED inspection in 1998. Standards of work seen during the inspection, however, are still below average for seven-year-old pupils and average for pupils of eleven years old.
93. By the age of seven, pupils discuss their work without interest in the subject. They identify some of the properties of materials and describe how they measured changes in length of a material when stretched. From testing materials with a magnet, they recognise that many metals are magnetic. Most pupils describe how jelly cubes change in warm water. Their drawings are very small and not labelled. They have a suitable recall that plants need warmth, water and light to grow. Pupils know that electricity is the power source that creates light and sound in some equipment. Pupils' achievements in science enquiry skills are below those expected for their age, since they have insufficient opportunities to work together to collect evidence or make tests and comparisons.
94. By the age of eleven pupils are enthusiastic and eager to explain their work. They use their scientific knowledge accurately to generalise about how the length of shadows change and use accurate measurements to obtain evidence. They make effective use of the computer to store

their measurements and observations. When making predictions about further changes related to angle and reflection they use scientific ideas to link cause and effect and to interpret patterns in computer generated graphs. They use the Internet to explore animated diagrams, which enhances their understanding of circulation of blood. They make effective use of data logging to analyse changes in temperature and light over long periods of time and of changes in the volume of sounds.

95. The quality of teaching in the infant class overall is unsatisfactory. No lessons were observed in Years 1 and 2 and so evidence was gained from teachers' planning and the quality of pupils' learning. Pupils are developing a satisfactory understanding of a range of scientific knowledge, but it is not sufficiently broad and this reduces their overall standard. From the scrutiny of planning, teachers' learning intentions are not clearly related to the national curriculum requirements for pupils' scientific enquiry or subject knowledge. The range of planned activities for the current term fails to enable pupils to learn about the full range of knowledge and skills that are required if they are to attain the expected standards.
96. Teaching in both junior classes is good with an appropriate emphasis on skills and pupils' knowledge and understanding. The good teaching stimulates pupils' interest in science and their effective progress in learning. Teachers plan lessons with clear aims for what pupils shall learn and provide effective opportunities for pupils to carry out their own investigations in pairs or groups. Teachers also provide appropriate opportunities for pupils to explain their work and so clarify their understanding. Excellent planning at the end of the key stage was seen where the teacher planned for pupils to carry out five very different investigations, which were all related to the same scientific idea. Pupils co-operated very well and are learning to work with a good level of independence. Very good use is made of information and communication technology towards the end of the school. However, teaching lacks the expectation for pupils to explore different kinds of circuits in electricity or to take averages of repeated measurements to raise standards higher. The teaching of scientific ideas is reinforced in related design and technology activities.
97. The school makes insufficient analysis of teacher assessments in Year 2 to review and modify the curriculum for infant pupils. Marking by teachers in junior classes correctly indicates to pupils how to improve their work. Both teachers are developing good systems of assessment in science to inform future teaching. However, a whole school system has not been adopted to assess pupils' scientific enquiry skills to ensure that these are built systematically as they progress through the school.
98. The co-ordinator for science is enthusiastic and provides good support for colleagues when required. She monitors standards effectively in Years 4, 5 and 6 and analyses the data from National Curriculum tests to look for areas of weakness, so that strategies for improvement are developed. She is not as yet monitoring teachers' planning or the work in other classes to ensure that appropriate units are being taught and appropriate progress is made. This area of subject management is under-developed. She is aware of the needs in the infant classes but is a part-time teacher and time constraints made it hard for her to monitor planning and teaching effectively. The co-ordinator has good subject knowledge and has organised school resources very well to assist colleagues.

## **ART AND DESIGN**

99. Standards of work produced by pupils by the time they are seven and at eleven are below the standards expected nationally. Pupils of all abilities make insufficient progress in acquiring the knowledge and skills expected, because they have limited opportunities to explore ideas and learn different techniques of using media in different dimensions, or develop their knowledge and understanding of western and non-western art.

100. All pupils in the school took part in a two-day art workshop and older juniors explain how they selected items relevant to their chosen theme of village, city, and coast or moor land. They enjoyed collaborating to produce large colourful banners that enhance the display in the school. Pupils throughout the school examined a shoe in detail and demonstrate good observational skills in their drawings.
101. By the time they are seven pupils use pencil and charcoal to investigate mark making and record good detailed drawings of fruit and vegetables using a smudging to show shade. Because of insufficient time pupils do not reflect on their work or that of others in the group to suggest ways of improving their work. They draw imaginary buildings in pencil and use oil pastels of appropriate colours to represent natural objects in colours used by William Morris. They make very simple prints with paint using fingers or regular shapes and the work lacks imagination or use of tone or texture. Younger pupils work is over directed and pupils have insufficient opportunity to represent their own feelings and ideas.
102. By the time they are eleven pupils' drawing skills show attention to detail when drawing from direct observation. Pupils' skills in using paint are underdeveloped and they have not been taught how to apply the techniques of other artists in their own work, only to replicate. They have weak recall of the names of Western artists displayed and have not explored any non- Western art. Younger juniors use torn paper effectively to make designs and are beginning to use sketchbook correctly to explore drawing and shading when observing historical objects.
103. Teaching, overall, is unsatisfactory because pupils' progression in developing their knowledge and understanding, and the ability to use appropriate techniques and range of media, is not evident. Classrooms are well organised for art but limited time is available for teaching art and design. Teachers' knowledge and understanding is not sufficiently well developed to enable good quality teaching to take place.
104. The school has adopted a government recommended scheme, which should provide the basis of a broad and balanced curriculum, but teachers' knowledge and understanding is not strong, and there has been a lack of recent in-service training. Insufficient use is made of computer programs to allow pupils generate their own designs or to research for information. There are no clear assessment procedures to monitor pupils' attainment and progress other than for reporting to parents in the annual reports.
105. Art has not been a focus for development in the last four years as the schools' attention has been on raising standards in English, mathematics and science. The co-ordinator is keen but has not had time to manage the subject because she is part-time and has focused on the changes needed in the provision for the children in the foundation stage.

## **DESIGN AND TECHNOLOGY**

106. Standards of work seen during the inspection are below those expected nationally for pupils aged seven and for pupils at eleven. No lessons were planned in take place during the three days of inspection and so judgements are made on teachers' plans and talking to pupils about their previous work.
107. The below average standards in Years 1 and 2 are the result of unsatisfactory teaching. Pupils of all abilities including those having special educational needs make insufficient progress in learning over time. Pupils have insufficient opportunity to develop their knowledge and understanding of materials and mechanisms or of different finishing techniques for fabrics. Simple designing and making activities have been provided, but there is little evidence of pupils' formal planning. Pupils communicate ideas appropriately when they decorated a card by joining feathers and sequins to create colourful objects for a rainforest scene. A member of the community kindly helped pupils

develop a basket weaving skill, which they used to weave paper to decorate a box lid. They made attractive cards for Christmas by making effective use of the computer to generate a picture. Pupils have satisfactory opportunities to use construction equipment to develop their own models and experience, through trial and error, structural design. Opportunities, which could be used effectively to further pupils' understanding of aspects of design and technology, are, however, sometimes missed. Pupils made porridge as part of their work on Goldilocks and the three bears, but it was a simple cooking activity that could have included both elements of science and of design for Year 2 in particular; to suggest their own ideas for flavouring their porridge.

108. Teachers in the junior classes have a good knowledge and understanding of the subject and plan effectively to reinforce pupils' knowledge, skills and understanding. Pupils of all abilities, including those with special educational needs make satisfactory progress in their learning. By the time they are eleven, pupils of all abilities are enthusiastic learners and eager to explain their work. They have a clear idea about how to use a range of good quality tools safely. They have developed limited methods of joining wood to create interesting structures that include different mechanisms. They explain satisfactorily how cams work, and how they control a vehicle using an electric circuit and control box. Although they assemble materials satisfactorily and label their diagrams clearly, they do not always include the dimensions on their plans to guide the measuring and marking out of them. There is evidence of pupils planning ahead, but this good practice is inconsistent. They make good evaluations of their work and give sensible reasons for ways in which their products could be improved. Younger juniors appropriately take into consideration their knowledge of materials and electric circuits when designing torches for different purposes.
109. The school has adopted the government recommended scheme of work to support planning in design and technology, but the co-ordinator does not ensure that the planned scheme of work is implemented throughout the school. The co-ordinator is very knowledgeable and is able to provide effective support for colleagues, particularly the less confident teachers, but there only informal procedures for monitoring standards within the subject and no strategies to ensure progression of skills and effective teaching. In this aspect management of the subject is unsatisfactory. There are no clear assessment procedures to monitor pupils' attainment and progress other than for reporting to parents in the annual reports.

## **GEOGRAPHY**

110. During the inspection no lessons in geography took place because the school's curricular timetable was focusing on history this half term. Standards are judged from the scrutiny of pupils' work and from discussions with pupils about what they know and understand.
111. Overall, pupils' standards at the age of 7 are satisfactory, but they are lacking in breadth. Their ability to record what they know is weak because their writing skills are not sufficiently developed. Pupils' including those with special educational needs make overall satisfactory gains in their knowledge. There is generally less progress, however, in the acquisition of geographical skills, such as the development of mapping skills.
112. The learning of pupils in Years 1 and 2 has focused on their own environment and the methods by which pupils travel to school. Pupils in Year 2 have a satisfactory awareness of the routes they travel, but their simple maps are of an immature standard and their recording is very limited. The pupils' tally of how pupils get to school satisfactorily reinforces their knowledge of simple data handling, and appropriately introduces them to different ways of recording information. Pupils' studies in geography are appropriately linked to their literacy lessons and have covered the stories of Katie Morag and her island home. The stories have given pupils some understanding of the differences in their own locality and that of living on an island.
113. At the age of 11, pupils have developed a satisfactory knowledge of countries around the world which they have researched individually using the school library and computer programs. From

this work they recall a variety of knowledge, but from discussion most can recall the capital city and a variety of features about the distinct nature of the country they studied. From their topic on the Victorians the pupils have gained a good understanding of how the local area has changed and its industrial heritage, beginning to recognise that the environment changes according to its use. Their study of a seaside resort has provided them with a satisfactory awareness of the different types of employment there to that of their own locality. Overall standards at 11 are satisfactory, but in some areas, such as the development of mapping skills, pupils' knowledge lacks the appropriate depth. They understand the purpose of picture keys in aiding map reading and how to use simple grid references. Pupils do not know about four-figure map references, or the use of contours lines on maps. Pupils' personal research is often copied and the expectations for presentation unsatisfactory.

114. No lessons on geography were observed, but from the quality of pupils' work and the teachers' past planning it is judged as generally satisfactory in terms of the learning acquired, but there are weaknesses. Pupils' interest in geography is not strong and this reflects the lack of stimulating activities provided. In the oldest class, pupils' work is often unmarked, giving the pupils a poor understanding of how they can improve. Pupils' numeracy skills are not sufficiently used or further developed and there is a lack of variety in the ways pupils are encouraged to record their ideas and findings. At present, there are no assessment procedures to monitor and record pupils' attainment and progress other than teachers' own notes, which provide the information to write in the pupils' annual report to parents.
115. An appropriate range of learning is planned within the school's two-year rota of activities, which is based on the government recommended scheme of work. The curricular plan shows a satisfactory range of topics to be taught with an appropriate focus on the study of overseas countries. The school has chosen India and St Lucia, which would provide good opportunities to develop pupils' knowledge and awareness of the richness of other cultures, but this is not evident from the discussions with pupils. This aspect of pupils' learning is underdeveloped. The co-ordinator for geography supports colleagues and is keen to improve the quality of pupils' learning. Geography has not, however, been a focus of the school development plan over the past few years and, although planning has been improved since the previous OFSTED inspection, there has been no formal monitoring of the quality of teaching or of pupils' learning in order to raise standards. In this aspect management of the subject is unsatisfactory.

## HISTORY

116. During the inspection, all classes were learning about the Victorians, but focusing on quite different areas of study, which appropriately emphasised different aspects of the era and the appropriate range of historical skills for the pupils' age and the range of capabilities. History is a strong part of the curriculum and all staff show good levels of interest and subject knowledge, which has resulted in pupils' good interest and motivation. Pupils are attaining standards broadly in line with those expected at both seven and eleven. They make good progress in acquiring a good depth of knowledge through the school. In the lower junior class this good knowledge is accompanied and strengthened by pupils' empathy for the people in the past and a keen interest in how their lives differed to the lives of people today. Pupils of all abilities gain from their learning in history and those with emotional and behavioural difficulties gain as much interest and enjoyment as their peers.
117. By the age of seven pupils have learnt to look for clues, which distinguish old objects and new ones. They know that toys, for example, were made from different materials than the ones we use today. They know that plastic is a fairly new invention and that toys in Victorian times were made of wood or tin. Pupils recognise that, as objects get older, they are often dirty or worn, whereas new toys are shiny and colourful. In the lesson observed, pupils were given good opportunities to study a very good range of Victorian toys provided by the county museum service. They loved the ingenuity of the inventors in making the toys move using a wide range of simple mechanisms and they compared them to their own toys to good effect.
118. In the lower junior class, the very good teaching enables pupils to accumulate a rich awareness of the difference between the lives of the rich and the poor. It has enabled pupils to begin to grasp how poverty made huge differences to way people acted; for example, selling their own child to buy food for the rest of the family or having to live apart from their family in the workhouse. The sensitive nature of the teaching awoke the pupils' creative skills, which were expressed well in detailed accounts and pupils' personal responses.
119. Looking at the impact of inventions on peoples' lives further develops pupils' knowledge at 11. They enjoyed walking around their village area to explore its historical features and, during the inspection, pupils were increasing this knowledge through a greater understanding of the impact of the industrial revolution. Pupils' historical skills are broadly in line with those expected. They have satisfactory opportunities of using both primary and secondary sources in gaining information about the past. Through their work on other historical topics, pupils in Year 6 have a satisfactory understanding of chronology, placing different eras correctly in order. Many pupils were able to explain clearly the meaning of BC and AD.
120. The quality of teaching is good in history. Teachers make very good use of the historical artefacts provided by the local education authority museum service. The resourcing for work on the Victorians was excellent and provided pupils of all ages with good opportunities to learn through first hand-experience. The school has appropriately given longer for the study of this unit of work, developing not only pupils' knowledge and historical skills, but also fostering pupils' good levels of interest and motivation.
121. The curriculum is appropriately broad and well balanced and teachers' planning is based on the government's recommended scheme of work. The topic on the Victorians is linked effectively with other areas of work so that in Years 1-2 pupils learnt about a Victorian Christmas and considered how it was different to their own. In science as well as in history lessons, they are learning to recognise how inventions, especially the discovery of electricity, have changed their toys. Pupils in Year 3 and 4 have used their knowledge of history to write emotive and creative accounts of the life of the poor at the time of Queen Victoria. Pupils in the junior classes use information and communication technology to support their research and learning in history, but its uses are still in the early stages of development. Teachers effectively plan to progressively

develop pupils' knowledge and skills, but assessment is not sufficiently developed to ensure that activities build on pupils' previous learning. With the high mobility of pupils through the school at present, more formal procedures are necessary to ensure that pupils make appropriate progress.

122. The co-ordinator for history supports colleagues and is keen to improve the quality of pupils' learning, but history, like many of the other foundation subjects, has not been a focus of the school development plan. Although planning has been improved since the previous OFSTED inspection, there has been no formal monitoring of the quality of teaching or of pupils' learning in order to raise standards. In this aspect, management of the subject is unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. Standards of work seen during the inspection are below those expected for pupils at seven. Standards at eleven are overall below those expected for their age, but pupils' progress and attainment are better in some aspects of information and communication technology than in others. In Year 6 pupils do not reach expected levels in their ability to communicate information in various forms. They use a system correctly to control models and to monitor physical changes in the environment and, in the aspect of controlling and measuring, pupils' standards meet national expectations. This imbalance is because pupils' learning in information and communication technology is not sufficiently well planned or managed. Pupils of all abilities have insufficient opportunities to develop their knowledge and skills in other subjects and their achievement is consequently unsatisfactory.
124. Pupils who are seven enjoy working in pairs to read and check their reading using a 'Talking Story' on the computer. They write sentences with support, and they use keys and the space bar to edit their work. They have insufficient opportunity, however, to use the computer for specific purposes, such as sorting and classifying, in generating a suitable range of imaginative pictures or to produce music.
125. Teaching in the junior classes provides little challenge for pupils to combine pictures words and sound. They have not begun to teach pupils how to make multi-media presentations or provide a facility for pupils to use e-mail. Pupils do not know how to save their work into individual folders of work or on to discs. Work stored on the computer is mainly of keyboard exercises, which usefully assist pupils to improve their keyboard skills. About half the pupils have computers at home and there are good examples where pupils have presented their homework well, but this knowledge is not sufficiently utilised or further extended at school. These potentially higher attaining pupils are not further extended or challenged by work at school. Teaching in the oldest class raises pupils' standards in their ability to enter their own data as they work on science investigations. Pupils demonstrate how to use the computer as a source of information, but are insecure about how to frame specific questions when searching for information on the Internet. Younger juniors present written work of a good quality more frequently than those in the older class, and they appropriately change the style of writing to match the context of the work.
126. No lessons were taught during the inspection in any of the classes. Pupils in the youngest class were given opportunities to consolidate their skills of controlling the mouse in simple games and using a variety of programs to support their learning in reading, for example. Opportunities were also provided in the lower junior class to use the computer to present their work in history, but there were no opportunities to see a focused teaching session. The newly created computer area outside the two junior classes was mostly unused during the inspection. From discussion with both pupils and teachers it can be seen that pupils' information and communication technology learning is not effectively managed. Insufficient opportunities are made to teach pupils the skills and knowledge they require to attain the expected standards. However, progress has been made since the previous OFSTED report when standards were judged as poor through the school.

127. Management of the subject at present is unsatisfactory, and although improvement has been made in the range of resources and the standards through the school, it has been insufficient in ensuring that there is effective balance in the teaching across the curriculum. The co-ordinator has not been enabled to monitor standards through the school, but realises that they need to rise. Teachers are improving their own level of competency and are more confident in their teaching, but insufficient time has been given to ensure that pupils are provided with appropriate activities across the curriculum. Although the school now has adequate resources, access to computers is insufficiently well planned and managed for pupils to write in different forms for different audiences and purpose across the curriculum. There are no formal procedures for assessment in information and communication technology and so pupils' activities are not sufficiently planned to build on their prior learning.

## MUSIC

128. No music lessons took place in the youngest class during the inspection. Children were observed singing during a hymn practice along with the rest of the school and were obviously enjoying themselves. The standards in singing were satisfactory and in line with those expected at the age of seven. Pupils participated with enthusiasm, relishing the vigour and rhythm of the piano accompaniment. Pupils in Year 2 recognised the tunes and competently sang along with the rhythm, clapping their hands or using actions to mark the beat.
129. In assemblies, pupils' singing is of a satisfactory standard, and many sing with enjoyment, but the quality and tone are often distorted by their enthusiasm. Most of the songs were lively and pupils' recognition of the pulse and dynamics was good. In general class lessons, pupils' skills and knowledge are satisfactorily promoted using a radio broadcast that provides an appropriate range of activities in line with those expected for their age. In the two junior classes, the teachers make effective use of a commercially produced scheme of work, which also provides a balanced music curriculum. In the two lessons seen, however, only a narrow range of knowledge and skills were observed. Pupils in both classes were learning to hear and repeat a range of short rhythms made up of long and short sounds and to follow simple notation, which they did satisfactorily. In the Year 5/6 class this task was extended to pupils following the notation whilst playing a ranging of untuned instruments. In both lessons, pupils worked with good levels of concentration and effort. Pupils in Years 5 and 6 followed the "conductor" satisfactorily, starting and stopping their participation at his direction.
130. Pupils' standards in singing at 11 are satisfactory, and pupils of all abilities gain great pleasure from it. They show flexibility and control, but they have not had experience of singing rounds or two part harmonies. Their knowledge of music and musicians is unsatisfactory and shows a lack of breadth of experience. They recognise a variety of types of music, such as reggae and rap, but find difficulty in recalling the name of musicians or the names of pieces of music they have heard. They know the names of a good variety of untuned instruments from around the world and play them correctly and with care. As part of a literacy lesson, pupils wrote their own rap lyrics, which they later enjoyed performing in class. Pupils are enthusiastic in their singing and enjoy taking part in the regular school concerts given to parents.
131. In the two lessons observed, the quality of teaching was satisfactory overall, but pupils' range of knowledge and experience in the oldest class shows that there is an imbalance in their knowledge and skills, with insufficient challenge and extension in some of their activities. A real strength in the teaching is pupils' evident enjoyment of singing and of music generally. At present, there are no assessment procedures to monitor and record pupils' attainment and progress, other than teachers' own notes, which provide the information to write in the pupils' annual report to parents.
132. Opportunities to extend pupils' knowledge and enjoyment of the music from around the world are provided in both schemes of work, but there is not a strong focus on developing pupils' cultural



awareness. The school recognises this deficiency and an “African Day” is planned for later in the term, which includes opportunities for pupils to listen to and play African drum rhythms. The coordinator’s subject knowledge as a skilled pianist enhances the pupils’ enjoyment of singing, but with the school’s focus on raising standards in English, mathematics and science, insufficient attention has been given to monitoring the quality of teaching or in raising standards. In this aspect, management of the subject is unsatisfactory.

## PHYSICAL EDUCATION

133. Standards of work seen during the inspection are similar to those expected for pupils by the age of seven and eleven. Judgements are based on the two games lesson and two gymnastic lessons observed. No lessons in dance took place during the inspection. The quality of teaching is satisfactory overall, enabling pupils to make steady progress in the acquisition of knowledge and skills. The range of learning opportunities is good and assessment of pupils' attainment and progress is correctly an integral part of planning in lessons.
134. In the gymnastics lesson observed in the youngest class, several pupils in Year 1 and 2 found it difficult to develop sequence of movements and the teacher appropriately asked higher attaining pupils to demonstrate to extend their ideas. Most pupils persevered and their behaviour was good, but some of the younger pupils, who found the task too difficult, lost concentration. Few pupils achieved the purpose of the lesson and pupils generally did not advance the quality of their movements because teaching did not pay sufficient attention to its improvement. Pupils had not been well prepared for the balancing movements required with suitable flexing and stretching exercises at the beginning of the lesson. The teacher ensured that pupils co-operated well with each other and that they moved apparatus safely.
135. Gymnastic work is of a satisfactory standard in the older junior class. Pupils understand the importance of warming up exercises at the beginning of lessons. Teaching makes good use of pupils to demonstrate better practice and to encourage them to evaluate the quality of their movements. The pace of the lesson observed did not, however, allow sufficient time for pupils to refine their movements and performance. Teaching was too rushed to allow pupils time to plan their group work on apparatus. The quality of pupils' movements was satisfactory, but few had good precision and control over their jumps and sequences. In games lessons, pupils in Years 3 and 4 achieve well in their ability to control a ball because they are taught skills systematically. Pupils with statements of special educational needs are fully included and gain enough confidence to be fully integrated with other pupils. Good teaching of games skills captured pupils' full attention, with suitable challenges throughout lessons. The catching skills of pupils in Year 6 are, however, insufficiently developed and remain below the standard expected for their age. The school has a swimming pool in the grounds and by the time they leave the school all pupils swim the expected distance of a minimum of 25 metres.
136. The curriculum for physical education is satisfactorily broad and effectively balanced. Pupils have a satisfactory range of extra-curricular opportunities in sport, dance and games, many activities are run by parents. Assessment is in the early stages of development. The co-ordinator has developed a good checklist of anticipated outcomes for games to aid teachers' assessment of pupils' attainment. In some classes teachers make notes on pupils' performance in dance and gymnastics but this good practice is inconsistent and consequently there are no clear procedures to ensure that pupils make good progress in learning. Planning has been improved since the previous OFSTED inspection, but there has been no formal monitoring of the quality of teaching or of pupils' learning in order to raise standards. In this aspect, management of the subject is unsatisfactory.