

# INSPECTION REPORT

## **WAULUD PRIMARY SCHOOL**

Luton

LEA area: Luton

Unique reference number: 131850

Headteacher: Ms P Griffin

Reporting inspector: Mrs L Brackstone  
21872

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> March 2001

Inspection number: 230659

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 - 11
Gender of pupils:	Mixed
School address:	Wauluds Bank Drive Luton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Denison
Date of previous inspection:	n/a

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector		How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements.
15181	Meg Hackney	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
24342	Denise Franklin	Team inspector	English Art and design Special education needs	
10611	Martin James	Team inspector	Science Information and communication technology Religious education	How good are the curricular and other opportunities offered to pupils?
21079	Lynda Woods	Team inspector	The Foundation Stage	
30033	Malcolm Wright	Team inspector	Mathematics Geography Music Physical education	
20832	Dr Mohindar Galowalia	Team inspector	Equal opportunities Design and technology	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Waulud is a large primary school in the Marsh Farm area to the west of Luton. This is a new school formed by the amalgamation of an established infant and junior school, which now caters for pupils aged 3 to 11. There have been extensive building works to ensure that all pupils are accommodated on one site. It serves a local estate of mainly council properties and many pupils come from three tower blocks that are sited directly opposite the school. A large proportion of families live in challenging social circumstances and unemployment is estimated at well over 30 per cent. The school caters for 406 children; there is a nursery and reception class and 12 classes, two per National Curriculum year group, throughout Key Stages 1 and 2. There are 78 part-time children in the nursery. There are 24 children in Reception. There is a gender imbalance in Years 2 and 5 with a predominance of girls and boys respectively. Pupils reflect the wide ethnic diversity of the neighbourhood of the school; of which 21 per cent are of Black origin, 18 per cent are from the Indian subcontinent including 10 per cent of Pakistan and 8 per cent of Bangladesh origin and 59 per cent of white UK heritage. There are three traveller pupils, one of whom receives specific support. Twenty-eight per cent of pupils use English as an additional language and this is very high in comparison to the national average. About half of the pupils are known to be eligible for free school meals and this is also very high in comparison to the national average. The percentage of pupils on the register for special educational needs, including two with statements, is 38 per cent, and again is very high in comparison to the national average. Children start school with levels of attainment that are below expected standards and many have poor speech. During the week of the inspection a significant number of pupils were absent for a day or more due to the religious festival of Eid. The inspection included a detailed study of its provision for pupils with special educational needs within mainstream school.

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

This is a very effective school. The vast majority of pupils start school with poor attainment but, although inspection findings indicate that standards are still below average in the core subjects of English and mathematics by the time they leave the school, it is evident that all pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This is because of the exceptional leadership of the headteacher, the overall good quality of the teaching, the fully inclusive nature of the school and the equal opportunities available to all groups of pupils. The school provides very good value for money.

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

- The headteacher has exceptional educational direction and has a clear vision for the future.
- The school is determined to raise standards and plans to improve the school's performance are outstanding. The monitoring and evaluation of teaching are rigorous and information on pupils is analysed thoroughly.
- The care given to the pupils is of the highest quality.
- Provision for pupils with special educational needs is excellent. Pupils identified with specific needs make very good progress.
- Pupils show very good attitudes and are interested and involved in all their activities.
- Personal development and relationships are very good.
- Provision for extra-curricular activities is very good.
- Provision for spiritual, moral, social and cultural development is very good. Provision for personal and social education is also of a very high standard.
- The contribution of the community to pupils' learning is very good and relationships with partner institutions are of a high standard.
- Resources are used very well to raise standards.
- The overall quality of teaching is good in both Key Stages 1 and 2.
- Parents' views of the school are positive.

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

- Standards in English and mathematics at both key stages.
- Delivery of the Foundation Stage curriculum and the quality of teaching in the reception class.
- The small percentage of weak teaching found in both Key Stages 1 and 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Waulud Primary School opened in 1998 as a result of the amalgamation between two established Infant and Junior Schools. It has not been inspected previously.

### 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	N/A	E	E	E
Mathematics	N/A	E	E	C
Science	N/A	E	C	A

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

Children enter the nursery with attainment that is well below expected levels. In addition to this there is a high pupil turnover and a significant number of children start school with little knowledge of the English language.

Children make steady progress during their time in the Foundation Stage, but their attainment in relation to the early learning goals is still well below expected levels by the time that they start Year 1 of the National Curriculum. In the most recent National Curriculum tests at the age of 11, the performance of pupils in the core subjects of English and mathematics were well below the national average. The performance of pupils in science was in line with the national average. In comparison with similar schools, the performance in science was well above average and results in mathematics were in line. However, results in English were well below average in comparison to similar schools. Over time from 1998 to 2000, the performance of pupils in English, mathematics and science fell well below the national average. Inspection findings indicate that standards at the age of 11 have improved, but are still below average in English and mathematics. Standards in science are now in line with the national average. In the most recent National Curriculum tests at the age of seven the performance of pupils in reading and writing was well below the national average. Results in mathematics were very low and fell into the lowest five per cent nationally. The school's performance in the teacher assessed science tests at the age of seven were also well below the national average. In comparison with similar schools, results in reading, writing and mathematics were well below those in similar schools. The performance of pupils over time from 1998 to 2000 fell below the national average in reading, writing and mathematics. Inspection findings indicate an improvement in standards but they are still below average in reading, writing and mathematics at the age of seven. At the age of seven and eleven, standards in art and design, design and technology, history, geography and music are in line with expected levels. Standards at the age of seven in information and communication technology are in line with expected standards, but are below by the age of 11. Standards in physical education are about as expected at the age of seven, but are above those expected at the age of 11. Standards in religious education are above the expectations of the locally agreed syllabus by the age of seven and eleven, with pupils meeting well the requirements of the agreed syllabus. All pupils, including those with special educational needs and those for whom English is an additional language, are making good progress. The headteacher is totally committed to improving standards and very careful analysis is made of test results. Although standards are still not high enough, the school has a very strong capacity to improve. Realistic targets have been set and the school is very well placed to meet them, given the excellent leadership and management, the good quality of teaching and the very positive attitudes of the vast majority of pupils.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The majority of pupils enjoy their activities and show very positive attitudes in school.
Behaviour, in and out of classrooms	Good. The majority of pupils are polite, courteous and generally show consideration to others.
Personal development and relationships	Very good. Pupils serve both the school and the community in a very responsible and mature manner. They show initiative and enjoy finding out information for themselves.
Attendance	Satisfactory. Great attention is given to ensuring that pupils attend school regularly and attendance is carefully checked. The majority of pupils are punctual, but there are a small number of regular latecomers.

## TEACHING AND LEARNING

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

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

The quality of teaching is good, overall, and promotes most pupils' learning well. During the inspection, 89 lessons were observed and 93 per cent of these were at least satisfactory or better. The quality of teaching was good or better in 51 per cent of lessons and very good or excellent in 17 per cent of lessons. Teaching and learning is good in Key Stages 1 and 2 and satisfactory in the Foundation Stage. The vast majority of teachers show a good knowledge of the subjects they teach and resources are used well to make learning interesting. Relationships are generally good and are frequently very good. The presentation of lessons throughout the school is good and most staff ensure that the prepared activities are both interesting and exciting. Planning is satisfactory, overall, and the needs of all pupils, including those with special educational needs and those for whom English is an additional language, are carefully documented. The pace of lessons is generally brisk and pupils move on quickly to the next task. Assessment information is used well to inform planning and the marking of pupils' work is good. Throughout the school, the teaching of basic skills is good. Teachers have introduced the National Literacy Strategy and Numeracy Strategy well. Teaching is good in English throughout the school and satisfactory, overall, in mathematics. Mental mathematics sessions are particularly brisk and well focused and this has a positive impact on the pupils' learning. The management of pupils' behaviour is satisfactory, overall, and sometimes it is good. The well-qualified and experienced learning support assistants provide very good support for the teachers. Three lessons were judged to be unsatisfactory in one of the Foundation Stage classes and this was as a result of staff not consistently intervening in the activities with a clear sense of purpose or in a way designed to extend children's knowledge and understanding. Only one unsatisfactory lesson was observed in Key Stage 1 when the teacher in a Year 2 class was not consistent in her discipline, delivery of the lesson was unclear and there was a breakdown in the focus of the learning. Two lessons in Key Stage 2 were considered to be unsatisfactory, one in a Year 3 class and another in a Year 5 class. Pupil management was inconsistent, the focus and pace of lessons inappropriate and ineffective methods were used to gain the pupils attention.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The breadth, balance and relevance in Key Stages 1 and 2 are very good. There is a very wide range of extra-curricular activities on offer and provision for personal, social and health education is of a high standard. The quality and range of learning opportunities are broadly satisfactory in the Foundation Stage. All subjects meet statutory requirements.
Provision for pupils with special educational needs	Excellent. The co-ordinator has established exceptional systems that ensure that these pupils are very well supported and make very good progress.
Provision for pupils with English as an additional language	Good. The school ensures that pupils who use English as an additional language are given equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual, moral, social and cultural development is a very strong feature of the school.
How well the school cares for its pupils	Excellent. The well being of the pupils is of the utmost importance to the school. The educational and personal support it provides for its pupils is of the highest quality.

The school works well with parents and the level of parental satisfaction is good. Information given to parents is of good quality and their involvement in the life of the school is satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has exceptional educational direction and is highly committed to improving standards. The aims and values are very well met. The deputy headteacher and other staff with management responsibilities have clearly defined responsibilities and are fulfilling their roles very well.
How well the governors fulfil their responsibilities	Very good. The governors have a very clear understanding of the strengths and weaknesses of the school and are involved in shaping its direction. Governors meet their statutory requirements.
The school's evaluation of its performance	Excellent. The monitoring and evaluation of teaching is rigorous and information on pupils is analysed thoroughly.
The strategic use of resources	Excellent. Specific funding is being used very skilfully to raise standards. The staff are well deployed to support the pupils' learning and the school uses its resources well. The school seeks to apply the principles of best value.

The school has an adequate number of both teaching and support staff. The internal accommodation is spacious and well maintained. The large corridor areas promote and enhance learning through the use of attractive and stimulating displays. The school is satisfactorily resourced.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school has high expectations for the pupils.</li><li>• They are comfortable approaching the school with questions or problems.</li><li>• They feel that the teaching is good.</li><li>• Their children like school.</li><li>• The school helps their children to become mature and responsible.</li><li>• They feel that their children make good progress.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities provided out of lessons.</li><li>• The information given to them about their children's progress.</li><li>• The right amount of homework.</li><li>• Closer working relationships with the school.</li><li>• The behaviour of pupils in school.</li></ul>

The inspection team agrees with all the positive views of the parents, but is unable to justify any of the negative points. The range of activities provided out of lessons is judged to be very good, with a wide variety of activities provided. The information given to parents and carers is of good quality and links with the school are considered good. The inspection team considers the behaviour of pupils to be good, overall, and the amount of homework given is appropriate.

## **PART B: COMMENTARY**

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

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

1. By the time pupils leave the school at the age of 11, overall standards are not high enough. However, standards are steadily improving throughout the school and this is very positive. Early assessment on entry into the nursery at the age of three and a half indicates poor levels of attainment, particularly in relation to their language development and their social skills. Those children who have special educational needs and who are learning English as an additional language are well supported and all children quickly gain confidence in the welcoming environment provided. Children make steady progress during their time in the Foundation Stage. They learn to enjoy stories and handle books appropriately. Their ability to count and recognise numbers meets expectations. However, they have limited recall of letters and their ability to solve mathematical problems is underdeveloped. By the time that they move into Year 1, their attainment in all areas of learning is in relation to the guidance in the Early Learning Goals, still well below the expected levels.
2. In the most recent National Curriculum tests, at the age of seven, performance of pupils in both reading and writing fell well below the national average. The performance of pupils in mathematics was very low and fell into the lowest five per cent nationally. In comparison with similar schools, results in reading, writing and mathematics were well below the average. The performance of pupils over time from 1998 to 2000 in reading, writing and mathematics fell below the national average. There were no differences between the performance of boys or girls. The school's performance in the teacher assessed science tests were well below the national average. In comparison with similar schools, the number of pupils achieving the expected levels were below average.
3. In the most recent National Curriculum tests at the age of 11, the performance of pupils in English and mathematics were well below the national average. However, the performance of pupils in science was in line with the national average. In comparison with similar schools, standards were well below in English, average in mathematics and well above average in science. Over time from 1998 to 2000 the performance of pupils in English, mathematics and science fell below the national average. No difference between boys and girls was noted.
4. Inspection findings indicate that by the age of seven, most pupils attain satisfactory standards in speaking and listening and are able to listen carefully to stories and answer questions sensibly. Standards at the age of seven are below the national average in reading. Most pupils are able to read simple text by Year 2, but only the higher achievers are able to read unfamiliar words using a range of strategies. At the age of seven, standards in writing are also below average. Many pupils communicate meaning beyond a simple sentence, but few communicate in a way that is lively and holds the reader's interest. Inspection findings indicate that, although overall standards in English have improved at the age of 11, they are still below the national average. Standards at the age of 11 in speaking and listening are satisfactory. Pupils talk and listen in a variety of different contexts and are developing their ideas thoughtfully and clearly. Standards in reading are below average. Most pupils read text reasonably well and use appropriate strategies accurately to establish meaning. However, they mainly experience a narrow range of literature and many lack enthusiasm for reading. Only a very few achieve the higher level of attainment in reading. Standards in writing are also below average, although there is evidence from pupils' work lower down the key stage that standards are rising. By the age of 11, most pupils are using a range of writing formats appropriately for different purposes, but few pupils are able to write in depth, using rich and exciting vocabulary.
5. Inspection findings indicate that standards in mathematics at the age of both seven and eleven are below average. However, it is evident that standards in this subject are improving and at least two-thirds of the school were working at the appropriate levels within class. By the age of seven, most pupils have a sound understanding of both place value and a wide range of mathematical topics such as estimating and measuring length, naming shapes and telling the time. By the age of 11, most pupils have a sound understanding of place value to 1000 and work confidently with fractions,

- decimals, graphs and tables. The pupils' ability to respond to mental activity in both key stages is appropriate for their ages and has a positive impact on their achievement.
6. Inspection findings indicate that standards in science at the age of seven and eleven are broadly in line with the national average. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This means that standards have significantly improved in Key Stage 1 since the most recent National Curriculum tests and this is because a careful analysis has been made to identify weaknesses in both pupil achievement and the teaching of science. Now, by the age of seven, pupils successfully undertake experiments on many aspects of their work and are able to record their findings appropriately. However, a small minority of pupils have problems using the appropriate scientific language to explain their work. Standards are being maintained in Key Stage 1. By the age of 11, pupils confidently carry out a range of experiments. The vast majority of pupils carefully select equipment, make suitable observations and predictions and record their findings appropriately. However, a minority of pupils continue to find this aspect of the work difficult.
  7. At the age of seven, standards in information and communication technology are broadly satisfactory and pupils confidently use keyboards to type text, create pictures and find simple information. Standards in information and communication technology by the age of 11 are below those expected. Progress is too slow because the breadth of learning is restricted. This is largely the result of insufficient time allocated to the subject and limited access to computers to support work in class lessons. Word processing skills are broadly average, but control technology and the use of the Internet are insufficiently developed.
  8. Standards in religious education, at the ages of both seven and eleven, are above the expectations of the locally agreed syllabus and pupils make very good progress, overall. By the age of seven, pupils are familiar with a number of world faiths and are able to retell the story of some famous religious figures. They also understand that religions have various ceremonies and important events that are celebrated throughout the world. By the age of 11, pupils are able to tell a range of stories from the world faiths. They confidently identify and discuss similarities and differences between religions and are aware that there is a need for everyone to be tolerant of other people's lifestyle and rituals. The work undertaken strongly supports all aspects of spiritual, moral, social and cultural development.
  9. Across both key stages, standards are broadly in line in art and design, design and technology, history, geography and music. Standards in physical education are as expected by the age of seven, but are above expected standards by the age of 11. This is because of the very good impact extra-curricular sporting activities have upon the progress made by the pupils.
  10. Pupils with special educational needs are extremely well supported, particularly in literacy and numeracy and they make very good progress in relation to their prior attainment. All pupils who find learning difficult have individual education plans that include measurable targets specific to their needs. Teachers plan very effectively to enable the pupils to achieve these targets and, as a result, they make very good progress in their learning. Arrangements for supporting pupils with statements are very effective and ensure that they achieve very well in relation to their prior attainment. Standards achieved by pupils for whom English is an additional language are in line with the school norm.
  11. The school is very eager to improve standards and makes very high quality analysis of the results of the national tests and the ongoing assessments. Realistic targets have been set in line with national initiatives and are very regularly reviewed. The school is very well placed to meet these given the excellent leadership of the headteacher, the conscientious staff, the focus for raising standards and the positive attitudes of the pupils to learning.

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

12. Most pupils, including those with special educational needs and those for whom English is an additional language, have a very good attitude towards school. They are keen, interested to learn and like to be involved in a range of activities. Children in the Foundation Stage are happy and most settle quickly into the routines of the nursery and reception class. For example, they settle quickly on the carpet at the start of the school day and most listen carefully to adults. Throughout the school, the vast majority of pupils are enthusiastic about school and speak confidently about their enjoyment of

all that they are learning. Pupils know both school and class rules very well and they respond very positively to their teachers' high expectations.

13. The school is an orderly environment where most pupils show support and care for each other. In most lessons, and particularly where teaching is good, pupils of all abilities and cultures participate willingly in lessons. They are keen to answer questions and to contribute their ideas and observations. The majority of pupils listen well to their teachers and to each other during lessons. While most pupils concentrate well on their work, in a few lessons where pupils are insufficiently challenged and involved, their attention wanders and they become noisy and unsettled. Pupils respond well to the positive ethos of the school and most enjoy being involved in a range of learning activities. This makes a very strong contribution to pupils' academic and personal achievements.
14. Pupils' behaviour in lessons, in the playground and while they are moving around the school is good. In both key stages, they behave well in the dining rooms at lunchtime when they sit in groups to eat their lunches. Pupils have a clear sense of the difference between right and wrong. They are polite and are both very friendly and helpful to visitors. Throughout the school, personal and social education successfully ensures that the pupils have a good understanding of the impact of their actions on others. All pupils receive respect from staff who listen carefully to what they have to say. This is reflected in the way that pupils also show respect for other people and for property. This results in a very well maintained and pleasant learning environment. Although very occasionally incidents of bullying and harassment do occur, pupils are confident that any issue will be handled well by the school. During the last academic year there have been six fixed period exclusions.
15. Relationships amongst pupils and between pupils and all adults in the school are very good. Pupils of different cultures and backgrounds work and play well together. During lessons, pupils in all classes share resources willingly and sensibly. Many pupils work well independently when completing tasks. Most pupils are co-operative and involved when working in small groups or with partners. Pupils of all cultures, including those with special educational needs and those for whom English is an additional language, are familiar and confident with the daily routines. They support each other well in classrooms, at lunchtime and in the playground. The very good relationships that are found within the school contribute very effectively to pupils' progress and to the raising of standards.
16. Pupils' personal development is very good and is linked closely to the school's ethos. Most pupils enjoy taking responsibility for special jobs and are keen to help. During the inspection, pupils in both key stages were seen acting as classroom monitors and helping in the dining room at lunchtime. A number of pupils in Year 6 are appointed as prefects. They confidently help to run the school's office at lunchtime and set out resources for assemblies. Older pupils are encouraged to care for younger ones and this is done willingly. Regular opportunities are provided for pupils to visit places of educational and cultural interest. The school's close links with the local community provide good opportunities for pupils to take part in a range of local and cultural events and celebrations. This extends their experience and knowledge of a multicultural society and promotes their confidence and understanding.
17. Attendance at 92 per cent is satisfactory, but is below the national average. Unauthorised absence at 1.5 per cent is well above the national average. During the week of the inspection a significant number of pupils were absent for a day or more due to the religious festival of Eid. The majority of pupils are punctual, but there are a small number of regular latecomers. Registration and lessons start on time and there is an efficient and well-ordered start to the day. This has a very positive effect on pupils' attitude towards school and on their achievements and progress.
18. Pupils with special educational needs and those for whom English is an additional language, have very positive attitudes. They are eager to learn and participate in all activities. They confidently take part in discussions, often very well supported by learning support assistants. For example, in a Year 3 lesson, pupils were given support to follow the story of 'The Norse Creation' and to compare the two islands in the story. Relationships are very good and pupils enjoy school. Pupils with emotional and behavioural difficulties are very well supported in lessons by support staff to enable them to take a full part in the lessons.

## HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good, overall, and promotes pupils' learning well. During the inspection, 89 lessons were observed and 93 per cent of these were at least satisfactory or better. The quality of teaching was good or better in 51 per cent of lessons and very good or excellent in 17 per cent of lessons. Teaching is good in Key Stages 1 and 2, but satisfactory in the Foundation Stage.
20. In the Foundation Stage, the quality of teaching is satisfactory in the nursery, but is not satisfactory in the reception class. In both classes, the close working partnership between staff provides a good role model for children and an appropriate level of adult support for the activities provided. The nursery teacher has a clear understanding of the needs of young children and how they learn, but this understanding is less secure in the reception class.
21. The nursery is well resourced, with an interesting range of materials and equipment available in each session. Nursery staff work as a team, taking turns to provide the lead role in whole-class sessions and working closely with groups and individual children. Focused sessions are well planned, with clear objectives for learning. Relationships are good; children respond positively to questions, sharing their thoughts and ideas confidently, with sympathetic support, and they make steady progress. Assessment opportunities are clearly identified and used well to monitor individual children's achievements. Activities in the child-initiated sessions are not so well planned. Staff do not have a clear focus for their attention and, whilst they work appropriately with all the children at the different activities, this can result in some receiving frequent visits from different adults, whilst other children are left alone for extended periods of time. As a result, these children do not work with a sense of purpose and make little progress in their knowledge and understanding.
22. In the reception class, where children are older, activities are not planned to build on children's prior attainment or extend their skills in each area of learning effectively and this limits their progress. Too much time is spent in child-initiated activities, which the children see as 'playing'. Staff do not consistently intervene in these activities with a clear sense of purpose or in a way designed to extend children's knowledge and understanding. Whilst focused sessions are well planned, these do not always achieve their objective. Staff do not use questions well to encourage children to think and talk about what they are doing. As a result, children lose interest in the subject, their attention wanders and their behaviour deteriorates. Many activities lack sufficient challenge for the higher achieving children and provide too little support for the less able. In comparison to the nursery, the reception environment is not stimulating and lacks equipment and materials to support the different areas of learning.
23. The quality of teaching and learning is good, overall, in Key Stage 1 and during the inspection 65 per cent of lessons were good or better and 27 per cent were very good. Only one unsatisfactory lesson was observed in this key stage. Teachers show a good knowledge of the subjects they teach. Resources are skilfully used to ensure that the pupils enjoy their learning. For example, in a good Year 1 information and communication technology lesson, pupils were observed quickly acquiring the skills to select pictures and words from a computer program to enable them to construct sentences. Teachers' planning is thorough and includes areas of focus for their learning support assistants. Most lessons begin with carefully directed whole class teaching sessions and well-focused questions enable them to check the level of the pupils' understanding. This is followed by small group work, particularly in literacy and numeracy lessons, which checks that pupils have learnt basic skills effectively. This method was observed in a Year 2 literacy lesson where the pupils were learning how to find information from fact books. Very good use was made of non-fiction books in the introductory session as a means of identifying key features for information and pupils quickly learnt the terms 'glossary', 'contents page' and 'index'. They then divided into smaller groups for differing levels of work. Pupils are generally required to work at a brisk pace. There are high expectations of behaviour in these classes and discipline is generally managed appropriately. Effective use is made of praise to encourage pupils who have potential behaviour problems and relationships are positive. Good use is made of learning support assistants to assist pupils in small group activities or to support individual pupils during whole class sessions. The teachers and learning support assistants provide the pupils with ongoing feedback and guidance during the sessions. Only one unsatisfactory lesson was observed in Key Stage 1, when the teacher in a Year 2 class was not consistent in her discipline, delivery of the lesson was unclear and there was a breakdown in the focus of the learning.

24. The overall quality of teaching and learning in Key Stage 2 is good. During the inspection, 96 per cent of lessons were judged to be satisfactory or better with 52 per cent of lessons considered to be good or better. Seventeen per cent of lessons were considered to be very good or better. However, the quality of lessons in Key Stage 2 were very varied and ranged from one excellent lesson to one of poor quality. The vast majority of teachers have good subject knowledge and this ensures that pupils acquire appropriate skills and understanding. Planning is adequate throughout the key stage and lessons are taught, using a good variety of strategies that include whole class discussions, group work and individual sessions. Lesson objectives are frequently shared with the pupils. This happened in a Year 6 history session where pupils were required to gain knowledge and understanding of the similarities and differences between school life now and in the Victorian times. A clear learning objective was set and this was constantly referred to. Positive methods are used to manage the pupils and effective relationships ensure that good control is kept over behaviour. For example, in a very good Year 4 literacy lesson, there was a very positive rapport between the teacher and her pupils, which had a very powerful impact on their learning. The teacher read part of 'The Iron Man' with real expression and excellent use of enthusiasm and the class responded in reflective discussion about the characters in the book. Support staff are generally used well. However, class management is not consistent throughout Key Stage 2 and is weak at times. For instance, in a Year 3 physical education lesson which involved a significant number of pupils with disruptive behaviour, the teacher spent the majority of the lesson helping the pupils to fetch equipment. This meant that for much of the lesson pupils sat inactive on the floor. This led to disruption and time wasting and left only ten minutes available for any physical activity. The focus of the lesson was inappropriate and the constant blowing of a whistle to regain some control was totally unsuccessful. The pace of the lesson was poor and deteriorated further when no challenge was provided for the pupils, who became restless and disengaged their interest after being uninvolved for so long. Inappropriate and ineffective methods were used to gain the pupils' attention and these were all unsuccessful.
25. Teachers have gained expertise of the National Literacy and Numeracy Strategies through in-service training and some good quality teaching of both literacy and numeracy was observed in both key stages. They use technical language appropriately and successfully promote new learning through well-planned and challenging tasks. For example, in a high quality literacy lesson in Year 3 where pupils were learning how to use adjectives, the teacher taught this skill through the use of specific examples and this had a positive impact on their learning. Teachers prepare their literacy and numeracy work thoroughly and the vast majority of teachers identify precise learning targets that are clearly conveyed to their pupils. However, there are variations within the quality of teaching and this also has an impact on the quality of learning. For example, a literacy lesson in Year 5 was judged to have a significant number of weaknesses. Although the teacher concerned had satisfactory subject knowledge and the lesson had been planned appropriately, there was weak management of pupils. They were also left unchallenged and unsatisfactory progress was made with their learning. Literacy, numeracy and information and communication technology skills are being taught sufficiently well through other areas of the curriculum. For example, evidence from a scrutiny of books from science, geography, history and religious education indicates that their knowledge and skills in both literacy and numeracy are also being developed within these subjects. For example, geography and science studies require the use of numeracy to illustrate findings in graph form and this has a good impact on the quality of learning in these subjects.
26. Pupils with special educational needs are very well supported in lessons to enable them to make very good progress in their learning. Teachers plan and review the targets on the pupils' individual education plans, which are very effectively monitored by the special needs co-ordinator. Tasks are very well matched to enable pupils to achieve their targets and new ones are appropriately set. Teachers make very good use of the learning support staff who are extremely well briefed before lessons. Many of the learning support staff have the teacher's lesson plans and also very effectively record the progress that is made by the pupils during the lesson. They have a very clear understanding of the needs of the pupils whom they support and are fully involved in planning both tasks and targets on the individual education plans. For example, in one Year 2 lesson, the learning support assistant worked with a group of pupils who had the same target identified on their individual education plans. This ensured that the learning support staff were meeting their specific needs. Additional support is not only provided in literacy and numeracy lessons, but also in activities such as physical education, where the behaviour of some pupils may require extra help.



27. All pupils for whom English is an additional language are taught well through the use of both bilingual and monolingual assistants. Targeted groups, both in their classrooms and in one to one sessions, are well supported and good use is made of visual resources to deepen pupils understanding.
28. Pupils' work is regularly assessed and results are used to inform future planning. The majority of teachers make good use of comments to provide challenge and to give encouragement to their pupils. Prior to the inspection, a significant number of parents expressed concerns over homework. Inspectors found it to be used appropriately throughout the school and that it supports and extends what is being learnt in school.

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

29. The quality and range of opportunities for learning provided by the school are satisfactory for children at the Foundation Stage and very good for pupils at Key Stages 1 and 2. All statutory requirements are met.
30. The school has worked very hard to ensure that the curriculum in the Foundation Stage is linked fully to guidance in the Early Learning Goals. It is appropriately broad and balanced to meet the needs of young children and provides an appropriate range of activities in each session. Long-term and medium-term planning identifies full coverage of all areas of learning and short-term planning clearly shows the objectives for each daily teacher-led session. In the nursery, the majority of each session is devoted to child-initiated activities and planning links each of these to specific areas of learning. However, there is insufficient attention to the progressive development of children's skills or identification of appropriate expectations and challenge for the higher achieving children. In the reception class, there is a similar emphasis on child-initiated activities, but this is not planned to provide increasing challenge for these older children. Too much time is spent in activities which do not have a clear focus for learning. This does not ensure that children make sufficient progress or prepare them adequately for the work they will meet in Year 1.
31. The curriculum at both Key Stage 1 and Key Stage 2 is broad and balanced and a full provision is made for all subjects. The overall provision made for religious education, as well as for problem solving activities in mathematics and practical work in science, is better than expected for this age group. The length of the school day is adequate at both key stages and the time allocations for individual subjects are satisfactory. The time allocated to information and communication technology, however, is only barely adequate to allow for the full provision of the subject, especially at Key Stage 2.
32. Appropriate and relevant policies and schemes of work are in place for all subjects. The school has adopted the National Literacy and Numeracy Strategies, together with an appropriate agreed syllabus for religious education, with suitable adaptations having been made where necessary to suit the needs of the school. Teachers produce an extensive range of curriculum planning that helps to ensure the steady development of pupils' knowledge and skills as they move through the school. Both the Literacy and Numeracy Strategies have been successfully implemented and standards in both subjects have shown steady improvement. Many opportunities are regularly provided across the range of curriculum subjects for pupils to further develop their skills in these areas. Very good provision is made for pupils' personal, social and health education, with sex education and issues of drugs awareness being fully covered within lessons.
33. The school ensures that all pupils have equal access and opportunity. Achievement and access for all are embedded in the school's aims and values and are followed vigorously. Relevant data are collected and analysed to determine if any particular group is over or under-represented. This includes monitoring of the distribution of different groups on the school's special educational needs register, attendance, inappropriate behaviour, attainment and progress of pupils and quality of teaching. Effective measures are taken to address any uneven distribution of different groups. For example, it has raised teachers' awareness of the domination of boys in discussions in some classes and how to address it. Effective measures, including tracking of progress and appropriate support, are narrowing the gap between the attainment of boys and girls. Additional literacy is provided where weaknesses are revealed and inappropriate behaviour by groups of boys is being remedied by the modelling of good behaviour by other pupils within the school.

34. The school's provision for pupils with special educational needs is excellent. The school is fully committed to inclusion and this is evident in the high priority placed on special educational needs in the school to ensure that the individual needs of the pupils are met. Most pupils receive very good support in the classroom either from the teacher or from the learning support assistants to enable them to access the same curriculum as the rest of their class, through activities appropriate to meet their needs. Teachers in each year group work very closely together and often group together pupils who find learning difficult in one class for literacy and numeracy. This enables them to make the best use of adult support available. For example, in a Year 3 class, the teacher worked with the special needs pupils from both classes on a guided writing task, sequencing a story. In Year 6, pupils are grouped according to their ability for literacy lessons. This enables one teacher to work with the lowest achievers and also to plan more appropriate work to meet their needs. This has a positive impact on the learning. Very few pupils are withdrawn for support, but, when this occurs, it is always appropriate to meet the needs of the pupil.
35. The school's provision for pupils for whom English is an additional language is good. In particular, extra-curricular activities reflect the diversity of the various cultures and it is inclusive in the provision of ethnic games, music, dance and role models of the past and present to enrich the school curriculum.
36. The school provides a very good range of extra-curricular activities, including football, netball, recorders, art and gardening. The breakfast club is very popular with pupils, as is the drama club, which pupils from both key stages are welcome to attend. The school welcomes many visitors, including the police, fire officers and a poet, as well as drama and music groups. A wide range of educational visits are arranged to places such as Stockwood Park, Whipsnade Zoo and Luton Airport. The older pupils undertake a residential visit to Dell Farm. All of these activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
37. The school has very good links with the local community. The school is very much part of that community and regularly takes part in a range of activities such as church services and singing festivals. The links forged with the Jubilee Centre are especially cordial. The school makes good use of the local area in subjects such as geography and, although links with local business are more limited, those that exist with the local Rotary Club have greatly benefited pupils' work through weekly reading sessions. Very good links have been established with partner institutions. The school has close ties with other local primary schools, sporting and musical links have been established for the benefit of pupils and curricular links have been established involving members of staff. The cordial relationships established with local nurseries, playgroups and the comprehensive school particularly help pupils when they move from one school to another. The school also has close ties with teacher training establishments and a significant number of students are welcomed into the school each year.
38. The provision for pupils' spiritual, moral, social and cultural development is very good. Assemblies, which reflect and celebrate the school's rich multicultural diversity, are held in a quiet, calm and spiritual atmosphere. The school has worked hard to establish the very good behaviour and respectful attitude which pupils demonstrate during assemblies. Very good opportunities are provided for reflection on events and relevant experiences. They also listen to and appreciate a variety of music. Through times of reflection, pupils are encouraged to consider the feelings of others; they learn to appreciate and respect the views and practices of the different cultures. For example, very good spiritual development was observed as pupils listened silently to a haunting Islamic melody at the start of an assembly. This was followed later by English classical music and both pieces of music created an atmosphere of calm reflection. Through displays and the curriculum, opportunities are planned by teachers to provide pupils with a sense of awe and wonder. For example, they are provided with many opportunities to appreciate the beauty of nature, art, history and personal discovery. This happened when a reception pupil was observed full of wonder as he independently managed to make a water fountain by squeezing a plastic bottle. During a Year 2 lesson in design technology, many pupils were enthused and inspired by sharing ideas for the design and making of a puppet. The good provision for religious education provides pupils with knowledge and insights into different values and beliefs.

39. The provision for moral development is very good. It is linked closely to the strong emphasis that is placed on personal, social and health education. This is reinforced well through the excellent procedures followed to positively promote good behaviour and the good role models of staff. Pupils are encouraged to share their feelings and to discuss issues of moral behaviour in relation to the needs of others. For example, pupils in a Year 6 class confidently and thoughtfully discussed their views on the rights and wrongs of dishonesty and the possible outcome of dishonest actions.
40. The provision for social development is very good and is particularly relevant in the way that, throughout the school, pupils of different cultures work and play well together. Pupils in both key stages are encouraged to take on a variety of responsibilities, including Year 6 prefects, and to join in with the good range of extra-curricular activities. Very good provision is made for sex education and drugs awareness in Key Stage 2 and there is a strong emphasis on citizenship. A range of visits, including a residential visit for older pupils, reinforces social development well. The school supports a number of local and national charities, with pupils helping to raise funds through social and sponsored events.
41. The provision for cultural development is very good. Throughout the school, there is a wealth of attractive and colourful displays. Dual language books and resources are also provided which celebrate the wide culture of the school's population. All pupils are integrated well together and evidence was seen of them both sharing their own cultural beliefs and valuing the diversity of others. Pupils go out on a range of visits to theatres, museums and other local and national places of interest. Regular visitors into school enrich the curriculum and these include musicians, authors, artists and theatre groups.

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

42. The school provides pastoral care and welfare of the highest quality for all its pupils. Parents speak very positively about the academic and personal support and guidance their children receive. Pupils with special educational needs and those with English as an additional language are particularly well supported by specialist staff who are very sensitive to their needs. This enables pupils to make good progress and to take full advantage of all educational opportunities the school has to offer. Traveller children are welcomed in the school and good provision is made for them to be fully integrated into the life of the school. For example, at the time of the inspection, a trailer was located in the nursery class where children enjoyed role-play activities. The school provides a very secure and safe environment for pupils. Staff know pupils and their families very well and very close attention is paid to their individual, physical and emotional needs. This makes a powerful contribution to the very positive ethos of the school and to pupils' progress and achievements. The strong focus on the provision for personal and social education, which includes a good programme of sex and drugs awareness, promotes pupils' awareness of the need to care for themselves and for others. This extends their personal development well.
43. Child protection procedures are excellent and issues and concerns are very well monitored in accordance with the school's policy. The headteacher is the named designated person with overall responsibility and the school takes this area of pupils' welfare very seriously. All staff, including lunchtime supervisors, are fully conversant with procedures through clear guidelines. The school works closely with outside support agencies to which all pupils have full access. Good personal records are kept up-to-date and are used well to support pupils' needs.
44. The Health and Safety policy is followed well and all staff are vigilant and ensure that potential safety hazards are monitored and recorded. A regular formal risk assessment is completed and the school is very pro-active in dealing with issues as they arise. The headteacher takes overall responsibility, assisted by the site agent and a governor. The site agent and his cleaning team take a pride in the school and are committed to making it a very clean, well-maintained and safe environment to support teaching and learning. Pupils are alerted to safe practices during lessons and whilst in the playground. For example, the teacher of a Year 5 physical education lesson paid good attention to safety during basketball training and a skills development session. Good procedures are in place for First Aid, with a number of qualified individuals on site. Regular fire drills are held when the building is evacuated.

45. Very good procedures are followed for monitoring and recording attendance. The school works hard to promote good attendance and to quickly follow up unauthorised absence. The headteacher and the educational welfare officer systematically monitor attendance as a whole school. Pupils and parents are reminded regularly of the need for good attendance and punctuality. Excellent procedures for monitoring and promoting good behaviour are consistently followed throughout the school. Due to the staff's high expectations and very good role models, most pupils behave well and the school is an orderly and calm environment. A good system of reward and celebration is in place to encourage pupils to do their best both academically and socially. Although some parents are concerned about the school's anti-bullying policy, the inspection finds that the school follows excellent procedures to eliminate bullying and harassment of any kind. The strong programme of personal and social education places emphasis on the need for good relationships and care for others and any incident of bullying is dealt with quickly and appropriately. The arrangements for the establishment of a school council are, as yet, at an early stage of development.
46. All pupils, including those children who are in the Foundation Stage, are well supervised in the playground and good attention is paid to their safety and welfare. Prior to induction into the nursery, good arrangements are made for children and their parents to meet staff through home visits. Opportunities for children and parents to visit and spend time in the nursery class are also organised. Parents speak highly of the support they receive and this enables children to settle in quickly. Pupils in Year 6 are well prepared and supported prior to their transfer to the secondary school through visits, meetings and joint activities.
47. The school has detailed procedures to assess children's attainment when they start nursery at the age of three. Supported by useful home visits, staff have a clear picture of each child's level of development in the different areas of learning. Further detailed assessment is made when children move into the reception class and the Early Years co-ordinator has produced a comprehensive record to monitor their achievements and progress on a day-to-day basis. All staff work co-operatively to assess children through focused activities and through observation as they work. Although only recently introduced, these procedures, when fully established, will provide a clear picture of individual children's progress and the value added during their time in the Foundation Stage.
48. The procedures for assessing pupils' attainment and progress are good, overall. In the core subjects of English, mathematics and science, assessments are undertaken each half term and teachers keep extensive records of pupils' current attainment. This information is used effectively in these subjects to ensure that pupils are provided with work that is suited to their individual needs. The information is used particularly well in mathematics to help place pupils in appropriate sets for their numeracy lessons. In other curriculum areas, good assessment procedures have also been introduced. Relevant information is recorded and then used in the planning of future work.
49. The procedures for monitoring pupils' progress through the school in English, mathematics and science are very good. All pupils are provided with targets at the beginning of the year and, later in the year, these targets are reviewed, using the information that has been gained. New targets are then provided. The school keeps extensive records of pupils' attainment and of the progress they make as they move through the school. Procedures for monitoring pupils' personal development are also very good and these, together with those for monitoring academic performance, combine very successfully in guiding both teachers and pupils towards the overall raising of standards.
50. The school is very effective in identifying pupils with learning difficulties soon after entry into nursery and this has a positive impact on the progress made by the pupils. The school uses its assessment procedures very well to identify pupils who need additional support and to ensure that their needs are met. Teachers review pupils' targets, which are of very good quality, on their individual education plans each term and, where possible, the parents are involved. The special needs co-ordinator receives information about any pupil new to the school and is able to identify any concerns. These are shared with the pupil's teacher and the necessary support given to ensure that the pupils are given very good care. The school firmly believes in early intervention, which has a very positive impact on the very good progress the pupils make. The special needs co-ordinator has highlighted in her development plan a need to have additional assessment procedures for some pupils and appropriate action is being taken. The school has developed excellent links with other agencies to ensure that pupils receive as much support as possible. The special needs co-ordinator and headteacher meet

with the educational psychologist and representatives from the learning support service and the behavioural support team to discuss the needs of individual pupils and to seek advice on how best their needs can be met within the school. They know each of the pupils extremely well and the school is extremely successful in caring for pupils who are known to need particular attention and for whom the school needs to be particularly vigilant. This is endorsed by the school's full commitment to inclusion. Provision for pupils who have statements is very good and the school ensures that all other agencies, as outlined in their statements, are fully involved. Annual reviews of the statements for pupils with special educational needs are appropriately completed and, again, all agencies involved with the pupils either attend the review or submit reports.

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

51. A good partnership has been developed with parents. The school concentrates on encouraging parents to be involved in the life of the school and to be constructive in their children's learning. Parents are welcome in the school and both the headteacher and staff are readily available to meet with them to discuss any problems. The teacher in charge of the nursery class has special responsibility for the school's links with parents. From the time children enter the nursery and as they move through the key stages, the school works hard to promote parental support and interest. Most parents are very satisfied with the education provided by the school and feel their children are well cared for. A nucleus of parents are very supportive in helping their children at home with reading, homework and special topics, but there are a significant number who are reluctant to be involved and show limited interest. A small number of parents provide regular valuable help in classrooms, assisting in the nursery, helping with design and technology, information and communication technology and assisting those pupils with language difficulties. More parents offer to help when pupils are taken out on visits and they provide good support for any social events or concerts organised by the school. A small group of parents have supported the school well by making and equipping a number of story sacks to assist the teaching of reading. The contribution made by parents, although often limited, has a positive effect on pupils' progress and the work of the school.
52. The majority of parents feel that the school is approachable and that pupils make good progress. Parents of pupils with special educational needs are kept well informed about progress and invited to attend all review and assessment meetings. The school tries hard, sometimes with limited success, to involve parents in their children's individual education plans. Through funding for pupils for whom English is an additional language, the school has made a start in developing its range of dual language books to encourage parents and pupils to read together in the library. In Year 1, the parents of pupils for whom English is an additional language have been invited into school, but, so far, there has been limited uptake of the facility.
53. The quality of information for parents is good and most parents feel they are kept well informed. Some parents feel that the information they receive has improved over the last two years. The headteacher sends out regular helpful and friendly newsletters to parents, which provide them with good information about activities and organisation and how they can help. Additionally, each term, class teachers write to parents providing them with clear and detailed information about the topics to be taught in their class and what pupils will be learning. Parents are encouraged to be involved and are helped to support the work of the school by following up topics with children at home. Helpful booklets are available such as 'Getting Ready for School' for new parents and a parent helpers' guide. In Years 1 and 2, pupils have 'Reading Together' reading records whilst older pupils have homework books. Parents are encouraged to use these records as a means of communication and partnership with the school. Regular consultation evenings are held when parents meet teachers to discuss progress. These are usually well attended with a good response. The school pays good attention to organising open days and curriculum information meetings for parents, but, so far, these have met with poor response and low attendance.
54. The prospectus and the governors' annual report to parents meet the statutory requirements and provide a good amount of information about organisation and the curriculum. The pupil's annual reports to parents are good and contain clear information about progress with a helpful grade for effort and attainment and targets for development. In addition, parents receive an interim termly progress report containing grades for all subjects of the National Curriculum, homework, effort, general attitude and future targets.
55. Parents of pupils with special educational needs are fully involved in the special needs process. The targets on the individual education plans are discussed and reviewed during parent consultation evening and alternative times are available if the parents are unable to attend. They are also invited to attend or contribute to the annual reviews for pupils with statements of special educational needs. Parents of pupils for whom English is an additional language are always welcomed into school and are regularly invited to participate in activities in school.
56. In the analysis of the questionnaires completed by parents prior to the inspection, some concerns were raised regarding extra-curricular provision, the behaviour of pupils, homework, information on their

children's progress and relationships with the school. However, the inspection team were unable to justify any of these negative comments. The range of activities provided out of lessons is judged to be very good, with a wide variety of activities provided. The information given to parents and carers is of good quality and links with the school are considered good. The inspection team considers the behaviour of pupils to be good, overall, and the amount of homework given is appropriate.

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

57. The leadership and management of the headteacher are excellent. She provides excellent educational direction and has a clear focus for the future. The school aims to provide a rigorous curriculum in a well-ordered environment through committed staff who have high expectations and are keen to nurture the pupils and encourage good links with both parents and the local community. These aims are very well met and reflected in the work of the school. Staff with management responsibilities have clearly defined areas of responsibility and are fulfilling their role well. There are very well established systems for monitoring and evaluating the teaching and learning and the headteacher and her deputy are involved in a well-planned cycle of evaluation. The role of the subject co-ordinator is very well developed and all areas of the curriculum have detailed action plans. Very good use is made of their regular release time to monitor and evaluate teaching and learning in all areas of the curriculum.
58. The governing body has a good system of structures in place, is well trained and fulfils its statutory requirements well. Governors know detailed information about the work of the school and hold the headteacher in high regard. The governors work well with staff to shape the direction of the school and have a very good understanding of the strengths and weaknesses of the school. They are keen to promote its profile both within the local authority and the community.
59. The headteacher, staff and governors have a very clear understanding of target setting and analyse information in detail. Appropriate priorities for development have been identified and are committed to raising standards. Targets have been set to raise standards in all curriculum areas and there is a very strong commitment to improvement. Teamwork is evident as is the capacity to improve. This is evident from the improvement in the most recent National Curriculum test results.
60. The management of the provision for pupils with special educational needs is excellent. The co-ordinator is very experienced and all the paperwork is extremely well organised. The requirements of the Code of Practice are fully met. There is a very good interim special education needs policy, which endorses the school's commitment to the full inclusion of all pupils. The special education needs co-ordinator very effectively monitors the targets on the individual education plans and the overall provision for pupils with special educational needs. She is also responsible for the training and deployment of the learning support staff who are invited to attend training sessions relevant to all staff working in the school. For example, they have attended behaviour management training and also have benefited from the experience of specialist speakers who support them with their training needs. The governing body is well informed about the special needs provision in the school through the headteacher's report and also from questions answered by the special needs co-ordinator at governors' meetings.
61. The co-ordinator for pupils for whom English is an additional language plays an integral part in the school. Procedures are in place for the assessment of pupils, who are graded and targeted to further their learning. Regular training sessions are organised to support both the teachers and learning assistants.
62. The financial planning is well linked to the educational priorities that are identified on the school development plan and have been agreed by both staff and governors. This document provides very good strategic management for the future. It addresses well the appropriate areas for development and fully reflects the aims and values of the school. The resources of the school are used very well. All funds, including specific grants, are carefully matched to the priorities that have been identified in the plan. There are clearly identified routines, which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish best value for money principles when measuring improvements in the quality of teaching, standards achieved by the pupils and when purchasing resources.

63. Day-to-day financial management and administration of the school are very good. Routine administration procedures operate efficiently and unobtrusively. The school administrative team give good support to both pupils and staff. Appropriate use is made of information and communication technology systems to maintain financial control and accountability.
64. The school is adequately staffed and most teachers have relevant qualifications to teach the specific age groups. An appropriate performance management policy is in place and strategies have been clearly adopted. Very good procedures are in place for the induction of staff new to the school and newly qualified teachers receive the appropriate guidance and support. This school effectively provides training for new teachers and local teacher training institutions praise the efforts undertaken to mentor students.
65. The accommodation is very good and enables the curriculum to be taught effectively. The building has plenty of space, classrooms are of sufficient size and are well appointed. There are two good-sized halls for assemblies, physical education lessons and serving meals at lunchtime. There is plenty of corridor space outside the classrooms for separate teaching of individuals or groups. There is a very good computer suite that is efficiently organised. Attractive displays on the walls enhance the school and the whole building is well maintained by the site agent and his team. The two playgrounds are of a very good size for the pupil numbers, but are relatively uninteresting. The school has plans for their improvement.
66. The school has a satisfactory range of learning resources that enable the curriculum to be delivered effectively. The library is developing steadily and has an adequate number of books. No areas of shortage were noted and funds are being well spent in keeping the resources up to date and in good condition.

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

67. In order to improve the quality of education further, the governing body, headteacher and staff should:
- a) Raise standards in English and mathematics at the end of both key stages by:
- maintaining the high focus on data analysis, studying the progress of individual pupils and target setting;
  - completing the implementation of strategies which have been recently introduced to improve standards.
- (Paragraphs 1-5, 81-96, 120, 122)
- b) Improve the quality of teaching and delivery of the specific curriculum in the Foundation Stage by:
- using the good planning, already begun, to ensure that the foundation curriculum is taught appropriately;
  - ensuring that the activities provided build effectively on the children's knowledge, skills and understanding;
  - providing activities that promote speaking and listening skills;
  - ensuring that the quality of teachers' questioning and interaction with the children is consistently focused and encourages the children to think and talk about what they are doing;
  - improving the environment in reception to make it exciting, child-centred and stimulating.
- (Paragraph 68-80)
- c) Take action to eliminate the pockets of weak teaching by:
- improving classroom management where inappropriate and ineffective methods are used;
  - maintaining pace and challenge to ensure that all pupils are motivated and interested in lessons.



(Paragraph 23, 24)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	50

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	16	34	43	6	1	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)	78	328
Number of full-time pupils known to be eligible for free school meals		158

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		115

English as an additional language	No of pupils
Number of pupils with English as an additional language	87

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	48

### Attendance

#### Authorised absence

	%
School data	7.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
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	24	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	16
	Girls	16	18	15
	Total	32	31	31
Percentage of pupils at NC level 2 or above	School	67 (52)	65 (74)	65 (70)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	18
	Girls	17	14	18
	Total	32	29	36
Percentage of pupils at NC level 2 or above	School	67 (78)	60 (72)	75 (72)
	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	22	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	20
	Girls	12	12	19
	Total	27	25	39
Percentage of pupils at NC level 4 or above	School	57 (43)	53 (55)	83 (66)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	17
	Girls	11	12	15
	Total	22	25	32
Percentage of pupils at NC level 4 or above	School	47 (45)	53 (66)	68 (61)
	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	18
Black – African heritage	0
Black – other	45
Indian	1
Pakistani	30
Bangladeshi	24
Chinese	0
White	186
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	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	18.1
Average class size	25

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

Total number of education support staff	13
Total aggregate hours worked per week	359

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	103

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	811054
Total expenditure	782136
Expenditure per pupil	1947
Balance brought forward from previous year	40861
Balance carried forward to next year	62153

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	406
Number of questionnaires returned	90

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	27	8	2	1
My child is making good progress in school.	49	37	8	0	6
Behaviour in the school is good.	42	34	11	1	10
My child gets the right amount of work to do at home.	24	43	12	3	11
The teaching is good.	57	36	2	1	3
I am kept well informed about how my child is getting on.	44	32	16	4	2
I would feel comfortable about approaching the school with questions or a problem.	58	34	2	2	2
The school expects my child to work hard and achieve his or her best.	59	39	0	1	0
The school works closely with parents.	37	46	11	2	2
The school is well led and managed.	47	37	6	1	8
The school is helping my child become mature and responsible.	49	38	6	1	4
The school provides an interesting range of activities outside lessons.	22	36	17	4	19

## **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**

68. Children begin nursery at three and a half with poorly developed skills in all areas of learning, but particularly in relation to language development and social skills. This is confirmed by the initial assessments conducted with these young children. In addition, a significant number of children start school with little knowledge of the English language. Many of the children have a very short time in the Foundation Stage and some transfer into Year 1 of the National Curriculum after only one term. Although the majority of children, including those with special educational needs and those for whom English is an additional language, make some progress by the time that they are ready to start in Year 1, levels are still well below the targets set in the early learning goals of the Foundation Stage. This is because of weaknesses in the delivery and teaching of the specific curriculum for this age group, particularly in the reception class.

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

69. Children's personal, social and emotional development is well below expected levels when they start the nursery. Social skills are particularly poor and their development has a high priority in the nursery. Relationships are good, children enjoy coming to school and they settle quietly and attentively on the carpet, ready to join in with the first session. All staff set high standards of behaviour and consideration of others and almost all children respond positively to these. For example, during stories and discussions all adults insist on courteous listening and waiting turns, with most children conforming to these expectations. However, the children's attention span is short and the inevitable wriggling on the carpet disturbs the concentration of others. This interrupts the flow of the session, particularly in the reception class. Most staff deal effectively with this, but their necessary intervention also slows the pace of the session. Almost all children take turns and share equipment sensibly, although a few still do not see why they should wait! However, whilst they play happily alongside each other, children do not readily play with each other, developing imaginative games and stories. Children are independent and enjoy choosing from the wide range of activities in the nursery, but, whilst most persevere with these for a reasonable length of time, the majority show little curiosity or excitement about what they are doing. Staff work conscientiously with individuals and groups, but their questioning is not always effective in encouraging children to think and talk about what they are doing. Children are competent at managing to dress and undress themselves and change for their physical education lesson in the hall.

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

70. Children's communication, language and literacy skills are well below expected levels by the time they start Year 1 of the National Curriculum. A high proportion of children join the nursery with limited vocabulary and poor speech patterns and the school is fully aware of the importance of improving these. The quality of teaching and learning is satisfactory in this area of learning. Children learning English as an additional language are supported well and make significant improvement in their knowledge and understanding of English. All children enjoy listening to stories and most staff carefully involve them in discussing the story and characters to improve their speaking skills. Those children with special educational needs are involved fully in these discussions. For example, in a group discussion about 'Keeping Safe', the adult encouraged children to identify characters, such as the lollipop lady and items such as cycle helmets. Children shared their observations clearly and enthusiastically and this extended their vocabulary effectively. However, in another session, the story was read through without any opportunity for discussion. Although children listened closely to a familiar story their gasps of amazement were not remarked upon and opinions were not sought. As a result, the subsequent discussion and shared story writing lacked sparkle and imagination, with children quickly losing interest in the activity. In both classes, role-play is supported through opportunities such as a make-believe 'Tandoori Restaurant' and 'take away'. However, the nursery is considerably better equipped for this than the reception. Children play in these with serious concentration, but are not adept at developing imaginative story lines for themselves. Staff

intervention is not always effective in encouraging children to think and talk about what they are doing, which limits vocabulary development.

71. Children enjoy looking at books and handle these carefully. Although none is yet reading, most children recognise a limited number of letters and their sounds. Children in reception take books home regularly to share with their families and this encourages them to develop a love of reading. Unfortunately, the same opportunities are not provided in the nursery because of a lack of resources. In the nursery, staff promote the 'letter of the week' well through a lively display of objects beginning with this letter and inter-related activities. Children's interest in this is clearly evident as they make 'violins' and 'volcanoes', proudly showing off their efforts. However, they have limited recall of previous 'letters of the week' during discussions and few know their sounds. Similar work on letter recognition is not evident in the reception class.
72. Children in the nursery experiment with writing regularly in the role-play areas. For example, they take orders in the restaurant. They recognise their names and make reasonable attempts at tracing letters, but many have unsteady control over pencils. A few children write their names independently. In the reception class, children gain greater control and almost all write their names clearly, although they use a mixture of upper and lower case letters in these. Extensive practice in both classes encourages children to develop writing skills by copying patterns, but there is little evidence of higher achieving children in reception being encouraged to extend and acquire independence in writing, for example, by writing their own stories and captions to their pictures. This limits progress, particularly of these more able children.

### **Mathematical development**

73. Overall, children's mathematical development is well below expectations by the time they start Year 1 of the National Curriculum. However, their ability to count and recognise numbers meets expectations. The quality of teaching and learning is satisfactory in this area of learning. Staff take every opportunity to develop counting skills, such as during registrations and play activities and this reinforces children's knowledge and understanding effectively. In the nursery, lively, daily sessions counting up and down to ten are enjoyed by adults and children alike. Children's co-ordination improves when they match actions to counting, reinforcing their physical development well. Higher achieving children add two numbers together successfully and all children are keen to have a go in these activities. In reception, children count down in twos, singing the 'Sausages' song enthusiastically. They match card-showing pictures of objects successfully to the numeral and order these competently from one to ten.
74. However, in both classes, children's knowledge and understanding of the language of mathematics and their ability to use mathematics to solve problems is under-developed. Staff use short, focused sessions to assess children's mathematical development, but activities to develop these skills, such as creating patterns with beads, sorting objects, using shapes and playing dice games were not apparent in the 'child-initiated' play sessions. Children do not spontaneously use mathematics in their play and staff do not encourage this sufficiently regularly. This was particularly noticeable in reception, where a successful carpet session matching and counting numbers was followed by free choice of activities which did not include any mathematical work. This limits mathematical progress, particularly for the higher achieving children.

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

75. By the time that the children start Year 1 of the National Curriculum, their knowledge and understanding of the world is well below expected levels. Overall, the quality of teaching and learning in this area of learning is satisfactory. Photographs show adults providing a wide range of interesting activities, such as the undersea world, to stimulate children's interest and develop their knowledge and understanding of the world. In the nursery, the caravan loaned by the Traveller Support Service, gives children a good insight into how different cultures live. By contrast, the reception class has little on display to stimulate children's interest or encourage them to investigate how things work. However, whilst most children are happy to talk about their homes and families, they show limited curiosity in the world around them. Children understand the needs of babies; in the nursery they carefully bath their dolls and, in reception, they talk about the food they like to eat. However, in the

latter activity children, although they enjoyed seeing pictures of their teachers in their youth, showed little interest in looking at photographs of themselves as babies.

76. Adults provide extensive opportunities for children to develop their physical skills of making in both nursery and reception. However, they do not always intervene to help them design or improve on their performance. Although no children were observed using the computer, displays show word processing, with considerable adult support and interesting attempts to dress teddy. Children play sensibly with sand and water; one boy was excited as he made a fountain by squeezing his bottle under water, but, in general, they work alone, without discussing what they are doing with each other. When adults intervene, they question children carefully about their discoveries and this supports the development of speaking and reasoning skills appropriately. Most activities during the extensive, child-initiated activity sessions do not have a clear focus to develop specific skills, understanding or knowledge. Children's lack of communication skills and innate curiosity makes it difficult for them to initiate imaginative play for themselves and this limits their progress in the majority of sessions.

### **Physical development**

77. By the time that the children start Year 1 of the National Curriculum, their physical development is well below the expected levels for their age. Most children enjoy physical exercise, but, during outdoor play sessions, they lack the co-ordination to pedal and push wheeled toys with developing accuracy. A small number of higher achieving children are able to throw and catch small apparatus to adults and each other. The boys are particularly adept at kicking and dribbling balls. The children move reasonably well in time to music in the hall, but they do not always make full use of the space available and have no awareness of what it means to keep their body healthy.
78. Children use large construction kits competently and handle the pieces carefully. However, their skills in managing small construction kits, pencils and tools are less well developed. They use a variety of materials and equipment to model, mould and cut, but have less control over fine movements. The quality of teaching and learning is satisfactory in this area of learning, but, although adults provide a good range of activities to develop these skills, opportunities are not maximised to teach the correct use of tools or modelling techniques during each session.

### **Creative development**

79. By the time that they start Year 1 of the National Curriculum, the children's creative development is well below expected levels for their age. They know many songs and rhymes by heart and sing these with gusto, but not very tunefully. Although no other musical activities took place during observations, photographs show evident enjoyment in investigating different percussion instruments. Children mix paint carefully and work with serious concentration to produce attractive symmetrical patterns by folding paper on wet paint, for example. However, a minority of the youngest children do not know the names of the different colours.
80. Children's imaginations are not well developed and their progress in this important aspect of development is slow. They play happily in the nursery, in the restaurant, caravan and home corner, but do not play together, building up imaginative stories and directing each other's actions. The quality of teaching and learning is satisfactory, overall, in this area of learning. When adults join the play, they work hard to encourage children to develop their story lines, but this is not sustained and progress is limited. In comparison with the nursery, the reception classroom is not a stimulating environment to develop the imagination or encourage creativity. Children do not play well together, unless encouraged to do so by adults and intervention is more often organisational rather than designed to promote creative development.

### **ENGLISH**

81. The most recent National Curriculum test results show that, by the end of Key Stage 1 the proportion of pupils achieving the expected level was well below the national average in both reading and writing. The proportion of pupils achieving the higher levels was very low in reading and well below average in writing. Results were also well below average when compared with similar schools. By the end of Key Stage 2, the proportion of pupils achieving the expected levels and above was well below the national



average and well below average when compared with similar schools. Over the last two years, since the school became amalgamated, test results indicate an improvement in reading at the end of Key Stage 1 and in English at the end of Key Stage 2. Inspection evidence confirms that this improvement is continuing, but standards, by the time the pupils are the age of seven and eleven, are below the national average. Standards in writing dropped last year. However, evidence indicates that standards are rising, but remain below the national average. The National Literacy Strategy and a number of other initiatives introduced to improve standards are having a positive impact on literacy skills and pupils attainment throughout the school in subjects such as religious education, history and geography.

82. By the age of seven, pupils attain satisfactory standards in speaking and listening. Most pupils make good progress in their learning as many enter school with speaking and listening skills that are well below average. They listen carefully to stories, answer questions sensibly and satisfactorily contribute to discussions. Most pupils appropriately show awareness of the listener and when explaining ideas speak clearly and use a growing vocabulary. For example, pupils in Year 1 describe the shape, feel and smell of a banana. Pupils in Year 2 discuss the information they have extracted from a flow chart and the lower achievers satisfactorily present their work to the rest of the class during the final session of the lesson.
83. Standards achieved at the age of 11 are also as expected in speaking and listening and progress in learning is satisfactory. Pupils talk and listen confidently in different contexts. They are developing ideas thoughtfully, describing events and conveying their opinions clearly. For example, in Year 3, average and above average achievers describe the two islands in the story of 'The Norse Creation,' using appropriate language and descriptive words. Pupils in Year 6 talk about an extract from 'Nicholas Nickleby' and describe the scene in the school satisfactorily. Many compare life in that school with schools today. The average achievers satisfactorily talk about their writing. Below average achievers convey meaning simply to their listeners, but have not yet developed skills to comment on and value each other's contributions to discussions.
84. By the age of seven, pupils' attainment in reading is below the national average, although most pupils are making good progress in their learning. The introduction of a phonics programme and regular reading sessions, including those with the school midday supervisors, are having a positive impact on standards in reading. Most pupils read simple text accurately and many demonstrate appropriate understanding of the text. They retell the story mainly by looking at the pictures, although the higher achievers retell it confidently from memory. They are beginning to use a range of strategies to read unfamiliar words, but few are confident to use them without support. Only the higher achievers can recall the name of an author. Most pupils know how the school library is organised. They understand the main features of non-fiction books and know how to use an index and contents page to help them find information. The majority of pupils know the function of a glossary and can obtain information from a range of sources. For example, pupils in Year 2 can use flow charts to find out about the process of milk production. Most pupils regularly take books home to read and this is also having a positive impact on standards.
85. Standards in reading by the age of 11 are below the national average. However, there is evidence that pupils are making good progress in their learning because of good teaching, the impact of the additional Literacy Strategy and grouping pupils in Year 6 according to their ability for literacy lessons. This has enabled classes to be smaller for these sessions, which has a positive impact on raising standards. Pupils in one Year 3 class, with support from their teachers and support assistants, read extracts from a variety of myths. They use a very good range of strategies, suggested by their teacher, to read unfamiliar words in the text. By the end of the key stage, many pupils read the text reasonably accurately and are using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and begin to express preferences. The higher achievers are beginning to use inference and deduction. They can refer to the text when explaining their views. For example, during a lesson in Year 6, the higher achievers use examples from a scene in 'Nicholas Nickleby' effectively to discuss life in Victorian schools and also highlight examples of similes, metaphors, adverbs and adjectives that are particularly powerful in the text. However, this applies to a very small minority of pupils and very few achieve the higher level of attainment in reading. Pupils mainly experience only the range of literature provided by the teacher and many lack enthusiasm for reading. Many still use commercial reading

schemes because there is a limited range of reading material at an appropriate level for age, ability and interest.

86. By the age of seven, standards in writing are below the national average. Many pupils can communicate meaning beyond a simple statement and are beginning to understand the formats required for writing for different purposes. For example, in a Year 2 class, pupils satisfactorily extract information to prepare flow charts about the life cycle of a frog and of a poppy. This was accomplished satisfactorily because there were several adults in the room who were well deployed to support the pupils with the task. Average and higher achievers are beginning to use basic punctuation accurately, but this is inconsistent. Some common words are spelt correctly and pupils are beginning to use dictionaries and own wordbooks to spell unfamiliar words. Lower achievers are beginning to understand spacing between words and show some awareness of full stops at the end of a sentence. However, few pupils communicate meaning in a way that is lively and generally holds the reader's interest. Handwriting is generally satisfactory, but letter sizes are often inconsistent. The introduction of a phonics programme is having a positive impact on raising standards in spelling and has been a major focus in the school.
87. Standard of attainment in writing at the age of 11 are below the national average. However, there is evidence from pupils' work lower down the key stage, for example in Year 4, that standards are rising. In Year 3, the higher achievers make a list of adjectives to describe the two lands in a 'Norse Creation' myth and the lower achievers satisfactorily write simple sentences, using vowel words. Pupils in Year 4 create their own similes. In Year 5, pupils work in pairs to plan their own myth based on some of the Greek myths that they have read. By the end of the key stage, most pupils can use a range of writing formats appropriately for different purposes, but few pupils are able to write in depth, using vocabulary choices that are often adventurous or words chosen for effect. Very few are using grammatically complex sentences which extend connectives. For example, in a Year 6 lesson, the average pupils write sentences, using discursive connectives. However, many were unable to use a variety of connectives without support from their teacher and the vast majority relied on using 'but' and 'and'. Pupils in Year 6 work in groups according to their ability during literacy lessons and this is having a positive impact on standards.
88. The quality of teaching is good in both key stages and, as a result pupils, including those pupils for whom English is an additional language, are making good progress in their learning. Pupils with special educational needs are making very good progress in learning, because of teachers' very good planning to meet their specific needs and the excellent provision in the school. The rigorous monitoring programme by the senior management team and the co-ordinator has a positive impact on the quality of teaching. Teachers have good subject knowledge and understanding of the literacy framework, which enables them to plan effectively. They ensure that lessons are challenging and will engage the interest of the pupils. For example, in one lesson in Year 4 the teacher used extracts from her own diary, with clear explanations, and enthused the pupils into thinking about writing a diary of their own. Most are skilled at questioning and these are well targeted to meet the needs of the different ability groups in each class. All teachers plan effectively together in year groups and there is some flexibility to move pupils within the year group for literacy lessons, which ensures that maximum support can be given to meet their needs. For example, in Year 3, pupils with special educational needs are grouped in one class and those for whom English is an additional language in the other class. Behaviour management is sound and, as a result, pupils settle promptly to their tasks and concentration is generally good. Marking is good and often gives pupils an indication of what needs to be done to improve their work. All teachers ensure that the support staff are very well deployed to support those pupils who find learning difficult. Tasks are very well planned to meet the needs of the pupils and some have individual planned programmes to meet their needs. For example, a group of pupils in Year 2 were matching letters from the alphabet to those displayed on the wall and saying both the name and the letter sound. Some support staff keep very close records of individual pupils' achievements in relation to the targets on their individual education plans.
89. Where teaching is very good or excellent and teachers know their pupils very well, lessons have a brisk pace and the teachers have very high expectations of attainment and behaviour. They offer the pupils a very good range of strategies to support them in their learning. For example, in a Year 2 class the teacher gave the pupils a very good range of strategies to support them with reading and spelling unfamiliar words. The learning objectives are usually shared with the pupils at the start of the

lesson and revisited at the end to enable the teacher to assess the knowledge and understanding gained in the lesson. This is often used effectively to plan future lessons and to set individual targets. Praise is also used very effectively to raise pupils' self esteem and make them feel valued and confident.

90. Assessment procedures are good and are used effectively to guide teachers with planning and to set individual targets. They are also being used well to support the targets, which have been set by the school in order to raise standards in English. Good records are being kept to track individual progress. Management is good and the co-ordinator has worked hard to ensure the smooth implementation of a number of initiatives such as a phonics programme and a sheet to record assessment. Resources are good and are well organised to enable easy access to them. However, the range of material available for older pupils, appropriate for their ability and interest is limited. The school has two libraries, with each having a satisfactory range of books and where pupils use the library regularly with their class. There are plans to make one central library and make more effective use of the resources. Learning is also supported effectively through regular visits from theatre groups, authors and the local librarian. The development of the new information and communication technology suite is also having a positive impact on the standards pupils are achieving throughout the school.

## **MATHEMATICS**

91. Standards at the ages of both seven and 11 are below the national average. The most recent National Curriculum test results show that at the ages of seven and 11 standards are below those expected nationally and for similar schools. Nearly two thirds of the pupils seen during the inspection were attaining standards broadly in line with national expectations and they were working at a level appropriate for their age. Inspection evidence shows that at ages seven and 11 the results are likely to improve but, overall, will still be below the standards expected for their ages. Throughout the school, standards in mathematics are improving. All pupils are fully included in mathematics lessons and most individuals, including those for whom English is an additional language, make good progress. Those pupils with special educational needs make very good progress because they are very well supported. There are no marked differences in the performance of boys and girls.
92. By the age of seven, pupils have a sound knowledge of place value to 100. They have a satisfactory sense of the size of a number and where it fits into the number system. They read, write, order and add and subtract numbers to 100 and some pupils work with numbers beyond 100. A wide variety of mathematical topics are systematically covered. These include looking for odd and even patterns, estimating and measuring length, naming solid objects and knowing both the number of faces and edges on each. Pupils are able to tell digital and analogue time, work with number sequences and are able to discuss their work with an appropriate mathematical vocabulary. Most pupils enjoyed the mental work and were eager to contribute to the activity.
93. By the age of 11, most pupils have a sound understanding of place value to 1000. They arrange large numbers in ascending order and round numbers to 10, 100 and 1000. Pupils work with fractions, decimals, graphs, tables and symmetry. They are able to solve word problems and use all four operations in a variety of contexts. The mental activity in each lesson is challenging for all pupils and they are interested and keen to participate.
94. The National Numeracy Strategy is being applied effectively. The three-part lesson structure is applied well and use of questioning at the end of the sessions is being used successfully to promote learning and develop mathematical thinking. Identifying what is to be learnt in a lesson is clearly defined in the planning and is shared appropriately with the pupils. The oral and mental activities are usually taught enthusiastically and this has a good impact on the learning and mental agility of the pupils. The scrutiny of work in both key stages shows clearly that topics are visited each year in cyclical fashion and that new knowledge is added each time. Most pupils work at a level appropriate to their needs and satisfactory use is made of information and communication technology to support their learning. Pupils use mathematics to help learning in other subjects, such as drawing graphs and presenting scientific findings.

95. The quality of teaching and learning in mathematics is satisfactory, overall. Some of the teaching observed during the inspection was good and even very good and this occurred in both key stages. Teachers' planning is generally satisfactory and shows appropriate differentiation, together with homework and assessment opportunities. Teachers use a variety of methods to assess pupils, which include both informal observations and regular assessments. They also make good use of specific foci throughout lessons to ensure that pupils develop a wide variety of strategies to solve problems. This reinforces and extends pupils' familiarity with the manipulation of number and promotes divergent thinking in dealing with mathematical concepts. This happened in a Year 6 lesson with lower achieving pupils who were learning to find the difference between four digits. The teacher used different opportunities to extend the pupils' thinking and this ensured that their skills improved. This included working supportively in pairs. Teachers also carefully mark written work and give appropriate feedback. The good volume of work covered shows good progression and sufficiently broad coverage to build confidence and experience in pupils. This has a positive impact on the learning of pupils. Teachers build on enthusiasm, encourage mathematical discussion and maintain a clear focus. For example, in a very good lesson in a Year 2 class the teacher used a very lively and clear approach, which stimulated the interest and intellectual development of the pupils. However, on occasions, pupils in Key Stage 1 chatter amongst themselves during teacher instruction sessions and lose their concentration.
96. Mathematics is well led and managed by the co-ordinator who monitors teaching and learning regularly and is able to bring useful experience to her role. She works hard to help staff raise standards through meetings, planning, in-service training, purchase of appropriate resources and by analysing assessments. The results available show that standards in mathematics are rising. There is no complacency evident and all staff share a commitment to improve standards in mathematics.

## SCIENCE

97. Standards at the age of seven and 11 are broadly in line with the national average. All pupils' make good progress, including those with special educational needs and those for whom English is an additional language. In the National Curriculum teacher assessments at the end of Key Stage 1 in 2000, pupils' performance was well below average. A careful analysis of pupils' performance helped to identify weaknesses and many of these have now been rectified, with the result that standards have now improved significantly. In the National Curriculum tests at the end of Key Stage 2 in 2000, pupils' performance was broadly in line with the national average. Inspection evidence shows that those standards have been maintained.
98. At the age of seven, pupils successfully undertake experiments on many aspects of their work. For example, on electricity and materials. Pupils successfully record their findings through drawings and simple sentences. However, a small minority of the pupils have problems finding the appropriate scientific vocabulary to explain their work. Most pupils successfully name the main external features of both the human body and a flowering plant and they identify the requirements to sustain life. They recognise and name common materials, such as metal, plastic and wood and successfully describe their various uses. Pupils confidently explain properties of materials and know that their shape can be changed through processes such as stretching and squeezing. They also understand that pushes and pulls are examples of forces. They clearly understand the role of batteries, wires and bulbs in making an electric circuit and can describe how a circuit will not work if it has a break in it. Pupils are confident in explaining that light comes from a variety of sources, some of which are natural and others are man-made. They successfully describe how noise is heard when it enters the ear.
99. At the age of 11, pupils confidently carry out a range of experiments, selecting equipment, making predictions and observations and recording their findings. Whilst many pupils successfully explain their work, understanding and using the correct scientific language, a minority continue to find this aspect of the work difficult. However, most pupils clearly explain the meaning of fair testing. They are confident in explaining many of the life-processes of humans, including the functions of the heart and the circulation of the blood. Pupils readily describe the relationship of predator and prey in the food chain. Most pupils can name the various parts of a flower and they are particularly confident in describing the role of the roots and the part played by the leaves in the process of photosynthesis. Pupils successfully name a variety of materials, they describe their various properties and explain the differences between solids, liquids and gases. Pupils know that materials can be made into mixtures

and for example, explain clearly how a solution can become saturated. They also know that some materials are insoluble and readily describe how materials can be separated through processes such as evaporation and filtration. Most pupils can confidently explain the role of insulators and conductors in relation to electricity. They know that objects have weight because of the gravitational pull of the Earth and they confidently explain that friction and air-resistance are forces that slow moving objects. Pupils know that sound is caused by an object vibrating and that the vibrations travel through air and various materials to reach our ears. Pupils successfully explain that objects blocking the light cause shadows.

100. The quality of teaching and learning are good, overall, although unsatisfactory practice was observed in one Year 5 class. Lessons are well planned, with teachers throughout the school making especially good use of practical activities. The teachers are also particularly careful to use and emphasise the correct scientific terminology. This is targeting an area of weakness and is having a beneficial effect on the pupils' overall learning. The teachers have good subject knowledge and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Pupils show great interest in the subject, usually showing good attitudes and they normally make good gains in their knowledge and understanding of the subject. In the unsatisfactory lesson in Year 5, the teacher failed to manage the pupils adequately, with the result that they did not take the work seriously, tasks were not completed and progress was unsatisfactory. The teachers are enthusiastic, and through the provision of a range of practical activities in particular, most pupils are stimulated and interested. As a result, they work hard, concentrate well and are keen to find answers to the problems set. The teachers provide much help and well directed support throughout. The pupils' behaviour is generally good and often very good, although where teaching is unsatisfactory, the behaviour was also less than satisfactory. Pupils usually work well with other pupils in carrying out activities, they are very aware of safety procedures and, although some take less care, the vast majority produce their work neatly and carefully. The teachers mark pupils' work regularly, but rarely add comments of support and advice to help them develop their work further.
101. The school has an appropriate scheme of work, with each year group being provided with clear information about the work to cover. The coordinator is enthusiastic and well qualified and she checks the work being undertaken by the pupils, as well as occasionally supporting her colleagues in their classes. Good arrangements are made for assessing the pupils' work, with clear evidence being provided to identify pupils' current attainment and the information being used to provide suitable future work. The written tasks undertaken by the pupils, especially those relating to reporting on practical activities, provide support to the school's initiative in literacy. Counting and measuring activities in various aspects of the subject support the school's work in numeracy. On occasions, information and communication technology is also used effectively to enhance the work in science, such as when pupils in Year 5 used programs to find information on birds. Through identifying some of the wonders of science the subject also helps enhance pupils' spiritual development.

## **ART AND DESIGN**

102. Standards in art and design are in line with expected levels at the age of both seven and 11. Most pupils, including those who have special educational needs and those for whom English is an additional language, make satisfactory progress in learning. They are appropriately developing the ability to express their ideas and feelings and record observations in increasing detail.
103. By the age of seven, most pupils investigate and use a variety of materials and processes to communicate their ideas. In Year 1, pupils experiment by mixing colours to paint pictures of themselves. They use a range of skills, such as cutting, curling and twisting effectively with paper to make faces that express their feelings. In Year 2, pupils practise shading, looking at tone and then they use these techniques well to make observational drawings of flowers. They also use the drawings appropriately to produce a collage of the flowers.
104. By the age of 11, attainment is as expected and most pupils are using information to help them in their work. There are good links with history topics. For example, in Year 3, pupils make attractive designs using ideas from Celtic designs and, in Year 5, they design plates in the style of those made by Ancient Greeks. In Year 4, an in-depth study of still life linked to work of Picasso produced work of a good standard by many pupils. First they drew natural and man-made objects and using

Picasso's techniques, produced a collage of the objects from the sketches. In Year 6, pupils can satisfactorily design and make attractive mobiles, using weather signs and design wallpaper in the style of William Morris.

105. The quality of teaching is satisfactory in Key Stage 2. No judgement can be made on the quality of teaching in Key Stage 1 as no lessons were observed during the inspection. This is because art and design is taught in blocks of lessons for half a term. It allows teachers time to develop and practise skills and this has a good impact on pupils' learning. Planning for lessons is satisfactory. Instructions for tasks are clear and resources are appropriately organised. For example, in Year 5, pupils were shown a range of images of Medusa, which had been downloaded from the Internet, to support them with designing their own image of Medusa. Teachers have satisfactory subject knowledge and ask appropriate questions to promote discussions. They give good individual support to develop skills and ideas. For example, in Year 5, the teacher effectively explained a range of techniques to individuals to help them improve their work. Sketchbooks are used appropriately, but few are marked or give the pupils any indication of what they need to do to improve.
106. The co-ordinator has a clear view of the needs of the school to raise standards in art and design. She has attended a number of courses to increase her expertise and understanding and to enable her to support her colleagues with planning and developing skills. At present, teachers are using a scheme of work which has not been updated since the introduction of Curriculum 2000 and there are no formal assessment procedures for art and design. Although planning is satisfactory overall, there is evidence, from looking at pupils' sketchbooks, that there is some duplication of tasks and development of skills and techniques. For example, in both Years 3 and 4, pupils experimented with different types of pencils. Pupils in both Year 5 and 6 have made observational drawings of trainers. Resources are just about adequate to teach the scheme effectively. The co-ordinator has made effective links with the local community college and pupils in Year 5 have visited an art gallery. The use of these additional resources has had a positive impact on standards.

## **DESIGN AND TECHNOLOGY**

107. Standards are average at the end of both key stages. Satisfactory teaching in both key stages results in satisfactory achievement by all boys and girls, including those with special educational needs and those for whom English is an additional language.
108. Teachers in Key Stage 1 provide good opportunities for developing designing and making skills, using card, paper, scissors and glue. For example, pupils sketch design their favourite character before making a moving toy. In Year 1, the teachers make good use of provision of fresh fruit to make and evaluate fruit salad. Pupils develop skills of peeling and cutting of fruit using knives safely and learn the importance of food hygiene. They evaluate the salad and express what fruit they like best. However, the development of both pupils' technical language and thinking skills are limited because teachers do not always question them sufficiently about the making and designing of their activities.
109. By the age of 11, pupils' standards of work are in line with expected levels, but work in textiles is above average. Many samples of work on display reflect the good planning, provision and subject knowledge of teachers. They also reflect the pupils' high levels of motivation, interest, attention to detail and quality of work. Pupils are provided with good opportunities to develop all stages of design and technology work and they learn effectively to produce work of an appropriate standard. However, at times, the quality of learning in this subject is weakened by inappropriate noise levels, which detracted from the focus of the lesson. For example, in a Year 5 lesson where pupils were involved in making musical instruments their ability to independently select materials, tools and techniques was affected by the high noise level in the class. The learning of designing and making of moving objects, using link mechanisms, is of good quality. Detailed discussion and demonstration inform pupils thoroughly of the scope of what they can do and captivate their interest and concentration. Good lesson structures, planning, provision and pace ensure enjoyable, creative and productive learning for all pupils. However, an analysis of pupils' work indicates that pupils do not learn all areas of the curriculum with the same vigour. For example, work involving use of wood and plastics. Consequently, the overall standard of achievement in the subject is satisfactory.

110. The overall quality of teaching in both key stages is satisfactory. Teaching in two out of four lessons in Key Stage 2 is good. However, pupils' independent skills are not always taught systematically. For example, teaching in Key Stage 1 does not place sufficient emphasis on developing pupils' language associated with all aspects of design and technology. The quality of marking in both key stages is not effective in guiding pupils how to improve the quality of their work.
111. The leadership and management of the subject are satisfactory. The monitoring of teaching is a positive feature but planning is variable. For example, the good quality planning for textiles does not always reflect across other aspects of the subject and links with other subjects, such as information and communication technology, are underdeveloped.

## **GEOGRAPHY**

112. A small sample of lessons observed, a scrutiny of displays in the school and a full range of written work indicate that standards are in line with the expected levels at the age of both seven and 11.
113. By the age of seven, pupils have studied their local environment in simple terms. They can see the relationship between their home, school and features such as the park through the use of simple maps. In Year 1, they learn about holidays in Brittany in France and this is based on a well chosen story about 'Barnaby Bear goes to France'. French greetings are exchanged at the beginning of lessons and the differences between life in France and England discussed. These include money, language and food. Role-play opportunities also provide good experiences for passport control, ticket offices, cafés and the seaside. Very good learning occurs during such sessions and this is accompanied by considerable enjoyment by both pupils and their teachers. In Year 2, some very good work has been done on the theme 'An Island Home'. Pupils have compared life on the imaginary Scottish Island of Struay with their own lives on Marsh Farm estate. Their display shows thoughtful comparisons between human and physical features. They have also noted similarities and differences to be found in both locations. Pupils are able to say which differences they prefer. They are also able to design their own island using the knowledge they have gained and this includes features considered important for a community.
114. In Year 3 pupils explore how places fit within a wider area by considering how communications enable connections with other places. A variety of types of communication are studied and pupils relate their own experiences to things like buses, cars, aeroplane travel, e-mail and faxes. They show a good understanding of the concept that communication links in information and travel are an important part of our lives and in the world around us. In Year 4, pupils use grid references when using a map and create a grid, using four figure numbers. For example, in a good lesson observed during the inspection, pupils in Year 4 were challenged in their thinking with good quality questioning which they responded to with interest and enthusiasm. A scrutiny of work in Years 5 and 6 show that pupils in Year 5 have studied environments and ecosystems and Year 6 have studied rivers and weather. All of the work seen was of a satisfactory standard and in line with expectations for each age group. The school is fortunate to have the source of the River Lee close by and good use is made of this feature in geography teaching.
115. Pupils do not yet have Internet access. This deprives them of a useful resource and the school is aware of the need to make this feature available to extend the range of resources for teaching and learning. The overall quality of teaching is satisfactory. Lessons are carefully planned and assessment occurs at least once a term. The subject is led and managed satisfactorily and a review of the scheme of work is to take place shortly. This will ensure that Key Stage 2 pupils enjoy a more comprehensive coverage of European topics.

## **HISTORY**

116. Standards in history are in line with expected standards at the end of both key stages. By the age of seven, pupils have a good knowledge and understanding about the past events and they enjoy learning about the past. For example, they are enthusiastic about the life of Florence Nightingale and the state of hospitals in the past. They confidently compare their own experiences in hospitals today and know that they are now much cleaner. All pupils make good progress. Those pupils who have special educational needs and those for whom English is an additional language make good use of

visual resources and communicate their knowledge and understanding through the support of pictorial history books and displays.

117. By the age of 11, pupils have gained a wide breadth of experiences about past historical events and good progress is being maintained. By the end of Key Stage 2, they have studied the required units of the history curriculum, which include the studies of Greek and Egyptian civilisation, the Saxons and Vikings and Victorian Britain. Pupils express a good awareness of Victorian life styles and know that life was very different between the rich and poor children of this time. Older pupils compare their schooling with that in Victorian schools and enjoy listening to stories about punishments and visiting inspectors. They confidently ask questions and are developing an appropriate use of empathy to improve their knowledge and understanding of the subject. History topics contribute well to their personal and social development.
118. The overall quality of teaching and learning is good. Teachers have a good knowledge and understanding of the subject and this is evident through their emphasis on teaching factual information. Teaching methods are effective and stimulating resources, such as interesting videos and artefacts, are used well. However, there is a limited use of research, investigation skills and use of information and communication technology to extend pupils' learning.
119. The co-ordinator, who has taken on the responsibility for the subject only recently, has a positive overview of the subject. She has a clear understanding of the need to now plan for the implementation of an assessment policy to monitor and evaluate the quality of teaching and learning throughout the school. The good quality learning resources are efficiently stored centrally and include a wide range of stimulating artefacts. Literacy is promoted well through history teaching but the use of information and communication technology to aid learning is limited.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Standards at the age of seven are in line with national expectations and, at the age of 11, they are below expectations. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress at Key Stage 1 and satisfactory progress at Key Stage 2.
121. By the age of seven, pupils confidently name items of computer equipment, such as mouse, keyboard and monitor. Pupils successfully use a keyboard to type text. They confidently place gaps between words, using the space bar and most pupils are able to introduce capital letters and full stops into their writing. Pupils in Year 2, for instance, successfully type sections of the story of 'The Princess and the Pea'. Most pupils confidently use the backspace key and the cursor keys to correct mistakes in both their spelling and their text. Using an appropriate paint package, pupils produce an interesting range of pictures, such as houses in Year 1 and flowers and fireworks in Year 2. Pupils confidently access the menu to print their finished work. They readily access programs to find information on, for example, 'amazing' animals. Pupils successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen. Use of control technology is also steadily developing.
122. By the age of 11, the majority of pupils show sound skills in word processing, being confident in changing the font, colour and size of their work and moving portions of text from one place to another. However, a small minority show a lack of confidence and independence in carrying out changes to the presentation of text. Pupils readily produce spreadsheets, such as those produced in Year 6 on the cost of items to be purchased. Most pupils can use the mouse accurately to produce various forms of art work and many pupils can merge pictures into their text, for example in the work produced in Year 3 on birthdays. Most pupils show independence in printing the work they have produced. Pupils readily use simulations to study the outcomes of different decisions. Many pupils successfully access a range of computer programs to provide a variety of information for subjects such as history and science. Pupils, at present, have little opportunity to develop their skills in monitoring external events or to undertake activities in control technology. The school is awaiting the installation of an Internet link and, until that time, pupils have no access to e-mailing facilities.



123. The quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers are keen and enthusiastic and they make good use of the resources in the computer suite. Teachers are providing pupils with appropriate learning experiences, in line with their present knowledge and understanding. They usually provide clear and careful instruction on how to use various items of hardware, as well as various word processing and art packages. All pupils at Key Stage 2 are able to make satisfactory gains in their knowledge and understanding with the equipment that is currently available. Teaching and learning are good in Key Stage 1 when teachers have very secure subject knowledge, the pace of the lessons is brisk and expectations are high. Teachers throughout the school usually make effective use of a computer to provide instruction and advice at the start of lessons and pupils' progress benefits greatly from this. Occasionally, the teachers' initial instructions are not clear and some pupils are unsure how to proceed. Most pupils respond by showing good attitudes to the subject and behaving well. They listen carefully and, even though a small number of Key Stage 2 pupils lack confidence, they settle well to all tasks with high levels of concentration and developing levels of skill. They clearly enjoy the subject and they work well, both alone and with a partner when necessary. Teachers make particular efforts to help lower achieving pupils, by arranging for them to work with more confident classmates. Relationships are good and pupils readily ask teachers for help when required. They share computers amicably and are careful in their use of all forms of equipment. Teachers provide appropriate help and advice throughout, enabling all their pupils to improve.
124. The school has an appropriate scheme of work and most aspects of work are adequately covered. Where there are shortcomings in provision, such as in the provision for control technology, the school has already ordered the extra resources. However, the time allocated for the teaching of the subject is barely adequate, especially in relation to the increasingly advanced requirements of pupils at Key Stage 2. Teachers plan carefully for information and communication technology to be used also in a variety of other subjects such as English and science. This helps to improve pupils' skills. The coordinator is keen and enthusiastic, she observes lessons and she supports her colleagues well when required. Good assessment procedures are in place and careful records are kept of the work the pupils have done. Many pupils find the use of computers exciting and the excitement generated, such as when printing out completed work, helps enhance pupils' spiritual development.

## **MUSIC**

125. Standards in music at the ages of seven and eleven are satisfactory. The school provides continuity and progression within and across key stages, ensuring appropriate progress for all pupils, including those with special educational needs and those for whom English is an additional language. A wide variety of music is played often in many areas of the school and pupils listen to and appreciate it. All pupils are included in musical activities and all those with special educational needs and those for whom English is an additional language enjoy a well-structured programme of music.
126. By age seven, pupils sing well and learn tunes and words easily. They sing a range of songs in hymn practices, assemblies and lessons. In one lesson, the song 'Old McDonald' was creatively used to explore rhythm, body percussion and the use of untuned percussion instruments. These included maracas, claves, Indian bells, guiros and tambourines. Pupils worked in groups, providing instrumental sound effects for different verses. This activity was brisk and challenging and pupils made good progress in learning how to play together. Another well-planned lesson was linked with physical education, but pupils were restless, talkative and easily distracted. This prevented satisfactory learning from taking place.
127. Between the ages of seven and eleven pupils compose sound effects to illustrate a story, write rhythms that are practised and performed with instruments in creative ways and sing in lessons, hymn practices and assemblies. In most lessons, teachers' expectations are reasonably high. Pupils are given the opportunity to explore instruments and rhythm, develop memory skills, refine their performances and consider the use and effectiveness of tempo and volume. Pupils interested in taking instrumental lessons in Year 4 attend a musicianship and singing group in Year 3 to help prepare them. Pupils in Year 3 also learn the recorder.
128. The overall quality of teaching is good. Teachers have a good knowledge of the subject in both key stages and skills are taught well. The quality of planning is satisfactory in Key Stage 1, but good in

Key Stage 2. Work currently done in all lessons ensures full coverage of the National Curriculum, but teachers see a new scheme as a priority. The school has a good selection of instruments and these are used appropriately in many lessons.

129. The co-ordinator leads and manages music satisfactorily. She is keen to attend courses which will help her to receive the training she requires to extend her knowledge for the benefit of other staff, but these are frequently cancelled.

## **PHYSICAL EDUCATION**

130. The standards attained by pupils at the ages of seven are in line with those expected for their age. The standards attained at the age of 11 are above those expected. By the time that the pupils are ready to leave this school, standards in swimming are in line with the required level. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement (including dance) and games, all pupils, including those with special educational needs and those for whom English is an additional language make satisfactory progress throughout Key Stage 1. In Key Stage 2, good progress is made by all pupils, including those with special educational needs and those for whom English is an additional language.
131. In Year 1, pupils responded well to a dance lesson based on the 'Greedy Zebra' and tried hard throughout the lesson to improve the quality of their work. In Year 2, pupils work in partnership to explore balancing techniques. They show good body and spatial awareness and reproduce balancing actions with control and co-ordination.
132. In Year 3, pupils work on refining movement skills to develop the quality of a performance, but their spatial awareness is below expectations for their age. One class in this year group has a significant number of pupils with severe behaviour problems and this has a positive impact on the lessons. When they do not behave well, the benefits of the lesson are lost. However, by Year 4, pupils are engaging in a series of activities with a variety of apparatus to develop complex movement sequences. They behave imaginatively and safely and display agility and confidence. The teacher has secure knowledge of this subject, no time is wasted and pupils respond thoughtfully to the challenging targets set them. They watch each other and the best performances are demonstrated to the class. In Year 5, pupils perform dance movements and make sound progress in doing so. They play basketball and make good progress in developing their attack and defence skills. Teachers have good subject knowledge, challenge pupils physically and intellectually and they use space well and work co-operatively in teams. Many pupils are able to move the ball at speed around the hall and score goals well. In Year 6, pupils are able to control the ball effectively in hockey, play safely and work hard in a well-controlled environment to practise and improve their skills.
133. In all except one lesson the teaching was satisfactory or better. Planning is good and the co-ordinator has excellent knowledge of the subject and is very capable. Every opportunity is explored to provide pupils with physical education and games experiences. The school participates in numerous local sports activities and achieves good results in these. The subject has achieved a prominent status in this school and pupils enjoy the benefits of staff experience and enthusiasm.

## **RELIGIOUS EDUCATION**

134. Standards at the age of seven and eleven are above the expectations of the local agreed syllabus and all pupils, including those with special educational needs and those for whom English is an additional language, make very good progress overall.
135. At the age of seven, pupils are familiar with a number of major world faiths, including the Christianity, Islam and Judaism. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Mohammed. Pupils know that religious leaders told many stories. For example, in Year 2 they can confidently tell one of Jesus' stories: that of the Good Samaritan. They explain clearly that religions have books that are special to them and pupils can identify aspects of the Qur'an, the Torah and the Bible. Pupils understand that religions have various ceremonies and special occasions and they can, for instance, explain the importance of Eid to Muslims and Christmas to Christians. They understand the need to belong to a variety of groups and they

recognise, in particular, the importance of their own family and friends. Pupils are aware of the need for caring, both for people and the environment.

136. At the age of 11, pupils are able to tell a range of stories from the world faiths. They confidently identify and discuss similarities and differences between religions, such as in clothing, food and ceremonial. In Year 3, pupils recognise that food plays a significant part in the life of different faiths and they explain, for instance, the contents of a Seder Plate. Pupils in Year 4 can name various religious buildings, such as church, mosque and gurdwara and they readily identify some of the requirements for entering religious buildings, such as removing shoes or covering one's head. Pupils know that all religions have distinctive traditions and life-styles and, for example, pupils can identify the importance of the 5 K's to Sikhs and the Five Pillars of Faith to Muslims. Pupils are aware that family and community life is ruled by codes of conduct, such as the Ten Commandments, and pupils in Year 5, for instance, are aware of the consequences of breaking those rules. Pupils show some confidence in discussing a variety of issues, such as what constitutes a 'good' person and the importance of neighbourliness. Pupils are aware of the need for love and caring. For example, Year 6 successfully related the story of Grace Darling. Pupils, at both key stages understand the need to be tolerant of other people's dress, lifestyle and ritual.
137. The quality of teaching and learning are good. In one lesson seen in Year 2 they were very good. Lessons are well planned and thought-provoking and challenging ideas are often presented to pupils. Teachers have good subject knowledge and through clear instruction and a sound use of questioning to involve all pupils, they make good gains in their knowledge and understanding. Teachers provide a variety of tasks for pupils and make good use of appropriate resources, as well as simple drama activities, to involve them and to make them think for themselves. Pupils find the subject interesting and many provide a variety of thoughtful answers and observations, especially when discussing their views about God, or the need for rules in our everyday lives. Pupils are encouraged and praised for their efforts and pupils in turn work hard on all the activities provided. Teachers are careful to introduce pupils to all the correct terminology used in different faiths and most pupils show confidence in using the appropriate terms. Pupils' attitudes and behaviour are good and often very good and they relate well to both their teachers and to each other. Where teaching is very good, the enthusiasm of the teacher, together with high expectations of their response, enables pupils to make very good progress in their understanding. Pupils generally take care with the presentation of their work, but teachers, although they regularly mark the work, provide few comments of encouragement or advice.
138. The school closely follows the local agreed syllabus and all areas of work are more than adequately covered. The work undertaken strongly supports all aspects of pupils' spiritual, moral, social and cultural development. Through the written activities provided for pupils, religious education also provides support for the school's initiative in literacy. Assessment procedures are good. Suitable information is recorded and it is successfully used to both judge pupils' current understanding and to help plan appropriate future work for them. The coordinator is knowledgeable and committed. She is fully aware of the work being undertaken in the school and she supports her colleagues well. She has some opportunities to observe teachers and pupils at work in the classrooms, to see for herself the standards being achieved and her enthusiasm has done much to raise standards to their present high levels.