

# INSPECTION REPORT

## **SPON GATE PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 131241

Headteacher: Mr. Anthony John Flynn

Reporting inspector: Natalie Moss  
2285

Dates of inspection: 28<sup>th</sup> February – 1<sup>st</sup> March, 2001

Inspection number: 230568

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Spon Gate Primary School Upper Spon Street Coventry
Postcode:	CV1 3BQ
Telephone number:	12476 226031
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Appropriate authority:	The Governing Body
Name of chair of governors:	Bernie Higginson
Date of previous inspection:	15 <sup>th</sup> April, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	Natalie Moss	Registered inspector	English History Religious Education Equality of opportunity Provision for pupils with English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key Issues for action
9282	Clare Lorenz	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
19386	Trevor Watts	Team inspector	Science Physical Education Provision for pupils with special educational needs	
25778	Andrew Hicks	Team inspector	Mathematics Information and communication technology Music	
18703	Christine Canniff	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and technology Geography	Quality and range of opportunities for learning

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

### **INFORMATION ABOUT THE SCHOOL**

This average size primary school is situated in the Spon End district, near the centre of Coventry in the West Midlands. It has recently moved to a refurbished building within the confines of its old site; the new premises are smaller than the three buildings it previously occupied. The school currently has 226 pupils on roll aged 3 – 11. At the time of the inspection 23 part-time pupils were in the Nursery. The number of pupils on roll has fallen in the last two years and the number of pupils with high social and educational needs has increased. The school attracts pupils from the local area and the social composition of the population living in the area around the school is mixed, serving a large urban estate and some refuges and hostels, so that there is a high number of pupils moving in and out of the school, apart from the usual times. School assessments indicate that, although the range of abilities is wide on entry, attainment overall is broadly average when compared with children of a similar age nationally. The school provides a Wrap Around facility for parents in full-time or part-time employment or education. Eleven per cent of pupils have an ethnic minority background, which is higher than most schools, although only 4 pupils are at an early stage of English language acquisition. Seventy-two pupils are entitled to free school meals, which is above the national average. Nearly twenty-six per cent of pupils have special educational needs, above the national average, and nearly two per cent have a statement to that effect. This is broadly in line with the national average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. The previous headteacher retired last year, so that the new headteacher has only been in place since September.

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

Spon Gate Primary School provides a satisfactory quality of education for its pupils. It is a school, which has several good features. It provides a good start for the youngest children, where they make good progress in developing their literacy and numeracy skills in particular. Satisfactory progress is made overall throughout Key Stage 1 but there is some under achievement at the end of Key Stage 2, because of below average standards in writing, in information and communication technology, in music and in art and design. The most able pupils are not fully challenged. This under achievement is the result of insufficient progress over time. However, during the inspection, progress, because of the quality of teaching observed, was satisfactory overall and standards are gradually improving. By the time pupils leave the school, average standards have been attained in mathematics and above average standards in science, whilst in English pupils are attaining below national standards overall, because standards in pupils' writing are below those expected.

The quality of teaching is good in the Foundation Stage and in Key Stage 1 and satisfactory in Key Stage 2. The behaviour of pupils is good, as are their relationships with staff and each other. The school provides very well for pupils with special educational needs. It provides satisfactory value for money.

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

- Pupils attain good standards in science.
- Teaching is good in the Foundation Stage classes and in Key Stage 1.
- The provision for pupils with special educational needs is very good and so they make good progress.
- Pupils' behaviour and their relationships with others are good.
- The headteacher provides effective leadership for the school, which is contributing significantly to the school's improvement.
- The school makes good provision for pupils' social and moral development.

### **What could be improved**

- The standard and amount of pupils' writing by the age of eleven.
- Teachers' expectations, especially for higher attaining pupils.
- The provision for and teaching of information and communication technology.
- The development of schemes of work for non-core subjects, especially at Key Stage 2.
- The level of attendance.

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

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

Since the last inspection in 1997, and particularly recently, the school has addressed many of the weaknesses identified at that time. Levels of attainment have risen in physical education in both key stages, as have standards of history and art in Key Stage 1 and, particularly, science in Key Stage 2. The school has begun to adopt nationally recognised schemes of work for some, but not all, subjects, so that necessary improvements can be monitored and evaluated and fuller coverage given to the requirements of the National Curriculum. The organisation of the curriculum in the nursery is now at least satisfactory in all areas. The quality of teaching overall has improved considerably since the last inspection in increasing opportunities for independent learning and providing more investigative work. Pupils' writing now has good breadth, partly because of the implementation of the National Literacy Strategy, though there is still a weakness in the amount expected of pupils. Assessment has begun to improve to meet the needs of the full ability range, though not yet consistently in all subjects, particularly in Key Stage 2. Although information and communication technology is still unsatisfactory because of lack of teaching skills in the subject, classrooms now have internet links and a larger number of computers. The headteacher has increased the amount of monitoring of teaching and learning in the school. The school now has a good strategic plan and systems in place by which to monitor its progress towards identified priorities and targets. Overall, the school has made satisfactory improvement since the previous inspection.



## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	A
mathematics	E	E	D	B
science	E	E	A	A*

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards attained by pupils in the national tests for eleven-year-olds in 2000 were significantly higher than in the two previous years. The science results were among the top five per cent nationally, when measured against those of similar schools. Girls attained significantly less well than boys in all three subjects in 2000, but there is no evidence to indicate that this will occur in 2001.

Inspection evidence shows that pupils currently in Year 6 are below national standards in English, because of weaknesses in writing. Pupils are making good progress and are achieving in line with national standards in mathematics and above them in science. The school has set appropriate targets for pupils' performance in English and mathematics for 2001, but in English, these are unlikely to be met, because of weakness in writing. Standards for other subjects are average, but those in information and communication technology, art and design and geography are below average. Progress for pupils with special educational needs is good and that for pupils for whom English is an additional language is satisfactory. Progress for the most able pupils is unsatisfactory.

2000 test results were below average by the end of Year 2, but inspection evidence shows that there is a steady improvement in standards and that test results in 2001 are likely to show a significant improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils generally come willingly to school and enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour is good, inside and outside the classroom.
Personal development and relationships	Pupils are satisfactorily developing care and sensitivity to the needs of others. Relationships across the school are good.
Attendance	Poor. Levels of attendance are well below those found in primary schools nationally.

## TEACHING AND LEARNING

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

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

In 94 per cent of the lessons observed the quality of teaching was at least satisfactory. In 34 per cent of those lessons it was good, being very good or excellent in a further 20 per cent. Six per cent of lessons seen were excellent and in 6 per cent of lessons the quality of teaching was unsatisfactory. Within the overall pattern there are variations. The quality of teaching of children in the Foundation Stage is never less than satisfactory and is often very good or excellent. A high proportion of good and very good teaching takes place in Years 1 and 2. A higher proportion of satisfactory and unsatisfactory teaching occurs in Key Stage 2 than elsewhere in the school. Teachers' knowledge and understanding is particularly good in Key Stage 1, management of pupils is very good in Key Stage 1 and good in Key Stage 2. In successful lessons, planning is good, pupils are challenged by the work set, behave well and work at a brisk pace, leading to good learning. The contribution of classroom support staff has a positive effect on standards. Where teaching is unsatisfactory pupils are not challenged by the work they are required to do, particularly the most able pupils. As a result, too little work is completed. The teaching of pupils with special educational needs is good and pupils for whom English is an additional language make satisfactory progress. The quality of teaching in English and mathematics is satisfactory overall, though the teaching of writing across the curriculum is unsatisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A satisfactory curriculum overall. The teaching of information and communication technology does not meet statutory requirements at Key Stage 2.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs. As a result they make good progress.
Provision for pupils for whom English is an additional language	Satisfactory. There is no specialist teacher at the moment, but teachers adapt work effectively to meet the needs of these pupils and they make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is good. Satisfactory provision is made for pupils' spiritual and cultural development.
How well the school cares for its pupils	The school provides a safe and caring environment where every child is valued. The assessment of pupils' work is, however, not satisfactorily used to plan work.
How well the school works in partnership with parents	The school maintains productive links with parents and benefits from good support. Information for parents on their children's progress is not as full as it might be on the annual reports.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is providing good leadership for the school and has a clear vision for the future of the school based on a commitment to raising academic standards. Structures are not yet in place for senior management and curriculum leaders to check standards sufficiently and to monitor teaching and learning.
How well the governors fulfil their responsibilities	Governors are effective in helping to shape the direction of the school. They fulfil most, but not all, of their statutory responsibilities, because of the omission of some information from their annual report to parents.
The school's evaluation of its performance	Analysis of national test results as well as other formal assessments has taken place recently. This is now being used effectively, along with other strategies, to evaluate the school's performance and to set clear targets for development.
The strategic use of resources	There are enough teachers and support staff to promote good learning. There are sufficient learning materials. Accommodation is satisfactory. The playground is spacious, but there is no appropriate play area for pupils in the Reception class. Financial planning is good and the school effectively ensures the best value in its financial dealings.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress in school.</li> <li>• Behaviour in school is good.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children are expected to do at home.</li> <li>• The amount of information they receive about how their child is getting on.</li> <li>• The range of activities provided by the school outside lessons.</li> </ul>

The inspection team shared most of parents' positive views. With regard to homework, the inspection found that the setting of homework is inconsistent, particularly in Key Stage 2. The amount of information sent out to parents was judged to be sufficient. Inspectors agreed with parents that the information provided by the school on their children's progress was insufficient. The end of year reports do not contain sufficient information, nor do they record the nationally set achievement levels for pupils in English, mathematics and science. The school is aware of this problem and has plans to address it. The range of activities provided by the school outside lessons was considered to be adequate.

## **PART B: COMMENTARY**

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

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

1. The previous inspection report found that pupils' attainment at the age of eleven was in line with national expectation in English, mathematics, history and music, but were unsatisfactory in all other subjects. Since that time, a number of initiatives have been put into place to improve standards. These include a noticeable improvement in the quality of teaching, some analysis of National Curriculum results, target setting, the revision of many schemes of work and the implementation of the National Literacy and Numeracy Strategies. All these factors are having a positive impact on pupils' standards and the amount of progress they make in their learning. This is most noticeable in science, where pupils are now attaining standards that are above the national standards by the time they leave the school.

2. The 2000 National test results for eleven-year olds show that the proportion reaching national standards was well above in science, broadly average in English and below average in mathematics. The proportion of pupils who exceed national standards is below the national proportion in English and mathematics, but above it in science. The teachers' own assessments largely confirm these findings. Trends in pupils' results since 1998 shows that results have risen well in English, very well in science and a little in mathematics.

3. When pupils' results in the school at the age of 11 are compared with schools with pupils from similar backgrounds, they show that pupils' performance in English is well above average, above average in mathematics and very high in science.

4. Results for 2000 indicate that standards have risen in all three subjects. This overall gain in standards was achieved despite the disturbance of working in the school while refurbishment took place. Inspection findings, however, based on work seen during the inspection, show that although the current Year 6 are well on line to exceed national standards in science and are likely to attain them in mathematics, they are unlikely to attain them in English. Whilst standards in speaking, listening and reading are similar to national standards, pupils' performance in writing is below average. The school has recognised this and identified it as a major issue in its strategic plan. The need for more writing opportunities in other subjects has been identified. It is hoped that this measure, together with the growing impact of the National Literacy Strategy, will have a significant effect on pupils' writing standards. The rising standards in mathematics and science are largely due to improved teaching techniques, in-service training for teachers, the setting of high but achievable targets for pupils and, in the case of mathematics, the successful implementation of the National Numeracy Strategy.

5. The National Curriculum test results for seven-year-olds in 2000 show that the proportion of pupils attaining national standards in reading and mathematics is well below average and below average in writing. Teacher assessments also show that pupils' standards in science are similar to those achieved nationally. The proportion of pupils who exceed expected standards in reading and mathematics is below the national average but is close to the national average in writing.

6. When this school's results are compared to schools with pupils from similar backgrounds, they are average in reading and mathematics, and above average in writing. Since 1998 the overall trend in pupils' results has been downwards in reading, writing and mathematics.

7. Inspection findings, however, show that the standards of the current Year 2 pupils are in line with those nationally in reading, mathematics and science, though not yet in writing. This is a noticeable improvement on the previous inspection findings, particularly in mathematics and science. There are several factors that have contributed to rising trend in standards, notably the significant improvement in the quality of teaching since that inspection and the growing analysis of pupils' performance.

8. The attainment of children on entry to the school is broadly average but within that there is clear evidence of a very wide spread of ability. During their time in the Foundation Stage of education, children make satisfactory progress in their learning in all the areas of the curriculum. Many, by the end of their reception year have attained the nationally expected objectives for pupils of that age and are ready to begin the National Curriculum at Key Stage 1. Generally good teaching ensures that these young children settle quickly into school life and have a good start to their education.

9. In English, most pupils in Key Stage 1 listen well and follow instructions, gaining confidence in oral work and in learning to express their thoughts and ideas. This satisfactory progress is similarly built upon during Key Stage 2 so that by the time pupils are eleven, their speaking and listening skills are appropriately developed. They are confident when asking questions and also when speaking in class. Progress in reading is satisfactory in both key stages. Pupils throughout the school enjoy books and by 11, most are keen to talk about their favourite authors and the characters in a book. They can read with a satisfactory degree of fluency, accuracy and expression. In writing, pupils' progress is unsatisfactory in both key stages, so that by the age of 11 many pupils' writing has a lack of variety and is limited in amount. In addition, spelling is unsatisfactory.

10. In mathematics, pupils' standards at the age of seven are in line with national standards. They count and order numbers to 100, solve simple mathematical problems and identify simple fractions. They correctly identify basic shapes and use an increasingly wide vocabulary of mathematical terms. Pupils make satisfactory progress in the number aspect of mathematics, though too many make careless mistakes. By the age of 11, pupils can multiply and divide numbers to six figures, they use all four number processes to two places of decimals and some are confident with vulgar fractions, decimal fractions and percentages. In addition, they can construct angles of varying degrees and know the various properties of both two and three-dimensional shapes. They are not always confident in carrying out mathematical investigations and in the handling and interpretation of data.

11. In science, pupils' attainment by the time they are 11 exceeds national standards. In both key stages, progress is good in experimental and investigative science as opportunities are provided for pupils to plan their own experiments, select appropriate equipment and make decisions for themselves. Pupils make good progress in their knowledge and understanding of living and non-living things, plants and animals in their habitats, of forces and particularly of the properties of materials. As a result, by the age of 7, they know the main functions of most body organs and the various parts of plants. In addition, they are well aware of the concepts of

change and discuss confidently issues such as how various materials can block out light as well as how light can travel through some objects but not others.

12. In the other subjects pupils study they make good progress in their learning in physical education at Key Stage 1, and satisfactory progress in all other subjects, apart from information and communication technology. By the age of 11 pupils' reach the expected levels for 11-year-olds in history, physical education and religious education, while progress in art and design, music, geography, design and technology and information and communication technology is unsatisfactory.

13. In religious education, pupils at both seven and eleven attain the standards expected by the locally agreed syllabus for pupils of that age. Their progress in both key stages is satisfactory.

14. Overall, higher attaining pupils are insufficiently catered for by the school and the amount of progress made by this group is below that of other pupils. There are variations, however, in the provision for this group of pupils. The progress they make is directly related to the quality of teaching they receive. In some classes, teachers plan work specifically for this group that is well matched to their needs. However, this is not the case in the majority of classes where such pupils are expected to complete work that is similar to the rest of the pupils in the class. In these classes their progress is unsatisfactory.

15. Pupils who have English as an additional language have appropriate provision made for them and, as a result, their progress is satisfactory.

16. Pupils with special educational needs make good progress overall, and very good progress in the areas that are most closely supported, such as speaking, listening and reading. The concentration on these areas allows pupils to learn the basic skills that are necessary to help their learning in other subjects. It also gives pupils belief in themselves, and increases their self-esteem. This in turn helps them to join in lessons, to take a full part in activities, and benefit fully from the teaching.

17. National test results for the past few years have now begun to be analysed and the school has begun to monitor pupils' overall attainment and progress. In response to this analysis, targets for improvement have been appropriately set in English, mathematics and science. There is every indication that the school will be successful in meeting the performance targets it has set for 2001 in science and mathematics, but not in English, because of the weakness in writing. There is no reason to believe that there will be a significant difference in the amount of progress made by boys and girls.

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

18. As at the time of the last inspection, pupils at the school have satisfactory attitudes to their work. They are enthusiastic about coming to school, as is shown by their energetic play at lunchtimes, but many show some passivity towards learning in the classroom. Pupils listen well to instructions but appear unused and unwilling to offer their own ideas. Pupils, throughout the school, do as they are asked and are prepared to work in pairs and groups, as well as on individual work. However, insufficient opportunities are given to many, including the highly able, to show what they could really achieve if more were asked of them. Pupils' attention rarely slips, but their response is often without enthusiasm. Few, except those in the reception year where the teaching was universally good, showed a lively response.

19. Pupils' behaviour is good overall with some very good behaviour. All pupils know the school rules and virtually everyone respects them. Behaviour is good in the classroom, around the school corridors, in assemblies and the playground and while eating lunch. Pupils with academic and behavioural special needs are supported by classroom assistants, who give them good help to interpret the lesson at a level and in a manner which suits them. The huge majority of pupils are relaxed and humorous and very polite both to staff and visitors. They are friendly and helpful towards each other. Older pupils answer the office telephones at lunchtime and the school 'playground friends' system is a useful vehicle for developing pupils' sense of responsibility for others.

20. The school does not condone bullying, racism nor poor or aggressive behaviour. None was seen during the inspection. There have been two short term exclusions, leading to one permanent exclusion.

21. The personal development of pupils is satisfactory, as at the last inspection. The relationship between staff and pupils is caring. Pupils of all abilities and races get on well together. In the nursery pupils soon become confident. Pupils show good respect for other faiths, values and beliefs. Pupils are very involved in raising money for different charities and take part in a good number of local events, both within and outside school time. They would welcome more opportunities to show how responsible they are.

22. Attendance is well below that of similar schools and is poor. The level of attendance has decreased over the last three years. The level of unauthorised absence is satisfactory but the school has a high authorised absence rate. The majority of pupils turn up on time. There is a surprisingly large number of pupils with low attendance levels and a small group whose late arrival means that their day does not start promptly. The level of pupils taking holiday in term time, albeit within statutory limits, is high.

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

23. Across the school, the quality of teaching, including that of children in the Foundation Stage, is at least satisfactory in 94 per cent of lessons. Of these lessons the quality of teaching is good in 34 per cent and very good in a further 20 per cent. In 6 per cent teaching was excellent. In six per cent of lessons the quality of teaching is unsatisfactory. No one single subject is the focus for unsatisfactory teaching. Within this overall pattern though there are noticeable variations. The quality of teaching in reception is never less than satisfactory and very often it is good. This high proportion of good and often very good teaching continues throughout Years 1 and 2. In Key Stage 2 a higher proportion of unsatisfactory teaching occurs and there is also a higher proportion of satisfactory rather than good teaching found in these year groups compared with elsewhere in the school. This variation in teaching quality has a direct impact on pupils' learning. Pupils in the Foundation Stage and in Years 1 and 2 make good progress in learning. The amount of progress levels out in Key Stage 2 and whilst the progress in their learning in these year groups is not unsatisfactory overall, it is not as good as the progress in learning made by pupils elsewhere in the school.

24. The quality of teaching has improved considerably since the previous inspection. At that time 66 per cent was considered to be satisfactory or better. This has now risen to 94 per cent. Of particular note is the improvement in teaching for children under five, which was unsatisfactory at the last inspection and is now good and in Key Stage 1, where teaching was satisfactory and is now good. In addition,

the proportion of good and very good teaching has also increased throughout the school. This increase in the quality of teaching is as a result of an increasing awareness of the need to monitor teachers' practice within their classroom. The headteacher visits classrooms both to monitor the teaching and to work alongside teachers in order to develop their skills. The discussion that follows identifies focussed areas for improvement. Whilst this process is relatively new and in need of some further refinement, it nevertheless is having a positive impact on teaching quality. The introduction of the National Literacy and Numeracy Strategies in recent years has also given teachers a good framework for planning and more precise direction in the teaching of lessons. These factors have made a contribution to the improvement in the quality of teaching and this in turn has had a favourable impact on the amount of progress pupils make in their learning. The teaching of literacy is variable. Particularly good practice was observed in Years 1 and 2. The National Literacy Strategy has been soundly implemented but some important areas require further development. For example, writing, particularly in Key Stage 2, is insufficiently addressed, time is not well managed in one or two classes and on occasions teachers do not follow plans with sufficient care. In the best practice, teaching is lively and exciting, with good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons make good progress.

25. The teaching of numeracy is satisfactory overall. There is an effective focus on the development of mental arithmetic with regular questioning at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons and are well motivated by the work set. As a result most pupils make satisfactory progress in their learning of mathematical skills and concepts.

26. The high proportions of good, very good and excellent teaching are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions which challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a very good Year 5 mathematics lesson on measures, where pupils were required to round decimals to a whole number and find the area of a rectangle, clearly understanding the correct formula. The pupils really enjoyed the lesson and were keen to get the answers correct. They were eager to answer and even though some answers were incorrect the teacher, through skilful questioning, helped her pupils find the correct answers. Group work followed based on similar tasks of increasing difficulty, the level of difficulty being dependent on the pupils' prior attainment levels. Some pupils found the process difficult at first but, as a result of the teacher's high expectations and her persistent challenging of her pupils, all of them made very good progress in their learning during the course of the lesson.

27. The best lessons are well structured and proceed at a brisk pace. This was particularly noticeable in a good Year 2 dance lesson. The lesson opened with a brisk warm up activity in which pupils had to change both pace and direction as required. The lesson quickly moved on to develop dance motifs, using the theme of 'machines'. Individual children were asked to show the others their particular sequence of movements. This they did with skill and pride. The lesson finished with a cool down activity. These children worked hard, with enthusiasm and at a good pace, being well motivated by both the task and the teacher. The teacher ensured that they remained working briskly by moving the lesson on at the appropriate time, with targets being set for children to achieve. An additional feature of this and many



other lessons, particularly in Key Stage 1, was the very good support that both pupils and teachers receive from the support assistants. They were seen making most effective contributions in many lessons and, as a result, the quality of pupils' learning was greatly enhanced.

28. Other characteristics of good lessons are where teachers manage their pupils well, expecting and getting good behaviour as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a very good Year 1 English lesson. Pupils responded well to their teacher's opening remarks where it was made clear to the pupils what they were expected to learn during the course of the lesson. The focus of the lesson, building on a unit of work on fairy tales, using 'Rapunzel', was carefully and clearly explained. Continuous high quality open-ended questioning by the teacher ensured that her pupils' grasp of phonics was enlarged and developed. Pupils become totally involved in the lesson and many were excited by it. Despite the pupils' obvious enthusiasm, the skill shown by the teacher in challenging her pupils ensured that they remained engrossed in their work and that very good standards of behaviour were maintained. As a result, very good progress was made in pupils' learning.

29. Where teaching is less successful or unsatisfactory, such a high standard of behaviour is not always achieved. In addition, the pace of the lesson is slow and pupils are unclear as to what they are required to learn. This was most evident in several lessons where pupils, particularly in group work, were unclear about what was required of them. As a result, some pupils did very little and began to disrupt the work of others. The pace of the lessons fell as a result of the teachers constantly having to try to get those pupils back to work. Consequently, little work was completed and, as a result, the amount of progress made by pupils in their learning was unsatisfactory.

30. Except for information and communication technology, teachers have a good knowledge and understanding of the subjects they teach, especially in Key Stage 1. This is most noticeable in science. In subjects where such knowledge is most secure, pupils' learning is enhanced.

31. Teachers' lesson planning is satisfactory and often clearly identifies what pupils of different levels will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required to be used during the lesson. These are used well by teachers to enhance pupils' learning and the amount of progress they make. Planning is used less well to provide work suitable for higher attainers and for some subjects in Key Stage 2.

32. The quality and use of day-to-day assessment are sound. Most teachers are skilled in using questions to check and challenge pupils' thinking and understanding. Most are adept at asking good follow-up questions to pupils' initial responses. Good use is made of sessions at the end of many lessons to assess what pupils have learned in the lesson and to further reinforce their subject knowledge and understanding. In subjects other than English, mathematics and science, teachers' recording of their pupils' attainments and the subsequent use of that to plan the next pieces of work for them, is limited and as a result is unsatisfactory. Furthermore, the marking of pupils' work is variable, not always giving pupils a clear indication of how well they have done and what they now need to do to continue to improve.

33. Pupils with special educational needs, as well as those who have English as an additional language, are fully integrated into classroom activities. They are given targets appropriate to their learning needs. These lists of targets are generally short,

and are known as individual education plans (IEPs). Parents and children are involved in arriving at the targets for each term. Included on the IEP is a more detailed aim within each target area, and a set of situations where the aim can be particularly approached. This might be with a support assistant in the class lessons, or in a one to one session in the library, or at a computer outside the classroom. The detailed aims are almost invariably good and clear, and can be achieved within the given time until the next review. Reviews are held each term, to see how each pupil has progressed, and parents and children are involved in these reviews. Teachers give good support to their learning needs and extra effective support is often given by learning support assistants. Teachers effectively monitor the progress made by special educational needs pupils. They are well supported in this by a good special educational needs co-ordinator and teachers and co-ordinator in partnership, regularly assess and record pupils' progress in order to plan the next work for them. Very occasionally in some classrooms these pupils' needs are not sufficiently catered for. This is usually where there is insufficient recognition of some of these pupils' limited attention spans. Overall, these pupils are well taught and make good progress in lessons at an appropriate level. They, and pupils without individual education plans, benefit from sessions where they are withdrawn, particularly for accelerated language learning, in small groups. Pupils of higher ability often complete tasks before their fellow pupils and too little work is offered to them to challenge their capabilities. In some classes the pace of lessons is too slow and valuable time is wasted when pupils of all ability levels could be learning more.

34. Most teachers are very aware of the special needs of pupils in the early stages of learning English. They take care to make explanations clear and understandable and to adapt material to pupils' needs. Learning support assistants are also allocated to provide good quality further support. There are no specialist teachers from the Ethnic Minority Achievement Service for the teaching of children with English as an additional language at the moment to set individual targets for pupils, but a co-ordinator has recently been appointed to provide them with support.

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

35. The quality and range of learning opportunities across the school is satisfactory, and is good for pupils in the Foundation Stage. The curriculum is broadly based, with a clear focus on communication skills. This is very relevant to the needs of the pupils and the amount of time allocated to English is substantially above average. The curriculum meets statutory requirements in all subjects and religious education, with the exception of information and communication technology (ICT). The science curriculum is well planned, with a balanced coverage of the national curriculum programmes of study. There are many good opportunities for pupils to carry out investigative science. The high quality of curriculum planning in science has a positive impact on pupils' achievement.

36. The curriculum for children in the nursery and the reception class is based on the national curriculum for the Foundation Stage. It is well planned and gives younger children a wide range of interesting and practical learning experiences, particularly in the reception class. The organisation of the nursery has improved since the previous inspection and all aspects of the curriculum are now made available to pupils throughout the week. Medium term plans are thorough. The weekly and daily plans for the Reception class are very good. They address the needs of all pupils, clearly identify the learning objectives and how these are to be achieved. The high quality of planning for this group makes a significant contribution to the good quality of learning and progress as they move through the Foundation Stage.

37. Both National Literacy Strategy and the National Numeracy Strategy have been fully implemented in the last two years. These are beginning to contribute to the gradually rising standards seen in English and mathematics at the end of Key Stage 2. Half-termly plans are drawn from the strategies. The weekly plans are satisfactory, although some are a little thin on detail. Planning does not provide for sufficiently demanding tasks for more able pupils. This was also noted at the last inspection. Although there is strong emphasis on the development of literacy skills, there are too few planned opportunities for pupils to use these skills in all areas of the curriculum. For example, too few written accounts or descriptions are used in history and geography. Pupils use their numeracy skills in science for recording data, but there are too few opportunities for pupils to apply their numeracy skills in subjects such as geography, ICT and design technology.

38. The school has addressed many weaknesses in planning identified in the last inspection report. Schemes of work are now in place for all subjects. The schemes are satisfactory overall, but the quality is variable. For example, in the music scheme the learning objectives are sometimes vague and there is insufficient detail to help non-specialist teachers in planning lessons. As a result of the emphasis placed on English and mathematics, the school has not established a satisfactory balance within some subjects. The previous inspection report indicated that not all subjects were taught in sufficient depth. Although there has been some improvement supported by the development of clear schemes of work, ICT, design technology and geography have still to be covered in sufficient depth. The scheme of work for ICT is out-of-date. It is not fully implemented and the range of work in Key Stage 2 is narrow. Pupils do little control and monitoring work. The poor quality of the ICT curriculum is a significant contributory factor to the low standards of attainment in the subject. Opportunities to enhance pupils' personal and social development are integrated into the curriculum. However, there is no planned programme of development to ensure balanced coverage of all its aspects, particularly citizenship. The school is aware of this and has drawn up an action plan to address this issue.

39. Most schemes of work are based on the national schemes, which the school has, for some subjects, adapted and integrated into its own schemes to meet the specific needs of its pupils. There is a well-structured long-term overview of the curriculum, which provides a clear framework within which teachers plan their work on a half-termly basis. This is based on a two-year cycle, in order to meet the needs of mixed age classes. Year group teams of teachers plan together, ensuring that pupils within the same year group receive the same curriculum coverage.

40. The school is committed to equal opportunities and seeks to meet the needs of all its pupils. Pupils with special educational needs receive additional specific guidance from support teachers and assistants, through a combination of well organised in-class support and withdrawal in small groups or as individuals. This ensures that they make good progress. The provision made for pupils who have special educational needs is very good. Pupils make good progress overall and very good progress in the areas that are most closely supported, such as speaking, listening and reading. The concentration on these areas allows pupils to learn the basic skills that are necessary to help their learning in other subjects. Booster classes in literacy and numeracy provide additional focused guidance and support to help identified pupils achieve at the expected levels. The school has begun to develop a policy for more able pupils, but very few of these pupils have been identified and the work planned is not sufficiently demanding to enable them to reach their potential.

41. The quality of the curriculum is enriched by good links with the community. Good use is made of the local environment in geography and to develop the nursery and reception children's knowledge and understanding of the world. The impact of their visit to the local supermarket was seen in role-play in the classroom shop. Through their involvement with the River Working Party project to improve the local area, Year 3 and 4 pupils presented their findings at a Year 6 conference. Year 5 and 6 pupils attended the Peugeot Partnership Centre, where the work on control and electrical circuits contributed to their learning in science and design technology. Key Stage 1 pupils take part in the Pride Project, which focuses on health and safety issues. Visitors, such as the community police officer, contribute to pupils' understanding of the society in which they live. Older pupils take part in a residential visit to Dol-y-Moch, where they learn to live sociably together. Pupils attending the homework club have benefited from the support of a student teacher from the local secondary school.

42. The curriculum is also enriched by the provision of activities outside lessons. Some after-school clubs operate and many other activities take place, in the form of sport, musical activities and the homework club. In addition, the school provides its pupils with residential and other trips and visits.

43. The provision made by the school for pupils' spiritual and cultural, social and moral development is satisfactory overall. There has been little change in this provision since the last inspection, when the social and moral provision was also considered to be better than the provision for spiritual and cultural development.

44. Pupils have some opportunities for spiritual development through assemblies and through their religious education lessons. This is satisfactory overall, but the school misses many opportunities for periods for reflection on wider issues in life. Some opportunities are taken in other subjects, for example, in English, when pupils are writing poetry, or in physical education, when pupils are very pleased to have done something really well, or in science, when pupils see some of the miniature wonders of nature through a microscope.

45. Pupils' cultural development is satisfactory. Pupils gain some awareness of their own local heritage through visits to local places of interest, such as the motor museum, to the medieval part of the city very close to the school and in their study of the Tudors in history. Pupils do not, however, gain a good awareness of being in a multi-cultural society. Some art work reflects awareness of African painting, for example, and there has been some learning about the Chinese New Year festivities and the Christian and Muslim concepts of fasting. The 'Wraparound' group has looked at differences in the customs of several cultures. In general, however, little is done to make pupils aware of the beliefs and festivals of other faiths, or the food, dress and ways of life of other ethnic groups who live among and around them.

46. Good provision is made for pupils' social development. Pupils are encouraged to work together in groups, to co-operate on projects in science, for instance, or in team games and gymnastic activities in physical education. Some classes have particular lessons that have a social aim, such as in "circle" discussion times, or when the younger pupils look at "Being a leader...." and all the things that it might involve. Pupils are always encouraged to get on well together, being kind and sharing things, taking turns and looking after each other. The "Wraparound" provision that permits pupils to arrive in school early, and depart very late, is very good. It includes good activities to keep the mind aware, a meal to keep the body healthy, and opportunities for pupils to play alongside each other as they learn to be sociable together. Overall, there is a good social or "community" spirit among the pupils, and

this comes from all members of staff, whether in the classrooms, the dining room, playgrounds, the office, or all around the school. The older pupils who go on a residential course for physical activities also derive a great deal of benefit in a social way, from living closely together for a week, and learning to get on within a large group, day and night.

47. The provision for pupils' moral development is good. Assemblies are often aimed more at moral aspects of life. Matters of immediate interest to the children are discussed, as well as wider issues around the country or the world in general. Some pupils have been involved in a large project to consider how they might clean up the litter in the neighbourhood, and in assembly, they have looked at ways of "doing your best". This continues in class lessons and in the playgrounds, where pupils are encouraged to be fair to each other, to be honest, and to behave with some extra consideration for each other. In history, pupils have looked at the moral aspects of Henry VIII in their studies of Tudor England. In physical education, they learn to follow rules and the need to cooperate with others, especially in team events. Pupils' main moral message, however, comes directly from the staff, both the teachers and the classroom support staff, by their on-going example of behaviour and being good role models for the pupils. Without fuss, staff point out the rights and wrongs of situations as they occur, and ask pupils to consider the point of view of others when they do something.

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

48. Parents believe, and rightly so, that the school's values and caring attitudes have a positive effect on children's progress. The school, as at the last inspection, provides satisfactory welfare overall for its pupils. Staff know individual pupils well and are aware of their needs. They show concern for them and provide support and guidance when needed. Pupils with special educational needs are very well looked after, as are those with English as an additional language. The Wraparound club, which takes place in the school, offers childcare outside school hours and terms, is a useful facility for working and studying parents at the school.

49. The monitoring of academic performance is unsatisfactory in some subjects, as it was at the last inspection, although there has been much improvement in the assessment of English, mathematics and science. At present teachers do not always show the attainment levels reached by pupils in pupils' work books or annual reports. The data from optional national tests given to pupils in different years has been analysed but is not yet fully used to develop effective plans to raise individual pupils' academic achievement.

50. Pupils with statements of special educational needs are well catered for, and all the provision that is required in the statements is actually provided, whether from within the school, or from outside agencies such as the speech and language service, the physiotherapy service, the educational psychology service, the mental health service, and the local education authority special needs service. The progress that pupils make is very well monitored by notes of how well pupils are doing in a lesson, or a withdrawal session, or a spelling test or computer program. The monitoring may be carried out by teachers, or, more often, by support assistants. They are not always about academic progress, but could be, for instance, how well the children follow instructions in physical education, or how their maths work is coming on, or their ability to sit still or take turns. The information is very well used in deciding what should be taught next, and how it should be taught, whether in the whole-class lessons, or in the withdrawal lessons with individual pupils or small

groups. This can be on a daily basis, but the records of progress are also used each term when it is time to review each child's targets.

51. At present, there has been no whole school identification of gifted and talented pupils nor has specific educational provision been made for them. Pupils with special educational needs make good progress. Their individual education plans are regularly reviewed and the plans are used as an everyday classroom tool to ensure that individual supported teaching, often by classroom assistants, focuses closely on their set targets. The school has satisfactory procedures for pupils' personal support and guidance. Its' personal, social and health education programme is not yet planned to cover citizenship but does cover other areas of the required curriculum. It results in pupils who show a good sense of responsibility towards others. Pupils like taking on special responsibilities, such as running the office telephones at lunchtime or, as with Year 2 pupils, having delegated classroom jobs. There is a satisfactory range of trips and outings during school hours linked to the curriculum and the local community and a residential trip for pupils in Year 6, which broadens pupils' horizons.

52. Attendance registers are checked regularly but the low attendance rate is in part due to insufficiently rigorous methods of chasing up absence. Calling on the first day of absence has been recently introduced and is having some effect. There is no late book giving pupils' reasons for lateness and the school has neither set targets for overall or individual improved attendance. Monitoring of behaviour is good. The checks and balances that reward good behaviour and improve poor behaviour are effective. Where pupils' behaviour has caused concern the school operates a fair system leading to short term exclusion. Pupils know the school rules and are asked to draw up classroom rules; virtually all pupils keep them. They are keen to earn stamps, prizes and certificates, which are awarded mainly for good effort. Pupils are confident that any worries, or instances of bullying, brought to the staff's attention will be dealt with quickly, fairly and effectively.

53. The procedures for pupils' child protection and health and safety are satisfactory and regular safety checks take place.

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

54. As at the last inspection, parents greatly like the school and are pleased with the education it offers their children. The school has satisfactory links with parents. A small number responded to the questionnaire sent out to solicit their views about the school and attended the pre-inspection parents meeting. They were very warm in their support for all that staff do for their children. A few parents strengthen the home-school partnership by, for example, offering help in the classroom or supporting curriculum activities through the 'Wednesday Mums' group.

55. A minority of parents were concerned that there were insufficient extra curricular activities. Inspectors found that, although there were only a few clubs operating, there were plenty of activities taking place, many linked with local community activities. Sports teams flourish for older pupils, individuals learn musical instruments and a homework club operates twice a week. Homework, which reinforces and extends learning, has been a cause of concern for some parents and inspectors found that their anxieties were justified. Although homework in some subjects is set for some pupils some of the time, it is not set consistently, particularly in Key Stage 2.

56. Parents were concerned about receiving too little information about their children's progress. Their concerns were well founded. The range and quality of information that parents receive from the school about children's progress is unsatisfactory overall. Parents are free to talk to teachers during the school year and have been invited to open evenings, but the end of year written reports, though clearly covering what has been studied in the national curriculum, do not contain sufficient information about the progress made. Nor, although it is not a statutory requirement, do they record the national achievement levels of pupils in English, maths and science. It is therefore more difficult for teachers and parents to ensure that sufficient progress is being made by pupils. The targets set are often woolly. The school has plans to change its target setting procedures and to hold meetings with parents three times each year, where progress and targets can be discussed and agreed.

57. Parents receive clear guidance at the start of the term on many school matters including the curriculum, as well as regular newsletters. There are parent notice boards in school and the Wraparound room is also used by parents.

58. The home school agreement has been signed by most parents. A small band of dedicated parents have worked hard and raised considerable funds for the school. The governing body's written annual report to parents is clear, but omits certain statutory requirements. The prospectus is full and clear.

59. Parents of pupils with statements of special educational needs are kept fully informed about progress and, as is required, are asked to attend review meetings and contribute to individual education plans. Also involved is the "Parental Partnership", which offers much valuable support to families, sometimes on a long-term basis, and sometimes just on occasions, such as when an Annual Review of a statement is due to take place.

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

60. The overall leadership and management of the school are satisfactory, although there are significant strengths and weaknesses. The inspection team recognises the trauma of the last two years, caused by the move and refurbishment of the school and the change of headteacher. It has been a difficult time for all those associated with the school. Despite these hardships, the school has started to put into place systems and structures to improve the education provided. Although many of these are not yet fully implemented, they are having a positive effect on raising standards.

61. The main strength of the leadership is the role played by the headteacher. He has been effective, in the short time he has been there, in managing key aspects of the reorganisation of the school. He has been instrumental in ensuring that there are good relationships throughout the school. At the same time, he has the confidence of the staff and governors and is forging strong links with parents and the community. He rightly recognises the need for wider delegation of responsibilities and has made a start on this by taking steps to set up an effective management system, in which senior management take sufficient responsibility for the areas assigned to them.

62. Subject leaders have been appointed to lead each area of the curriculum, although many are very new to the post. The majority show the potential to lead their subjects well, but do not yet influence the quality of teaching and learning in their subjects. They are mostly aware of the tasks that lie ahead and are making plans to address the issues identified. However, whilst most subject leaders are very clear

about what needs to be done, a few do not recognise the strengths and weaknesses of the teaching in their subjects. In most subjects, the highest quality teaching is not being identified or shared in order to improve the less effective teaching.

63. The general organisation of the special needs provision within the school is very good. It is mainly the responsibility of two special needs co-ordinators who work closely together, and with the support staff and parents, as well as class teachers. Statements of special educational needs are well prepared for, and all of the provision that is required in the statements is actually provided, whether from within the school, or from outside agencies such as the speech and language service, the physiotherapy service, the educational psychology service, the mental health service, and the local education authority special needs service. Also involved is the "Parental Partnership", which offers much valuable support to families, sometimes on a long-term basis, and sometimes just on occasions, such as when an Annual Review of a statement is due to take place. Annual Reviews are well carried out, and the targets that are set in the reviews form the basis of the individual education plans for each pupil. The resources that are available to the co-ordinators are good, and both members of staff have some time each week to carry out their duties. They, and the support staff, are very well trained, experienced, knowledgeable and competent. The day-to-day administration would benefit from a streamlining process of the large amount of documentation that is produced. The policy is a little out of date, as it does not fully reflect the recent improvements in the special needs provision. The SenCos plan to remedy both matters when time permits, and when some further guidance is received shortly.

64. Strategies for monitoring the performance of the school are in the early stages of development. The monitoring of teaching has begun, but is not yet rigorous. The headteacher is aware of the need to monitor teachers' practice and has begun monitoring visits to classrooms to evaluate what is happening in each year group and to share the best teaching practice. There are systems in place for regularly scrutinising the pupils' work in order to identify strengths and weaknesses in the coverage of the curriculum or differences between the achievements of pupils of varying abilities, but their use is inconsistent. The school now has useful statistical information of test and other data and is using it to set targets for pupils, though targets are not always sufficiently challenging when set for the higher attainers.

65. The headteacher is involving the senior management more in an understanding of what the school needs to do in order to further improve. The school is now making good use of the School Improvement Plan, which contains many priority areas and will prove an effective tool in raising standards. It provides a clear focus on the most important changes that will make a difference to the pupils' progress and achievements.

66. The governing body has provided strong support and advice for the headteacher. They are well informed about much of the work of the school and provide good support to the staff and pupils. While they are aware of the areas that need to improve and have addressed many of the key issues arising from the previous inspection, they have yet to establish how they will monitor pupils' learning and the quality of education the school provides. There is an appropriate committee structure and cycle of meetings. The governors have a secure knowledge of the state of the school's finances and exercise prudent caution in spending decisions. Financial planning is well related to educational priorities and fully costed in the School Improvement Plan.



67. The quality of financial planning is good. The headteacher and governors monitor the school's expenditure closely against the planned budget. The governing body is fully involved in planning and monitoring the school's budget. Financial decisions are taken to address priorities, which help to raise the standards of learning. Financial administration is detailed and thorough, through the careful management of the headteacher, the Chair of Finance and the knowledgeable administrative officer. Specific grants received for special educational needs, staff training and other national initiatives are all spent as intended and are very effectively used to improve educational provision.

68. The school is careful to ensure that it purchases goods and services at competitive rates and consults and compares to obtain the best value. It uses its resources of staffing accommodation and learning resources to ensure that effective use is made of available money.

69. The school has sufficient well-qualified and experienced teachers to teach the curriculum effectively except for information and communication technology. Most lack the skills needed to enable them to teach ICT effectively. The school is well aware of this weakness and plans are in hand to provide the necessary professional development. The school's accommodation is satisfactory. The refurbishment has been done to a high standard. The school buildings are attractive and well decorated. Classrooms are of adequate size. The "wrap around" room provides a good space for before-school and after-school care. Facilities for physical education are good. There is no designated play space for pupils under five, although they share the nursery provision at some times during the day. The school makes good use of the space it has. For example, the reception class uses the dining room as an additional work area. However, there are few spaces where pupils can be taken out of the classroom for small group discussion or quiet study.

70. Resources for learning are satisfactory overall. They are good for English, physical education, and for pupils under five. They make a good contribution to the high quality of teaching and standards of work seen in the reception class. Basic computing facilities are good, including access to the Internet. However, some essential equipment such as that for the "measuring and monitoring" strand of information and communication technology is not available. This prevents the school teaching all aspects of the National Curriculum for ICT. The school has insufficient resources to support geography teaching, which contributes to the low standards achieved in Key Stage 2. The library is small and contains a suitable range, but inadequate number of reference and additional fiction books.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff should:-

- raise pupils' standards in writing by the time they leave the school, particularly in Years 5 and 6 by:-
  - (a) raising teachers' expectations of what pupils can achieve in their writing through sharing the best practice seen in the school;
  - (b) improving the quality of pupils' writing as well as the amount and range of work pupils are expected to produce;
  - (c) improving writing across the curriculum;
  - (d) rigorously monitoring pupils' written work;
  - (e) improving pupils' spelling.(Paragraphs 4, 7, 9, 16, 23, 36, 89, 90, 91, 92, 95, 96, 99, 100, 128, 159)
- raise teachers' expectations and level of challenge for all pupils, but especially for the more able pupils, by:
  - (a) ensuring that teachers identify those pupils who are not working to their full potential;
  - (b) providing suitable extension work for the most able pupils.(Paragraphs 13, 32, 36, 39, 50, 107, 114, 155)
- improve the provision for information and communication technology by:
  - (a) improving teachers' expertise in the subject;
  - (b) implementing the full curriculum;
  - (c) monitoring the use of information and communication technology in lessons.(12, 29, 37, 68, 69, 110, 115, 121, 137, 138, 139, 140, 141)
- raise standards in geography, art and design, music and design and technology in Key Stage 2 by:
  - (a) developing and implementing full schemes of work.(Paragraphs 12, 37, 121, 122, 123, 131, 142, 144, 147)
- improve attendance by:
  - (a) rigorously monitoring authorised absence;
  - (b) improving procedures to prevent pupils coming late to school.((Paragraphs 21, 51)

In addition to the issues above, the following should be considered for inclusion in the action plan:-

- extend the systems for the assessment and recording of pupils' attainment, recently introduced for English, mathematics and science, to all other subjects of the curriculum.  
(Paragraphs 31, 48, 63, 100, 127)
- seek ways to improve reports on pupils' progress to parents.  
(Paragraph 55)
- implement a full scheme of work for the teaching of personal, social and health education.  
(Paragraphs 27, 50)

- further extending the monitoring of teaching and learning.  
(Paragraphs 37, 50)
- ensure that the homework policy is consistently implemented, especially in Key Stage 2.  
(Paragraph 54)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.0	20.0	34.0	34.0	6.0	0.0	0.0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	174
Number of full-time pupils known to be eligible for free school meals	0	72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	35

### Attendance

Authorised absence	%
School data	8.3
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	11	11	11
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	80 (76)	80 (84)	84 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	11	11	11
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	80 (84)	80 (96)	80 (80)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	8	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	14
	Girls	7	5	7
	Total	18	15	21
Percentage of pupils at NC level 4 or above	School	78 (48)	65 (52)	91 (64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	13
	Girls	7	6	8
	Total	17	16	21
Percentage of pupils at NC level 4 or above	School	77 (45)	73 (52)	95 (58)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	9
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	130
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	6	1
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)	9
Number of pupils per qualified teacher	24.9
Average class size	20.9

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12.0

Total number of education support staff	2.0
Total aggregate hours worked per week	120

Number of pupils per FTE adult	4.0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	523395
Total expenditure	535683
Expenditure per pupil	2527
Balance brought forward from previous year	63362
Balance carried forward to next year	51074

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

Questionnaire return rate

Number of questionnaires sent out	226
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	0	2	0
My child is making good progress in school.	52	40	8	0	0
Behaviour in the school is good.	38	54	8	0	0
My child gets the right amount of work to do at home.	37	35	23	2	2
The teaching is good.	71	23	4	0	2
I am kept well informed about how my child is getting on.	58	27	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	2	2	0
The school expects my child to work hard and achieve his or her best.	57	38	21	0	2
The school works closely with parents.	56	33	8	2	0
The school is well led and managed.	54	31	10	2	2
The school is helping my child become mature and responsible.	50	40	6	4	0
The school provides an interesting range of activities outside lessons.	30	35	22	7	7

## **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**

72. Children attend the nursery part-time for either a morning or afternoon session. During their time in the reception class a baseline assessment is carried out. The results indicate that, overall, children attain levels broadly in line with those normally found in children of this age in language and literacy and mathematics.

73. The curriculum for the school's youngest pupils is good overall. It is broad, relevant and covers all the appropriate early learning goals for pupils of this age. Criticisms in the last inspection report relating to weaknesses in curriculum provision and the negative effect on standards achieved by children in the nursery have, for the most part, been addressed. The work has an emphasis on learning through purposeful play and exploration. Planning indicates a regular focus on literacy and numeracy skills. The weekly and day-to-day planning for the development of children's skills is not as rigorous in the nursery as it is in the reception class. As a result learning in the nursery is satisfactory and very good in the reception class. Children make a confident and secure start to school and most are well on course to achieve the nationally expected levels by the end of the foundation stage.

74. When pupils come to the school their levels of achievement are very well assessed, especially for their language development, particularly in speaking, listening and reading. Their concentration, behaviour, social skills and mathematical awareness are also very well monitored at an early stage. This monitoring leads to detailed discussions among staff in the classrooms, the special needs co-ordinators and parents. The most important areas for development are decided upon, in priority order, and targets are set for each pupil who needs them, in the most important areas. Staff do not try to produce targets for all areas, only those that are felt to be the most important. These are generally in speaking and listening in the early years, and then including reading, and going on to other identified needs such as a need to take turns, to pay attention, to co-operate with classmates, and so on.

75. Children in the nursery and reception classes are sometimes taught as a whole class to introduce new work or to reinforce learning. Either the teacher or classroom support assistants support the subsequent group work. At other times children work independently on structured tasks or play activities. Staff monitor children closely and identify those who have special educational needs or require additional support to enable them to achieve at an appropriate level. Planning for children with special educational needs is very good. Tasks are matched to children's needs. This is done extremely well in the reception class. Assessment procedures are developing well and careful records are kept of children's progress. A significant feature of the provision for the reception children is the strength of the relationships between the staff and children. The teacher plans a stimulating and imaginative programme of activities and gives a strong message to the children that learning is fun. As a result, the children are happy at school, work hard and are excited by their learning. Staff use praise well to encourage pupils and show that their efforts are recognised



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

76. By the time they have completed the foundation stage, pupils achieve standards above national expectations. Children enjoy the play activities and quickly occupy themselves in an activity on arrival in the nursery each morning. Their positive attitude continues to develop in the reception class where they confidently try new activities and initiate conversation with adults. They respond very well to instructions and questions. Children are developing a good level of independence in choosing which activities and area of learning they wish to experience. They are further challenged in the reception class to plan what they intend to do and inform the teacher. Teachers have high expectations of children's behaviour. Children in both the nursery and reception class have a good understanding of classroom rules and their behaviour is consistently good. They know that they need to take turns and to be kind and helpful to each other. Children take on class responsibilities and undertake jobs such as clearing up and efficiently tidy away their activities at the end of sessions. They know that they must wash their hands before cooking and after painting. Some children are beginning to initiate clearing up without being told; for example when two boys in the nursery became over-enthusiastic with their activity and spilt sand over the floor they took it upon themselves to begin sweeping up.

77. The quality of teaching personal, social and emotional skills is very good in both nursery and reception classes. Teachers have well-established routines which pupils are quick to learn. Teachers provide a broad range of activities that successfully promote children's development in a variety of ways throughout the day. Staff encourage pupils to make independent choices. This is exceptionally well done in the reception class where the skilful use of questions extends pupils thinking and helps them to apply their knowledge in different situations. Staff set extremely good examples for the children to follow. They work very well as a team, which helps children to see the value of co-operating with each other. Activities such as role play in the 'shop', sand and water, encourage children to play together as well as help them to develop their imaginations. The teacher of the reception children maximises opportunities for role-play by having a child act as the teacher during registration. The class enters into the spirit of the activity and respond to their names very politely. Adults encourage children to concentrate and persevere with an activity and most work at the activities with sustained interest.

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

78. Children become competent in the key literacy skills and by the time they have completed the foundation stage reach national expectations in this area. Their listening skills are particularly good. In discussion, children contribute confidently and share their ideas and experiences. They acquire new vocabulary from listening to staff and each other. By the time they are five pupils enjoy looking at books and sharing a book with an adult. They recognise their own names in written form. They learn to recognise and link individual letters by sound and name and give a range of words beginning with the given initial sound. For example, children suggested 'hat, hoop, hippopotamus' for the sound 'h'. Early writing skills are promoted through children learning to write their own names. They are given opportunities to use pencils and felt tips with white boards to practise writing. Children are beginning to form letters correctly when writing them independently or copying simple words. They are developing an understanding of writing for different purposes; for example reception children write thank you cards and make books. In the reception class the children enjoy using the language master to become familiar with and learn to spell high frequency words.

79. The quality of teaching in this area is very good in the reception class. It is more variable in the nursery but satisfactory overall. Opportunities to develop speaking and listening skills are linked to structured learning tasks and play activities. In the reception class adults skilfully engage children in conversation. They make good use of direct and open-ended questions at every possible opportunity to check and extend pupils' understanding and use of formal language. This aspect is less well developed in the nursery and opportunities to engage children in conversation and to monitor their learning and understanding of an activity are missed. Teachers have a good understanding of how to teach basic literacy skills. They make good use of visual resources, i.e. pictures, artefacts and flash cards to show familiar words and to reinforce children's knowledge of initial sounds. However, this approach is not consistently used in the nursery and, with no visual resources, children find it difficult to respond, for example, when discussing the date or when they required to think of words beginning with the sound 'g'. In the reception class tasks are particularly well matched to children's needs and activities are carefully structured for the different attainment groups within the class. The teacher plans a very good range of interesting and stimulating activities to support the clearly defined learning intentions. As a result children are motivated, enjoy the work and the quality of learning is very good. Children are encouraged to write for themselves and gradually learn to form letters and spell simple words.

### ***Mathematical development***

80. By the time they have completed the foundation stage, children's attainment is in line with national expectations in this area of learning. They make good progress from the time they start school. Children Develop their early knowledge and understanding of number through activities related to everyday routines, such as changing the calendar each day and counting with their teacher to check the numbers on the register. They count and match objects; for example when doing puzzles and playing games. Water and sand activities give children many opportunities to explore volume when they fill and empty different sized containers. They are familiar with the days of the week and months of the year. The children enjoy the counting activities, particularly in the reception class where they are actively involved through practical activities, such as tapping knees whilst counting to twenty-eight and jumping in time to counts of twos to twenty. They recognise and match numbers to at least ten and many are learning about numbers to twenty and beyond. Some are beginning to use the mathematical language independently when carrying out other activities. Role-play in the 'supermarket' contributes to their understanding of money and reinforces their counting skills. They are developing an understanding of shape through art activities. For example, reception children draw cylinders to show the properties and they use a cylindrical shape and symmetry when making their birthday butterflies.

81. The quality of teaching in the nursery is satisfactory. A range of mathematical experiences is provided through structured play. Children are given opportunities to count when the register is taken and when playing games. Planning for these is not very specific. Although staff reinforce children's knowledge of number they do not always extend their knowledge when opportunities present themselves. The quality of teaching for reception children is very good. Interesting activities are planned. Lessons are very well structured and there are clear learning objectives and targets for group and individual work. The teacher has high expectations of involvement and effort. Activities are challenging but fun and children join in enthusiastically. A very good pace is maintained throughout, enabling children to concentrate for an extended period of up to thirty minutes. The support staff are well briefed and used to the best effect to support children's learning. Staff make very good use of resources,

such as number cards and jigsaws, hoops for number groups and candle ladders and this contributes to the very good learning.

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

82. By the end of the foundation stage most children reach the nationally expected level for this area of learning. They are gaining a sound understanding of the world in which they live. Most of the activities that contribute to this area of learning are based on practical experiences. Their scientific learning is well catered for and they make good progress as they explore the difference between light and dark, or 'see through' and 'not see through'. In one lesson reception pupils used torches to experiment with light beams and notice the differences. There was great excitement as they went into an unlit cupboard to explore the feeling of being in the dark and the effectiveness of their torches. Walks to the post office and supermarket help pupils to develop a sense of place. Children are confident users of the computer, either as a choice activity or when opportunities are planned to enhance learning in other subjects. They use the mouse to click on icons on the screen to reveal answers to problems and to move the program forward. They use audio equipment independently and operate it effectively. Children find out about technology by examining toy vehicles, building their own models and exploring town layouts. They name different natural and human features such as roads and trees. Children make choices about the materials and tools they are going to use and collect these together by themselves.

83. The quality of teaching is good overall. Children are given a wide range of experiences, which enable them to broaden their knowledge and understanding of the world about them. Staff, particularly in the reception class, encourage children to make independent choices and discuss these with them before starting the task. These activities are carefully planned so that children learn from first hand experience through exploration, observation, problem solving and discussion. Staff work hard to ensure that children have many opportunities to talk about what they know and have found out with their friends or staff. Wherever possible, children in the reception class are encouraged to use information and communication technology to practise their skills or to use their knowledge to solve problems in other areas. For example, children use the computer to practice skills that promote mathematical learning and in literacy to recognise and match letters of the alphabet, read simple words and listen to nursery rhymes.

### ***Physical development***

84. By the end of the foundation stage the majority of children reach the expected levels of ability in physical development. Children move around the classrooms with confidence to distinct areas dedicated to different areas of learning. Children are taught to handle pencils, brushes and scissors with control and safety. The range of writing, painting and cutting and other small activities gives children many opportunities for developing control with their hands. The outside area is part of the daily timetable for the nursery children and they have access to an appropriate range of small and large equipment, including wheeled toys. There is no outside area for reception children. These children visit the nursery during the week to use the outside equipment but they do not have access to this on a daily basis and this limits the progress children make in this area of learning. All children take part in formal physical education lessons in the hall. They learn about the importance of warming up and cooling down before and after physical activity. Nursery children enjoy exploring different ways of moving as they pretend to be aeroplanes, trains and different zoo animals. They show good control and co-ordination when jumping and

running, stopping on command. They join in energetically and enthusiastically. In a reception lesson children extended their balancing skills trying out different ways of balancing on feet, hands, bottoms and knees. The children are active and agile. Most are willing to demonstrate their balances to other children who readily applaud their efforts.

85. The quality of teaching is good overall. Staff encourage children to think about the ways in which they can improve their skills. Children respond positively and persevere at the tasks and activities. The quality of teaching is very good in the formal lessons, particularly in the nursery. Planning is good and good support is provided to enable children with special educational needs to take a full part in the lessons. Each stage of the lessons is well focused. Teachers maintain a good pace and children are kept active throughout the lesson. The lessons make a good contribution to the children's language development as they learn the vocabulary for the different ways of moving and the naming of different body parts when balancing.

### ***Creative development***

86. There is a good range of creative materials available in the nursery and reception classes. Though few observations of teaching could be made in this area, by the end of the foundation stage children's attainment is on target to be in line with expectations. Children have good opportunities to 'play' in the role play area; for example, the area set up in the reception class as a fire station, where the children drive to the scene of the fire and work together to put it out. Children have opportunities to develop their art skills in a variety of ways such as observational drawing, printing, making and painting models, and modelling with play dough. Examples of children's painting show that they have been encouraged to consider the use of space and give thought to their choice and use of colour and techniques. Sand and water activities also provide opportunities for creative and imaginative play. Nursery children help to choose the ingredients they use for making pizzas.

87. Teacher provide opportunities on a daily basis for children to act out real or make believe scenarios that contribute to their creative and social development. Role play activities are modelled by the teacher if considered necessary and staff sometimes play a supporting role during these activities to promote learning and develop children's ideas. Opportunities for developing children's musical skills are built into the weekly programme.

### **ENGLISH**

88. The majority of pupils enter the school with average levels of ability in all areas of language and literacy and make good progress throughout the reception classes. This progress is not maintained in all classes in Key Stage 1, where the level of achievement falls, largely as a result of weakness in writing. Test results improve in Key Stage 2. The results of the 2000 national tests at the end of Key Stage 2 indicate that standards in English were broadly in line with the national average for 11 year old pupils. The percentage of pupils reaching the higher Level 5 was below the national average. Standards were well above average when compared with similar schools. Test results for 2000 at the end of Key Stage 1 show standards to be well below the national average for seven year olds in reading and below them in writing. The percentage of pupils reaching the higher Level 3 was below the national average in reading but above it in writing. When compared with similar schools this school's results were average in reading and above average in writing.

89. The national test results for 2000 indicate falling standards at Key Stage 1, although there has been a fluctuating picture over the last three years for both reading and writing. In Key Stage 2, however, there was a strong improvement over the previous two years, above the national trend. There is a significant difference between girls' and boys' performance, with girls outperforming boys at Key Stage 1, but boys performing better than girls at Key Stage 2. Inspection findings indicate that standards vary in different year groups but currently, at the end of Key Stage 1, the majority of pupils in the Year 2 classes are likely to attain average national standards in reading, but not in writing, though there is evidence of improvement in writing in some classes in the key stage. At the end of Year 6, whilst reading is average, standards in writing, particularly for higher attaining pupils, are below those expected.

90. At the time of the previous inspection, standards were in line with those expected nationally at the ages of both seven and eleven, though there were weaknesses in writing then, particularly in Key Stage 1. Standards are now below average at both key stages, because of the standard of writing. Since the previous inspection, the National Literacy Strategy has been implemented, resulting in a more focused approach to the teaching of English by many teachers. Some good quality resources have been purchased to support literacy, particularly for guided reading. Teachers have worked hard to address standards in reading and these have risen in Key Stage 2 as a result. Effective use is now being made of new initiatives such as additional literacy support, as well as support for pupils with special educational needs and those for whom English is an additional language.

91. Planning has been improved as a result of the National Literacy Strategy, which now provides the long-term planning, although the evaluation and assessment opportunities are not consistently identified in planning by all teachers. Some analysis of assessment data is being undertaken to identify areas of weakness. The recently introduced target setting in literacy is used well by some teachers to focus on what needs to be improved, but this is not yet consistent in all classes. Standards in writing show some recent improvement in Key Stage 2 but remain unsatisfactory overall. Progress across the year groups varies in writing, but the progress now being made in Key Stage 1 is not sustained in Key stage 2 because the expectations of some teachers are too low and work set is often undemanding for higher ability pupils.

92. Standards of speaking and listening are average at the end of both key stages. Pupils demonstrate satisfactory listening skills. They listen carefully to their teachers and each other, follow instructions without fuss and contribute positively in discussions. Speaking skills are generally well promoted, although there are missed opportunities by some teachers, to engage pupils in extended conversations and improve their clarity and use of English when speaking. Most staff encourage pupils to ask and answer questions in order to develop their ideas in lessons. As a result, pupils develop confidence in speaking aloud and explaining their work. A good example of this was seen in a Year 1 class where the teacher encouraged pupils to share their ideas on 'where Kipper tried to sleep' and used questioning effectively to extend their ideas. In a Year 3 class, focusing on an explanatory text, the teacher made good use of opportunities to extend speaking skills, encouraging pupils to use a more formal and impersonal style of speech.

93. Standards in reading are average at the end of Key Stage 1. By the age of seven, the majority of pupils have satisfactory phonic skills and a sound understanding of what they read. Many higher attaining pupils read accurately and with good expression. Teachers work hard to develop oral skills in guided reading but do not yet promote this language skill across other subjects of the curriculum.

Most pupils understand terms such as 'author', 'illustrator', 'contents' page' and 'index' and enjoy sharing texts during literacy hour. They have a satisfactory range of strategies to enable them to decipher words they have difficulty in reading. Higher attaining pupils confidently discuss their reading and predict what might happen. Lower attaining pupils build common used words but reading is mechanical and lacks fluency. Reading diaries are maintained which contain informative comment by teachers and involve parents in responding to pupils' reading. In Key Stage 2 standards of reading are also average, but with few higher attaining pupils being extended through the reading of challenging texts. There is not enough emphasis on the systematic development of library skills, which is compounded by the inadequate number of reference books in the new library's provision. This limited range of books, particularly to extend higher attaining pupils, affects the progress made in reading in both key stages but particularly the development of research skills for older pupils in Key Stage 2.

94. Standards in writing are below average at the end of Key Stage 1. Pupils write for a reasonable range of purposes as a result of the National Literacy Strategy, which is beginning to raise standards. However, tasks set for average and higher attaining pupils are not always sufficiently demanding and they are sometimes not expected to work at a brisk, productive pace. Handwriting and presentation of work is unsatisfactory for a significant majority of pupils because marking does not place sufficient emphasis on the importance of these skills. Some average and higher attaining pupils use basic punctuation accurately, there is some emphasis on early drafting skills and teachers help pupils to choose more imaginative vocabulary. Pupils' writing by the end of Key Stage 2 is unsatisfactory for a significant majority. By the age of 11, the majority of pupils have a satisfactory knowledge of basic punctuation and grammar, but spelling is weak. Although pupils have a secure knowledge of letter sounds, their lack of understanding of spelling patterns hinders their progress. Few pupils write at length and too little work is achieved in the time allocated. There is little sense of urgency or desire to finish a piece of writing. These factors prevent pupils, particularly the higher attainers, from being well prepared for the written component of the national tests, as they have not acquired the ability to express their ideas with precision and speed.

95. There is evidence of the use of different forms of writing, such as letters, instructions, story and playscripts. However, there is insufficient opportunity for pupils to express opinions through persuasive writing and to extend their ideas through purposeful tasks such as newspaper reports and extended writing in other subjects, such as religious education and history. Skills such as note taking are not well developed. Too few teachers expect good standards of presentation in pupils' written work and this is reflected in other subjects. As a result, many pupils lack sufficient pride in their work.

96. Pupils with special educational needs are well supported and generally make good progress towards their targets. Small group support in classes is successfully helping these pupils to extend their literacy skills. Pupils for whom English is an additional language make satisfactory progress, because of the good level of classroom support they are offered and the quality of the specific individual targets identified for them by staff.

97. Most pupils enjoy their work in literacy sessions. They respond positively, are eager to answer questions and keen to learn in many cases. Where this is not the case it is directly linked to weaker teaching and work not matched to ability.

98. The expectations of teachers are directly related to the way in which pupils progress, especially in the planning of lessons to provide work graded in difficulty to suit the needs of pupils of different levels of attainment. Teaching is generally satisfactory, but there are variations in teachers' skills. Most teachers have a secure understanding of the National Literacy Strategy, although not all teachers use the time appropriately to ensure that the different elements are well covered, especially writing. In the best lessons, teachers demonstrate good subject knowledge and teaching methods inspire pupils to learn successfully. Pupils are well motivated by interesting tasks and lessons proceed at a brisk pace. For example, in a Year 4 class, activities were carefully matched to the differing needs of pupils. The exciting text, 'The Enchanted Horse', held pupils' interest and captured their imagination, the teacher's reading of the text adding to the excitement. The very good help from support staff contributed to pupils' learning and maximised the use of time in this lesson. As a result pupils worked hard and completed a good amount of work. In the weaker teaching the work set is not always matched well to the full range of pupils' ability and this leads to underachievement. The pace of lessons is often very slow, allowing pupils to lose concentration and interest. Pupils often fail to complete enough writing in lessons and are not encouraged to produce longer pieces of written work. Marking is inconsistent, often being cursory and failing to identify how pupils can improve their work. This contributes to the careless work produced by many pupils.

99. The management of the subject is not yet a contributory factor in improving standards in the subject. The monitoring aspect of the role is underdeveloped and does not support teaching and learning well. The co-ordinator has little opportunity to support and advise other teachers. Some assessment strategies are in place, although they are not always used to full advantage. Analysis of data from national tests and other assessment information are only just beginning to be used to plan future work and identify strengths and weaknesses in pupils' attainment. Target setting is at an early stage of development. The use of literacy within other subjects varies. There is sound focus on language skills in most subjects but not enough attention is given to developing extended writing skills in subjects such as history and religious education. Satisfactory classroom resources enhance learning but provision of books in the library is unsatisfactory.

## **MATHEMATICS**

100. Pupils' standards in mathematics are in line with national averages at the end of both Key Stage 1 and Key Stage 2. The school's results in the national tests for seven-year-olds have improved in recent years, although the pattern of improvement is erratic, typically, improvement in one year followed by deterioration in the next. In 2000, results were well below the national average, although pupils performed as well as those in similar schools. In Key Stage 2, recent results in the national tests for Year 6 pupils have improved year on year. However, in 2000, they were still below national standards overall, although they exceeded the results attained by pupils in similar schools. In both key stages, results are depressed because too few pupils reach the higher levels of attainment, Level 3 in Key Stage 1 and Level 5 in Key Stage 2, though the proportion attaining the expected level is broadly in line with national expectation.

101. Nearly all current Year 2 pupils are working at the level expected for their age, and are on target to reach national standards by the end of the year. In Year 6, examination of pupils' work and analysis of test data indicates that two-thirds are on target to reach level 4, the level expected for their age. This exceeds the school's target of just over one half of pupils to reach this level, though it would still require an

extra improvement of one pupil reaching this level to bring results into line with national averages, measured by the 2000 test data.

102. By the end of Key Stage 1, most pupils have a secure grasp of mental addition and subtraction using numbers up to 100. However, lower attaining pupils and those with special educational needs make frequent mistakes and are inconsistent. For example, they correctly calculate  $50 + 30$ , but later incorrectly add 5 and 3. Most pupils use common coins correctly in simple shopping activities, and know for instance how to make up 39 pence from a mix of 20p, 5p and 1p coins. Pupils are beginning to learn multiplication tables for 2, 3 and 5. A few pupils relate this knowledge to division and to finding simple fractions, such as  $\frac{1}{2}$  of 16. Pupils measure classroom objects such as books in centimetres. In work on shape they complete simple symmetrical patterns and describe three-dimensional objects such as cubes and pyramids using the number of corners, edges and faces they have. However, the work of lower attaining pupils is often inaccurate and untidy. Most pupils are working at the level consistent with their ability, but higher attaining pupils unnecessarily repeat work they have already mastered. Teachers make too few demands of these pupils, for instance, by not extending work to use larger numbers and decimals, developing further the relationship between multiplication and division, and working with measures for weight and capacity.

103. By the end of Key Stage 2, pupils add and subtract numbers up to 1000 or so accurately using standard written methods. Higher attaining pupils multiply and divide whole numbers correctly, demonstrating secure understanding of place value and recall of multiplication table facts in the process. However, insecure multiplication tables knowledge sometimes spoils the work of other pupils and leads to errors. This is particularly noticeable in the work of lower attaining pupils. Most pupils develop a secure grasp of decimals, which they demonstrate in work on measures. For instance, they find the difference between 2.76 kilograms and 5 kilograms by converting each to grams and subtracting. However, under test conditions, average and lower attaining pupils make more mistakes in decimal calculations than at other times. In work on shape, pupils develop a sound understanding of area and perimeter, and are beginning to use algebraic formulae such as " $p=2l + 2b$ " to assist in calculations. Most pupils find the range, mean and mode of simple data sets, and in science they draw and interpret line graphs when analysing the results of experiments, such as investigating the effect of temperature on the dissolving process.

104. As in Key Stage 1, not enough demands are made of higher attaining pupils. For example, work on fractions, decimals, percentages and the links between them, is underdeveloped. They know simple equivalents such as 0.29 and 29%, but do not develop further understanding by using this information in calculations. In work on shape, there is insufficient evidence of work on angle, including the use of protractors, and exploration of two-and three-dimensional objects.

105. The quality of teaching and pupils' learning in mathematics is satisfactory overall. Half of the lessons seen were good and there was only a very small percentage of unsatisfactory teaching seen. Additional evidence from an examination of pupils' work indicates that over the long term teaching is satisfactory overall. There are some consistent teaching strengths. All teachers have good relationships with their pupils and manage classes effectively. Consequently, pupils behave well. Teachers use educational assistants effectively to support lower attaining pupils and those with special educational needs, especially in group tasks. They provide close supervision and ensure that pupils stay well focused on their work. They question



pupils effectively, drawing out and developing their understanding over the lesson. Pupils with special educational needs make good short-term progress as a result.

106. Teachers understand the requirements of the National Numeracy Strategy and lessons follow the recommended structure. The good teaching observed during the inspection was clearly related to thorough lesson planning and preparation. For instance, in Key Stage 2, a week's work on area and perimeter was guided by the National Numeracy Strategy planning for the Spring term. Key learning objectives were identified, and each lesson planned was a good development of what had gone before. In each lesson, work was challenging and well targeted at the different ability levels within the class. However, examination of pupils' completed work across the school shows that this is not always the case. Over the longer term, teachers provide insufficient challenge for higher attaining pupils.

107. Despite being satisfactory overall, some lessons suffer from slow teaching pace in part of the lesson and over-elaborate explanations. For instance, in one lesson, the teacher took 20 minutes over the introductory whole class mental work, and then a further 10 minutes to explain the work to follow. This was half of the lesson time, and pupils began to fidget and lose attention. Additionally, this restricted the time available for pupils' own work, and as a result pupils achieved less than they could have done.

108. The one unsatisfactory lesson seen arose from a muddled explanation of a particular technique for subtraction. Other aspects of the lesson such as class management, the oral work on subtraction at the beginning of the lesson and teaching pace were at least satisfactory. However, pupils were unable to make the intended progress in the main teaching activity because the teacher taught a method that was logically flawed. Consequently, the lesson was reduced to "practice by rote" since pupils were unable to understand and explain the technique, and the time was effectively wasted.

109. The school has successfully implemented the National Numeracy Strategy. Its guidance is particularly helpful to teachers in planning work at appropriate levels for different age groups. This ensures that pupils' knowledge, skills and understanding develop systematically as they get older. The school has introduced a new system of standardised assessments taken at the end of each year, and interim assessments based on key learning objectives taken from the National Numeracy Strategy. This enables teachers to make reliable assessments of pupils' progress in general terms. The school has begun to analyse test data to show strengths and weaknesses in pupils' knowledge. However, this is in its infancy, and results of the analysis are not used effectively yet to influence teaching plans or to set targets for improvement. The school has sufficient learning resources to support all aspects of mathematics teaching, but teachers make insufficient use of information and communication technology in lessons.

## **SCIENCE**

110. Pupils' standards of attainment are good throughout the school and above average standards at the end of both key stages. Test results at the age of eleven are well above the national average and in the top five per cent compared with those of similar schools. Standards seen during the inspection confirm that pupils are making very good progress and are in line to achieve at least above average results in 2001.

111. By the age of seven years, pupils develop a good understanding of how to predict when they are set a “scientific” problem. They discuss the different possibilities, such as which forces are involved in making a range of toys move, or when riding on see saw, slides, swings and roundabouts. They understand, for example, that pushing and pulling forces can work together to start, move and stop various objects, sensibly discuss these matters, record what they have observed, and, with some help, come to some decisions about their investigations. They know how to sort and classify different materials by how they look or feel, such as being shiny, rough, different colours, sharp or smooth. Pupils also understand that different materials, such as paper, glass, plastic, metal and wood have different properties, and different uses. Taking this further, they understand that some objects can be classified even more finely, such as having different kinds of metals, or papers, or materials for keeping the wet weather out. Pupils learn how the human body works, how plants grow and the effects of exercise on the body.

112. By eleven years of age pupils have developed their investigation skills well. They know how to conduct a fair test and they observe what is happening carefully. Pupils make careful recordings, and chart their results for later analysis. They draw diagrams of their investigations neatly, and write about what they have found out. Pupils have carried out some detailed work about, for instance, factors that are involved in helping plants to grow, differences between gases, liquids and solids and the processes carried out by micro-organisms and things that decay. The higher attaining pupils through the school attain well, and have a good understanding of scientific methods; the less able pupils need more help to grasp some of the more difficult concepts, and to organise their investigations. Some of the least able pupils need more one-to-one help from support staff with their writing-up. The use of some worksheets in some of these cases is justified.

113. The teaching of science is good overall. During the inspection, it varied from satisfactory to good. Teachers usually plan their lessons well, with a good emphasis on practical work and investigations. Lessons are mainly well structured, and good resources are used. Support staff are deployed well to help the less able pupils, or those with special needs. In the better lessons, the pupils are particularly well motivated, and their behaviour is very well managed. A visit to the park with the younger children on forces, for instance, was very well prepared, through appropriate teaching. The children were very keen, and well behaved. Pupils sensibly predicted what forces of pushing and pulling might be needed on each item of equipment, and then tried them out. Some lessons had weaker elements, such as planning that had unclear aims. Consequently, pupils did not know exactly what to do, especially during lessons that were too long or when the teacher spent too long explaining tasks. Pupils became restless in one such lesson, and were not attending to what the teacher was saying by the end. Sometimes teachers, especially at the top of the school, place too much reliance on worksheets as a way of reporting findings in different topics. These are sometimes very undemanding, and pupils can fill them in with little mental effort. Pupils’ work has been much better in lessons where they were expected to write about what they have been doing as a report. Although pupils record the results of tests and surveys well, there is good scope to use information technology in creating graphs of, for instance, heart rates during exercise, or the size of shadows in a light experiment. In the main, science makes a sound contribution to pupils’ literacy and numeracy skills, through the work that is carried out.

114. The subject co-ordinator has a good overall view of the subject, but has no opportunity to monitor teaching through the school, although some monitoring has been done by senior management. Pupils’ achievements are monitored well by detailed scrutiny of their work and the co-ordinator ensures that planning covers all of

the required elements of the subject. The long-term planning is well based on national guidance. The assessment system is well developed and the co-ordinator has plans to develop the use of information technology.

115. Since the last inspection report, the progress of the younger pupils has remained good, despite the greater numbers of children who have special educational needs now. The standards of attainment and achievement by the older pupils have improved from unsatisfactory to good now. Similarly, the teaching has improved in the upper part of the school from an unsatisfactory level, although there are still a few weaknesses that were noted previously, such as the over-use of worksheets at the top of the school. The work overall is now much more practical than previously, and pupils continue to have a positive attitude to science, and they concentrate well. This shows in the results that were achieved in the Standard Assessment Tests last summer. Pupils are well placed to continue to achieve high standards in the subject.

## **ART AND DESIGN**

116. By the end of Key Stage 1 standards in art and design are in line with national expectations with some examples of good work. This represents an improvement since the last inspection. Although the pupils in Years 3 and 4 are producing work that meets the expected standard, the skills of older pupils are less well developed and standards at the end of Key Stage 2 are below national expectations. This is similar to the findings at the previous inspection. Progress over time is satisfactory in Key Stage 1 and the first part of Key Stage 2, but slows significantly in the latter part of Key Stage 2.

117. Pupils in Key Stage 1 use sketchbooks to explore different ideas. They are developing control over different materials such as paint, pencil, pastels and charcoal. Their observational skills are developing well. They look closely at shape, line and colour. Pupils sunset pictures based on African art are of a high standard and show how carefully they have observed and worked to match and blend the colours. Their drawings and paintings of a person show their developing understanding of proportions. These young pupils are also beginning to use computers to generate artwork.

118. Year 3 and 4 pupils look to the work of well-known artists, such as Matisse and Klee, to inform their work. They have used photographs of their family and friends to explore the relationship between figures. Pupils have looked closely at how the figures in the photographs relate to each other. They have captured the pose well and the figures are natural and lifelike. Pupils have paid careful attention to detail and spent time blending and matching colours accurately. Their abstract art based on imaginative use of shapes explored on a map of Coventry are most effective. The vibrant colours pupils have chosen make the pictures very striking. The skills of Years 5 and 6 are less well developed. Many have problems with proportion when drawing outline sketches of people in action. Copied photographs of figures such as a footballer are more successful as pupils have looked carefully in order to reproduce the pose. Pupils have too little opportunity to explore a full range of artistic skills.

119. It is not possible to make an overall judgement on the quality of teaching as only two lessons were seen during the inspection. However, the teaching seen was sound with some good features. The lessons had a clear focus and promoted the development of skills, knowledge and understanding. Good features of the Key Stage 1 lesson were the clear focus on the skills and techniques the pupils needed to use, and the well managed opportunity for pupils to evaluate their own work. In the Key

Stage 2 lesson the teacher made good use of and artists own description of collage work to develop pupils' understanding of this art form. Pupils enjoy the art and design activities and work with interest, purpose and concentration.

120. The co-ordinator leads the subject well. Since the last inspection she has developed a scheme of work and, more recently, introduced the national schemes into Key Stage 2, though these have not yet had time to make a significant impact on standards in this Key Stage. She has provided all teachers with a helpful progression chart of skills and experiences to inform their planning. There are good procedures for assessing pupils' progress in Key Stage 1, although these are not yet established in Key Stage 2. Resources for practical work are generally good. There is not enough computer software for producing art or for research and exploring the work of well-known artists.

## **DESIGN AND TECHNOLOGY**

121. Little teaching of design and technology took place during the inspection and only one lesson was seen. Although all classes have undertaken some projects this year there was insufficient evidence available to judge standards across the school, progress and the quality of teaching. However, coverage of the programme of work in the upper years of Key Stage 2 is superficial and pupils do not have enough opportunity to carry out, design and make assignments.

122. Since the last inspection the school has adopted the national schemes of work in Key Stage 2. These have been organised to meet the needs of the school. The schemes in both key stages gives teachers clear guidelines to help them plan and deliver an appropriate curriculum, but planning from the scheme is inadequate as yet.

123. Pupils in Key Stage 1 experience an appropriate range of practical tasks, including food technology. Younger pupils have also planned and made a fruit salad. Good links were made to their science work on healthy eating. Year 1 and 2 pupils carried out a useful investigation into bridges, looking at bridges in the local area before making their own models. Pupils were required to support the bridge by building arches or columns and test to see if their bridges could take the weight of a toy car. They explored ways to make their structures stronger, drew the final design, listed the materials they were going to use and explained how they were to be joined. Whilst the bridges fulfilled their purpose, pupils did not apply any finishing techniques to improve the appearance of their models.

124. Pupils in Years 3 and 4 designed and made a photo frame constructed from paper and card. The designing and planning stage was not fully explored and the drawings of their frames provided very little information about the materials and tools to be used, or the processes of making. Photographic evidence, however, indicates that pupils have given much thought to the shape of the frames and the finishing and decoration. Older pupils attended the Peugeot Partnership Centre to support their design and technology project, using an electrical circuit for control purposes. However, pupils' did not put this learning into practice, as there was no opportunity for them to design the fairground models.

125. In the lesson seen, Year 5 and 6 pupils discussed different types of shelter. They showed a keen interest in the beach shelter that the teacher erected to stimulate discussion about frameworks and the properties of the materials used. The teacher provided pupils with a good range of shelter pictures to evaluate.

126. The co-ordinator has provided teachers with a helpful skill chart showing the progression across the school. Assessment procedures are being developed. There are clear criteria at the end of each unit against which pupils' attainment is judged. These have yet to be implemented in all classes.

## **GEOGRAPHY**

127. Pupils in Key stage pupils learn about a seaside place. They use their knowledge of the local area to compare features found here and those found only at the seaside. Pupils use other sources such as photographs to explore the human and man-made features at the seaside describe, in words and pictures, places they have visited and would like to visit. By following the travels of 'Betty and Barnaby Bear' they begin to develop an understanding of travel. They show on a map the places that Barnaby has visited. Pupils have discussed his trip to London with the teacher and have put together information about his journey, such as the weather conditions and the type of clothing he needed. There are some shortcomings in the quantity of pupils' own written work as they are not given enough opportunity to write, in their own words, about the bear's travels.

128. The work of Years 5 and 6 shows that pupils have a basic knowledge of the water cycle. They are beginning to understand how the presence of absence of water can cause the character of places to change. However, their knowledge, their understanding and use of maps is weak and their research skills under-developed. Their written work is sparse and there is too little emphasis on getting pupils to think geographically. Pupils in Years 3 and 4 are making satisfactory progress in their learning. They have studied the local environment and describe a range of human and natural features within the area. Pupils consider what they like and dislike about their locality, acknowledging that the negative aspects are often man-made. For example, many are concerned about the state of the nearby River Sherborne. They have carried out a useful crime watch survey amongst pupils in the year groups. However, opportunities were missed for using pupils' numeracy and information technology skills to collate the data and to present the findings on graphs. Year 3 and 4 pupils are extending their knowledge of the local area by taking part in the 'Agenda 21' project to address a litter problem.

129. In the lessons seen the quality of teaching was satisfactory. In a well-structured lesson in Year 5 and 6, the teacher made good use of geographical language. A good feature was the provision made for pupils of all abilities to work at an appropriate level. Aware of pupils' weaknesses in their map skills, the teacher closely monitored pupils' work, providing guidance as needed to help them find their way around the atlas. In a Year 3 and 4 lesson, pupils showed interest in the Action 21 project and assembled many suggestion for posters to remind people to clear away their litter. The final part of the lesson was well used for setting out an action plan to combat the litter problem. For example, pupils suggested sending letters to the council, putting up posters and a litter pick.

130. The geography co-ordinator is aware of the need to raise standards in the subject, particularly in the development of pupils' map and research skills. An appropriate action plan is in place to address the weaknesses. The local area is used well to support learning in geography and the residential visit to Llandudno contributes well to pupils' learning about another locality. However, there are too few resources, particularly maps and plans to meet the requirements of the new scheme of work and this limits pupils' learning.

## **HISTORY**

131. Few lessons were seen during the inspection, but the evidence gained from scrutinising the pupils' work, examination of the teachers' planning and discussion with the pupils shows that pupils achieve average standards at the end of both key stages.

132. The nationally approved schemes of work are followed at both key stages and these ensure that the pupils cover all the historical aspects required by the National Curriculum. As a result, pupils at Key Stage 1 learn to recognise that their lives are different from those of people in the past. They understand this by, for example, looking at the life of Florence Nightingale and comparing artefacts and pictures from the present and the past. When looking at old and new toys, they show an emerging sense of the passage of time. Pupils in Year 1 talk about the Great Fire of London, how it came to happen and what were its effects. The pupils discuss their work with enthusiasm.

133. Pupils continue to make satisfactory progress at Key Stage 2 and to develop their understanding of how the past helps them to understand their own times better. Teachers plan in a two year cycle, so that pupils of the same age cover the same content. This includes preparing visits to local museums and exhibitions, such as the Godiva Exhibition and to Tudor and medieval sites in the historic areas of Coventry. Pupils show a growing understanding of chronology, using time lines and writing descriptions of life in Tudor times and in Britain during World War 2. They describe differences between rich and poor and recognise that the past can be interpreted in different ways. Pupils in Years 5 and 6 study the Ancient Greeks and show a good understanding of how historical evidence is used to build up a picture of the past. Pupils understand that the influence of the Greeks is still evident today through the Olympic Games.

134. In the few lessons seen, teaching was satisfactory or better. Pupils in Key Stage 2 are encouraged to make use of reference books and other resources to search for information, but too little use is made of information and communication technology. In a very good Year 4 lesson on using inventories as sources of evidence for life in Tudor times, pupils were encouraged to provide their own questions and to research and co-operate well with one another. Learning support assistants provide good support for pupils with special educational needs and for pupils for whom English is an additional language. However, insufficient consideration is given to providing sufficiently challenging tasks for the more able pupils; less able Year 5 pupils often carry out the same task as above average Year 6 pupils. When given the opportunity, pupils demonstrate positive attitudes to their work.

135. The enthusiastic subject co-ordinator has established nationally accepted schemes of work and is aware of areas where improvements can be made, such as the development of the use of information and communication technology. There is, however, no opportunity for the monitoring of teaching and learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. Standards of pupils' work in information and communication technology (ICT) are well below national expectations in Key Stage 1 and below them in Key Stage 2. At the last inspection, limited evidence prevented overall judgements on standards from being made. There is still limited evidence of pupils' work, and standards are below those expected.

137. The school is well equipped with computers in classrooms and in the library area, but they are rarely used in lessons. Teachers lack subject expertise, which clearly restricts their ability to teach the subject effectively. Planning for ICT, both as a subject in its own right, and its use to support other subjects, is weak, and it is not implemented. For instance, Key Stage 1 English planning includes "some children will have the opportunity to work on the computer using a word processing package". This is insufficient to show what pupils are to learn, and there is little evidence of the work being attempted. There is no significant evidence of the development of pupils' work in Key Stage 1 and there is a need for the implementation of a scheme of skills to ensure steady progression.

138. Key Stage 2 pupils seen working with computers at lunchtime and after school do so confidently. They use the mouse to run programs, for example to access the "World-Wide-Web". Pupils write short pieces of prose and poetry using a word processor. A collection of "Onomatopoeia" and other poems was well presented and displayed outside the Year 5 and Year 6 classrooms. Pupils edit work to improve spellings and layout, and they make satisfactory use of text effects to enhance the quality of their work. However, pupils have insufficient opportunities to develop this strand of ICT in other subjects, and overall standards are below those of which the pupils are capable. Year 5 and 6 pupils undertake some work on computer control at a local technology centre. A display of work in their classrooms shows that they have a secure understanding of the principles. They write programs to control a set of traffic lights and to make an eight-segment digital display show words such as "COOL" letter by letter. No evidence of work in other strands of the subject, such as data handling, was available for inspection.

139. No information and communication technology teaching was seen during the inspection. However, the low standards and limited range of pupils' work, and unsatisfactory planning arising from insecure subject knowledge, indicate that teaching overall is unsatisfactory. The Headteacher, who is the co-ordinator for the subject, is well aware of the deficiencies. The school has completed the first phase of an ICT development programme, supported by a national initiative to raise standards through improved computer provision and support for staff training. The school has a good base of basic computing equipment, including a digital camera, scanner, and Internet access. However, the school lacks the equipment necessary to teach the "monitoring and measuring" strand of the subject. Plans for the next phase of the development, including the identification of staff development needs and provision of appropriate training, are shortly to be prepared.

140. In 1998, the local education authority developed and supplied a complete scheme of work for ICT. It is good, but at present the scheme of work is not followed, and the school is not meeting statutory requirements to teach all strands of the subject.

## **MUSIC**

141. The standards that Key Stage 1 pupils reach in music are in line with national expectations in the limited range of aspects seen during the inspection. In Key Stage 2, standards are below national expectations in singing and in the aspects of performance observed in lessons. However, there is insufficient evidence to make judgements on overall standards, because significant aspects of the subject were not observed during the inspection, and additional evidence such as recordings of pupils' compositions was not available. Key Stage 1 standards are similar to those reported

at the last inspection, but the standard of singing in Key Stage 2 has deteriorated since then.

142. In Key Stage 1, the quality of singing is in line with standards expected for pupils of this age. Pupils sing in assemblies and at other times, such as in the annual Nativity production. Here they sing songs such as "The Wandering Sheep". They follow the recorded accompaniment satisfactorily. Pupils follow rises and falls in pitch and sing reasonably well in tune. They perform simple syncopated rhythms accurately. In the lesson seen, most pupils clapped accurately a variety of rhythms based on "body compositions", i.e. using the natural rhythms of words such as "nose", "fingers" and "knobbly knees". The quality of work was up to the standard expected for pupils of this age.

143. In Key Stage 2, singing is not up to the standard expected. For example, in assembly, pupils sang hymns such as "He Gave Me Eyes that I Could See". Older Key Stage 2 pupils made little contribution, and singing was generally listless. Performances of "Little Donkey" and "Silent Night" on a video of the Key Stage 2, 2000 Nativity performance, were not in tune. Additionally, the singing lacked sufficient attention to musical expression, for example variation in dynamic range to take account of the words. In both Year 5/6 music lessons seen, many pupils were not able to perform, unaided, simple rhythms represented by a "graphic score" based on crotchets and quavers. This is below the standard expected.

144. Four lessons were observed. The Key Stage 1 lesson was good, and pupils learned well. The lesson was well organised, and conducted briskly. The work on composition was challenging, and resources such as tambours and woodblocks were used effectively to enable pupils to develop their own work. Pupils responded well to the challenge, they behaved well, and concentrated hard on what they had to do. They gave a confident performance of what they had practised at the end of the lesson.

145. The quality of teaching and learning in Key Stage 2 is satisfactory. Teachers manage classes effectively, and pupils behave well as a result. Lesson plans are satisfactory, and teachers ensure that pupils know what they are intended to achieve at the start of the lesson. They use appropriate resources to support their teaching. A CD recording of Dave Brubeck's "Unsquare Dance" was used well in one lesson to develop pupils' ability to follow and perform quite complex rhythms based on a repeating 7-note phrase. Pupils clearly enjoyed the unusual style of the music, and worked hard to master the different clapping rhythms it contains. However, in some lessons, pupils are given insufficient time to rehearse their work. Consequently, the resulting performance is less accurate and assured than it could be.

146. The two-year topic plan and scheme of work pay satisfactory attention to all aspects of the subject. The series of lessons for each topic is listed week by week. However, there is often insufficient detail to be helpful in planning individual lessons. For instance, in a Key Stage 2 series of lessons on singing the learning objective in one lesson is "about breathing and rhythm". This is not precise enough. Further lesson details such as "group to rap verses of a poem" with intended learning outcomes of "sing songs with increasing control" are not adequate. It is difficult to plan from such limited information. This difficulty is added to by the absence of an assessment system to record pupils' achievements, because teachers are unclear what standards they have achieved in the past.

147. A small number of pupils receive tuition in violin, recorder and guitar from peripatetic teachers, but there is no other regular curriculum enrichment such as a



school choir. However, the school is occasionally visited by professional performers such as the "Kokuma Dance Group", an African ensemble, who work with pupils on a range of music and dance activities. The school has sufficient learning resources for the subject, but storage of large instruments has proved to be problematic since the school refurbishment. Consequently, access to these is not easy for all classes.

## **PHYSICAL EDUCATION**

148. Pupils' standards of attainment are those expected for their age at the end of both key stages. Pupils achieve standards in line with those expected nationally at both key stages. Progress in the lessons observed was satisfactory overall, but good for the younger pupils.

149. By the age of seven years, pupils are agile and fit, and they are learning to work co-operatively together in pairs and teams. They run, hop, skip, jump, and follow instructions well, such as finding a space in the gymnasium, changing direction and stopping, when running, without bumping into each other. They begin to move in time to music in dance lessons, and they learn to throw, catch and pass different sized balls, hoops and bean bags. Pupils move on low apparatus and mats, performing different exercises with increasing balance and co-ordination. The least able children perform well, with a little additional help at times, but they join in well for the most part, and are generally keen and active.

150. By the time they are eleven years old, pupils have taken part in a wider variety of physical activities, and their skills develop satisfactorily in all areas. In dance, they are becoming more adept at moving to musical beats, with and without partners; in athletics, they run in relay races and sprints, and throw balls for considerable distances. The higher attaining swimmers dive in, swim several widths of a large pool in different strokes, with good style. They retrieve objects from the bottom of the pool confidently. The least able swimmers are quite reluctant to be unsupported in the water, and have not gained the necessary confidence to take their feet off the bottom yet, even with arm bands and other floatation aids. Pupils make up sequences of movements on and around the apparatus, including on the mats, keeping good balance, and putting together a range of different movements. The older pupils take part in cross-country events against other schools, and some are in the school football team, where they can put to use the skills they have learned in games lessons. Many also take part in orienteering sessions, plotting their way round a course within the extensive school grounds. Older pupils take part in a residential week at an activity centre where they take part in abseiling down cliffs, doing an assault course through rough country, mountain walking, caving and canoeing.

151. The teaching of physical education varied from satisfactory to very good. It is good overall. The better teaching is based on good and detailed lesson planning. The lessons are well structured, with a good warm-up and good management of pupils' behaviour. For example, in one very good dance lesson with the younger children, the teacher read out a poem about 'The Mean Machine', and the pupils were very well encouraged to develop movements like a machine, with a suitable musical accompaniment. They worked on their own and in pairs, moving quickly and slowly, powerfully and weakly. Pupils found the tasks challenging and were trying hard to do well. They tried to improve their own performances after discussing other pupils' demonstrations. The pupils' learning and improvement during the lesson was very clear. A few lessons have weaker elements, centring on a lack of pace because the lesson aims are not well understood by the pupils. In one lesson with the older pupils, for instance, the teacher expected the pupils to find ways of moving whilst still keeping their bodies symmetrically shaped. The pupils found this very difficult to

understand, and even more difficult to do. As a result, they became restless, some were very inattentive and the pace of learning declined towards the end of the lesson as the teacher did not take appropriate steps to control the pupils' behaviour. Teachers generally give good additional support to their pupils who have special educational needs, in the form of clear instructions, and the assistance of support staff when necessary.

153. The leadership and management of physical education are good. The co-ordinator has organised much in-school training and the good teaching shows that this training has largely been very successful. The co-ordinator has identified the need for a more effective and consistent scheme for assessing pupils' progress, and for reporting their it. Planning is well based on the recommended scheme by the Quality and Curriculum Authority. The resources for physical education are good, especially the range of larger apparatus. The accommodation is good, with the hall, the grassed area for games, and the hard play areas. The use of outside facilities such as the swimming pool, park, residential centre and leisure centre (as an alternative to the residential visit) enhances learning in the subject.

154. There has been a good improvement in physical education since the last inspection, with standards now up to National Expectations, where previously they were unsatisfactory. The teaching is now good, where previously it was unsatisfactory at the top end of the school, although, as before, some lessons still have unclear aims and not enough guidance to pupils on how to improve specific skills. There is now sufficient time allowed on the weekly timetable, where previously there was not.

## **RELIGIOUS EDUCATION**

155. Whilst it was only possible to observe a limited number of religious education lessons, these observations show that pupils, including those with special educational needs, make satisfactory progress in the subject. Pupils at the age of eleven and at the age of seven reach standards at least in line with the requirements and demands of the agreed syllabus used by the school, as at the time of the previous inspection.

156. Pupils in Years 1 and 2 display a good knowledge of the importance of the community, with a specific focus on the family. . They also become accustomed to exploring their feelings and those of others. They begin to acquire some understanding of respect for Christianity and other faiths, as observed in a scrutiny of pupils' work on sacred books in various cultures. By the end of Year 2, pupils have a sound knowledge of basic religious stories and religious festivals.

157. The idea of community is explored in greater depth in Years 5 and 6, where pupils study specific religious communities, particularly Hinduism, Islam and Judaism, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the ways in which these religious communities pray and celebrate their festivals. This was observed in Year 5/6, where pupils were acquiring a good understanding of 'Rules for Living' in both Christianity and Judaism. Pupils in this key stage explore the importance of artefacts in religious practices, as well as learning about different places of worship, such as churches, temples and mosques.

158. Some links are made between religious education and assemblies, with the one re-inforcing the other. A good example of this occurred during an assembly in which pupils were required to explore the meaning of being really starving, linked with an understanding of the Christian concept of Lent and the Muslim idea of fasting.

159. The quality of the little teaching seen ranged from good to unsatisfactory, but not enough lessons were seen to make an overall judgement. When teachers are secure in their subject knowledge, well supported by the scheme of work in their planning and manage behaviour well, pupils learn well. They create and promote a reflective atmosphere where good learning can take place. Good planning by some teachers enables pupils to make good progress. Teachers do not always take the opportunity to use religious education lessons to promote sustained pieces of work to consolidate literacy skills. Written work often shows good understanding of content but little writing in depth.

160. Examinations of teachers' plans and pupils' work indicates that over time pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism, Islam and Sikhism. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they impact upon and influence our daily lives. The co-ordinator provides effective management for the subject, and is reviewing the schemes of work, introducing some interesting new units of work and promoting a higher quality of written work. She is aware that there is too little opportunity at present for pupils to strengthen their understanding of other faiths through visits to places of worship, though the school does invite visitors of different faiths to come to the school.

161. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual and factual issues, the subject makes a clear contribution to pupils' spiritual, moral and cultural development. The subject is monitored against the requirements of the locally agreed syllabus and the co-ordinator is beginning to evaluate the success of each topic covered. There is, however, little opportunity for the monitoring of teaching and assessment of individual pupils' progress is in its early stages.