

## INSPECTION REPORT

### **GOSFORD PARK PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103643

Headteacher: Patricia Wilkinson

Reporting inspector: D J Cann  
20009

Dates of inspection: 19<sup>th</sup>-22<sup>nd</sup> May 2003

Inspection number: 246306

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Humber Avenue

Coventry  
Postcode: CV1 2SF

Telephone number: 024 7622 3281

Fax number: 024 7655 9627

Appropriate authority: Governing body

Name of chair of governors: Mrs J McCoy

Date of previous inspection: 25<sup>th</sup>-26<sup>th</sup> June 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann 20009	Registered Inspector	English History	What sort of school is it? How high are standards? How well is the school led and managed?
Geoff Humphrey 09163	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jenny Short 32175	Team inspector	Science Information and communication technology	
Vivien Wilson 25775	Team inspector	Foundation Stage Geography Special educational needs	
Lynne Thorogood 29988	Team inspector	English as an additional language Mathematics Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
Christine Canniff 18703	Team inspector	Music Religious education Physical education	How well are pupils taught?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Gosford Park Primary school has 370 pupils on roll between the ages of 4 and 11 years. The school draws pupils from the immediate residential area where there is a high level of social deprivation and from other areas where accommodation is both rented and owner-occupied. The number of pupils eligible for free school meals is above the national average. The number of pupils from ethnic minorities is high and a significant number of refugees attend the school. Twenty-nine per cent of pupils speak English as an additional language, of whom one third have very limited understanding. This proportion is well above the national average as is the high number of pupils who leave and join the school other than at the usual times. On joining the school, pupils' skills are significantly below those expected nationally although there are wide variations from year to year. The number of pupils with special educational needs is in line with the national average although the number of pupils with statements is well above average. Personnel changes have been very high since 2000 with three-quarters of the teaching staff changing in the last two years and the headteacher only in post since January 2003.

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

Gosford Park Primary school is establishing many strengths. The new headteacher works very effectively with all staff and together they are raising pupils' attainment across the school. The quality of teaching is good and most pupils progress well in literacy, numeracy and science. Behaviour and relationships in the school are very good and pupils have a positive and enthusiastic attitude to learning. The school is well aware of the areas which need further development and represents sound value for money.

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

- The newly appointed headteacher gives the school very clear direction and is well supported by senior staff and governors.
- Most pupils make good progress in literacy, numeracy and science. Over the last three years the school has placed a strong emphasis on raising attainment in literacy which is successfully improving pupils' results. Pupils also make good progress in art and design where attainment is above average.
- The standards of teaching are good throughout the school. Teachers are particularly good at promoting pupils' interest and in maintaining their attention and application. All staff make a strong contribution to the good quality learning environment in the school.
- Good support for pupils with special educational needs and those learning English as an additional language enables both groups to progress well.
- Pupils' behaviour is very good and they relate very well to one another and to adults. Pupils respond well to the encouragement and guidance which they receive from teachers and support staff, and they are very enthusiastic about school.
- The school is good at developing pupils' understanding of their social and moral responsibilities and extends their cultural awareness well.

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

- Pupils' attainment in information and communication technology.
- Opportunities for pupils to use their literacy and numeracy skills across other subjects.
- Management roles and responsibilities to improve the way subjects are developed.
- The amount of time allocated to teaching music, religious education and geography in order to improve pupils' learning and raise their attainments.
- The quantity and quality of resources in the library, computer software and physical education.

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

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

The school was last inspected in June 2001 and was commended for the way improved management was raising pupils' attainments in literacy and numeracy. Four key areas were identified as needing further improvement and have been mostly addressed effectively. Pupils' attainments have risen at both Year 6 and Year 2 and their progress is improving. The quantity of good and very good teaching observed is higher than at the last inspection. Pupils' absence levels have been reduced but are still above the national average. However, the school has identified the causes and is taking all reasonable steps to promote better attendance. The appointment of a new headteacher and other personnel has inevitably required changes in management structures. As a result the roles of the subject co-ordinators are still underdeveloped and management responsibilities require more definition and training to make full use of

the available personnel. The school is good at evaluating its performance and in identifying areas for development. It is in a strong position to consolidate its improved procedures and continue to raise standards.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	C	B
Mathematics	E	E	E	D
Science	E	E	C	B

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

The results of Year 6 pupils have improved significantly since the last inspection. In 2002 tests, pupils' results in English and science were in line with the national average but well below average in mathematics. In comparison with similar schools, the 2002 results were above average in English and science and below average in mathematics. The attainment of current pupils in Year 6 indicates that 2003 results are likely to be similar to last year's in English and science and better in mathematics. Most pupils are achieving the nationally expected levels but a significant number of pupils with learning difficulties in the year group attain levels below these. Their progress is sound. The school achieved its targets for English in 2002 and fell just short of them in mathematics. It is likely to come close to this year's more challenging targets. Year 6 pupils' results in science have improved very well in the last year and current pupils make good progress to achieve the levels expected for their age. In the rest of the school, pupils' progress is good in English, mathematics and science. In all three subjects, more able pupils are challenged to achieve good results in line with their abilities. Pupils with special educational needs receive good help from teachers and support staff and make progress well. There is also good support for pupils learning English as an additional language who make good progress as a result. Children enter the school with skills which are below those expected, especially in language and communication skills. By the age of five, they attain the levels expected for their age in all areas of learning. Results in Year 2 tests in 2002 were in line with the national average in reading and mathematics, although well below in reading. Current pupils are achieving satisfactory standards in literacy, numeracy and science and progress well. Pupils' attainment in information and communication technology has improved since the last inspection but is still below expectations. Pupils do not cover all aspects of the subject and have insufficient opportunity to apply their learning. Pupils achieve good levels in art and design but do not develop the expected skills in music. By Year 6, pupils' knowledge of geography and religious education is below expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, demonstrate very positive attitudes and work hard in lessons. They are polite, friendly and welcoming to visitors. These very positive attitudes make a very strong contribution to their learning.
Behaviour, in and out of classrooms	Good. Pupils behave well in the classroom and during break times. They move around the school in an orderly and considerate manner.
Personal development and relationships	Relationships between pupils and between pupils and adults are good. They develop good social skills and moral values but opportunities to develop their initiative in class are limited.
Attendance	Attendance is well below the national average with an unusually high number of absences recorded for medical reasons.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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 and learning has improved since the last inspection and is good throughout the school. Teachers' subject knowledge is good and they apply it well in implementing the National Literacy and Numeracy Strategies. Lessons are well planned and teachers regularly share learning objectives with pupils which motivates them well. Teachers refer to the objectives during lessons to focus pupils' attention but do not always allow enough time to consider how well they have been achieved at the end of sessions. Pupils are grouped by ability in literacy and numeracy and teachers adapt tasks effectively to meet their different learning needs. More able pupils are challenged through probing questions and tasks which develop their thinking effectively. Teachers work closely with classroom assistants to support pupils with special educational needs and provide good help for individuals and groups. Pupils with English as an additional language are also well supported to develop their vocabulary. While pupils' speaking and listening skills are developed in a number of activities, they are not regularly planned into lessons. Pupils in Year 5 consult speaking partners in answering questions but this technique was not widely observed in other classes. Teachers are not developing pupils' literacy and numeracy skills sufficiently in subjects like science, history, geography and religious education where there is too much use of work sheets. Although teachers give pupils good instructions on the use of computers they do not provide them with enough opportunities to develop their confidence and knowledge in applying their skills across other subjects. Teaching in the Foundation Stage is thoroughly planned and teachers guide pupils confidently, giving pupils a stimulating environment in which to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teaching covers a satisfactory range of subjects. However, the strong emphasis on literacy restricts the time available for other subjects and aspects of information and communication technology are not fully covered.
Provision for pupils with special educational needs	Pupils are identified well and receive good quality support from teachers and classroom assistants.
Provision for pupils with English as an additional language	Pupils receive a good level of support in class and on an individual basis, which encourages their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is good at developing pupils' social, moral and cultural awareness and places a satisfactory emphasis on raising their spiritual understanding.
How well the school cares for its pupils	The staff care for their pupils well, particularly in terms of their day-to-day welfare. The use of assessment to help pupils with their learning and the recording of their personal development are underdeveloped.

The school makes a good effort to establish a partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's supportive approach provides very good leadership. She works well with the senior staff to raise pupils' attainment and promote a good quality of education. Subject management is still in need of further development in order to extend skills throughout the school.
How well the governors fulfil their responsibilities	Governors fulfil all their statutory responsibilities and are highly committed in their support of the school.
The school's evaluation of its performance	The school is good at analysing its strengths and weaknesses and has set clear priorities for development.
The strategic use of resources	The school has used its financial resources well to raise standards with a careful regard to obtaining best value in its spending.

The school deploys staff well and manages its accommodation successfully. However, learning resources are unsatisfactory in the library, computer programs and in physical education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Six parents attended a meeting prior to the inspection and there were 85 responses to the questionnaire (23 per cent of those distributed).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school helps their children to become mature and responsible individuals.</li> <li>• The teaching is good, children work hard to achieve their best and make good progress.</li> <li>• Behaviour is good and their children like coming to school.</li> <li>• The school is well led and managed.</li> <li>• Parents feel comfortable approaching staff with a question or a problem.</li> <li>• The school works closely with parents and keeps them well informed on their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A more consistent use of homework to support their children's learning.</li> </ul>

The inspectors agree with the positive views expressed by parents. The inspectors judge that the use of homework to support learning is satisfactory.

## **PART B: COMMENTARY**

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

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

1. In the 2002 national tests for Year 6 pupils, results were in line with the national average in English and science and well below average in mathematics. When compared to the levels attained in schools with a similar number of pupils eligible for free school meals, the school's 2002 test results were above average in English and science and below average in mathematics. More able pupils achieved good results in English and science and levels in line with similar schools in mathematics. These results have improved significantly since the last inspection and continue the school's strong upward trend evident over the last three years. A major emphasis on developing pupils' literacy skills has successfully raised attainment across the school. Improved methods of teaching and the allocation of a large proportion of time to the teaching of literacy have been major contributory factors.
2. The evidence from the inspection is that the progress of current pupils is often good in literacy and numeracy with most pupils achieving results in line with the national expectations for their age. The attainment of current Year 6 pupils is close to national expectations in English and mathematics and they are making sound progress against their results in Year 2. There is a relatively high proportion of pupils with learning difficulties which explains why results in 2003 are likely to be just short of the challenging targets set for them. The school achieved its targets for English in 2002 and fell just short of them in mathematics. In science, current pupils are achieving results which are in line with national expectations and their progress is good.
3. In 2002, pupils' Year 2 test results were average in writing and mathematics and well below average in reading. Compared with similar schools, pupils' results were above average in writing and mathematics and below average in reading. In science assessments, pupils attained levels which were in line with the national expectations and above those achieved in similar schools. Current pupils are attaining levels which are in line with those expected in English, mathematics and science. The school has placed greater emphasis on raising reading skills and records show that current pupils are achieving standards in line with those expected and are making good progress.
4. Pupils with special educational needs make good progress towards the targets in their individual education plans. They are effectively supported by teachers and support assistants, who provide a good variety of approaches, activities and methods to help pupils' learning. Pupils benefit from working in their classrooms and also being withdrawn to work in quieter rooms with a teacher or support assistant. The school identifies pupils considered to have special gifts or talents as early as possible. These pupils work with other more able pupils in sets for literacy and numeracy and make good progress. There is no significant difference between the attainment of current boys and girls although in the past girls have outperformed boys in mathematics at Year 2.
5. Pupils learning English as an additional language make good progress. Many enter school with extremely limited English language skills. A specialist teacher of English as an additional language and a well qualified language support assistant offer good provision for the learning of these pupils. They are assessed using the local education authority assessment scheme, and where possible the local education authority provides mother tongue teachers who give additional support for groups and individuals.
6. Children enter school with skills that are below those expected and many pupils have limited communication skills. By the age of five, most pupils achieve the Early Learning Goals in all areas of learning although speaking and listening skills are still under-

developed for many children. Good teaching, well supported by the nursery nurses and class assistants, helps the children to make good progress in both the nursery and reception classes. Children benefit from an attractive and stimulating outside play area which has been recently improved. There is also good support for children with special educational needs who make good progress. Children learning English as an additional language receive individual assistance which helps them to make swift advances in their knowledge of vocabulary and phrases.

7. By Years 2 and 6, pupils attain levels in speaking and listening skills which are just below those expected nationally. Good discussions were observed in lessons, but structured opportunities are not planned regularly to ensure that pupils develop their skills fully. Much time has been allocated to reading and this has had a positive impact on pupils' attainment. Records show that pupils progress well. Pupils acquire basic research skills but the limited range of reference books in the school library restricts their opportunities to carry out worthwhile searches for information. Writing is good in nearly all literacy activities but Year 6 pupils are not given enough tasks to promote their skills in geography and religious education.
8. In mathematics, teachers instruct pupils in effective methods for working out calculations which helps them to work methodically and successfully. Good mathematics teaching has improved pupils' attainment and promoted positive, enthusiastic attitudes to learning. However, a small number of pupils have poorly developed literacy skills which means that they do not always easily understand written problems. Teachers do not plan enough opportunities for pupils to use their numeracy skills in other subjects, such as science and geography, in order to help them apply their knowledge.
9. Pupils' progress in science is good by Year 6. Teachers have good subject knowledge and plan interesting, relevant activities that stimulate pupils' active interest in investigating the subject. While results at Year 2 in 2002 showed that fewer than average numbers of pupils achieved high levels, current teaching challenges their learning effectively.
10. Pupils' attainment in information and communication technology has improved since the last inspection but is still below expectations. Pupils do not cover all aspects of the subject and do not have enough opportunities to apply their skills in all subjects. There is also a lack of appropriate software to ensure that pupils can use computers in handling data and presenting their findings in science and geography.
11. Pupils achieve good levels in art and design as a result of well planned activities which are often linked into other subjects such as history, geography and technology. Pupils do not attain satisfactorily in music at Years 2 and 6 where singing and composing are below expectations. In this and in geography and religious education by Year 6, insufficient time has been allocated to teaching to enable pupils to cover the subjects in depth. Pupils have a superficial understanding about places and people studied, and an under-developed geographical vocabulary. In religious education, pupils' knowledge of Christianity is sound but they do not have a sufficient understanding of the other religions which they have studied. In all other subjects pupils attain levels which are in line with those expected.

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

12. Pupils enjoy school, demonstrate good learning attitudes and work hard in lessons. They listen attentively to their teachers, show high levels of interest and make a positive and often enthusiastic contribution to lessons. Parents who attended the pre-inspection meeting and returned questionnaires confirm that their children are happy at school, behave well and show respect for adults and each other.

13. Children in the nursery and reception classes have adapted well to school routines. They follow instructions and demonstrate a good level of self-discipline, for example holding up a hand to gain the attention of a teacher or to answer a question. They have good social skills, collaborate well during play, share ideas and use their imagination.
14. Many examples of good learning attitudes were observed across the school. Pupils in Year 1 demonstrated high levels of interest during a science lesson on sound, and again during a design and technology lesson where they were decorating carrier bags. In a Year 2 history lesson, the story of the Fire of London clearly captured their imaginations, promoting high levels of interest and some very pertinent questions.
15. In a religious education lesson, Year 3 pupils demonstrated maturity and an ability to reflect on spiritual and moral issues. Their enthusiasm for learning was also evident in a science lesson when they investigated how much water plants need. In another science lesson, Year 4 pupils collaborated well together in an experiment to prove that air resistance is a 'force'.
16. As pupils progress through the school, their interest and enthusiasm for their learning continue to develop. In a lesson on poetry, Year 5 pupils were fully engaged when challenged to add another verse to a rhythm-based poem *The Pow-Wow Drum*. Year 6 pupils showed remarkable maturity during a personal, social and health education lesson designed to prepare them for their transfer to secondary school. The behaviour and focus of Year 6 pupils was very good when they went to a local leisure centre for a physical education lesson where they received professional coaching in hockey and cricketing skills.
17. Behaviour in and around the school is good. There has been one fixed-term exclusion in the past twelve months. Pupils are polite, friendly and welcoming towards visitors. They are extremely well mannered and stand aside to hold doors open for each other and for adults. Pupils are valued by the staff and treated with respect and consideration and this is reflected in the good relationships that are evident throughout the school. Boys and girls, pupils of differing ability, including those who find learning difficult and those who come from different cultural or ethnic backgrounds, all relate well to each other.
18. Pupils willingly accept responsibilities they are given but there are not always enough opportunities for them to take the initiative, particularly in regard to their own learning. The members of the school council take their roles very seriously and are involved in planning and implementing improvements to recreational facilities and other aspects of the school environment. Selected pupils help to prepare and tidy up before and after lessons. Some pupils help in the school library and older ones in Year 6 help to care for reception children and lead play activities during break times. There are opportunities for the development of leadership skills during extra-curricular sports activities and during the adventure trips that take place every year for pupils in Years 4, 5 and 6. Pupils are not, however, sufficiently encouraged to take the initiative in planning their own learning.
19. Pupils with special educational needs show good attitudes to their learning. They are interested in their tasks and maintain good concentration. Pupils working in small groups show confidence in sharing their thoughts and ideas. Good strategies used by support staff encourage pupils to accomplish practical aspects of a task when they find it difficult to participate orally.
20. Pupils who learn English as an additional language are enthusiastic and play an active part in both whole class discussions and when working with other pupils in groups. Their attitudes to school are consistently good and they show a keenness to learn as they apply themselves well to the tasks set for them.

21. Attendance is unsatisfactory and well below the national average. The frequent movement into and out of the school by pupils newly arrived in the UK does have a negative impact on attendance figures, particularly when the identity of the receiving school is unknown. However the principal reason is the unusually high level of absences recorded for medical reasons. Unauthorised absence is low and punctuality is good.

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

22. Teaching and learning are good throughout the school and promote pupils' rising levels of attainment. With many changes in teaching staff, the school has continued to build on the 'great improvement' to the quality of teaching reported at the last inspection. A higher proportion of lessons are now good or very good. The good and very good teaching greatly outweighs the very low proportion of unsatisfactory teaching. Where the two examples of unsatisfactory teaching occurred, they resulted from specific weaknesses in teachers' subject knowledge. Teachers are fully committed to their pupils, who work hard for them. The teaching of English is good throughout the school. However, opportunities for pupils to use their literacy skills in other subjects, such as religious education and history, are missed. In mathematics, teaching is good but teachers do not ensure that pupils use and apply their knowledge as widely as they could.
23. Teachers plan lessons well and lessons usually run smoothly throughout the school. Joint year-group planning ensures that pupils in parallel classes have similar access and opportunity to learn. Planning is detailed and clear so that lessons have purpose and direction, because teachers are clear about what pupils are going to learn by the end. They share the learning objectives with pupils so that they know what they are trying to achieve, and see the purpose of working hard. Teachers plan for identified areas of learning within subjects to be a focus for a series of lessons. For instance, in Year 2 dance lessons, each week pupils develop and sequence movements to create a different part of the story of the 'Pied Piper of Hamelin'. Teachers are aware that pupils' speaking skills are an area of weakness, yet they do not identify the speaking and listening element of the curriculum as a key objective in their planning. There are insufficient opportunities provided for pupils to practise and extend their language skills. However, there are some good examples of speaking and listening being integrated into lessons in an interesting way. In a Year 4 English lesson, there was a good example of 'hot-seating' when pupils were given the opportunity to be interviewed as 'Tuffy', a character from the story 'Diary of a Killer Cat'. Helpful prompts from the teacher helped pupils to focus their questions so that pupils developed their understanding of how to frame questions.
24. For the most part teachers have good subject knowledge. They draw on whole school and year group planning which is thorough and well informed. This helps to ensure that learning progresses smoothly within lessons and from class to class. This was evident in a Year 3 history lesson, where the teacher was careful to build on pupils' existing knowledge and skills and also provide good opportunities for pupils to extend their research skills and use information and communication technology. Teachers use questions effectively to consolidate and extend pupils' knowledge and understanding. Through the good use of questions, they help pupils of all abilities take an active part in lessons, so that they learn at a good rate. Teachers involve pupils in lively questions and answer sessions that enable them to show what they know and to share ideas. At the start of a Year 3 English lesson, the teacher uses crisp focused questions to explore pupils' knowledge of homonyms. In a Year 5 religious education lesson, the teacher made effective use of speaking and listening partners so that pupils could engage in purposeful conversation about the importance of belonging. This enabled pupils to share their ideas and join in the discussion with greater confidence. Teacher's challenging questions, such as 'How do you think you hear?' were used very well at the start of a Year 1 science lessons to assess pupils' understanding and clarify their thinking.

25. Setting pupils according to their level of attainment in English and mathematics helps to ensure that work in these subjects is broadly matched to their abilities. This contributes to the effectiveness of the school's strategies for the teaching of literacy and numeracy. For the most part, the level of challenge is good and work builds consistently on what pupils already know. Teachers and learning support assistants give pupils good support and watch the progress of the learning closely. The setting of targets in literacy and numeracy helps pupils to understand what they are to achieve. The marking of pupils' work in English is good but in other subjects it does not always show pupils what they do well and what they should do to improve. In some lessons, teachers use the final part of the lesson to review and involve pupils in evaluating their own learning, but teachers do not always allow enough time for this to take place.
26. In all parts of the school, teachers manage pupils very well. Teachers create a pleasant and constructive ethos for learning. As a result, pupils enjoy learning, behave well and work hard. This was evident in a Year 5 physical education lesson. The teacher encouraged pupils to run faster and faster on the spot so they became more aware of the effect of exercise on their heart rate. Although the pace generated great excitement, pupils approached the activity sensibly and listened carefully to all instructions. The goal scoring competition at the end of the lesson also created much excitement, but each team's determination to score the most goals ensured that they gave careful thought to the skills they had been taught.
27. The previous inspection judged that the quality of teaching and learning was 'often good and always satisfactory', although there were some relative weaknesses in several lessons. These have mostly been addressed. For instance, learning objectives are now well focused. However, there are still some incidences of unimaginative and unnecessary use of worksheets which limit the potential of pupils' learning. One example of this is almost all Year 6's recorded work in religious education. Teachers and support staff provide strong examples of teamwork and good relationships. This helps to promote very good relationships among pupils. They work constructively alongside one another and co-operate well.
28. Teaching and learning for pupils with special educational needs are good. Teachers liaise well with support assistants, who are well informed about pupils' needs and targets. This ensures that they know what is to be taught and how to give appropriate support. Teachers take care to include all pupils in each aspect of a lesson. Senior staff and support assistants work effectively with small groups of pupils from Years 5 and 6 to improve standards in literacy and numeracy.
29. The quality of teaching for pupils learning English as an additional language is good. All teachers are strongly committed to providing opportunities for these pupils to participate fully in lessons. They use a variety of strategies to achieve this, including partnering an early stage English learner with a classroom assistant in paired discussions, modelling correct pronunciation and language structure and providing specialist vocabulary relevant to the different subjects in both spoken and written forms. Where possible, visual and practical examples are provided to promote pupils' understanding. They ensure that pupils feel welcomed, valued and secure. The success of their strategies is evident in the pupils' response, as they participate in lessons, volunteering answers and working diligently on tasks.

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

30. The school's teaching covers all the subjects of the National Curriculum and religious education but does not include all aspects of information and communication technology. The time allocated to subjects is unbalanced as the strong emphasis on developing pupils' literacy skills has reduced teaching time for other subjects. Aspects of religious education, geography and music are not covered in sufficient depth which adversely affects pupils' attainment. Additional time spent on English sometimes means that lessons are too long, and pupils spend prolonged periods on the same task. This extra time is sometimes unproductive as pupils' attention wanders, particularly in the younger classes.
31. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum includes all the required areas of learning. Provision for pupils with special educational needs and those learning English as an additional language is good. They have equal access to all areas of the curriculum, which is adapted in most lessons to ensure they make good progress. The identification of gifted and talented pupils is a recent development and their needs are clearly reflected in lesson planning.
32. The National Literacy and Numeracy Strategies have been implemented successfully and have contributed to improvements in the standards achieved in national tests since the last inspection. Comprehensive equal opportunities, race equality and ethnic minority achievement policies give detailed guidance on ensuring all pupils receive equal opportunities for their learning.
33. The school's strategies for inclusion are good. They ensure that all pupils, regardless of age, ability, ethnicity or gender have equal access to the curriculum and activities within the school. Consequently, pupils value and respect each other. Provision for personal, social and health education is good. Weekly lessons are timetabled for each class and additional work is undertaken in class assemblies and in subjects, such as science. Schemes of work cover all statutory areas, including sex education and drugs awareness. Citizenship is included for the older pupils. Outside speakers teach specific lessons, for instance local police contribute to the teaching of road safety and the school nurse is involved in the teaching of sex education. The caring and supportive ethos of the school also helps pupils develop personally and socially.
34. A good range of extra-curricular activities enriches the curriculum. Pupils have opportunities to improve their skills in a range of areas including sport, needlework and music. A teacher from a local secondary school runs a French club, and plans are in place for a science club, computer club and an expansion of the range of sports activities in the near future. The older pupils from Years 4, 5 and 6 have the opportunity to go on a residential visit each year. These visits enhance provision in environmental studies, science, design and technology and in outdoor physical education. Visits to events, museums and galleries stimulate learning in history, geography, music and art. In addition, the school council and a youth club run by the parent-teacher association promote social skills and independence.
35. There are good links with the local community which make a positive contribution to learning. A local employer has given several computers to the school, and the local professional football team has helped lower achieving pupils improve their literacy and numeracy through their 'Playing for Success' scheme. Good liaison with teachers from local secondary schools helps Year 6 pupils prepare for transfer. The school provides support and mentoring for student teachers on placement and this provides extra adults to support pupils' learning.

36. The school makes good provision for pupils' moral, social and cultural development. Opportunities for pupils to develop spiritually are satisfactory overall. Teachers effectively integrate a spiritual focus into lessons. During a religious education lesson, Year 5 pupils considered whether it is important for Christians to have a place of worship. A time for quiet thinking encouraged them to suggest general and specific ways in which they themselves 'belong'. During a hymn practice based on caring for others, pupils were offered a quiet moment to reflect on being kind and to say a quiet prayer if they wished. This allowed them to link personal concerns with those of others. Teachers' respect for pupils' thoughts throughout the school helps pupils to respect each other's views. However, in assemblies, there is little sense of the occasion being special and moments for prayer are brief, with insufficient time for pupils to reflect on the meaning of the theme or story.
37. Pupils learn about moral values in all areas of the curriculum and in assemblies. Good opportunities to reinforce pupils' understanding of right and wrong are built into stories and religious education lessons. For instance, Year 5 pupils contributed thoughtfully to a discussion about 'saying sorry' linked with the story of 'The Prodigal Son'. Teachers use lessons on citizenship well to widen pupils' awareness of personal rights and responsibilities. One such lesson helped pupils to understand some of the problems faced by teenage mothers, such as having enough money to provide for the baby's needs. Pupils are encouraged to show responsibility and care towards animals as well as people. Those who belong to the RSPCA club learn about this charity's work and offer support by knitting squares for blankets.
38. The school promotes a sense of community in the way teachers respect the thoughts and ideas of all pupils, whatever their needs or background. Pupils with special educational needs or abilities are recognised and positively encouraged to participate fully in all lessons. This provides a valuable example for pupils, most of whom respond in a similar way to each other. Weekly 'merit assemblies' promote pupils' self-esteem and confidence by recognising effort in all aspects of school life. Pupils proudly performed some simple tunes on the guitar and were pleased with the applause. Teachers help pupils to respect other points of view by giving pupils opportunities to work with a partner to undertake a task. A more-able Year 5 pupil worked on a computer task with a pupil learning English as an additional language. Pupils learn to work in a team and to become more independent during residential visits. There are some minor opportunities for pupils to undertake responsibility within the school community, but on the whole, these are not well developed.
39. Pupils have good opportunities to learn about English cultural values and those of other cultures. The school encourages pupils to take part in music and drama through whole school events, such as the 'Music Morning' and visiting theatre productions. A theatre workshop group successfully involved pupils in music and acting which extended their knowledge of their cultural heritage, combining Celtic history with early Christianity, music dance and drama. Pupils responded enthusiastically during an assembly presented by a preacher from Coventry cathedral. Pupils' experience is enriched by learning about the work of artists and music from other cultures. The steel band and younger children's examination of a rainmaker instrument show that these include non-European cultures. The school recognises the need for a fuller and more positive celebration of the richness of different cultures to encourage pupils to take pride in their individual backgrounds.

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

40. Pupils are cared for well. Parents who attended the pre-inspection meeting and returned questionnaires were very positive about this. Teachers and support staff understand their pupils well and provide supportive and sensitive pastoral care both during the school day and for those who attend the clubs that are held before and after the school day. Equality of opportunity is positively promoted and all pupils, irrespective of gender, ethnic origin, ability or learning difficulty, are fully included in all aspects of school life.
41. There is rigorous attention to health and safety. A committee comprising experienced senior staff and governors monitor health and safety procedures and ensure that regular risk assessments are undertaken in relation to the use of school premises and for school trips. Fire and electrical equipment is routinely tested and there are regular evacuation drills. There are good arrangements for the provision of first aid.
42. Personal hygiene practice is emphasised, particularly to younger pupils and children in the nursery and reception classes. Children learn, for example, the importance of washing their hands after practical activities, before lunch and after visiting the toilet. Personal, social, health and citizenship education is provided through the curriculum and dedicated weekly lessons. Healthy living, drug and alcohol abuse, sex education, the enhancement of social skills and the rights and responsibilities of citizenship are incorporated into a balanced programme that is timetabled in all classes.
43. One of the deputy headteachers is in charge of child protection. All members of staff are alert to the needs of vulnerable pupils and aware of the guidelines for dealing with sensitive issues. The school maintains close links with social services and other relevant outside agencies. The procedures for promoting and monitoring behaviour are very good. Good behaviour and learning attitudes are celebrated and this provides an ethos in which pupils strive to do their best. Any incidents of unacceptable behaviour, such as bullying or showing a lack of consideration towards others, are dealt with promptly and effectively.
44. The procedures for monitoring and promoting attendance are thorough and satisfactory but have not succeeded in reducing the high levels of authorised absence, particularly those recorded as absences for medical conditions. The school emphasises the importance of good attendance in its communications to parents and makes awards for classes with good records of attendance. However, in spite of working closely with the school welfare officer, the number of medical absences remains significantly higher than usual.
45. There is a good system for identifying pupils with special educational needs. Teachers monitor concerns about a pupil's lack of progress. They work closely with co-ordinators so that appropriate support can be arranged as early as possible. Good links with outside support groups ensure that pupils receive additional teaching and resources where necessary. Careful on-going assessment procedures and observations help to track pupils' progress to inform termly review meetings.
46. The school has good procedures for recording and monitoring assessments resulting from annual tests in Years 2 and Year 6. Teachers administer national optional tests in Years 3-5 and all pupils are tested annually using standardised reading tests. Additionally pupils' writing is assessed formally each term. Results are collected by the assessment co-ordinator and used to track pupils' progress. Details are recorded on computer and analysed in depth and information based on the analysis is given to class teachers. However, senior managers do not use the information to determine which pupils will receive booster support to accelerate their learning. Nor do they use it with subject co-ordinators to inform future planning. Some subject co-ordinators analyse pupil responses to tests and are beginning to use the information to make adjustments to teaching. The

analysis and effective use of data is in its early stages. The senior management team is keen to refine its use, particularly in the annual target setting process. A training day is planned in September for formal exchange of pupil information and objectives will be set in core subjects for classes and groups of pupils for the next academic year.

47. There is no formally agreed whole school approach to assessment and recording of pupil progress by class teachers. Teachers are expected to assess pupils routinely at the end of each unit of work in most subjects, and to keep careful records. They have their own methods and many keep detailed records of progress in literacy and numeracy. Regular opportunities for assessment are not identified in schemes of work for science, information and communication technology or all foundation subjects.
48. There is no formal tracking of pupils with English as a second language but there are very well established procedures for assessing their needs on entry using the Coventry Language Profiles. Grades obtained determine the individual level of support provided. Assessment of pupils with special educational needs is very good and effective in informing individual education plans and the allocation of resources.
49. Learning objectives are clearly identified in long and medium term planning for literacy and numeracy but these are derived from the strategies rather than from analysis of assessment data. Pupils are made aware of what they are to learn because learning objectives are routinely displayed in every lesson and shared with them. Most teachers discuss pupils' achievements in lessons to evaluate progress and to encourage them to discuss how they might improve. Individual targets are set for pupils in literacy and numeracy and these are effective in involving them in their learning and helping them to identify next steps. Some good use is made of constructive marking techniques in response to pupils' writing, but this is not an established practice in the school, and insufficient time is allowed for pupils to make specific improvements to their work. The assessment co-ordinator is well informed and has a clear understanding of key issues that will improve assessment in the school. As an established member of the senior management team, she is well placed to influence future strategic direction.

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

50. Parents who attended the pre-inspection meeting and returned questionnaires had very positive views about the school. They felt that the school helped their children to become mature and responsible individuals. They were pleased with the standard of teaching and believed their children work hard, achieve their best and make good progress. They stated that behaviour is good and that their children enjoy school. They considered the school to be well led and managed and felt comfortable approaching staff with any questions or problems. The inspection evidence supports these positive views.
51. A few parents wanted a more consistent use of homework to support their children's learning. The inspectors judge that the use of homework to support learning is satisfactory but could be improved by introducing opportunities for pupils to take more initiatives and thus better develop their independent learning skills.
52. The school endeavours to be very welcoming towards parents and to involve them as much as possible in the education of their children. The home-school agreement clearly defines the expectations of the school, parents and pupils. The majority of parents respond positively to these expectations. Parents' consultation evenings and school concerts are well attended and there are good opportunities for informal contacts between parents and staff at the beginning of the school day. More formal events, such as the meeting for the presentation of the governors' annual report to parents, are not always well attended. Overall, the impact parents have on the work of the school, and the contribution they make to their children's learning at school and at home, is satisfactory.

53. Annual progress reports provide a brief summary of work covered and a brief commentary indicating individual pupils' knowledge and understanding in regard to each subject. The reports include some guidance for parents and pupils on areas for future personal development and ways of improving learning skills. For older pupils there is a self-evaluation section. The quality of information provided on pupils' progress is good. There is a regular flow of information about school activities and special events. The school is not able to provide information in the home language for those families who are new to the country because of the wide diversity of languages involved.
54. The parent-teacher association, 'The Gosford Guardians', organises a number of fund-raising and social events and these are generally well supported. A group of parents run a youth club in school every Friday evening and school trips are well supported by parent volunteers. A wide range of community organisations use school facilities regularly. The partnership between the school, its parents and the wider community, is good and has been steadily growing stronger since the previous inspection.
55. Parents of pupils with special educational needs are kept well informed of their progress through written reports and discussions about individual educational plans. Parents of pupils with a statement of special educational need are invited to contribute to review meetings with all support agencies involved with their child's education. Parents of pupils learning English as an additional language are well informed of their children's progress through meetings and reports with class teachers and the co-ordinator of language support.

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

56. The school benefits from very good leadership. With the appointment of a new headteacher in January 2003, styles and priorities have changed but the high quality has been maintained since the last inspection. In the short time that the headteacher has been in post, she has established very good relationships with staff, parents and pupils. She has a clear picture of how the school needs to develop both in the immediate and longer term. Strong leadership has ensured that pupils' attainment and the quality of teaching and learning have risen well since the last inspection.
57. The headteacher has inherited good systems of management but she has plans to review them in order to meet changes in personnel and extend the effectiveness of subject managers. Over the last three years, the school has successfully placed a strong emphasis on improving pupils' attainment in literacy and in raising the quality of teaching. Subject leadership has been largely in the hands of the headteacher and deputies and the co-ordinators' role has been underdeveloped, especially in foundation subjects. With the departure of one of the seconded deputy headteachers, the school has plans to delegate more management responsibilities to subject co-ordinators. The school is providing training for co-ordinators and is aware of the need to give them more time to make an effective contribution to developing their subjects. This is particularly important given the need to increase teaching time in other subjects and reduce the amount of time allocated to literacy. The roles of phase leaders in middle management are effective in ensuring good communications in the school and overseeing the quality of planning. The post holders are relatively new to their role and benefit from the training and guidance which the school provides.
58. The school's development plan is a valuable working document which keeps all parties clearly informed of the school's immediate and long term aims. Priority areas are clearly identified and action plans include success criteria, timings, personnel and costs. The current plan was drawn up by the previous headteacher in consultation with staff and governors. Given the many changes which the school has undergone in the last three

years, the current headteacher has wisely maintained the plan for the current academic year without altering the priorities. However, she has a clear idea of how she wants the school to develop and has had extensive discussions with all staff to learn of their views and needs. The development areas identified in this report closely reflect her own analysis of the school's strengths and weaknesses and also confirm that staff need a period of consolidation to ensure that new procedures are fully in place and effective.

59. Governors take a close interest in the school's affairs and fulfil their responsibilities well. Committees meet regularly to monitor, evaluate and support all operational aspects, including health and safety, buildings, staffing, curriculum and strategic financial planning. The committed support of governors and local education authority advisors has helped the school to make very good progress in the last three years.
60. The joint special educational needs co-ordinators are efficient and knowledgeable. They offer positive, relevant guidance for staff in supporting pupils' individual needs. This effective partnership advises on useful support strategies and for the writing of learning targets. The co-ordinators monitor the training courses chosen by teaching assistants according to their current support roles. All staff are kept up to date on special educational needs issues through talks from visiting speakers. The school conforms to the current Code of Practice in its provision for pupils.
61. The management of English as an additional language is good. The part-time co-ordinator and the language support assistant work closely with the class teachers. They regularly work together with class teachers to deliver lessons, and sometimes small groups of early stage learners are withdrawn from classes when the planned lessons are too difficult for them to understand. Progress made by pupils is assessed by the specialist English teacher and the language support assistant. A profile is kept of each pupil, documenting the progress made and setting targets for further language learning and improvement.
62. The school has effective financial management systems which have been improved to meet all the issues raised in the last audit. The procedures for strategic financial planning are very good and enable the school to manage the deployment of available resources effectively and meet most of the identified development priorities. Specific grants are effectively deployed and the principles of best value are well applied. Good use is made of new technology to support school administration and the maintenance of pupil records.
63. There is a good match of teachers to the demands of the National Curriculum. The school has a good mix of experienced teachers and those who are relatively new to teaching. There is an effective team of support staff who are well deployed. Particular strengths are the support provided for pupils who have English as an additional language and those who have been assessed as having special educational needs. Newly qualified teachers say that they receive good support from their designated mentors and colleagues. Training opportunities are good for all members of staff, including those in administration and other supporting roles.
64. The standard of accommodation is good and supports the full delivery of the National Curriculum. The school has worked hard to improve the original classroom layout and this has had a positive impact on the quality of teaching and learning. The school buildings are maintained and cleaned to a very high standard. Displays are effectively used to celebrate pupils' work and to promote an interest in subjects, topics and extra curricular activities. One classroom display on the rain forest is particularly effective. There are a good range of specialist teaching rooms such as the computer suite, library and several rooms for small group work. The school grounds are extensive and provide grassed areas and hard surfaces for a wide range of sports and leisure activities. The grounds are attractively landscaped and very well maintained.

65. The learning resources available are unsatisfactory in a number of subjects. There are insufficient non-fiction texts in the library to facilitate independent research and investigation. There is a lack of suitable computer software to meet the learning needs of younger pupils and to encourage cross-curricular and independent use of the school's computer facilities. The school is in urgent need of more gymnastic equipment to ensure that all pupils have access to the full breadth of the physical education curriculum. There is also a shortage of recorded music and of materials to extend pupils' learning of other cultures and faiths.

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

66. In order to improve the standards of education and pupils' attainment, the headteacher, staff and governors should:
- improve pupils' attainment in information and communication technology by:
    - ensuring that all aspects of the subject are covered to meet National Curriculum requirements;
    - including computer-based activities in all subjects so that pupils can apply their knowledge and skills;
    - monitoring lesson planning and teaching to ensure that all areas of learning are implemented;
    - increasing the range of suitable software to improve pupils' learning;  
*(paragraphs 10, 30, 83, 84, 90, 98, 121-125)*
  - improve pupils' opportunities to apply their literacy skills by:
    - increasing writing activities in geography and religious education;
    - extending their knowledge of vocabulary in mathematics;
    - planning structured speaking and listening activities;  
*(paragraphs 7, 22-23, 25, 70, 72, 73, 81, 83-84, 92, 110, 119)*
  - extend the application of numeracy skills in subjects such as science and geography;  
*(paragraphs 8, 22, 25, 91-92)*
  - review the roles and responsibilities of senior and subject managers to improve the monitoring of teaching and planning and the procedures and use of assessment in all subjects;  
*(paragraphs 57, 85, 100, 111, 116, 120, 135, 140)*
  - increase the amount of time allocated to subjects, such as music, religious education, history and geography in order to extend pupils' learning and attainments;  
*(paragraphs 30, 112-116, 117, 126-130, 136-140)*
  - improve the quantity and quality of reference resources in the library, computer software and gymnastics equipment.  
*(paragraphs 7, 65, 95, 106, 135, 140)*
67. Governors and the headteacher should also ensure that they pursue all possible avenues to raise the levels of pupils' attendance.  
*(paragraphs 21, 44)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	21	34	16	2	0	0
Percentage	1	28	46	22	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	21	349
Number of full-time pupils known to be eligible for free school meals	N/A	123

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	1	86

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	108

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	50

### Attendance

#### Authorised absence

	%
School data	7.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	25	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	13	16
	Girls	22	22	24
	Total	35	35	40
Percentage of pupils at NC Level 2 or above	School	85 (82)	85 (87)	98 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	15	15
	Girls	21	23	22
	Total	34	38	37
Percentage of pupils	School	83 (78)	93 (80)	90 (58)
	National	85 (85)	89 (89)	89 (89)

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	27	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	29
	Girls	19	17	24
	Total	38	39	53
Percentage of pupils at NC level 4 or above	School	66 (63)	67 (53)	91 (57)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	22	24
	Girls	19	18	19
	Total	36	40	43
Percentage of pupils at NC level 4 or above	School	63 (66)	70 (68)	75 (70)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	221	1	0
White – Irish	4	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	22	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	6	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	18.4
Number of pupils per qualified teacher	19
Average class size	26.4

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

Total number of education support staff	16
Total aggregate hours worked per week	344

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	30
Number of pupils per FTE adult	7

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	16
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	1,136,440
Total expenditure	1,125,192
Expenditure per pupil	3,224
Balance brought forward from previous year	6,286
Balance carried forward to next year	17,534

## Results of the survey of parents and carers

Questionnaire return rate 23%

Number of questionnaires sent out	370
Number of questionnaires returned	85

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	1	0	1
My child is making good progress in school.	71	27	1	1	0
Behaviour in the school is good.	54	42	4	0	0
My child gets the right amount of work to do at home.	51	39	6	2	2
The teaching is good.	73	25	1	0	1
I am kept well informed about how my child is getting on.	64	31	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	0	1
The school expects my child to work hard and achieve his or her best.	78	20	0	1	1
The school works closely with parents.	58	36	5	0	1
The school is well led and managed.	61	35	0	1	3
The school is helping my child become mature and responsible.	64	35	1	0	0
The school provides an interesting range of activities outside lessons.	57	34	5	0	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

The last inspection report only made judgements on the Foundation Stage, English, mathematics, science and information and communication technology.

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

68. The school provides good quality learning experiences for children. An improvement since the last report is evident in the provision for outside play. Before children enter the nursery class, the nursery teacher makes home visits. With meetings and visits to school, this provides an effective introduction and helps children to feel secure in their new surroundings. Parents are made to feel welcome in the classroom.
69. Most children enter the nursery with below average ability, particularly in their use of language. Good teaching, well supported by the nursery nurses and class assistants, helps the children to make good progress in the nursery and reception classes. There is also good support for children with special educational needs, which helps them to progress well. By the time they are five, most children reach the expected level in each area of learning. Speaking and listening skills, however, are still under-developed in many children. Children learning English as an additional language receive helpful individual support and make good progress. Staff are working together as a new team and they have good awareness of individual children's learning needs. Children's learning has improved recently with a wider variety of classroom and outside learning experiences. Children benefit particularly from the hard work staff have put into creating an attractive and stimulating outside play area where children learn as part of their daily routine.
70. The quality of teaching is good overall. Thorough planning and well-organised classroom and outdoor activities for each class are linked with the early learning goals for this age. A good balance of adult-supported and independent activities allows children to learn from example and to direct their own learning. Staff give clear instructions and demonstrations to help children understand what they are to do. Resources are well prepared to maintain children's interest and involvement. Good on-going observations by nursery assistants and teachers keep track of children's choices to ensure children develop a range of skills. This information is then used effectively to plan the next stage of learning. The nursery teacher is effective in maintaining children's interest and enthusiasm in their activities. While this is good in most lessons observed in reception it is not consistently the case in both of the reception classes. In one class there is not always enough direct encouragement to stimulate children's curiosity and extend their learning further. In both nursery and reception classes, teachers do not plan enough specific opportunities for children to talk at length to improve their speaking skills.

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

71. Most children achieve the standards expected for their age by the time they are five. Good teaching of specific routines mean that children know what to do and what is expected of them. This helps them to make good progress in developing self-confidence and independence. Children confidently select their own activities and concentrate well alone or beside one another during independent learning sessions. They share materials, take turns and help each other in a harmonious atmosphere. This reflects the courtesy and good example shown by adults to children. Snack time is organised to be a social occasion. Children sit in a circle and adults encourage them to talk quietly and to ask or thank each other politely as they pass the fruit basket around. They learn to recognise and appreciate each other's successes, for instance by watching children demonstrate good examples of work. In this way, teachers encourage children's sense of achievement and pride in their learning.

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

72. Children of average and above average ability reach the expected standards for their age. Children listen attentively and with enjoyment, but speaking skills for many are below average by the time they are five. Children are happy to speak to staff and visitors but their command of language is limited for their age. One group enjoys handling dry lentils and feeling a smooth corn flour mixture, but children have few words to describe the different textures. Nursery and reception staff join children in the garden centre or the fruit and vegetable shop areas to help them to extend their use of vocabulary and imagination. This encourages children to develop appropriate language. For example, reception children greet the assistant with a polite, 'Good morning' and a customer determinedly calls 'ring-ring', until the telephone is answered and a brief conversation ensues. Children are also encouraged to answer questions when in a whole class group. However, they do not have enough extended opportunities to explain thoughts and ideas. At present, these occasions are limited and not identified in lesson planning. Thorough teaching of letter sounds means that nearly all children recognise the sounds they make. This helps children to progress well with their reading and early writing skills. Nursery children experiment with pens and pencils and learn to write and recognise their names. Children in each class enjoy telling stories from pictures if they cannot read the words.
73. The current teaching of literacy in the reception class is effective in stimulating the learning of most children but it is often demanding for below average children. At the moment, these pupils do not experience a broad range of practical activities designed to extend their speaking skills.

### **Mathematical development**

74. Children make good progress because of effective teaching in each class. By the time they leave reception, children of average ability reach the standard expected. Teachers are good at including counting activities into daily nursery routines, such as counting the number of children present and singing the days of the week. Children become familiar with adding and taking away numbers in counting rhymes and songs. In a successful reception class lesson the teacher successfully used 'the little ladybird' book, together with a large 'ladybird' with detachable spots to help children to add, take away and learn about pairs of numbers making six. Children correctly match numbers to groups of objects on the computer. They learn to compare different sizes and quantities and capacity through practical experiences with objects and in water play. They describe and make patterns with coloured flat and three-dimensional shapes. Teachers incorporate learning opportunities well into children's daily independent play activities.

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

75. Children experience a suitable variety of practical activities to develop their understanding of their environment. During the inspection these were based around the story of 'The little seed' by Eric Carle, which helps children to make connections in their learning. Most children are close to the expected level by the time they are five. Teachers plan activities that help children to learn through their senses. They discover how things grow by planting their own seeds and recording growth in their 'bean diaries'. Children are creating a new garden by digging the soil and planting bedding plants. They understand that light and water are needed but one suggests that plants grow roots 'to help them stand up'. They listen to and compare different sounds. Teachers broaden children's experiences by taking them out on visits. These include a farm, where they taste goat's milk, a butterfly farm and an airport. Nursery children create their own ice experiments after a winter walk and picnic with their teddies. Children make good progress in their computer learning and concentrate well. They competently use the mouse to click and drag images correctly and can control the cursor accurately. No evidence was seen of children programming moveable toys

### **Physical development**

76. Children make good progress because teachers plan a varied range of suitable activities to help them to develop confidence in movement and in controlling equipment and materials. Most children reach the standards expected for their age. Nursery children enjoy raking, digging and squirting water into sand. They use diggers and tools to move and sort stones of contrasting sizes in the interesting and unusual stone garden. The outside play activities are well prepared and organised with a good selection of wheeled toys, construction kits and role-play areas. These activities are integrated into the daily timetable for each class. Children use space well in warm-up activities in the hall. Reception children roll, throw and dribble balls of various sizes with good control and coordination, led by the teacher's clear demonstrations. Children improve control of their smaller movements as they use a suitable variety of pens, brushes and scissors with increasing accuracy.

### **Creative development**

77. Standards are similar to those expected for this age for most of the children. Teachers plan suitable learning situations and carefully guide the children in use of materials and activities. However, some activities are a little over-directed for children to develop their own ideas and imagination. Painting, collage materials and textiles enable children to learn about texture and pattern and to create colourful pictures. They learn to print with vegetables and fruit. Children have produced a lively display by leaving a trail of footprints from their wellingtons dipped in paint. A group of boys used a construction kit to make imaginary cutting equipment and a 'laser sword'. They shared their ideas by actions and appropriate noises but little conversation. Children were interested to listen to the gentle sound of a 'rainmaker' instrument and suggested what might be inside. They were not, though, encouraged to experiment with making sounds themselves or to consider suitable sound words, such as 'swishing' or 'sighing'. Teaching does not always provide enough opportunities in play activities to help children develop and express their own ideas.

## **ENGLISH**

78. Results in Year 6 tests have risen since the last inspection. In 2002, test results were in line with the national average and above those achieved in similar schools. In the current Year 6, pupils' attainments are close to national expectations but there is a significant proportion of pupils with learning difficulties and test results are likely to be just below the targets set for them. While the progress of Year 6 pupils is sound, pupils' progress in other classes is good. The school has allocated a large amount of teaching time to literacy and improved planning ensures that tasks are effectively adapted to the different learning needs of pupils with different abilities.
79. Standards attained by pupils in Year 2 are average which indicates that they are making good progress. In 2002, test results were in line with the national average in writing but well below average in reading. Compared with similar schools, results were good in writing but below average in reading. The school has placed greater emphasis on raising reading skills and records show that current pupils are achieving standards in line with those expected and making good progress. More able pupils progress well and have mainly achieved the expected higher levels in tests.
80. In 2002, Year 6 test results were in line with the targets set but this year's results are likely to be just below the more ambitious targets set for 2003. While there have been variations in pupils' attainment according to gender, there is no significant difference evident among current pupils. Throughout the school, pupils with special educational needs make good progress and are well supported. Support for pupils with English as an additional language is well managed and provides pupils with individual help both in class and in short withdrawal sessions. Pupils quickly build on their understanding of relevant vocabulary and expressions. More able pupils work in sets with others of similar ability

and make good progress. In the 2002 tests, more able pupils made very good progress and achieved results well above those attained in similar schools.

81. Speaking and listening skills are below national expectations. There are some instances where pupils listen carefully and speak well as in a history lesson in Year 3 and in a Year 5 discussion of teenage pregnancy. Pupils use vocabulary well and develop their moral, social and spiritual awareness very sensitively. However, opportunities to develop speaking skills are not planned across the curriculum in a way which ensures that pupils regularly extend their confidence and ability to express themselves fluently. Pupils are not always secure in their understanding and use of technical vocabulary in mathematics and science which impedes their progress in these subjects.
82. Reading is given considerable emphasis and pupils have regular sessions of individual and group reading in all classes. Pupils' attainment is in line with the levels expected for their age. Younger pupils acquire a good command of letter sounds and break up unfamiliar words to read them. Records show that pupils make sound progress and develop an interest in a good range of fiction. However, pupils' knowledge and use of reference books were not as well developed. More able pupils in Year 2 knew the difference between fiction and non-fiction but others were not able to explain this clearly. Pupils visit the school and public libraries and from Years 3 to 6 pupils learn how to use an index and contents. However, there is a limited range of reference books in the school library and pupils' research skills are not well developed.
83. Writing skills by Year 2 and Year 6 have risen considerably over the last two years and are in line with those expected nationally. In Years 1 and 2, most pupils form their letters well and present their work in a neat and controlled manner. Year 2 pupils write for a wide variety of purposes. They use language well when they compose accurate instructions for cooking, recount a day of music making, describe events in history and review books which they have read. Pupils have a sound range of vocabulary and apply it in their descriptive writing on animals in 'Winter' and in poems about 'Contrary Mary'. Pupils have a good control of punctuation, such as full stops and more able pupils use speech marks well in their writing. As pupils move from Year 3 to Year 6, they maintain a good quality of presentation and spelling improves well. Pupils develop better control of punctuation and many write well, using complex sentences effectively by Years 5 and 6. Pupils follow guidelines on planning their stories and how to catch and hold a reader's interest with arresting openings and the use of unusual adjectives. By Year 6, pupils' skills are well developed through well-planned activities in literacy lessons and extended tasks designed to develop pupils' understanding of different styles of writing. In a very good Year 6 lesson on story writing, pupils worked with sustained application and enjoyment trying to create and describe characters who stayed in control of a situation. Year 6 pupils write well when they compose formal and informal letters, present balanced arguments for and against fox-hunting and write instructions on how to fly a kite. While Year 5 pupils study poetry in order to create their own, there was little evidence of poetry or drama writing in Year 6. Throughout the school, pupils have little opportunity to use information and communication technology to create stories, although they type up fair copies of their work for display.
84. The quality of teaching observed was good. Teachers use the National Literacy Strategy effectively to plan their lessons and share the learning objectives with pupils clearly. Although teachers usually manage final plenary sessions well, they do not always allow pupils enough time to reflect in order to make a considered judgement as to how they might improve their learning. Teachers organise their classes well and have very good relationships with pupils which creates a very positive atmosphere for learning. However, in several lessons observed, teachers tended to talk too much and did not allow pupils time to contribute sufficiently. The technique of encouraging pupils to discuss points with a partner prior to sharing their ideas with the class was observed in a few lessons but was not widespread. The setting of pupils by ability was effective and enabled teachers to

focus well on the learning of pupils of different abilities. Teachers challenged more able pupils with complex tasks and mature vocabulary in examining poetry and how to develop characters in their writing. Teachers and classroom assistants supported less able pupils by providing them with word banks and writing frames. Pupils learning English as an additional language were given a good level of help to ensure they understood instructions and new words. The way teachers mark pupils' work is good with clear indications of what has been well understood and areas which could be improved. Teachers set precise and measurable personal targets for pupils and refer to them both in marking work and in prompting them during lessons. The use of word-processing skills for composing written accounts and stories is limited. Pupils in Year 2 use their literacy skills to good effect when they write their own accounts of historical events. However, older pupils do not have enough opportunities to write in history, geography and religious education tasks, where their written work is often confined to notes and answers on worksheets.

85. English has been a major school focus over the last three years and standards have clearly risen well over that time. Senior management has been closely involved in overseeing standards and the quality of teaching. A team of three co-ordinators has assisted in this and they have developed their management skills through attending courses and sharing information with colleagues. However, their classroom commitments have allowed them little time to observe lessons and make a major contribution to monitoring planning and teaching methods. With the forthcoming changes in senior staff and the reallocation of time to other subjects, subject management is under review. Co-ordinators do not have time to ensure that pupils' knowledge of vocabulary and their writing skills are fully developed across other subjects. The range of reading books in classrooms and the library is satisfactory but library reference books are limited and in some cases outdated.

## **MATHEMATICS**

86. Although test results in the last three years have been well below the national average, current pupils are attaining standards close to national expectations. There have been many changes in teaching staff in the last two years and the quality of teaching is now good. Lessons are well organised and teachers have improved pupils' attitudes to learning with the result that current pupils are making better progress. Most Year 6 pupils are attaining levels in line with those expected and nearly one pupil in five is achieving above this. There are a significant number whose attainment is still below national expectations but many of these have learning problems and their progress is sound. The levels attained by pupils in other years are in line with national expectations and their progress is often good. In Year 2, pupils achieve levels which are in line with those expected for their age and make good progress from below average levels on entry to the school.
87. Pupils in Years 2 and 6 are attaining levels slightly better than those reported at the last inspection. Teachers make good use of the National Numeracy Strategy as well as a recently acquired commercial scheme. They use both of these well to ensure that all required aspects of the subject are covered. Pupils make good progress in developing their skills and knowledge, particularly in Years 3 and 4, where progress is often very good. In the past three years, girls' results in Year 2 tests have been better than boys. Teachers now pay closer attention to promoting boys' confidence in the subject with the result that they perform at a similar level to boys nationally.
88. Teaching in all years is organised so that pupils of similar ability are taught in sets. This has promoted the attainment of more able pupils by providing them with a high level of challenge. This ensures that they make good progress. Pupils with special educational needs make good progress and achieve well in relation to their ability. In Years 5 and 6, less able pupils work together in a small group and benefit from intensive support.

Progress made by pupils learning English as an additional language is good because teachers ensure that they understand mathematical problems and concepts by providing practical and visual support and simple, clear explanations. Groups and individuals benefit from good support offered by teaching and learning support staff. This enables all pupils to be fully included in all learning activities and to understand what they are expected to do.

89. Pupils in Year 2 have sound number knowledge and understanding. They count up to 100 confidently and use their improving mental skills to add and subtract numbers up to 20. The more able Year 2 pupils use their addition and subtraction knowledge to work out practical problems successfully, for instance, when adding sums of money before calculating change from £1 or £2. They are then challenged to give change using 'the least number of coins possible', promoting thinking skills and a problem-solving approach. All Year 2 pupils show a good understanding of the value of each digit in a two-digit number. Many use this knowledge to work out more complex calculations. Most have a good knowledge of different measures which they use successfully to work out problems of time, money and weight. Less-able pupils count correctly and understand how to use support materials, such as number lines or the 100 square to help them with their mathematics. They count on, for example when they add 24 and 5.
90. As they progress through the school, pupils extend their number skills effectively. In Year 3, pupils show secure multiplication knowledge, for example when counting in fives or multiplying by two. Year 4 pupils use their knowledge of multiples of 10 to work out problems, such as '90 x 4'. They use a chart to draw a bar graph and answer questions about the data they have used, achieving good standards. Pupils in Year 3 achieve well when they use a computer program to draw bar charts to show the results of a class survey. Information and communications technology is, however, under-used in mathematics throughout the school, particularly in the context of data-handling.
91. Older pupils continue to make good progress with the development of number skills. They use a number of different strategies to work out more difficult multiplication and division problems. Some are challenged to apply their knowledge to solve investigations, for example to break a code. Year 6 pupils' knowledge of shape and space is sound. They have a secure understanding of angles and co-ordinates and draw two-dimensional shapes on a grid. Year 5 pupils achieve well when they learn how to measure a perimeter using a prepared grid, the less able developing their mathematical vocabulary with the help of a learning support assistant. Pupils in Years 5 and 6 are encouraged to explain the ways they work out a problem, and many do so readily. They discuss strategies enthusiastically in pairs and groups, reinforcing learning for pupils who use English as an additional language as they hear and use new vocabulary in a meaningful context. Many Year 6 pupils have a satisfactory awareness of when the use of a calculator is appropriate and when it is better to use known number facts and multiplication tables. However, pupils do not consistently show how they have used their knowledge to solve written problems. Often, they record their answers without showing how they have worked them out. The use and application of mathematical skills are not well developed in other curriculum areas. In geography and science, pupils have limited opportunities to use their number skills to analyse data and present their results using graphs and charts. Little use is made of information and communication technology to extend their learning.
92. Throughout the school, teachers ensure that pupils understand effective methods for working out calculations and pupils work methodically and successfully. However, some pupils do not find it easy to solve mathematical problems, because of their poor literacy skills. One older pupil misread a problem and subsequently completed a lengthy but inappropriate calculation as a result.

93. Assessment of mathematical development is carried out with a test at the end of each unit of work throughout the school. Teachers carefully record pupils' achievements and progress and track the development of their mathematical skills. Analysis of the errors made in the national tests at the end of Year 6 indicates areas of weakness. However the analysis of pupils' mistakes and misconceptions is not carried out in the younger classes, so teachers do not always adjust their teaching to focus on aspects that need more work. This means that some pupils do not make as much progress as they could.
94. The quality of teaching is good overall. In one very effective lesson, lower ability pupils were taught how to weigh using standard measures, how to estimate and compare weights and how to record their findings. The teacher's very good preparation and high level of enthusiasm and subject knowledge meant that the lesson flowed from one section to another maintaining a good pace throughout. This led to a high level learning experience for all pupils, who were motivated to work hard and thus progressed well. In a good Year 6 lesson with more able pupils, the teacher adopted a problem-solving approach to some complex work on factorising and prime numbers, which engaged the pupils' interest and promoted positive learning, and for the most able, a fascination with the way numbers work. Teachers' planning is detailed and thorough, and teachers make good provision for pupils of all abilities. The grouping of pupils by ability across year groups makes a positive contribution to their learning as it enables teachers to match pace, explanations and complexity of work to the pupils' needs. Teachers share the objective of the lesson with the class, which gives a clear focus to pupils' learning as it ensures that they know what they are trying to achieve. In the best lessons the plenary session re-visits the objective so that pupils can evaluate their own progress towards the target.
95. The two co-ordinators are effective in their role, and work together successfully. They are aware of the need to develop the subject further by monitoring teaching and analysing work in books. Plans are in place for this to take place in the near future. One of the co-ordinators has attended additional training on assessment, and recognises the need for further development in the use of assessment to guide teaching. Resources for teaching are satisfactory apart from not having suitable computer programs to support the teaching of some aspects of mathematics, particularly data handling.

## SCIENCE

96. By the end of Year 2 and Year 6, standards are in line with national expectations and have improved significantly since the last inspection. A far greater emphasis on investigational activities in lessons has raised pupils' knowledge and understanding considerably over the last year. Year 6 test results in 2002 were in line with national standards and above those attained in similar schools, with more able pupils achieving particularly good results. The 2002 teacher assessments of Year 2 pupils show that standards were above those in similar schools. Current pupils are achieving levels in line with those expected for their age and make good progress. Teaching is stimulating and develops pupils' knowledge through well planned opportunities to undertake first hand investigations. There is well organised support for pupils with special educational needs who progress well. Pupils who are learning English as an additional language make good progress and benefit from individual support to explain words and ensure they have understood instructions. Teachers challenge more able pupils who progress well. Teachers give them extra areas to explore as well as developing their thinking with careful questions.
97. By Year 2, current pupils are making good progress and the challenge for more able pupils has been improved. In Year 1, pupils learn about the characteristics of sound. They have a clear understanding that they hear through their ears and they are good at investigating how they detect the direction of sounds. Attitudes to learning are good. Pupils are beginning to understand fair testing but are not able to make meaningful predictions. Year 2 pupils demonstrate a good level of knowledge when they identify similarities and

differences between themselves and the differences between plants and animals. They know that plants grow from seeds and need water and soil to grow. They discuss the fact that animals can move and that plants cannot. More able pupils know that plants need light and describe accurately how they conducted investigations to discover this. They put forward the idea that plants turn in response to sunlight. Most pupils have a sound knowledge of the differences between solids and liquids and give examples of how heat changes things, for example cake mixture into something 'crispy and hard' and chocolate into 'a runny liquid'. They understand that some changes are reversible but argue that, although chocolate goes solid, it 'doesn't go back the same shape'. They draw and label simple diagrams well, such as the life cycle of a butterfly and record information in prepared tables. More able pupils make good use of their literacy skills when writing about experiments and sequencing their methods.

98. With support, Year 3 pupils plan fair tests to find out how much water plants need to grow and, in Year 4, pupils investigate the effect of air resistance on parachutes of different sizes. They achieve good standards when they identify factors that they will change and predict outcomes. They know and understand the effects of gravity and that forces work against each other. Pupils in Year 5 explain clearly why condensation and evaporation occur and how they can be speeded up. Year 6 pupils have a satisfactory understanding of how shadows are formed and investigate how they change over time. They know the difference between solids, liquids and gases and that liquids take the shape of containers. Most have a sound command of technical expressions, using the term 'molecule' correctly when explaining changes. Pupils have a satisfactory knowledge of common solutions, such as salt water, and things that dissolve, for example aspirin and sugar. Some less able pupils are very keen to give explanations but confuse dissolving with evaporation when they say 'Solids go into the air when they dissolve'. They understand food chains and accurately use the terms 'predator', 'prey', and 'provider' in discussions. More able pupils speak knowledgeably about investigations on reversible changes and justify their reasons for changing variables. Pupils record the results of their investigations in charts and diagrams and draw simple conclusions but they rarely use computers to record or present data. They have no experience of using sensing equipment when measuring light, temperature or sound.
99. Teaching is good and stimulates pupils learning well. Teachers have good subject knowledge and plan interesting, relevant activities that stimulate active learning. They give pupils many well chosen first-hand experiences which effectively develop their understanding of phenomena like hearing and air resistance. Year 1 pupils are blindfolded and have to detect the directions of sounds. Year 4 pupils experience the effects of wind resistance when they run holding large card. Teachers take time to give good explanations in order to address misconceptions and ensure that pupils use precise scientific vocabulary. Classroom assistants give good support and are well briefed on the lesson objectives. Teachers use demonstrations effectively and often draw on real life experiences to illustrate key concepts. In a Year 5 lesson, the teacher showed chilled drink cans to illustrate the formation of condensation. Pupils responded enthusiastically and readily suggested explanations. Well planned, open-ended questions encourage pupils to build on previous knowledge and extend their understanding. Teachers challenge pupils to think for themselves asking pupils in Year 1, 'How do you think you hear?' They provide secure frameworks within which they expect pupils to solve problems and plan their own investigations. When investigating condensation, pupils were given a limited list of apparatus that they could use and a specific question to answer and then challenged to think how they might use the objects. Those who found it difficult to make suggestions were given clues, 'The ice is not going to be in the beaker'. More able pupils were challenged to estimate the amount of condensation that might be collected and measured. Pupils are expected to plan and carry out investigations collaboratively but sometimes find it difficult to organise themselves independently when teachers' instructions are lengthy or groups are too large. Where group work is more successful,

pupils have well defined roles to perform. At the end of lessons, teachers ask pupils to compare information but do not always give them the time to articulate clearly what they have found out.

100. The two co-ordinators are enthusiastic and knowledgeable but are still in the early stages of developing their role. They have worked together to identify strengths and areas for development and have a clear vision for improvement. A new scheme of work has been introduced but they have not formally monitored its impact. They have prioritised the changes they would like to make and have ambitious plans to develop the whole school environment as a science resource and to produce materials to support the use of it. Their action plan lacks detail but lists activities that they will undertake in order to embed the new scheme, fully implement a new planning system and support the teaching of investigative work. They also plan to introduce simple, formative assessment and recording systems to track pupils' progress.

## **ART AND DESIGN**

101. Standards are good and at a higher standard than that seen in most schools. These good standards have been achieved through the development of a detailed scheme of work and the regular inclusion of art and design activities in other subjects, such as history and geography. Art and design also features in all design and technology projects, ensuring that skills are regularly practised and developed. Special educational needs pupils progress well and enjoy the subject. Pupils learning English as an additional language make good progress and benefit from much individual support from teachers.
102. Teaching covers all the required elements including study of the work of established artists. Well-produced and carefully mounted displays of pupils' artwork enhance the environment of the school. In all classes, pupils produce individual work and pieces on which several pupils or groups have worked co-operatively. This co-operative work enhances the provision for social development. Examples of art from other countries and cultures features only very occasionally in the work seen.
103. Pupils make good progress. They use a range of materials to good effect, including paint, pastels, collage and papier-mâché. From Years 1-6, pupils record and develop ideas from direct observation. Teachers' planning ensures that tasks become increasingly demanding as pupils become more mature, but systematic monitoring of the acquisition of skills is not well developed. In some classes, pupils keep a sketchbook, but its use is inconsistent so it does not show the progressive development of pupils' skills.
104. The teaching of art and design is good. Teachers use questioning and demonstration very effectively to help pupils to improve their work. In a very good Year 3, lesson the teacher produced a picture she had made herself to illustrate how colour and shading could be used to good effect in a 'Mother and Child' composition. Good use of images and examples ensures that pupils who use English as an additional language receive good support and understand what they are to do. Discussion in groups and pairs, and evaluation of each other's work offers opportunities to all pupils to develop and practise subject specific vocabulary such as 'blending', 'texture' and 'skin-tone'.
105. Pupils learn how to mix colour and achieve a variety of shades and tones. They learn how to select the best equipment and materials for the task because from an early stage they are guided and encouraged to make choices. By the time they are in Year 6, pupils evaluate the appropriateness of different equipment for different tasks. One pupil remarked as he tried out a variety of brushes to paint his Ancient Egyptian name plaque. 'This one's too fine and this one's too soft. I need one with a blunt edge.' They work in three dimensions with fabric, modelling materials and paper, for instance in Year 5, creating masks and animal models to support their topic on rainforests. In Year 6, they

study the artist Pablo Picasso and produce portraits in his cubist style. This work demonstrates a mature eye for detail and interesting composition. There is some evidence of the development of computer-generated art but this is limited. In Year 2, they produce patterns and in Year 5, computer-generated pictures of cats. Pupils of all abilities including those with special educational needs achieve well in relation to their ability in art lessons. They behave very well and treat resources with care. Pupils develop their skills of evaluation effectively when considering their own and others' work in lessons.

106. The newly appointed co-ordinator is knowledgeable and keen to develop the subject further. She recognises the need to organise a consistent policy for assessment of pupils' progress and the importance of ensuring that pupils develop skills systematically. Clear plans are in place to review the scheme of work to ensure that this is the case. Resources are satisfactory, but programs for using information and communications technology are limited.

## **DESIGN AND TECHNOLOGY**

107. By Years 2 and 6, pupils' attainments are at the expected levels for their age. Pupils carry out 'design and make' projects throughout the school and they have a satisfactory range of experiences in all the areas of the subject. There is a range of examples, such as wheeled vehicles and carnival masks displayed in the school. Photographs of pupils engaged in construction activities and examples of the finished items show processes and products. All pupils make sound progress including the more able, pupils with special educational needs and those learning English as an additional language.
108. Pupils in Year 1 design and make carrier bags for the specific purpose of wrapping a gift. They work hard to ensure the handles are sufficiently strong, and make adjustments where necessary. They decorate them suitably using sequins, cut out paper shapes and foil. Pupils in Year 2 construct a simple wheeled vehicle, and they show sound skills in cutting and fixing. Pupils plan their designs with care by producing labelled drawings of what they want to make. They make note of what they will need to make their models. Pupils indicate what they do and do not like about their finished work both orally and in some cases in writing.
109. Pupils develop their designing and making skills soundly as they move through the older classes. In Year 3, pupils make greetings cards with movable parts and design a pizza topping. In a good Year 4 lesson, pupils had undertaken a homework task to collect a range of pictures of chairs in order to look at varieties of chairs and their construction. They then went on to achieve good levels in designing a 'throne' for themselves and produced a range of imaginative ideas. One pupil decided, 'I want mine to be comfy, so I'm going to make it like a water-bed – a water-chair!' The teacher then asked her how she would ensure that it would not puncture, prompting further thought about what materials to use. Pupils achieve soundly when they undertake projects using a range of materials including food, resistant materials, textiles and commercially produced construction kits.
110. The quality of teaching overall is satisfactory. Teachers understand the design process and plan an interesting range of activities. They base their lessons on recent national guidelines and this ensures that the requirements of the National Curriculum are met. Teachers manage pupils very well and consequently their behaviour is very good. Pupils treat equipment and resources correctly and with care. Teachers take care to ensure that all pupils, including those who use English as an additional language, participate fully in lessons. Learning support assistants work effectively with those who need additional support with practical tasks. The use of information and communications technology to support work is under-developed. Opportunities for pupils to apply their numeracy skills

are satisfactory but written evaluations are often brief and pupils do not use their literacy skills sufficiently.

111. Management of the subject is underdeveloped. The recently appointed co-ordinator has no time allowance in which to monitor planning or teaching. There is no formal assessment or recording of skills. Plans are in place to evaluate the work that is going on and to revise the scheme of work to ensure progression of skills.

## **GEOGRAPHY**

112. Pupils' standards are similar to the national average in Year 2 and pupils make satisfactory progress. By the end of Year 6, pupils' standards are below average. The evidence from the inspection is that pupils make satisfactory progress in developing enquiry skills but do not have enough experience of using and making maps and plans. The time allocated to the subject allows all aspects to be covered but not in sufficient depth for older pupils. Consequently, pupils have a superficial understanding about places and people studied and an under-developed geographical vocabulary. Pupils do not make enough progress from year to year.
113. In Years 1 and 2, pupils learn satisfactorily. They compare different locations carefully and make sound judgements based on evidence about places. Pupils learn to follow and record a route and observe different features around the local area. They achieve satisfactory levels when they contrast their surroundings with an imaginary Scottish island. Pupils begin to distinguish between human and physical features and label them on a map. They have a sound understanding of the effects of weather and record their own weather observations on a bar graph. Pupils are encouraged to express their views on different areas, sometimes by writing a letter to a friend. However, printed worksheets are often undemanding, particularly for more able pupils. This means that they do not make as much progress as they might. However, suitably different tasks are provided for pupils with less developed reading skills.
114. Pupils in Year 3 achieve a satisfactory standard when they compare similarities and differences between St. Lucia and England. They know how people's jobs may be related to climate or land use and how weather is linked with tourism. Year 4 pupils make sound progress as they learn to interpret map symbols and to mark symbols on an imaginary map. Besides completing worksheets, pupils have a satisfactory number of opportunities to reinforce their literacy skills in writing their own ideas and opinions. This is not the case in work seen from Year 5 pupils, most of which is recorded on worksheets. Lesson plans, however, include interesting tasks investigating the destruction of the rainforest. Work seen in Year 6 does not show the progress that would be expected. Whereas pupils' folders about mountain environments are attractively presented, they are scrapbooks rather than investigations and do not show a development of geographical skills.
115. While the teaching observed was satisfactory there is not enough time allocated to ensure that pupils cover all aspects of the subject in sufficient depth. Pupils' mapping skills are insufficiently developed and their work is not presented in a variety of ways. In particular, there is little evidence of using numeracy or computer skills. Teachers' marking consists of general praise or merely ticks and does not show pupils how they could improve their work. Teachers arrange suitable visits to enrich pupils' learning and to enable them to study contrasting areas. The subject makes a positive contribution to pupils' personal development in its focus on people and an understanding of how they live. Teachers adapt tasks for pupils with special educational needs and they make sound progress. Support for pupils learning English as an additional language is satisfactory and provides them with guidance on the meaning of technical expressions.

116. Management of the subject is satisfactory but influence on the subject's development is informal. The co-ordinator does not have a clear overview of how the subject is taught because she has no time for monitoring pupils' learning. Consequently, themes are taught in isolation and skills and vocabulary are not satisfactorily built on from year to year. Assessment of pupils' understanding is not used to plan the next stage of their learning. Resources are adequate but the school is aware of the need to renew the supply of atlases.

## HISTORY

117. By Years 2 and 6, pupils attain levels in line with those expected and their progress is sound. In the majority of lessons observed, the quality of teaching was good. However, there is not enough time allocated to the subject, especially in Year 6, which limits pupils' opportunities for research and acquiring a secure insight into interpreting the reliability of different sources of information. Pupils with special educational needs, and those learning English as an additional language are well supported and progress satisfactorily.
118. In Year 1, pupils develop a satisfactory appreciation of 'then' and 'now' by studying life in their grandparents' time and how homes have changed since then. By Year 2, pupils have a good understanding of chronology by looking at events and people in the seventeenth and nineteenth centuries. They have compared differences between their school days and school life in Victorian England by visiting a living museum. They understand how they can obtain information by looking at buildings and paintings as well as from reading extracts from Samuel Pepys' diary. They appreciate how events, such as the 'Fire of London' happened and why people pulled down buildings and buried cheese in their gardens.
119. Pupils in Year 3 develop a very good insight into conditions in war time Coventry and the experiences of evacuees. They listen to tapes, obtain information from computer based resources and examine artefacts. From a study of this material, they draw up a good range of questions to put to a visitor who had lived through the war. The visitor gave intensely personal descriptions and sensitively avoided possibly frightening detail. Pupils listened intently and reflectively to her answers and extended their understanding of the period with many supplementary enquiries. They wanted to know how sandbags were used and how they avoided the risks of shattered glass. One pupil asked, 'Were the soldiers friendly?' to which the visitor replied, 'Oh yes, they were our brothers and fathers!' Year 4 pupils study different methods of house building over the years and learn well when they study how to use wattle and daub. Year 6 pupils study the beliefs and mythology of the Ancient Greeks and Egyptians but they do not have a deep understanding of how these shaped the lives of the peoples studied. Although the use of video and pictures helps to develop pupils' understanding, topics are covered at a relatively superficial level. Worksheets and samples of unexciting text do not help pupils to develop an insight into the characteristics of the periods. Pupils know that information can be drawn from a variety of sources but do not have access to a wide enough range to compare and evaluate their reliability.
120. Teaching is good overall but there is not enough time allocated to the subject to ensure pupils develop the depth of knowledge expected by Year 6. Teachers have a good subject knowledge and visits and visitors are often well used to stimulate pupils' learning and understanding. Planning is clear and teachers share lesson objectives with pupils referring to them at the end of lessons to check on pupils' progress. There are examples of good and very good teaching as pupils use original source material and develop their writing skills in describing the 'Fire of London'. The research and discussion of life in World War II was a first class stimulus to pupils' reading, speaking and listening skills. However, overall, there are not enough opportunities for pupils to regularly develop literacy skills in all classes. This is particularly true where the time allocated to the subject is

limited. There is occasional use of information and communication technology for research but few examples of pupils using computers to record their findings. Systems for assessing pupils' progress have been introduced and place a proper emphasis on how skills are being developed. However, teachers do not use this information critically enough to measure the effectiveness of their teaching and plan future lessons. Through the emphasis on the teaching of literacy, there has been little time allocated to developing the subject. The co-ordinator has maintained a satisfactory caretaking role to ensure that pupils' attainments are in line with expectations. However, the subject has not been the focus of active development to stimulate the learning of older pupils and to ensure that literacy skills and information and communication technology are fully linked into teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Standards are below those expected at both Years 2 and 6. Attainment was unsatisfactory at the last inspection and remains so, although significant changes have taken place to improve teaching. Staff have had professional training and the number and quality of computers have been greatly improved. Nonetheless, pupils do not experience the full range of the statutory curriculum, and too few opportunities are provided to enable pupils to apply and develop their skills in other subjects. While some more able pupils progress well, most pupils do not make sufficient progress in applying all that they learn. Pupils with special educational needs progress at the same rate as other pupils but they also lack opportunities to apply their learning. Pupils learning English as an additional language are helped to understand technical terms and their progress is sound.
122. Year 1 pupils achieve sound standards when they learn about icons and explore their use when accessing simple books on the screen. In Year 2, pupils use the mouse and control icons when word-processing but their skills are not well developed. They change the size and type of fonts and use computers for basic secretarial tasks. Pupils work slowly and hesitantly on the keyboard because of their limited experiences in using the computer as a writing tool. Planned activities in Years 1 and 2 do not include using the computer for labelling and classifying objects, or planning instructions to make things happen and therefore do not meet statutory requirements. By Year 2, pupils know about the Internet and that computers respond to signals. Most pupils find it difficult to give examples of how computers are used in every day life other than 'to draw pictures or play games'. Some pupils are disadvantaged because they do not have access to computers at home. Pupils with computers at home know that the Internet can be used for shopping, and describe how parents have used it 'When they wanted to buy a new house and a car'.
123. Pupils attain satisfactory standards in the tasks teachers design to help them learn. For example, pupils in Years 3-6 practise their basic skills when completing specific tasks on the computer. Year 3 pupils create simple sound patterns using prepared materials and Year 4 pupils create repeating patterns from stamps that they have designed. Pupils know and can explain that computers are used to design patterns for 'wallpaper and for curtains and things like that' but activities are not extended so that they use their skills for specific purposes or audiences. In Year 5, pupils successfully interrogate a database and use search methods with confidence. They use a range of associated technical vocabulary, such as 'field', and they work in pairs to answer challenging questions following straightforward lines of enquiry. Attainment is sound in this work and also where Year 6 pupils use the short cut functions of spreadsheets to create mathematical tables quickly. Long-term plans however do not provide for control technology and do not meet statutory requirements. In Year 6, plans only identify spreadsheet modelling and the use of the Internet. Year 6 pupils cannot explain how computers might be used to measure and record heat or light and do not have the opportunity to use sensing equipment. They talk enthusiastically about their use of the Internet to research topics, such as 'The Rainforest' and consider the method to be 'better than books'. They know that computers are 'really

useful for things like making cards' and have used the digital camera to make their own passports but not to record class visits or to illustrate their work.

124. In computer lessons, teaching was mainly good but there are not enough opportunities for pupils to use information and communication technology in other lessons. Teachers do not identify where pupils can use computers in all subjects and do not have access to a range of software to allow pupils to extend and apply their skills and understanding. Expectations of what pupils can do independently are often too low and they are not given the opportunity to increase their understanding of the wider use of computers through discussion or practice. When giving instructions, teachers identify clear learning objectives which they share with pupils. Pupils in Years 5 and 6 make very good progress when learning about databases and spreadsheets because teachers structure lessons so that pupils make small but clearly focused steps in their learning. Teachers identify individual pupils' misconceptions quickly and make good use of them to increase all pupils' understanding. Teaching and learning are well supported by a very able technician and good use is made of classroom assistants. They support and encourage pupils with English as a second language by reinforcing and explaining terminology, such as 'icon' and 'sample'. Pupils with special needs use adapted materials and have access to appropriately modified keyboards. The pace of lessons is usually good but some pupils spend too long listening to instructions away from the computers and remain inactive for long periods.
125. The present co-ordinator has worked successfully to increase the range and quality of hardware and has extended teachers' skills. He has enthusiastically supported colleagues all of whom have completed training and he encourages skilful teachers to work alongside less confident teachers. The planning of teaching has weaknesses and does not always reflect the agreed long-term plans. They are not in a common format and do not indicate the resources to be used. The co-ordinator has not monitored the implementation of the planning and this has resulted in some duplication of work for example in work on spreadsheets. Good use is made of the Internet for research but in both literacy and numeracy lessons insufficient use is made of computers as a tool for learning and developing pupils' skills.

## **MUSIC**

126. Standards are below those expected in Years 2 and 6 but in the lessons seen pupils made satisfactory and sometimes good progress. However, until recently pupils' experiences have been limited and too little time is allocated to the subject. Consequently, by Year 6, pupils have gaps in their skills and knowledge and singing, for example, is not a natural activity for pupils. Pupils with special educational needs progress satisfactorily as a result of close attention and support from teachers and class room assistants. Pupils learning English as an additional language make sound progress and take part fully in class activities.
127. Year 1 and 2, pupils sing with enjoyment, because teachers communicate well the feelings of pleasure and satisfaction that the activity can generate. Pupils keep in time with a recorded accompaniment and when unaccompanied. They try hard to match the shape of the melody, but do not always notice the pitch changes and adapt their voices. In lessons, teachers focus on improving pupils' accuracy in communicating the words of songs rhythmically and clearly, but do not give enough attention to the development of singing techniques and aural skills. Pupils' rhythmic skills are better than their singing skills. They respond to music physically through action songs and demonstrate a satisfactory sense of rhythm as they clap and tap out the beat and simple patterns to accompany songs.
128. The weakness in pupils' singing skills has affected standards overall. The music co-ordinator has introduced weekly singing practices for Years 1 to 3, and for pupils in Years

4 to 6 in order to improve standards. Pupils in Year 6 are very enthusiastic and greatly enjoy the sessions. They sing confidently but need a great deal of help in matching their voices to the melody. A significant proportion of pupils have difficulty in finding the correct starting note and are often unaware that what they are singing does not match the melody. However, they make good progress in the singing session because the teaching is good. Teachers are aware that pupils' aural skills need to be developed. Pupils are given opportunities to make up their own music but they operate at a very low level of skills. In a Year 6 lesson, pupils created a short melodic pattern, based on a given rhythm and a set of three pitches, to accompany a song. However, they did not understand how to go about performing this accurately in time with the song. Consequently, they encountered many difficulties and their performance was unsuccessful. Pupils' knowledge of instruments and composers is also below expectations. Many are unable to name the instruments they play or fully understand the techniques of playing these, for instance, how to use two beaters.

129. The quality of teaching in the lessons seen was satisfactory overall, although variable, and ranged from very good to unsatisfactory. In the very good lesson, the teachers' good knowledge of the subject helped pupils to make rapid progress in their ability to sing a two-part round, and to develop a response to music from different times and styles. All lessons had a clear focus and pupils were motivated by the enjoyable choice of repertoire. Where teaching was less successful, teachers did not have secure enough subject knowledge to help pupils to improve.
130. The co-ordinator and her deputy have worked hard to raise the profile of the subject and provide pupils with opportunities to develop their skills beyond the classroom. For example there is a school choir, three recorder groups and the steel pans club. There are opportunities for pupils to learn the guitar and the violin. Pupils in Year 2 and Year 6 take part in the 'Morning of Music' organised by the local education authority. This gives pupils an opportunity to take part in activities with children from other schools and contributes to their personal development. The co-ordinators have a good understanding of how the subject should be developed and have a satisfactory action plan in place.

## **PHYSICAL EDUCATION**

131. Pupils attained the standards expected for their age in the small number of lessons seen. Year 2 pupils' attainment in dance is in line with that expected and Year 6 pupils attain the expected levels in games and athletics. In swimming, however, a significant minority do not achieve the expected level of competency. There is good support for pupils with special educational needs which ensures they progress well. Pupils learning English as an additional language progress satisfactorily and teachers ensure that all pupils take part fully in lessons.
132. Year 2 pupils develop a satisfactory range of movements in order to carry out the dance tasks set by their teacher. They move around the hall in different directions and at different speeds. They respond well to instructions and successfully change their body shape and movements in response to a given theme or character. They link the different movements together effectively to produce a dance sequence to match the different episodes in the music and move expressively. For example, pupils are good at creating the posture and facial expressions of the mayor from the story of the 'Pied Piper of Hamelin'.
133. The school has well developed links with the local sports and activity centre and Year 6 are often taught by specialists. Pupils make good improvements in their ball skills and have developed their confidence and skills well. They co-operate willingly with each other, are well organised, and understand ideas of team tactics and team spirit. In lessons observed, pupils made good progress in learning and practising techniques of throwing,

catching and goal shooting related to basketball, cricket, hockey and football. The provision for Year 6 is enhanced by the residential visits where they learn orienteering skills and take part in an interesting range of outdoor activities, including hill walking, abseiling and canoeing. Swimming lessons, at the local pool, take place when pupils are in Year 4. Many pupils have no previous experience of swimming and greatly lack confidence at the start. Although they progress well and gain in confidence, several do not manage to swim the required distance and they have no further opportunities for further practice in Years 5 and 6.

134. In three out of the four lessons observed, teaching was led by knowledgeable and skilful specialists and the quality of teaching was very good. Overall teaching is good and promotes pupils' progress well. Lessons are well organised and usually start with a good, energetic warm-up session and a demonstration. Teachers ensure that there are good opportunities for pupils to develop their skills individually and in teams. Teachers intervene well to demonstrate and explain teaching points to individual pupils to help them improve. In the Year 2 dance lesson, pupils were given good guidance to help them tell a story through their posture, movement and facial expressions. Links to previous lessons were well established and encouraged pupils to build on the skills which they had acquired. Teachers evaluate pupils' performance carefully and give them good advice on how to improve their achievements. However, pupils were not involved in observing and evaluating their own or each other's performance, so they could identify for themselves what worked well. Teaching in Year 5, taught by a specialist coach, focused on the skills to play a game of basketball. Pupils are taught the importance of throwing the ball accurately and how to position themselves in order to shoot a basket. They greatly enjoy the activities and work hard. Teachers are quick to notice and give advice to pupils who experience difficulty. Pupils listen very carefully, respond positively to the suggestions, and make good progress. In all lessons, classes are managed very well and pupils are highly motivated.
135. The subject co-ordinator is new to the role, but has made a good start. She has identified areas to be developed and is already taking action. Resources are insufficient for gymnastics. However, the links with the local sports centre contribute to meeting this deficiency for Year 6 pupils. Pupils take part in netball and football clubs and participate in local competitions. Although there are no formal assessment procedures, pupils' achievements in and out of school are celebrated which has a positive impact on pupils' attitudes to the subject.

## **RELIGIOUS EDUCATION**

136. By Year 2, pupils' attainment meets the expectations of the locally agreed syllabus. However, the attainment of Year 6 pupils falls below the expected standards. Pupils have gaps in their knowledge and do not have sufficient understanding of some religions which they have studied. This has arisen because, in previous years, teachers did not pay enough attention to the locally agreed syllabus and coverage of some topics is superficial. In addition, pupils do not have enough time to record their work and consequently opportunities for pupils to use and develop their literacy skills are missed.
137. Pupils in Year 2 know they read the Bible to learn about Jesus. They understand that stories in the Old Testament and the stories that Jesus told contain important messages about the how people should live their lives and the power of faith. For example, through the story of the Good Samaritan, they develop an understanding of being kind and caring for others regardless of race or religion. The story of 'Noah's Ark' helps them to realise the significance of keeping a promise. Pupils gain an insight into the celebrations and festivals of different religions. They learn about Diwali and know that the teachings of Guru Nanak provide the foundations for Sikhism.

138. Pupils of all ages care for and about one another. They respect the beliefs of others, effectively promoted through the study of other world religions besides Christianity. Pupils in Years 3 –6 are now making satisfactory progress due to the recent improvements to planning. Pupils in Year 6 are developing a sound knowledge of important events in the Christian calendar. They talk about the events leading up to Easter and express their own opinions about them. When explaining Judas' betrayal and Peter's denial, they reflect sensitively on the nature of friendship and attain a good level of understanding. Their knowledge of world religions is not so well developed. They have some understanding of the origins of Buddhism from the story of Prince Siddattha, but have difficulty in articulating their ideas clearly, because they do not easily recall names and terminology. Their knowledge of Sikhism is superficial. They use the Internet and books to find out about the ten Gurus, but have limited understanding of the reason the title of Guru was bestowed on them. They do not make links between or compare the different beliefs due to gaps in their knowledge and understanding.
139. The evidence from inspection is that the overall quality of teaching is satisfactory. However, the amount of time allocated to the subject does not allow older pupils to develop an insight into all aspects of the subject and their learning is not satisfactory. The school places good emphasis on pupils' understanding of different religions as well as Christianity. However, some teachers are not secure in their knowledge of the different religions. In a lesson discussing celebrations, a pupil who has attended a wedding in India described the patterns that decorate the bride's hands and feet. The teacher was unable to help out with the terminology or add to the pupil's information to extend learning. Where lessons are good, the teacher relates religious themes to the pupils' lives and world issues and encourages pupils to talk freely about their ideas and feelings. Relationships between pupils and teachers are good and pupils respond well to questions and suggestions, and opportunities for reflection. Teachers' marking is not as effective as it could be, because it does not tell pupils where or how they can improve their work.
140. Management and leadership of the subject are, at present, undertaken by a temporary co-ordinator, who has identified priorities for improving the subject. Action is being taken, including researching resources to ensure that there are sufficient quality books and artefacts to support teaching and learning of the different religions. Assessment procedures are underdeveloped at present but the school has developed a new approach, which is ready for implementation. There is no monitoring of teaching and learning in order to identify what is and is not working, and so bring about improvements to progress and standards.