

# INSPECTION REPORT

## **MOUNTFIELD PRIMARY SCHOOL**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108474

Head teacher: Mr D Atkinson

Reporting inspector: Mr R S Moseley  
16886

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> November 2002

Inspection number: 246793

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Mountfield Primary School Kirkwood Drive North Kenton Newcastle
Postcode:	NE3 3AT
Telephone number:	0191 2853793
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Dixon
Date of previous inspection:	July 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	Mrs R S Moseley	Registered inspector	Science	What should the school do to improve further?
			Physical education	What sort of school is it?
			Educational inclusion	How high are standards?
			English as an additional language	How well is the school led and managed.
11368	Mrs K Lee	Lay inspector		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?
18027	Mrs S Mawer	Team inspector	The Foundation Stage	
			Design and technology	
			Geography	
			History	
			Religious education	
4430	Mr R Eaton	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			ICT	
			Music	
			Citizenship	
15551	Mrs P Mitchell	Team inspector	Special educational needs	
			Mathematics	

			Art and design	How well are pupils taught?
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mountfield Primary School is bigger than other primary schools, with 276 pupils, consisting of 142 boys and 134 girls from four to 11 years. There are 26 children who attend the nursery. A well above average number of pupils, 45 per cent, are entitled to free school meals. The school serves a local area of Newcastle, which has a high percentage of local government housing. Attainment on entry to the nursery is extremely low. A proportion of older pupils, at present, 11 per cent, join the school from other areas. This can alter the level of attainment in different year groups. There are 14 pupils with English as an additional language, including those in the nursery, but only three are in the early stage of “language acquisition” and need support. These three pupils have only very recently joined the school. There are nine pupils of compulsory school age who have ethnic minority backgrounds. The proportion of pupils on the school’s register of special educational needs is 37 per cent and well above the national average. There are no pupils with a statement of special educational needs.

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

This is a sound school, which is rapidly improving. It has many good and some very good features. Although standards in English, mathematics and science are still well below average in Year 6, pupils are now beginning to make good progress throughout the school. This is mainly because of a very good improvement in the quality of teaching. This is now largely good with a significant amount of very good teaching and some that is excellent. Pupils have developed very good attitudes to their work and their relationships are also very good. The head teacher and his deputy head teacher have led the school well since the last inspection and the school now provides satisfactory value for money, which is a good improvement since the last inspection.

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

- The substantial amount of good teaching has a positive effect on pupils’ learning and standards are beginning to rise.
- The provision for pupils’ moral and social development is very good.
- Pupils have developed very positive attitudes to their work.
- Pupils’ behaviour and their relationships are very good.
- The provision for children in the Foundation Stage, the nursery and reception classes, is very good. Within this, provision in the nursery is excellent.
- The head teacher, deputy head teacher and governors provide good leadership and a clear educational direction for the school.

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

- Standards in English, mathematics and science by building on the progress already made.
- The specific support given to the less able pupils, including the use of assessment records, in history, geography and religious education, in order to continue to raise standards.
- The support for the pupils who have English as an additional language and are in the early stage of language acquisition.

*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 July 2000. It was at that time judged to be giving pupils an acceptable standard of education but had some serious weaknesses. A monitoring visit by an Additional Inspector of Schools in June 2001 confirmed that the school had made reasonable progress in addressing some of the issues and good progress in addressing the others. The school has now overcome most of the



weaknesses identified in the last full inspection and has improved in a number of other ways. For example, teachers' lesson planning is now sound and in some subjects good and there is a rigorous programme to monitor and evaluate the teaching. Teachers' and pupils' skills and confidence in using information and communication technology (ICT) has improved as a result of new training and the installation of a very good computer suite. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

## 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	20002
English	E	E*	E*	E
mathematics	E	E	E	E
science	E	E	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Although standards for pupils in Year 6 in 2002 National Curriculum tests were very low in English and science, putting the school in the bottom five per cent nationally, and well below average in mathematics, standards were slightly better when compared to similar schools in English and science. The national tests and assessments for pupils in Year 2 in 2002 show well below average results in reading and writing, very low standards in science and below average results in mathematics. However, when compared to similar schools they show better results. For example, standards were average in writing, above average in mathematics with below average results in reading. There was a high proportion of pupils with special educational needs, up to 30 per cent, in both Year 2 and Year 6 in 2002. This depressed the school's performance in the tests. The school has met most of the targets it has set. These targets were appropriate. The inspection findings indicate that for this year's pupils, in Year 2, standards have risen in writing and science and in Year 6 in English and science. This is in line with standards rising in a number of areas throughout the school, due to the very good improvement in the quality of teaching. By the end of Year 2, standards in writing, science and mathematics are below average but still well below average in reading. One reason for this is the small number of parents who listen to their children read at home. In Year 6, standards are well below average in English, mathematics and science. In Year 2, attainment is below that expected for pupils' ages in ICT, history and geography. In Year 6, attainment is below that expected in history, geography, design and technology and religious education. In all other subjects in Year 2 and Year 6, attainment is in line with that expected for pupils' ages. Thirty per cent of the pupils in Year 2 have special educational needs and up to half in Year 6. This depresses the standards. Many have very poor language skills. Attainment on entry to the nursery is very low compared to what is expected for typical three-year-olds. Children experience a very good early years curriculum and the very good teaching in the foundation stage ensures that they make very good progress in all areas of learning with excellent progress in their personal and social development. Children start full time education in the reception class with well below average attainment. Many also start with very poor language skills. By the time they leave reception, the number of children achieving the early learning goals is below average in all areas, apart from their personal and social education, which they achieve to the

expected levels. This represents good levels of achievement in relation to the abilities of the children when they start school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are very eager to learn and give of their best at all times. They are very responsible and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour on out of school visits is excellent. Almost all pupils are polite and courteous to each other and to adults.
Personal development and relationships	Good. Some pupils develop a great deal of confidence by the time they leave the school, although many still need a great deal of support to help them learn independently. Relationships at all levels are very good.
Attendance	Unsatisfactory. This is below the national average.

The school has made a great deal of effort to improve its attendance. It has written numerous letters to parents. Nevertheless, some parents keep their children out of school for longer than the recommended time. This is likely to affect the progress of these children. There have been nine temporary exclusions in the past year.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 considerably since the last inspection, where 15 per cent of the teaching was either unsatisfactory or poor. Most teaching is now good, with a significant amount of very good teaching and some that is excellent. There are examples of very good teaching throughout the school with some excellent teaching in the nursery and in some areas of Years 3 to 6. The teaching is particularly effective in the nursery and reception classes. Throughout the school, a particular strength in the teaching is the high level of teachers' expectations of behaviour and the methods and ideas they use. This ensures that pupils work hard, concentrate well and persevere to the end of the lesson. Lessons proceed at a good pace; teachers' assessments of pupils' capabilities are good. The information gained from these assessments is used well in English and mathematics, where pupils now have appropriate personal targets. These records are used well to plan future work in these two subjects. All these strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive. Teachers' short-term lesson planning is of sound quality with clear aims for learning. These are usually shared with the pupils so that they have a clear idea of what they are to learn. The planning in English and mathematics outlines work for the wide levels of attainment that are found in all classes and this meets the needs of pupils well. However, this approach is not always used for other subjects like science, history, geography and religious education. Here, the less able pupils in these subjects do not make the progress they are capable of as the work planned does not always meet their needs. The improvements to the teaching since the last inspection are a result of the rigorous programme of observation, evaluation and feedback given by the head teacher and his deputy head teacher and others as well as the appointment of new staff. All these improvements are raising standards throughout the school in a variety of subjects but the improvements

have not been in place long enough to raise standards further by the time pupils leave the school. Throughout the school, the teaching of literacy and numeracy is at least good, sometimes very good and occasionally excellent. However, some of the skills taught well in these lessons are not always emphasised when pupils are studying other subjects like history, geography and religious education. Pupils with special educational needs who have more severe learning difficulties, are taught well. The few pupils with English as an additional language who need extra help and who have very recently joined the school, do not get enough support.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. Teachers provide many opportunities to make pupils' learning experiences both in school and during visits out, both rich and purposeful.
Provision for pupils with special educational needs	Satisfactory. The provision for those pupils with more severe learning difficulties is good. Those with behavioural problems are very well supported. Most classes have a high proportion of pupils with special educational needs. Although these pupils receive appropriate work in English and mathematics, this is often not the case in other subjects.
Provision for pupils with English as an additional language	Satisfactory. Most pupils with English as an additional language do not require any extra support. However, there are three pupils who have very recently joined the school who are in the early stage of language acquisition. The school is working hard to help these pupils and is liaising with the local education authority to increase the provision and support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is very good. Many aspects of school life develop pupils' confidence and skills of friendship. The school has a good "Buddy" system where older pupils develop their responsibilities to younger children. The provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good. The procedures for child protection are good. The school has a good draft policy for health and safety but this has yet to be fully ratified.

The school works hard to involve parents more in their children's education but this meets with only limited success. The numbers of parents helping in the classrooms are very few but those who do are dedicated and are deeply appreciated by the school. Parents are kept well informed of the school's activities by helpful and attractive newsletters.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher and deputy head teacher have worked hard since the last inspection to bring about many improvements and develop a strong sense of purpose amongst the staff. This has been effective. Their monitoring and evaluation of the teaching has been particularly effective. The head teacher is enabling other staff to develop their leadership roles well.
How well the governors fulfil their responsibilities	The chair is very supportive and works closely with the head teacher. Governors provide effective support through links to support aspects of the curriculum. Many governors come into school to work with the children.
The school's evaluation of its performance	Good. The head teacher, staff and governors are fully aware of the school's performance and are very clear as to the direction they wish to go.
The strategic use of resources	Good. Resources are used well. The school building is adequate to teach the curriculum and is used well. Teaching staff are appropriately qualified and deployed. The school has spent extra money to keep the pupil teacher ratio smaller than it would be otherwise. This has ensured that behaviour and attitudes have improved.

All money is spent carefully and the school applies the principle of getting best value for its pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like the school.</li> <li>• Their children get the right amount of work to do at home.</li> <li>• The teaching is good.</li> <li>• The school expects their child to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents feel that behaviour in the school is not good.</li> <li>• A few parents feel the school does not provide an interesting range of activities outside school.</li> </ul>

Inspectors support parents' positive views of the school. They judged that behaviour in the school is very good. They also judged that some of the activities provided outside school were of very good quality, although at present there are no sporting activities for pupils to participate in. Only a very few parents attended the parents' evening or answered the questionnaire to express their views of the school and so the views cannot be representative of all parents.

## **PART B: COMMENTARY**

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

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

1 Attainment on entry to the nursery, although variable, is usually very low. Many start with very poor language skills. Very good teaching throughout the Foundation Unit, with some excellent teaching in the nursery, ensures that children make very good progress in all of the areas of learning and excellent progress in their personal and social development. By the time they leave reception, the number of children achieving the early learning goals is below average in all areas of learning apart from their personal and social education in which they achieve to the expected levels. This represents good achievement in relation to the abilities of the children when they start school. The standard of work seen at the end of Year 2 is below average, which indicates that in a number of subjects, pupils are beginning to make satisfactory progress overall and often good progress in lessons. This is mainly because of the very good improvement in the quality of the teaching. However, these improvements have not been in place long enough for pupils to reach similar levels by the end of Year 6 where standards in English, mathematics and science are still well below average, although in other subjects they are below or in line with the expectations for pupils' ages.

2 In the National Curriculum tests and assessments for seven-year-olds, in 2002, pupils' standards in reading and writing were well below average, in mathematics below average and in science, very low. In the tests for 11-year-olds, in 2002, pupils' standards in English and science were very low, indicating that they were in the lowest five per cent of schools nationally. In mathematics, they were a little higher at well below average. Thirty per cent of pupils in Year 2 and Year 6 last year had special educational needs and this depressed the school's performance in tests. When these results are compared to similar schools, they are better in reading, writing and mathematics for pupils in Year 2 and in English and science for pupils in Year 6. The school's results are the same in mathematics when compared to similar schools in Year 6. However, in Year 2 and Year 6, a large number of lower attaining pupils did not reach the expected levels. The school has recognised this weakness and has begun to target these pupils more effectively in English and mathematics and standards are beginning to rise.

3 For this year's pupils, in Year 2, standards in writing and science are below average, just below average in mathematics but well below average in reading. One of the reasons for this is the low number of parents who listen to their children read at home. This shows a very good improvement in science when compared to the previous year's assessment, a good improvement in writing, similar results in mathematics but still well below average results in reading. In Year 6, standards in English, mathematics and science are well below average, which shows a little improvement in English and science and similar results in mathematics compared to the previous year's tests. The school has large numbers of pupils with special educational needs in both these year groups and one of the Year 6 classes has had numerous supply teachers since September, which has not helped their progress. These factors have a substantial impact on the overall standards.

4 In English, many pupils in Year 2 do not speak easily or fluently and, although this improves substantially by Year 6, pupils do not get sufficient opportunities to speak and discuss or participate in drama. In reading, although a few pupils read fluently and with expression, many do not and in Year 6 reading standards are well below average. In writing, standards are below average at age seven and 11 years. Many pupils have some good ideas but have not the technical skill to express their ideas on paper. Some higher attaining pupils in Year 6 use adjectives and adverbs well. For example, one pupil wrote, "They spoke with muffled voices" and, "I hastily dropped my bike". However, many others in Year 6 find punctuation and spelling difficult. Nevertheless, the good teaching and good planning now

evident in literacy lessons means that standards throughout the school, with the exception of Year 6 are rising. Standards in literacy are below average in Year 2 and well below in Year 6.

5 In mathematics, many pupils are now beginning to make good progress in lessons because of the improvements in the quality of the teaching and the good development of the numeracy strategy. However, there is a sizeable group of less able pupils who are still not achieving as well as they could. Teachers plan appropriate work but there is often no trained support to help. However, many pupils in Year 2 count objects reliably and use numbers up to 100. They use a variety of mental calculations to solve number problems and they provide correct names for common three-dimensional and two-dimensional shapes. In Year 6, a few pupils understand place value to multiply and divide whole numbers. A large proportion are working well below the expected level but know most of their multiplication tables and are beginning to use fractions well. Standards in numeracy are below average in Year 2 and well below in Year 6.

6 In science, pupils are now beginning to make good progress in lessons because of the improvements in the quality of the teaching. Standards at the end of Year 2 are below that expected for seven-year-olds. Nevertheless, pupils are developing a sound understanding of most of the components of science. For example, within physical processes, they understand the forces involved when changing the shape of an object. By the end of Year 6, a few pupils have a sound knowledge of physical processes and life processes and living things. Standards are well below that expected for pupils' ages. This is mainly because the improved teaching has not been in place long enough to raise standards further by the end of Year 6. Also, half the pupils in Year 6 have special educational needs, which depresses the standards. At present the lower attaining pupils do not always have work specifically planned for their needs and this slows their progress.

7 In ICT, pupils' attainment is in line with that expected by the time pupils leave the school and almost at the expected level for pupils' ages at the end of Year 2. These levels of attainment represent a good improvement. This is mainly because of the very good teaching, excellent facilities in the new computer suite and a weekly visit by Year 6 to the excellent computer facilities at the St James' Park Football Club. By the time pupils leave the school, most are confident in using computers and show a good knowledge of a range of programs. They use computers for instance to present information in a range of forms using databases, images, photographs and sound. Many know how to create a sequence of instructions to make things happen, such as turning on a light. These pupils also send e-mails and use the Internet confidently.

8 In religious education, pupils' attainment is in line with that expected by the locally Agreed Syllabus at the end of Year 2 but below that expected at the end of Year 6. This is mainly because half the pupils in Year 6 have special educational needs, which slows their learning. However, pupils are beginning to make good progress through the improvements in the quality of the teaching. For example, although pupils in Year 6 have a weak understanding of other faiths, in Years 3 to 5 pupils have gained a satisfactory knowledge of the traditions of Christians, Muslims and Hindus. Teachers ensure that there are plenty of opportunities for pupils to debate moral issues and gain a good respect of each other's views.

9 In history and geography, pupils' attainment is below that expected for pupils' ages at the end of Year 2 and Year 6. Nevertheless, pupils are now beginning to make sound progress in history throughout the school and in geography in Years 1 and 2. Progress is weaker in geography in Years 3 to 6 mainly because pupils do not have a satisfactory knowledge and understanding over the full range of the geography curriculum. In addition, teachers are not yet using their good assessment records in geography and history to plan appropriate work for the different levels of attainment in each class. This, however, affects the large number of lower attaining pupils more than the other abilities, mainly because they often find the written work too difficult.

10 In design and technology, attainment is broadly in line with that expected for pupils' ages at the end of Year 2. Although it is still below that expected at the end of Year 6, nevertheless, pupils are now beginning to make sound progress. In art and design, music and in dance and gymnastics, attainment is in line with that expected for pupils' ages at the end of Year 2 and Year 6.

11 Pupils with more severe learning difficulties make good gains in their learning in relation to their prior attainment as specific work is nearly always given to them. The many pupils in each class with special educational needs but who have more moderate learning difficulties, do not always make as good progress as they could. This is because apart from in English and mathematics, the work they do in class is not always adapted to their needs. This is especially the case in history and geography and in religious education. The very few pupils who have English as an additional language and who need extra help are not making the progress they could as they get very little extra support. These pupils have only very recently joined the school.

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

12 Pupils have very good attitudes to their work, which helps them to learn well in class and make steady progress. Pupils are enthusiastic and very keen and interested in their lessons. This shows a huge improvement since the previous inspection when pupils' attitudes were judged unsatisfactory. These very good attitudes are a result of the improvements in teaching and in the provision for pupils' moral and social development. For example, in a physical education lesson, Year 5 pupils were able to work with a partner to develop a sequence of matching movements and, with their class teacher's encouragement, were confident to demonstrate their ideas and explain to the rest of the class how they felt they could improve. Pupils listen carefully and work very hard with concentration and effort due to the good teaching and the pleasant working atmosphere that teachers promote in class. Most parents agree that their children like school. Year 2 pupils say that it is "fun" in school and "we have to try our best".

13 Pupils behave very well in class, in assemblies and in the playground. Behaviour has also improved since the last inspection. This is due to the increased high expectations of staff and the very good way in which pupils are managed in class and encouraged to behave well. Pupils walk sensibly around school and play well together in the playground. The behaviour of pupils out of school is excellent. For example, a class of Year 3 and 4 pupils behaved impeccably on a visit to Park House, a home for the elderly. They talked to the residents and sang songs, treating all the old people with respect and affection. There were nine temporary exclusions in the year prior to inspection and no permanent exclusions as the school tries very hard to include all pupils to enable them to take a full part in the life of the school.

14 There are very good relationships throughout the school. Pupils get on well with each other and with all adults. Lunchtime is a very social occasion. Class teachers encourage pupils to listen to each other in class. This is especially successful in "circle time" when pupils follow the rules and take the opportunity to talk about their experiences and share ideas. Pupils have some responsibilities for school routines but there are still few opportunities for pupils to show initiative in lessons. The School Council is a recent introduction to give pupils a say in school life. This year's councillors are very keen and are learning how to make democratic decisions.

15 Most pupils attend school regularly and on time. However, the overall level of attendance is below the national average because a small number of pupils have poor attendance. There are an above average number of unauthorised absences because some parents allow their children to stay off school for unsuitable reasons.



16 Pupils with special educational needs are integrated well into the life of the school and join in all class activities and visits. They enjoy their work and try hard. There are very good relationships between the staff and these pupils. This motivates them to work hard and increases their confidence.

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

17 The overall quality of teaching and learning is good. A significant proportion of the lessons seen were very good, some were excellent. No unsatisfactory teaching was seen. This is a very good improvement since the last inspection when a substantial proportion of lessons was less than satisfactory. The improvement has been brought about by a systematic programme of observations of teaching, monitoring of lesson planning and examination of pupils' work by the head teacher, the deputy head teacher and others. A programme of training for teachers has been successful in improving their knowledge and understanding, especially in English, mathematics, science, ICT and music. This means that teachers are able to plan lessons that are stimulating and challenging. In literacy and numeracy, the planning is adapted to the correct level of difficulty for pupils of all abilities. In science they have the confidence to plan and carry out investigations. Consequently, pupils are interested and motivated to work hard and they make good progress. Lessons focus on clear objectives and this helps pupils to systematically build up their knowledge and skills.

18 In some subjects, such as history, geography and religious education, where there has been less emphasis on training, teachers do not always plan appropriately for pupils of all abilities. This is despite the fact that they have good assessment records in these subjects. Although this can affect all abilities, it is usually the less able pupils who are not always challenged and do not achieve as well as they could. Sometimes, the work is more difficult for them. The support given to the pupils with more severe learning difficulties is good.

19 Teachers manage pupils' behaviour very well resulting in very good behaviour, high levels of concentration and a keenness to learn. Pupils with behavioural difficulties are helped to control their behaviour, to concentrate and to work hard and they make good progress. There are very good relationships between teachers and pupils and the school has a good working atmosphere that is further enhanced by the effective use of interesting displays. These not only provide an attractive environment but also celebrate pupils' work and inform and stimulate their thinking. These are improvements from the last inspection and are crucial factors in the good learning now taking place.

20 The quality and effective deployment of support staff is good and this particularly contributes to the progress made by pupils with more severe special educational needs. For example, in science, they help pupils to complete and understand circuits when they investigate electricity but there are too few of them to provide support for the larger number of pupils with less severe special educational needs. This is limiting the progress of less able pupils in a number of subjects, including mathematics.

21 Most lessons proceed at a brisk pace and include a good range of strategies and methods to motivate, interest and involve all pupils and help them to learn. For example, in a mathematics lesson for pupils in Year 4, they had to work out word problems using money on their own individual white boards. The problems got progressively harder but the teacher made sure all were able to read and understand the problems so all could participate. Teachers are skilled at questioning pupils, asking them to explain their thinking and developing discussions. Pupils, especially younger ones, find this hard and often need to be helped by the teacher to fully express themselves, but this approach is helping pupils to develop oral and reasoning skills.

22 All teachers teach the basic skills of literacy and numeracy well because there has been effective training as part of the implementation of the National Literacy and Numeracy Strategies. In mathematics, there is an effective emphasis on the oral and mental session at the beginning of lessons

that is helping pupils to improve both the accuracy and speed of their mental calculations. Although basic literacy skills are developed well in English lessons, opportunities are lost for pupils to practice these skills in other subjects, for example, there is little independent writing in subjects such as religious education, history or geography and too few chances to use books for research.

23 A positive aspect of the teaching is the use of the short time at the end of the lesson to review what has been learnt. This raises pupils' awareness of their own level of success and is often used successfully to improve pupils' self-esteem and pride in what they have achieved. For example, in a mathematics lesson in Year 5, pupils became aware that they now understood how to turn decimals to fractions. They did not know this fact at the beginning of the week. They also look forward to learning how to turn percentages into decimals and fractions. Marking is good; it helps pupils to understand what they have done well and how they can improve in their class work.

24 In the most effective lessons, teachers have high expectations of pupils and plan hard work that challenges pupils, especially the more able. For example, in a mathematics lesson for pupils in the Year 1/2 class, they learned about using the plus sign for addition. Pupils with special educational needs worked with the teacher using pictures of people on a bus to add up, copy the sums and to practise writing the numbers on whiteboards. Average ability pupils used a printed sheet to fill in their own addition sums while more able pupils had to generate and write their own number sentences. All had to work hard and they made good progress.

25 The use of ICT to help improve learning in some subjects is limited. This also inhibits the practise and development of computer skills.

26 The quality of teaching in the Foundation Stage is very good and enables the children to make very good progress in their learning and achieve well. It is often excellent in the nursery. At the moment the support is stronger to children in the nursery because of higher staffing levels and better resources. The teacher in the reception, who is new to the school, is slowly building up resources to enhance her teaching further. However, she is not always able to provide the intensive support that the high number of children with special educational needs require in her class because of a shortage of trained staff. There is a particular strength in the outstanding teaching of children's personal, social and emotional development in the Foundation Unit. Children enjoy coming to school and are very well motivated to learn. This is because the relationships in the unit are excellent. The teaching is also considerably enhanced by very good procedures for planning and assessment. While there is a very good balance in the nursery between the activities led by an adult and opportunities for the children to initiate their own learning, more structured play is still needed in the reception class. The reception children receive good support in being introduced to appropriate elements of the National Literacy and Numeracy Strategy. The teaching in the Foundation Stage is providing the children with a very positive start to their learning and is a strength of the school.

27 The teaching of pupils with special educational needs is satisfactory, an improvement since the last inspection. Where pupils receive support from support assistants within the classroom in English and mathematics, this is good quality and helps them to learn. Pupils with behaviour problems make very good progress because teachers are very good at managing pupils' behaviour in the classrooms. They are helped to improve their behaviour and concentration and so are able to learn. Generally, work planned for pupils with more severe learning difficulties is of good quality. The teaching of the few pupils with English as an additional language who need extra help and who have very recently joined the school is unsatisfactory the school does not yet have enough classroom support. It is liaising with the local education authority to improve this situation.

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

28 The previous inspection found the school's curriculum to be unsatisfactory; it is now good. It is broad and balanced and is beginning to meet the needs of pupils well. This, in turn, is starting to raise standards, especially where the curriculum is strongest. For example, the National Strategies for Literacy and Numeracy are in place and teachers use them successfully. The curriculum for ICT and music is good. Aspects of the curriculum for geography are still not fully developed and the school does not make enough opportunities for pupils to write in subjects such as history, geography and religious education. Similarly, there is limited use of computers across most subjects, although the school links ICT and English very well. Teachers make good provision for numeracy to be used in other subjects.

29 The school makes satisfactory provision for extra-curricular activities although there are currently no sports opportunities. There is strong music provision through two recorder clubs, a choir and an orchestra that gives opportunity to all pupils learning an instrument. The large and successful computer club helps to make pupils more familiar with ICT. It clearly helps standards in ICT lessons because pupils are more adept with both machines and programs. The school takes advantage of the outstanding opportunity at St James' Park Football Club. The scheme, "Playing for Success", enables pupils to use the very fine computer resources. A parent governor accompanies the Year 6 pupils and there is much expert help for them in the suite.

30 The school makes very good provision for pupils' personal, health and social education. "Circle Time", in which pupils talk about issues that are important to them or are worrying them, is very good. Pupils talk freely and listen to one another well. In a session for pupils in Year 4, pupils led the discussion confidently. Teachers value what pupils say and this makes them more self assured and prepared to speak. There is a School Council in the early stages of development and a "Buddy" system, where older pupils look after younger ones. Provision for pupils' sex education is good and the school helps them to understand the dangers of drugs.

31 Curriculum links with other schools are good. The head teacher of the receiver secondary school is a member of the governing body and older pupils visit this school. Year 6 pupils visit the secondary school to take part in control technology activities.

32 Pupils receive a good stimulus through visits and visitors to school. This widens their experience and helps in their schoolwork. There is a long list of visits and visitors focusing on subjects across the curriculum. Groups have, for example, visited museums, theatres and a farm in the last year. However, there are very few links in connection with science, which limits opportunities for a wider understanding of science.

33 The quality of the curriculum in the Foundation Stage is very good. Planning is thorough and reflects the agreed areas of learning for children of this age. There is an excellent range of broad and balanced activities planned in the nursery and a good and improving range in reception. There is a very good focus on helping the children to acquire early literacy and numeracy skills.

34 Provision for pupils with special educational needs is satisfactory, an improvement since the last inspection. Individual programmes for pupils who have more severe learning difficulties or behaviour problems have specific targets that are detailed yet practical enough to be used in the classroom. Progress towards these targets is reviewed regularly. However, the individual programmes for the larger numbers of pupils who have less severe problems are not practical enough or closely related to the curriculum enough to be easily used in the classroom. Therefore, work is not always planned in small enough steps to allow pupils to make progress without a lot of adult help, which is not always available. The support assistants who are present, provide good quality care and work hard to help pupils learn. There is no specific curriculum in place to support the few pupils who have English as an additional language and who have very recently joined the school and need extra help.

35 The previous report considered provision for pupils' spiritual, moral, social and cultural education to be unsatisfactory and made this a key issue for improvement. The school has worked hard and provision in the area overall is now good. There is a curriculum map for spiritual, moral, social and cultural experiences across the curriculum. Although there is some repetition, it does outline opportunities in all subjects and provides a useful reference for staff when planning work. It is not yet fully integrated into subject planning.

36 Provision for pupils' spiritual development is satisfactory. Assemblies and acts of worship emphasise moral and social issues well with a satisfactory accent on the spiritual. Assemblies are well planned; there is a complete list of themes for each term. During the week of inspection for example, the theme was, 'rules'. This gave good opportunity for teachers and a local vicar to talk about the need for rules in school and in society. This touched on citizenship and how society needs rules to enable all people to live together. The vicar emphasised the school's values by linking God's rules to pupils' lives at home and at school. This assembly especially focused well on spiritual, moral and social matters. In music and in assembly when music plays, pupils discuss how the music makes them feel. There were some interesting ideas showing pupils thinking about human feelings and emotions. There was a lovely example of wonder when the Year 1 teacher introduced Roger Robot to the class and pupils became fascinated.

37 The school makes very good provision for pupils' social and moral education. Class rules make clear a moral code and pupils are sharply aware of the difference between right and wrong. By distributing harvest gifts and singing to elderly residents at Christmas, pupils appreciate the importance of helping and bringing pleasure to other people. There is also good development of citizenship. Through classroom praise, teachers help pupils' self-esteem and through this their ability to work with other people. A good example was seen in an English lesson for pupils in Year 6, where the teacher

gave a merit mark for a sensible question about the work. The pupil grew visibly in confidence. In this same lesson, as in many lessons throughout the school, pupils worked together well, helping one another, where appropriate and sharing equipment where necessary. In several subjects, English and ICT for example, teachers made opportunities for social development within group work. In an ICT lesson for pupils in Year 1, the teacher used the instructions given to a floor robot as an example of instruction and rules in the classroom that everyone needs to obey. In the corridor there are portraits of “Friends” and examples of writing about friendships. Many classes have a signed “Class Contract” giving rules for behaviour and conducting the life of the classroom.

38 The provision for cultural development is satisfactory. The school uses the local area and its culture through visits and visitors. For example, pupils went to visit the local Cenotaph as part of their work about World War II. In religious education, pupils study different faiths and in the link corridor between the school halls, there is a fine display about festivals around the world. An Indian story is told through art and in words. This area is a rich cultural experience for pupils and an example of provision for multicultural awareness.

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

39 The school has satisfactory procedures to ensure the care and safety of its pupils. This is an improvement from the previous inspection. While there is a caring atmosphere and daily routines and supervision are good, there is still no school health and safety policy. A good draft policy has been produced but the governing body has not yet approved this. However, this has not had any detrimental effect on health and safety. Procedures for child protection are appropriate and effective.

40 There is good provision for pupils’ educational and personal support and guidance. All adults have very good relationships with pupils, which support them well and boost their confidence. Year 6 pupils say one of the best things about school is that their teachers, “Are kind and help you if you’re really stuck”. There is good monitoring of pupils’ progress and personal development through individual targets such as, “To work harder in class without talking”. These are reviewed regularly by class teachers and pupils who are able to judge their own progress by writing comments such as, “I will do better next time”. The very good programme for personal, social and health education is taught very well through “circle time” when pupils discuss issues such as healthy living and talk about their experiences and feelings. These weekly sessions help pupils to speak confidently and listen to and respect each other’s point of view.

41 The school has very good procedures for monitoring and promoting good behaviour and for combating bullying, which have resulted in the very good behaviour seen in school. All adults now have high expectations of behaviour. This improvement since the previous inspection has led to everyone working together to create a pleasant and purposeful working atmosphere where pupils can learn and make progress. Pupils are confident that any bullying is dealt with quickly and properly.

42 The school tries hard to promote good attendance and punctuality. It is successful in encouraging most pupils to attend school regularly but there are still a small number who have poor attendance. Class teachers and the school secretary monitor individual attendance carefully so that low levels of attendance and any patterns of absence are quickly noticed and appropriate action taken. The school works well with the Education Welfare Service to support the pupils whose attendance rate causes concern and also to reward regular attendance. For example, a visitor from the welfare services has awarded certificates to a hundred pupils for having exceptionally high attendance in the summer term.

43 The procedures for assessment in the school are good. This represents a significant improvement from the last inspection when assessment was judged to be unsatisfactory. Assessment

arrangements are good in English and science and very good in mathematics. Regular formal and informal testing is carried out in these subjects and this provides a useful amount of information so that the progress being made by pupils can be monitored effectively. From this information pupils are given individual targets to work towards in their English and mathematics at both key stages and also in science at Key Stage 2. In addition, the scores from tests are carefully tracked to target and support those pupils who are not doing as well as they could be. This careful analysis also highlights any areas of weakness in the teaching and learning, so that the school can carry out further improvements in its provision. In ICT, new systems for assessment are being introduced to measure the progress made against the levels of the National Curriculum. In all other subjects, pupils are assessed at the end of each unit of work.

44 In English and mathematics, good progress has been made in making assessment a secure part of the teaching and learning and helping teachers to have a very clear knowledge of what pupils can do. This is achieved by using the results of the assessments to plan work at the correct level for different groups of pupils. However, in science, geography, history and religious education, the information from the assessments produced at the end of the units of work, are not always used enough to plan suitable work for the large number of lower attaining pupils with more minor learning difficulties, many of whom have poor language skills. This is needed to help them to be able to complete their work successfully and to make sound progress. The work planned for those pupils with more severe learning difficulties is often good. Marking is thorough but the comments made by teachers are not always linked to the targets that have been set in English, mathematics and science or to the objectives of the lesson in other subjects. Therefore, marking is not an integral part of assessment yet or sufficiently useful in measuring progress and informing pupils of what they need to do next in their learning.

45 The care the school is giving to pupils with special educational needs is satisfactory overall. The support given to those pupils with more severe learning difficulties is good and that given to pupils with behavioural difficulties is very good. The very few pupils who need extra support and have English as an additional language is unsatisfactory. However, these pupils have only very recently joined the school and the head teacher is liaising with the local education authority to get advice and extra support.

46 Assessment procedures and practices are very good in the nursery and reception. Assessments of children's attainment on entry to the school are used through nursery and reception to carefully measure the progress that the children are making. The children's attainment measured against the early learning goals identified for this age group, are regularly assessed and the information is used to successfully guide the planning and teaching. Individual targets are set for the children in each of the areas of learning.

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

47 The school has a satisfactory working partnership with parents. It has identified the need to involve parents more in their children's education as one of the ways the school can continue to improve. From the very small number of parents who responded to the inspection questionnaire and meeting, the majority are supportive of the school but with a few concerns about aspects of its work. For instance, most parents feel that their children like school, that they make good progress and that the teaching is good. The inspection team agrees with most of these positive views. A few parents are not happy with the behaviour in school or the range of extra-curricular activities. The team finds that the behaviour is very good but that, while there are some very good clubs after school and at lunch time, there is a lack of sporting activities.

48 Parents are pleased with the information they receive and agree that teachers are approachable. The school provides parents with regular useful information on school matters and events in the well-produced newsletters and on its website. Both have good articles by pupils and inform parents of school issues, such as attendance, by encouraging pupils to, "Be cool...come to school". The annual written reports contain sufficient information on what pupils can do in each subject of the curriculum and have good comments on their personal development. They also share appropriate targets for improvement with parents but a few reports are written in a too technical way, including phrases such as "sometimes phonetically possible" to describe spelling.

49 The school tries hard to involve parents in their children's life in school. It takes care to share good times with parents as well as working closely with parents whose children need support for behaviour problems. While parents are willing to support their children at school events and help to



raise funds for resources, the school is having less success in persuading parents to take an active interest in their children's learning. Not many parents listen to their children read at home and so make little impact in raising standards. A small number of parents and a good proportion of governors have responded to the school's requests for help and come into school regularly and also accompany pupils on class visits. Their efforts help to support small groups of pupils in class and enable the school to make good use of visits in the community to extend pupils' experience. This support is highly valued by the school.

50 The links with parents are good in the Foundation Stage. There is a positive approach of welcoming parents to school and regular meetings take place to discuss the progress that their children are making in meeting their individual targets. Home-school diaries are being introduced shortly to pass on important information about reading progress in reception. The majority of these parents try to support their children at home by sharing books and hearing them read. In the nursery, booklets are sent home with information on how the parents might support their children, especially with help in language and mathematics. The teachers are very grateful for the support they receive from the parents and are always seeking further ideas to bring in those who are more reluctant to be involved.

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

51 Leadership and management is now good. At the last inspection it was unsatisfactory. This, therefore, indicates a very good improvement. The head teacher has worked hard to improve the school and now provides a clear vision and educational direction for the school. In this he has had a great deal of support from the deputy head teacher. Since the last inspection, the head teacher has been successful in developing an agreed sense of purpose amongst the staff. All have a strong commitment to improve and a good capacity to succeed. This has resulted in a rapidly improving school. In addition, he has enabled others over the last two years to develop their leadership roles well. He has also ensured that the school's priorities for development have been very appropriate. An improvement to the quality of the teaching and behaviour of pupils are very successful examples of these priorities.

52 The governing body has also been successful in fulfilling their responsibilities. The chair of the governors is fully committed to the school and has worked closely with the head teacher. The chair is involved in the life of the school, visits often and engages in professional dialogue with the head teacher on regular occasions. A good number of other governors visit the school often and support the teachers in the classroom. This is a great strength and the teachers and pupils value this regular support. Governors have a good understanding of the strengths and weaknesses of the school, are closely involved in the evaluation of the school development plan, the action plan devised after the last inspection and the longer term priorities for the school. These plans are of good quality as they are clearly laid out, indicate the name of the responsible person, are costed well and state a time by which the development should be completed. Governors fulfil almost all their statutory duties soundly, however, a very small number of items are missing from their annual report to parents. These have been pointed out to the head teacher. Also, the new health and safety policy is yet to be ratified, although this has had no impact on care and safety in the school.

53 The head teacher and his deputy head teacher have been involved in the observation, monitoring and evaluation of teaching. There has been an agreed timetable of observations set against an established range of criteria. Feedback has been provided and the outcome of the observation discussed with teachers, together with written evidence. This has been very effective as there has been a very good improvement in the quality of the teaching and learning since the last inspection.

54 The role of the curriculum co-ordinator is only partly developed. The school has focused on some subjects and in these areas the roles have been developed well. For example, the co-ordinators

for literacy, numeracy and ICT have been involved in observing lessons in their subject. All co-ordinators have supported teachers by advising on the planning and being involved in the analysis of pupils' work. Other co-ordinators have yet to develop their role fully as time allows. Also, the school does not have a science co-ordinator at present and this is limiting further progress in this area.

55 The aims of the school, its value and policies are implemented well. The senior staff and governors have developed a very good ethos in the school. For example, pupils have developed very good attitudes to learning and there are very good relationships throughout the school. The head teacher has been particularly effective in this area through his ability to gain the respect of all pupils and the obvious care and support he gives to both pupils and teachers. The development of a strong appreciation of music throughout the school has also contributed to the very good ethos and calm atmosphere. In addition, there is a commitment to raise educational standards for all. The senior managers of the school are aware that it takes longer for improvements to affect the National Curriculum test results, nevertheless, the school is committed to achieving higher results and standards are rising in a number of important areas. There is also a strong commitment to include every pupil in all aspects of school life. For example, the senior staff and governors are aware that a small number of pupils with English as an additional language who have recently joined the school, are in urgent need of extra support. The head teacher is working closely with the local education authority to improve provision in this area.

56 The school is staffed with a good number of appropriately qualified teachers. The small number of support staff work closely with class teachers and make a valuable contribution to pupils' learning but there is not enough of them to enable the needs of all pupils to be fully met. Also, at present there is no specific support for the few pupils with English as an additional language who need extra help and who have very recently joined the school. The head teacher is liaising with the local education authority to obtain advice on this matter. The building has been improved from the time of the previous inspection and is now clean and well maintained. There are new toilets for younger pupils and plans are in place to continue the refurbishment. The classrooms and halls are spacious with very good displays of pupils' work, which add interest for pupils and show them that their work is valued. However, the library area is unsatisfactory. At present it is housed in an upstairs corridor. This gives little space and it is not a quiet place for reading. The range and quality of resources to help pupils learn are good in mathematics, science, ICT and music. These contribute to the improved standards achieved in these subjects. The quantity of orchestral instruments for music improves the range of activities available. The library provision is unsatisfactory, there is a lack of books for some subjects, for example geography, and nowhere for pupils to sit, browse and enjoy books.

57 Effective systems are now in place for the management of special educational needs, an improvement since the last inspection. The special educational needs register is up to date and there is a timetable for reviews of progress to take place. There is a policy for special educational needs in place based on the recommendations of the new Code of Practice that is implemented throughout school.

58 Careful financial planning supports educational developments effectively. For example, although the expenditure per pupil is above average when compared to all schools, this is because the governors and head teacher took the decision to keep the pupil teacher ratio small. This was prudent, after the last inspection, as this has contributed to a rapid improvement in class management skills, an improvement in the quality of the teaching and the attitudes and behaviour of pupils. However, the school has recognised that although this first stage of development since the last inspection has been successful, it now needs to consider extra support for the very high proportion of lower attaining pupils in each class. Also, careful spending on resources for ICT has been effective and standards have risen in this area and they are now in line with those expected nationally by the time pupils leave the school. The quality of financial control and school administration by the school secretary, the head

teacher and governors' financial committee, is of good quality. They are all well aware of the need to get the best value for all pupils and in this they have been successful. The leadership and management systems now in place have ensured a number of very good improvements since the last inspection. The school is now in a strong position to maintain all the improvements and to build on these to introduce further improvements.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 To maintain the quality of education and provide further development, the governing body, head teacher and staff should:

- (1) Continue to raise attainment in English throughout the school by:-
  - maintaining the good practice already in place;
  - improving library facilities so that pupils may look at and read books in more appropriate surroundings;
  - developing a more rigorous programme for the teaching of spelling and reading;
  - providing more opportunities for pupils to talk, including the use of drama;
  - increasing opportunities to use the skills taught in the literacy lessons across other subjects like science, history, geography and religious education.  
(these are identified in paragraphs 22, 28, 56, 75, 76, 78, 82)
- (2) Continue to raise attainment in mathematics across the school by:-
  - maintaining the good practice already in place;
  - putting in place strategies to raise the attainment of the lower attaining pupils by strengthening the support that is given to these pupils, including trained classroom assistants when money will allow.  
(these are identified in paragraphs 5, 20, 84)
- (3) Continue to raise attainment in science across the school by:-
  - maintaining the good practice already in place;
  - using the information attained from the good assessment procedures to plan work more closely to match the individual needs of pupils;
  - improving the written presentation of experiments by devising a more consistent and structured approach.  
(these are identified in paragraphs 6, 44, 95)
- (4) Strengthen the support given to the less able pupils in history and geography and in religious education in order to continue to raise standards in the subject by:-
  - using the information obtained from the good assessment procedures to plan work more closely matched to the needs of these pupils.  
(these are identified in paragraphs 9, 18, 109, 113, 129)
- (5) Devise strategies to give specific support to the few pupils with English as an additional language who are in the early stages of language acquisition and who have very recently joined the school.  
(these are identified in paragraphs 11, 27, 28, 45, 55, 81, 91, 106)

60 In addition to the above issues, the following more minor weaknesses should be considered for inclusion in the action plan.

- continue the procedures to improve attendance;
- continue to develop the use of computers to support learning across a range of subjects;
- improve the provision for games to form part of extra-curricular activities;
- finalise the policy for Health and Safety.  
(these are identified in paragraphs 15, 25, 29, 39, 52, 109, 113)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	34

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	17	26	13	0	0	0
Percentage	8	28	43	21	0	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	276
Number of full-time pupils known to be eligible for free school meals	14	105

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	93

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	14

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	48

### *Attendance*

#### **Authorised absence**

	%
School data	7.2
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	20	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	15
	Girls	14	18	19
	Total	25	31	34
Percentage of pupils at NC level 2 or above	School	66% (61%)	82% (52%)	89% (82%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	15	17	10
	Total	28	32	24
Percentage of pupils at NC level 2 or above	School	74% (58%)	84% (76%)	63% (76%)
	National	85% (85%)	89% (89%)	89% (89%)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	19	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	13	14	14
	Total	21	22	25
Percentage of pupils at NC level 4 or above	School	53% (53%)	55% (55%)	63% (74%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	13	-
	Total	12	21	14
Percentage of pupils at NC level 4 or above	School	30% (54%)	53% (54%)	35% (59%)
	National	73% (72%)	74% (74%)	82% (82%)

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

*\*Where the number of boys or girls is 10 or less, figures are omitted.*

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
224	9	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
2	0	0
0	0	0
3	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)	12.1
Number of pupils per qualified teacher	23
Average class size	25.3

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

Total number of education support staff	4
Total aggregate hours worked per week	104

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13

### *Financial information*

Financial year	2001 - 2002
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	£
Total income	687,965
Total expenditure	674,850
Expenditure per pupil	2,205
Balance brought forward from previous year	99
Balance carried forward to next year	13,214



*FTE means full-time equivalent.*

***Recruitment of teachers***

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
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)	1

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	230
Number of questionnaires returned	25

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	4	4	0
My child is making good progress in school.	48	32	8	4	8
Behaviour in the school is good.	40	24	28	4	4
My child gets the right amount of work to do at home.	44	36	12	4	4
The teaching is good.	48	36	4	4	8
I am kept well informed about how my child is getting on.	36	44	12	4	4
I would feel comfortable about approaching the school with questions or a problem.	44	48	0	0	8
The school expects my child to work hard and achieve his or her best.	56	28	8	0	8
The school works closely with parents.	24	52	12	4	8
The school is well led and managed.	28	52	8	0	12
The school is helping my child become mature and responsible.	32	48	12	0	8
The school provides an interesting range of activities outside lessons.	20	24	32	20	4

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

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

61 The provision for children in Foundation Stage is very good. The school has maintained the excellent provision in the nursery since the last inspection and improved provision in the reception class from satisfactory to good. The unit is well managed with excellent learning opportunities in the nursery and good opportunities in reception. Teaching is very good, enabling children to make very good progress in their learning. There are good links with parents. The Foundation Stage is a strength of the school and the nursery in particular sets high expectations and provides an outstanding environment in which to learn.

62 Children start in the nursery, either full or part-time, straight after their third birthday and transfer to the reception class in the year in which they are five. There are currently 26 children who attend the nursery and 29 children in reception. The children in Foundation Stage are taught by two teachers and two nursery nurses.

63 The quality of teaching is very good overall and excellent in the nursery. Although the nursery and reception children are taught in separate buildings, the staff plan closely together. The planning is very effective and considerably enhanced by the very good procedures for assessment. The staff know how each child is progressing because of the regular assessments made of the aims within the early learning goals identified in national guidance for this age group. Teaching is planned from this information, often working in small focused groups. The children with special educational needs and English as an additional language are identified early and their progress is carefully monitored. However no additional staff are employed to support these children and in reception almost half the class has special educational needs. As the nursery nurse in reception is only part-time, there are times when more trained adults are needed, especially to support the children with special educational needs. This is one of the reasons why provision in the nursery is better than reception. Teaching in reception has improved significantly from the last inspection when it was satisfactory. It is now at least good and with some very good features. The teacher is new to the school and is still in the early stages of building up resources and adapting the classroom to meet the needs of the Foundation Stage curriculum. She has already made considerable progress in a short time and is planning further improvements. At the moment there is a shortage of resources for some role-play activities, as well as suitable areas for these to take place. This makes it difficult at times for the teacher to plan and achieve the same balance of teacher led and child initiated activities. Resources in the nursery are plentiful for role-play, creative activities and outside play. Relationships are exceptional between adults and children in the unit and the successful teamwork of adults has helped to create a happy and effective environment in which to learn.

64 When children start in the nursery, their attainment in all areas of learning is very low, particularly in their language development. Very good teaching in the Foundation Unit ensures that children make very good progress in all of the areas of learning and excellent progress in their personal and social development. By the time they leave reception, the number of children achieving the early learning goals is below average in all areas apart from their personal and social education in which they achieve to the expected levels. This represents good levels of achievement in relation to the abilities of the children when they start school.

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

65 The children make excellent progress in this area due to the outstanding teaching and the high level of support they receive. By the time they start in Year 1, most children have achieved the

required standards and developed a positive self-image and a confidence in their learning. They really enjoy coming to school. Through visits and visitors, the children learn respect and consideration for others and some understanding of the wider world. In the nursery, the main focus in the first term, is helping them to settle and adapt to the classroom routines. The staff are very successful in achieving this and use every moment to help the children learn important personal and social skills. This area of learning is rigorously planned and receives a high profile because of the very low social and personal skills of the children when they start in the nursery. Although still quiet and rather shy, the children are gradually being encouraged to work more independently and to try out new experiences together from the excellent range of activities. However, because their attainment levels in all areas of learning are very low, the children rely heavily on adults to make important gains in their learning and this is why the nursery is very well staffed with high quality trained and volunteer helpers. Most of the children in reception are now at the stage of being able to work well independently, selecting more of their own resources and taking turns. These very positive attitudes and growing confidence were seen when a group of children bathed and dressed a baby doll themselves, as part of their topic on keeping healthy. In reception, the children show good levels of initiative. They are happy to try out different activities and take more responsibility for their own learning by mixing their own paints, completing the attendance register, tasting different fruits and working independently on the computer. As well as taking care of the classroom equipment, even the youngest child in the nursery is expected to tidy up after an activity. A clear code of behaviour has been established in the unit and the children have a good understanding of what is right and wrong and can work harmoniously together. They behave well in and around the school and their relationships are very good.

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

66 The quality of teaching is very good and many children make very good progress, especially in the nursery. The progress of the large group of children with special educational needs in the reception class could be better with more support. By the time the children start in Year 1, only about one in seven will reach the expected standards in this area of learning. Those identified as having special educational needs in their language skills are still well below average in their levels of attainment. The teachers and nursery nurses have a very good understanding of how children gain their early speaking and listening skills and provide very effective support. Most children who have just started in the nursery use only a few basic words to communicate meaning and rarely initiate conversation. Their speech is indistinct and often immature. Every opportunity is taken to enhance and extend their speaking and listening skills, through well-planned activities that cover all of the areas of learning. A recent game, played to identify a range of fruit and vegetables, highlighted the very low level of language that the children have when they come to school. Very few could name correctly an apple or carrot. The children in the reception class listen well to stories, join in with familiar rhymes and answer simple questions with very short answers. Even though the children are encouraged to speak in sentences, few at this stage of the year in reception can initiate or engage fluently in conversation with each other and adults.

67 There is a well-structured approach to the teaching of early reading and writing skills and progress and teaching is very good overall. The children in reception are being introduced to elements of the National Literacy Strategy. Many activities across the areas of learning are based on stories, to capitalise on the language opportunities. In the current topic on 'healthy living', the children are exploring a number of books ranging from 'Oliver's Vegetables' to 'How do I put it on?' Everywhere there are displays of words and sentences for the children to read and write, and the creative areas, especially in the nursery provide very good opportunities for the development of early reading and writing skills. Throughout the day, children in the nursery practise recognising their names, sounds and words. They enjoy sharing books and are beginning to recognise a few titles and the characters from the illustrations. In the well resourced writing area, the children make marks through writing lists, letters, envelopes and card making. In order to help the children to become more aware of how books

are written and organised, they are pretending to be illustrators and drawing pictures of the fruit they like best in their zigzag 'My favourite fruit book', and overwriting their names as authors.

68 Most of the reception class children make good progress in their reading and writing through the regular practise and the focused support from the literacy lessons. The higher attaining children show a real enjoyment for books and are beginning to recognise some letter sounds and a few simple words and clues from the pictures. They enjoy re-telling stories and remember the main events, but not in order. Some of the lower attaining children and those with special educational needs make satisfactory rather than good progress in their reading. At times they need much more regular, and sometimes individual support to help them improve their very low levels of skill in reading. The staffing levels currently in the reception class make this difficult to achieve. Not enough opportunities are provided at the moment for the children to share books together and listen to taped stories. Although there is a reading area, it is poorly resourced with limited seating and tables for the children to use and enjoy. As a result, they are reluctant to stay and read together. Progress in writing is accelerated for the children as they move through to the reception class. In only three months many children have made good gains in letter formation. There is a good balance between providing time for the children to write freely and a planned and structured input of teacher support. From copying writing at the beginning of the term, the higher attaining children are now using emergent writing with a few recognisable letters and words. Others are still in the early stages of mark making, tracing or copy writing. At the moment about half can write their own names.

### **Mathematical development**

69 This area of learning is taught very well and children of all abilities are making very good progress, enabling about half to achieve the early learning goals identified for their age by the time they start in Year 1. There is a good practical focus to most activities, which are carefully planned to increase levels of knowledge and understanding and to extend the language that the children use in mathematics. In the nursery, games and role-play are used all the time to help the children match and sort into sets and recognise numbers. Already, many children in the nursery recognise and use numbers to five when they go to 'buy' fruit and vegetables at the 'grocer's' shop with their pennies. During registration and milk time they count each other in different ways so that they can be involved in simple problem solving. This very good progress continues in the reception class, where well planned and varied activities, including the adapted numeracy strategy enhances the learning well. Most children are beginning to count and use numbers reliably to ten and they practised this when they sorted and counted fruit into different groups. A more able child knew that she needed two more apples to make her groups of four apples grow to six.

70 There are good opportunities to learn about measuring, direction, pattern and shape and the children in both the nursery and reception use their knowledge of simple shapes to make patterns and pictures and match shapes in the games and activities they play. Valuable sessions take place in the sand and water to introduce work on capacity and measurement. These structured play activities are often supported by very good levels of adult intervention, and are effective in extending children's learning well. There are also some good interactive displays, which help children to learn, especially in the nursery, as well as games and equipment in the nursery outdoor area, that have a good focus on shape and space. These help the children to reinforce their knowledge and understanding.

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

71 Teaching is very good, enabling the children to make very good progress in this area of learning with about a third of them achieving the required standards by the time they start in Year 1. Activities are well planned and provide a wealth of opportunities for the children to learn about their world. The topics and resources that are chosen motivate and challenge the children well and are

further enhanced through local visits and visitors to the unit. As far as possible, children learn through activities that are based on real-life experiences and with appropriate intervention by adults. Provision through role-play is better in the nursery at the moment than in the reception class, but this has been recognised as a weakness and is gradually being improved. The children visit the local police station and fire service and then have the opportunity in creative play to drive their own fire engines and practise being a policeman, directing the traffic. Parents brought their baby into school to be bathed and the children learned about the features and requirements of a young baby and how they grow and change. Objects brought back to school after a nature walk were carefully investigated and collage hedgehogs were made with a collection of autumn leaves. Special festivals are celebrated with parties, or occasions to dress up or, for example, to make a big model of a dragon for the Chinese New Year. The children in the nursery are currently looking at the changes happening to white carnations when coloured dye is added to the water. They are busy using the magnifying glasses to observe the changes and there is a lot of discussion with adults to try and help the children to begin to suggest a reason for the changes in the flowers. After tasting and examining different kinds of fruit, children in the reception class collected the pips and seeds and planted them in pots. At this stage they know that plants need water to grow. Whenever possible, the outdoor area is used by the children in the nursery to extend opportunities for investigations and the garden area is used to plant seeds and watch them grow. This area is also used to build a wide range of constructions. Most children in the nursery are in the early stages of trying to improve their skills when using the computers by guiding the mouse to make simple patterns. They show varying degrees of success. The reception children have greater confidence in using ICT and show more control of the mouse but they have had no opportunities yet to use the keyboard, log on, or print their work.

### **Physical development**

72 Teaching and progress is very good, with over half of the children reaching the required standards by the time they start in Year 1. The outdoor play area for the children in the nursery contains a good range of equipment and effectively supports the children's physical development. Although there is an outdoor area adjoining the classroom in reception, it is not secure and has very little equipment. The teacher in reception knows that in its present form it is not a useful learning resource and has identified ways in which it will be improved. However, in both the nursery and reception, the children benefit from regular sessions in the hall for more formal physical education. The children in the nursery are learning to move in different ways and to negotiate space successfully. They are very proud when they are asked to show the other children how they can jump and hop. Many are also learning to play together and were delighted to have the chance to use the parachute to practise moving a large and small ball together. Although their skills of co-ordination are still quite low, they displayed high levels of effort and concentration. In the reception class, the children generally move confidently and safely when balancing on the benches. When throwing the beanbags and balls they learn how to catch them more often. The lessons move on at a very good pace and the effect and importance of exercise is stressed. Throughout the activities in the nursery and reception, the children use a wide range of materials and equipment with a slow but increasing control and confidence. The skills of the children using scissors are particularly poor.

### **Creative development**

73 By the beginning of Year 1, about a third of the children reach the required standards in this area of learning. Progress and teaching are very good overall, but better in the nursery where there are many more resources at the moment. The staff use every opportunity to capture the children's interest and imagination to work creatively through art, music and role-play. The wide range of activities also allows children to make choices and decisions about their own learning. They explore what happens to paper when they make large papier-mâché fruits. The 'Sound Studio' is regularly used for creative music and the children even arrange their own musical score. The role-play areas,

are changed as regularly as possible, especially in the nursery, to keep the children's interest levels high and are currently arranged as 'home corners' to capitalise on the healthy living topic. The reception teacher is continuing to adapt the current classrooms to facilitate more opportunities for creative activities and role-play. The children produced some observational drawings of fruit and printed their own patterns with different shapes of fruits. They receive very good support from adults to enhance their creative learning, but they need more choice for structured play. All the children in the unit join in happily with singing games and action songs and often use the instruments to accompany their singing. A lot of time is spent on singing together as it builds confidence and helps the children considerably with their language development.

## **ENGLISH**

74 Standards in English are well below average for pupils in Year 6. However, standards throughout the rest of Years 3 to 5 are rising and are now only below the average. In the present Year 6 class standards, especially in reading, are well below the national average and spelling is substantially below average. Standards are lower now than they were at the last inspection when they were only below average. However, half of the present Year 6 group have special educational needs. The school has also experienced staffing difficulties for one of the Year 6 classes through illness. This has not helped pupils' standard in English. The year group has a number of pupils who find concentration difficult and this too has been affected by their several changes of teacher. In turn, lack of concentration lowers the standard of what the pupils know, understand, and are able to do. In lessons, good teaching in both Year 6 classes was helping pupils to work hard in a stable atmosphere. Pupils, including those with special educational needs, are now making good progress and standards are improving. Pupils now achieve at least satisfactorily.

75 In reading, standards are well below the national average by the end of Year 2 and Year 6. Some of the higher attaining pupils use picture clues well. Few pupils in a Year 1 lesson know that a sentence needs a capital letter and a full stop. One boy in Year 2 showed a good grasp of vocabulary in offering "strong" as a description of cheese. Some of the pupils in Year 2 clearly rely on memory of the story to help them with reading and have a limited recognition of words. In this year group there are a few pupils, however, who read fluently and with expression. One confidently read words such as "sausages" and "continued". Pupils have poor memory of what their stories are about, especially about the book before their present one. Pupils have some ways, such as using letter sounds, of working out words they do not know but others often read past words they cannot say and do not understand. Many pupils are not clear about characterisation but by Year 6 most pupils can name a favourite character and know why that character is their favourite. Two of the more able readers are very knowledgeable about Harry Potter. It was noticeable that most of the readers showed an interest in books and said that they enjoyed reading. Very few of them, however, belong to a public library and several were unclear about reading at home not knowing to whom they read and when. Reading records do not track this sufficiently well and the school does not have a rigorous programme to develop reading.

76 Many younger pupils in Year 1 and 2 do not speak easily or fluently and by the end of Year 2, standards in speaking are below average. Although this improves substantially as pupils move through Years 3 to 6, pupils have too few opportunities to speak and discuss and this limits progress. Circle time, recently begun, is a good example of the school addressing this issue. Year 6 have a splendid opportunity to speak during the weekly visit to the St James' Park Football Club computer suite. In the session seen they used this well, speaking into their headsets loudly and clearly. Pupils in Year 6 also get good opportunities to talk about the music they heard in class. There is little use of drama, which would provide a good vehicle for pupils to speak and to listen.

77 Pupils' listening skills are very much improved since the last inspection. Many pupils have reached an average level for their age by the end of Year 2 and Year 6. Good teaching has helped to develop very good attitudes. This helps pupils to listen and teachers to know more easily and surely when a class member is not attending. In turn this makes the learning better. Pupils listen carefully and so understand what they have to do, settle to work more quickly and profitably. Some pupils in all year groups find difficulty in working without help but the skills needed for independent work are growing.

78 Pupils' writing is below average at the age of seven and 11. They have some good ideas but pupils do not have the technical skill to frame their writing and express those ideas. Punctuation and spelling are poor, many pupils even in Year 6 write long paragraphs with few full stops. Many spell straightforward words incorrectly. The teachers do not have a rigorous programme to develop spelling. Pupils' work showed occasional good points such as the use of adjectives and adverbs, for example, one higher attaining pupil writing, "muffled voices" and, "I hastily dropped my bike". Few pupils easily use such punctuation as speech marks and commas to mark sections of their writing. The school does not provide enough opportunities for pupils to write in subjects such as history, geography and religious education. There are however, good links with ICT where pupils are able to use the school's very good resources to word process their work. This in turn encourages writing as was well demonstrated in Year 6 when the teacher promised this facility in the next lesson.

79 Handwriting has improved since the time of the last inspection. Written work is at least satisfactorily presented and there are few really untidy or careless exercise books. For pupils in Years 3 to 6 there is little of the smudged pencil work mentioned in the previous report. Again, pupils' good behaviour and the settled atmosphere in classrooms lead pupils to write carefully.

80 Teaching is now largely good and this is the main reason that standards are rising. In a few lessons, teaching is very good and lessons move at a good pace with interesting tasks very well organised. This motivates pupils and they concentrate and learn. The full effect of this good teaching has not yet had time to make an impact on standards at the end of Year 6. Teachers prepare well and organise effectively in lessons. They manage pupils very well and relationships between teachers and pupils are good. One teacher read a poem very dramatically, providing a good example of reading for the pupils in her class. The plenary session at the end of lessons is used effectively. In a lesson in English for pupils in Year 1, the teacher recapped well, reminding pupils of what they had done. Pupils showed, in answer to questions, that they had indeed made considerable progress "unjumbling" sentences. They were visibly more confident. Work is well matched to pupils' needs and levels of attainment. For example, in a lesson for pupils in Year 4, about half of the pupils did a helpful preparation exercise before beginning their writing, whilst the more confident pupils with more advanced skills wrote and word-processed directly. This lesson showed the good use of computers in English lessons. Teachers question appropriately, encouraging pupils to think. This was especially shown in a Year 5 lesson where the teacher involved almost all the pupils in this opening session. Teachers are now implementing the literacy strategy well.

81 Teachers mark work fully and follow the marking policy. This helps pupils to know what they have to do to improve. They work hard to include all the pupils in the class, including those with special educational needs. These pupils are also supported effectively by teaching assistants in literacy sessions and this too is a reason for the good progress these pupils make. Additional adult help through these assistants, together with occasional parent help, creates small groups in which pupils can concentrate and learn well. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress. Teachers' longer term assessment of pupils' work in English has also improved since the time of the last inspection and is now good.



82 Leadership and management by the subject co-ordinator is sound. Resources for English are satisfactory. The school has bought many new books but there is still a need for more reference material in subjects such as history and geography. The school still needs more books with a multicultural element. Class libraries are of a satisfactory size to give pupils a variety of stimulating reading material but could be improved further. The main school library is housed in a corridor alongside the hall. This is not a good place. Activities in the hall make it noisy and the layout means that it is not easy to browse and look at books in peace and quiet. There are no chairs or “sag bags” in which pupils can relax and enjoy choosing and reading books. Teachers cannot easily take classes into the library for a lesson or to help with the development of library skills, which inhibits pupils’ progress at times.

## **MATHEMATICS**

83 The standards reached by pupils by the time they leave school are well below average and are the same as at the last inspection. The pupils presently in Year 6 are not achieving as well as they could. However, almost half the pupils in Year 6 have special educational needs, which depresses standards. They have also had a range of supply teachers since September, which has not aided progress. These factors must be taken into account when making a judgement on attainment. Standards achieved in Year 2 are below average but better than at the last inspection and most pupils are now achieving well. Pupils are beginning to make good progress in lessons because of the improvement in the teaching, which is largely good. Standards are improving throughout the school with an increase in the number of pupils reaching both the expected average and the higher levels expected for their age. These improvements have not been in place long enough to bring about higher standards in Year 6.

84 Although pupils of average and above average abilities are now starting to achieve well, as are pupils with more severe special educational needs, there is a sizeable group of less able pupils who are still not achieving as well as they could. Teachers plan work for them to do that is at the right level but often there is no trained support available to help them. They find it hard to work independently and sustain concentration and often do not complete all their work. Initiatives, such as additional classes for pupils needing an extra boost to reach average standards, are helping to raise their attainment in Years 2 and 6. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress.

85 Pupils with more severe learning needs make good progress. Work is adapted for them, often using smaller numbers than the rest of the class, and teachers try to ensure they receive some extra help, either from the teacher or from a trained support assistant for special educational needs. Teachers manage pupils’ behaviour very well, pupils with behaviour problems are helped to control their behaviour, to concentrate and work hard and so make good progress. Teachers plan very well to ensure all pupils are included in the lessons.

86 The improvements have taken place because mathematics is very well led and managed by the co-ordinator who has worked hard to implement the National Numeracy Strategy successfully and to improve the standards and teaching. She has rigorously monitored the lesson planning, the teaching, pupils’ work and the test results and provided training for teachers for any areas where there are weaknesses. For example, she found that in last year’s national tests, pupils had difficulties with data handling. A training day for teachers was arranged to help them teach this more successfully. All teachers now have good knowledge and understanding of how to teach mathematics.

87 Resources have been improved and are of good quality, accessible and organised well, contributing to the raised standards. There has been stress on teaching mathematics’ vocabulary and pupils learn to understand and use words such as, ‘equivalent’, ‘denominator’ and, ‘numerator’. This

is helping pupils to understand what they have to do, although poor literacy skills still limit their attainment, especially when solving problems, as some find it more difficult to read the question. Assessment is very good and a lot of accurate information is gathered that is used to track the progress of pupils, to place them in appropriate groups and to set individual targets. These are discussed with pupils at the beginning and end of each half term, and are helping pupils to understand how successfully they are learning.

88 Most teaching and learning is largely good. There is a substantial amount of very good and some excellent teaching in lessons. This is a big improvement since the last inspection. Teachers manage behaviour very well resulting in very good behaviour and a pleasant working atmosphere in the classrooms. Relevant ideas are explained clearly so that pupils understand what they are learning. Daily plans are evaluated after each lesson and teachers are able to adapt their work according to how well pupils have learnt, to build on this and extend it. Teachers have high expectations and plan hard work that challenges more able pupils. For example, in a Year 5 class, more able pupils were given complex decimals such as 0.1 recurring. They used the calculators on the computers to work out how to turn them into fractions and place them in order on a number line. Pupils responded very well, they enjoyed the lessons, and worked hard. In many lessons there is a buzz of excitement throughout the lesson. In the best lessons teachers use a variety of strategies and methods well to help pupils learn for example, in Year 2, pupils have their own set of numbers up to 20. The teacher holds up a number and asks them how many more are needed to make 20. Pupils hold up their answers. This keeps all pupils involved and concentrating and enables the teacher to see who does not understand.

89 Questioning is used very well throughout school to encourage pupils to explain their thinking. For example, pupils in a Year 6 class explained how they worked out their calculations and tried to find alternative ways to find the correct answer. Lessons are brisk and varied and some activities are timed to help pupils to improve their pace of working as they try to 'beat the clock'. For example, pupils in a Year 4 class enjoyed a session of 'doubling' and 'halving' numbers around the class as they tried to beat their time from the day before. Marking is good and lets pupils know how well they have done and how they can improve, however it does not relate closely enough to the pupils' individual targets.

90 Numeracy skills are soundly supported through other areas of the curriculum. For example, in ICT lessons, pupils present their results as charts and graphs.

## **SCIENCE**

91 By the end of Year 2, pupils attain standards that are below those expected for seven-year-olds. This is similar to the last inspection. Nevertheless, most pupils, including those with special educational needs, have made some good progress from their level of attainment on entry to the school. This progress is mainly due to the improvements in the quality of teaching and learning. However, one-third of the pupils in Year 2, this year, have special educational needs and this is reflected in the standards. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress.

92 By the end of Year 6, pupils attain standards that are well below those expected for 11-year-olds. However, because of the improvements in the quality of teaching and learning, pupils, including those with special educational needs, are beginning to make good progress in lessons throughout Years 3 to 6. These improvements have not been in place long enough to bring higher standards at the end of Year 6. The Year 6 standards are similar to those during the last inspection but show improvement over time. Half of the pupils in the present Year 6 have special educational needs and this depresses standards.

93 By the end of Year 2, most pupils have knowledge of some of the components of science. For example, within physical processes, they understand the forces involved when changing the shape of an object, such as squeezing a tube of toothpaste. They experimented with toy cars by moving them over different surfaces like a smooth table top or a rough carpet. They were able to explain that the distance the car travels is determined not only by how quickly it is pushed, but also the friction of the surface over which it is travelling. Pupils have a basic understanding of electricity in the home and some of its dangers. Many of the pupils with special educational needs find it difficult to read simple books on science or write out their findings effectively. This reduces overall standards. The few higher attaining pupils have sound and sometimes good knowledge of all the components of science.

94 By the end of Year 6, a few pupils have a sound knowledge of physical processes and life processes and living things. For example, they have investigated sound in connection with musical instruments and know that sounds are made when objects, such as the strings on a violin, vibrate. Pupils also have a basic knowledge of where the earth is in space and its relationship to the moon, the sun and the planets. Pupils with special educational needs have weaker reading and writing skills and their ability to write up their work in clear and logical fashion is well below the level expected for their ages.

95 The quality of teaching and learning is now mainly good. The teachers are well supported by a good scheme of work, which ensures that planning is good. Particular strengths are found in the way teachers ensure that subject matter of the lesson is closely linked to pupils' own lives. For example, in a lesson on electricity for pupils in Year 4, the teacher had a good range of wires, plugs and sockets similar to those in the homes of pupils. Having discussed safety aspects, pupils went on to identify which parts of a plug allowed electricity to pass through it and which parts did not. This enabled them to identify materials that were conductors and those which were insulators, and they could see the relevance of this knowledge in their own lives. Another strength is the well thought ideas, which motivate and interest pupils. Teachers have very good class management skills and high expectations of behaviour. This ensures that pupils bring very good attitudes to their work and behave well. The teachers do not have sufficiently high expectations of pupils' work in their books. On occasions, this is sound and, although many pupils have weak writing skills, teachers insist on careful presentation and the building up of a sound list of scientific words. This approach is not, however, consistent throughout the school. Pupils also get little help when writing up investigations and the school does not yet have a consistent approach or formula to guide and support pupils. Numeracy skills are reinforced satisfactorily in science with pupils taking measurements during experiments and sometimes writing up their results in graph form. Literacy skills are only taught through science on occasions, although when this happens it is done well. The range of specific work planned to meet the needs of different abilities of pupils is very limited at present. Teachers are not using the good assessment procedures yet to plan this specific work. This weakness more specifically affects the large number of lower attaining pupils in each class as they sometimes find the work too difficult. This means that, on occasions, these pupils do not progress as well as others in the class. The teachers have recently introduced personal targets for pupils in science. These are useful but again are not yet fully used to plan appropriate work.

96 The school does not have a co-ordinator for science. The head teacher is managing this role satisfactorily. However, before the last co-ordinator left, she had ensured that a good scheme of work was in place and, by some monitoring, had improved the quality of teachers' planning. Resources are good but the use of computers to support teaching and learning in science is limited. The school grounds are used on occasions to support learning. For example, a nature reserve is being developed which is a good resource. However, there are very few visits out of school or visitors into school to enhance learning in science. This limits pupils' wider view and understanding of science.

## **ART AND DESIGN**

97 Standards reached are typical of most pupils at the ages of seven and 11 years and have been maintained since the last inspection. Pupils of all abilities achieve soundly. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress. This is because teaching and, consequently, learning is satisfactory throughout the school. Teachers have sufficient knowledge of art and design to be able to teach the skills needed, for example how to use drawing pencils or mix colours. However, most work is completed in pencil, pastel, crayon or paint with limited opportunities for pupils to use clay or textiles. The co-ordinator is new and although gives satisfactory leadership, has not, as yet, had opportunity to monitor the standards in art and design or put together a portfolio of work to demonstrate progress throughout school and help teachers with assessing art and design work.

98 Art and design work is well displayed throughout the school and this is motivating for pupils who enjoy these lessons and work hard. There are visits to an art gallery and a sculpture trail but no visiting artists to enrich the curriculum. Although pupils study the work of other artists as a stimulus for their own work, not enough comes from other cultures.

99 By the end of Year 2, pupils explore different ideas using a variety of materials. They learn how to mix colours with paint, to use pieces of wood to make sculptures and to work with pencils and pastels. They work carefully and in some detail, being encouraged to observe carefully. For example pupils in Year 2 used Remembrance Day, a visit to the Cenotaph and pictures of fields of poppies as stimuli to create their own poppy field. Some used dried grass and coloured paper to make collages, others use pastels to produce good pictures showing details of the flowers. They were helped by the teacher to improve their work through demonstrations of how to blend pastels and how to carefully observe the shape of the petals and the colour of the centre of the flower.

100 In Years 3 to 6, pupils improve their observational drawings by using more detail and shading and show increasing sophistication in their use of line and tone. In Years 3 and 4, classes learned how to use drawing pencils properly to draw self-portraits, being carefully taught to represent proportions accurately and to use shading and detail. They are helped to improve their work and were pleased with the finished pictures. As they showed them to the rest of the class they glowed with pride. By the time they leave school pupils are able to produce carefully observed and executed observational drawings of plants using pencils, pastels and watercolours that are detailed and accurate.

101 Teaching and learning is satisfactory. Teachers provide suitable visual stimuli to motivate the pupils and clear explanations and demonstrations help pupils to learn different techniques. Activities are chosen that interest pupils, who enjoy art, work with enthusiasm and behave very well. Pupils with special educational needs are fully integrated into the class group and make sound progress.

## **DESIGN AND TECHNOLOGY**

102 Pupils' attainment at the end of Year 2 is in line with expectations for their age and progress is satisfactory. These pupils, including those with special educational needs, are achieving well in relation to their attainment on entry to the school. At the end of Year 6, pupils, including those with special educational needs, are making satisfactory progress, although their attainment is still below expected levels. There have been good levels of improvement to the subject since the last inspection. Evaluation skills and to a lesser extent design skills have improved and progress, which was unsatisfactory throughout the school is now satisfactory. However, standards remain below expected levels at the end of Year 6. This is because in the past, although statutory coverage was maintained, insufficient time was allocated for the subject to be taught in enough detail. Pupils were not gaining enough skills as they moved through the school and teachers' knowledge and understanding was often weak. More time has now been allocated for the subject to be taught. Better planning has been

introduced and teachers have received training and support. These initiatives have increased the progress, but have not been in place long enough to raise standards further by the time pupils leave the school. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress. The design aspect of the subject is not as strong as the skills used in making things.

103 By the end of Year 2, pupils have had the opportunity to practise all elements of the subject and have been given more scope to use their own ideas when designing and making their work. This was a weakness in the last inspection. While teachers have ensured that pupils have more choice in the materials, most pupils require a considerable amount of support to think of ideas of their own and to evaluate the results and give suggestions for improvements. Most pupils have covered a reasonable amount of work, which includes designing and making puppets, wheeled vehicles, a playground structure and moving pictures. Before designing the wheeled vehicle, the pupils spent time learning how to attach an axle to card. This helped to improve the movement of their vehicles. In most designs, the pupils draw their pictures first, labelling the equipment and tools. The articles made show that pupils have a satisfactory awareness of the suitability of different materials and can use different methods to join the materials. Their measuring skills are not always accurate and this sometimes affects the quality of the finish and the effectiveness of the movement. Good links are often made with English and in the moving pictures project, pupils had to make a book of moving pictures based on the story, 'This is the bear', which is being read in the literacy sessions. In Year 1, pupils learn about the skills of food preparation, when they prepare a fruit salad for tasting and the importance of well presented food and a balanced diet. This is linked well to the science topic on healthy living and ourselves.

104 Pupils by the end of Year 6 are now making sound progress. Although standards in Years 3 and 4 are now in line with national expectations, they are still below in Years 5 and 6, but rising. Pupils in Years 5 and 6 improve their skills and understanding by designing and making slippers, shelters, key fobs and musical instruments. The quality of the designs varies for each topic because teachers do not always challenge the pupils sufficiently to produce detailed plans. The marking out and measurements of the materials are not always accurate enough and this affects the quality of the finished product and the opportunities for the pupils to improve their skills in mathematics. When the shelters were designed, more input was needed in the teaching to show the pupils how to assemble and join materials accurately. Although some of the shelters were well finished and suitable for the purpose, a significant number showed below average skills in their design and making procedures. These weaknesses often came out in the pupils' evaluations of their own and others' work. Pupils are provided with enough opportunities to take part in food technology. When the pupils in Year 5 made bread and biscuits they successfully followed a recipe, and practised the basic skills of hygiene and evaluated the different outcomes, such as the different shapes and finishes to the end product.

105 The quality of teaching is satisfactory. Teachers show a secure knowledge and understanding of the subject. This improved confidence in teaching and more time given for the subject to be taught, is helping pupils to acquire important skills in their learning and to make better progress. The increased opportunities for the pupils to evaluate their work is also helping to improve the key skills of English as they talk about or write about their conclusions. Pupils enjoy the practical nature of the tasks and are keen and well motivated to learn. The management skills of the teachers have improved significantly since the last inspection and now lessons are purposeful, safe and well organised. A highly effective lesson was seen in Year 5 in which the pupils were given some very good opportunities to experiment and test a wide range of materials before they drew their designs for musical instruments. Very good levels of discussion, support and demonstrations provided the pupils with the knowledge and understanding they needed to move ahead successfully with their designs. The co-ordinator is committed to further improvements in the subject. Her leadership and

management skills are good and have been used successfully to raise standards in Years 1 and 2 and improve levels of progress throughout the school.

## **GEOGRAPHY**

106 Standards in geography are below expectations at the end of Year 2 and Year 6. It was a similar picture at the last inspection. Most pupils, including those with more severe learning difficulties, are now beginning to make satisfactory progress. This is mainly because of the improvement in the quality of the teaching and improved attitudes and behaviour from the pupils. Progress is not quite as rapid in Years 3 to 6 as the pupils are not covering their topics in as much depth as they should be, even though the full range of the geography curriculum is covered. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress.

107 By the end of Year 2, pupils have made reasonable progress in learning about places at home and in the wider world. There is a good focus on taking pupils on visits and carrying out surveys and this is helping to extend mapping and enquiry skills, as well as enabling them to gain a better knowledge and understanding of the local area. Pupils are currently carrying out a traffic survey and looking at ways of improving the safety levels around the school. In spite of good levels of questioning in the teaching, most pupils are only at the stage of making simple observations about what they see. Just a few of the higher attaining pupils are able to see the relationship between the number of cars and the shops and other amenities and give some ideas of how to improve the situation. A significant minority of pupils have poor language skills and find it difficult to express their opinions. Back in the classroom, the pupils drew maps of the area they have been studying and added some features they have observed. They needed a lot of help to place features like zebra crossings or the car park in the correct place. Many of them also found it difficult to use the correct words for the things they saw, even though there are some good displays of geographical vocabulary in the classroom. By looking at photographs, the pupils listed different features of a town, the seaside and a country area. They looked at the physical and human features of St Lucia and tried to make comparisons with England. They found this very difficult to do beyond simple observations about each place.

108 By the end of Year 6, pupils' knowledge of places and their skills of mapping and enquiry are unsatisfactory at times. Topics in Years 3 to 6 are not taught in sufficient depth and include few opportunities for fieldwork. The pupils have only a basic understanding of the countries they study or the skills to carry out investigations. Pupils have a basic knowledge and understanding of their local area but an unbalanced view of the physical and human features of other countries studied. For example, comparisons were made between a rural village in India and the pupils' own area, which is a large and busy city. Some pupils were unclear as to the main differences. Although pupils have had some opportunities to use maps to find places mentioned in the news, and discuss how to improve litter problems around the school, most of this work lacks the depth and substance that pupils need to extend their learning and make enough progress. There are a few examples of pupils writing for different purposes or using their research skills to find out more about places.

109 The quality of teaching is satisfactory in Years 1 and 2. Although no unsatisfactory teaching was seen in Years 3 to 6, there have been some unsatisfactory elements over time. The teaching is better in Years 1 and 2 because teachers have higher expectations of what pupils can achieve and focus much more on the development of enquiry skills, especially through fieldwork. This is an area that is not yet well developed in Years 3 to 6, because on occasions, the work lacks sufficient depth and pupils spend too much time filling in work sheets and completing undemanding tasks that are not helping them to learn important skills. In these classes, teachers are not focusing enough on opportunities to help pupils to become active and effective enquirers. ICT is not being used sufficiently through the school to promote pupils' research and enquiry skills. The key skills of English are not

developed enough in the narrow range of writing seen in Years 3 to 6. The most important weakness in the teaching throughout the school however, is the lack of specific work planned to meet the needs of the different levels of attainment. This is because the sound geography assessments carried out at the end of each unit of work are not being used for teachers' planning. Although this weakness can affect the progress of all pupils, it specifically affects the large number of less able pupils with more moderate learning difficulties in each class, as they can find the work too difficult at times. The links with English are more purposeful and relevant in Years 1 and 2, with a good focus on helping pupils to use the correct geographical language in their discussions and writing. Apart from a tally chart in Year 2, produced for the traffic survey and some co-ordinate work in Year 3 for locating villages in the local area, the use and development of numeracy skills is underdeveloped. The current subject co-ordinator, who was absent during the inspection gives satisfactory leadership, has had little opportunity to observe lessons in geography mainly because of the emphasis on other subjects like English, mathematics and science. Resources are satisfactory but the co-ordinator has not yet had time to catalogue them and evaluate their use.

## **HISTORY**

110 The standards of attainment in history are below those expected for pupils at the end of Year 2 and Year 6, whilst progress of pupils, including those with more severe learning difficulties, are now broadly satisfactory throughout the school. Some less able pupils with more moderate learning difficulties do not progress as well, as often the work planned does not always match their needs. Similar standards were found at the last inspection. There have also been other good improvements to the subject since then.

111 By the age of seven, pupils have a satisfactory knowledge and sense of chronology between the past and the present in the topics they study. Their interpretation and understanding of why people acted in the past as they did is weaker. This is linked closely with the language difficulties many of the pupils have and their abilities to express their ideas. Nevertheless pupils are recording their work much more than they did in the past and describing the events in the lives of famous people such as Grace Darling. Pupils found evidence from photographs of Florence Nightingale at work in hospitals and they noticed some of the improvements that she made to cleaning wounds and changing the bandages. They also thought of questions to ask about hospitals today when a nurse came in to talk to them. This work was then extended to making very simple observations about hospitals in the time of Florence Nightingale and today. Pupils are aware of how the past can be divided into different periods of time because time lines are used regularly in classrooms. A visit to the nearby war memorial gave the pupils good opportunities to understand why it is important to remember the soldiers who died for us.

112 The range and depth of historical knowledge and understanding of the pupils in Year 6 is below average standards. This is mostly because over half the pupils in the class have special educational needs. The pupils in Years 3 to 5 have built up a satisfactory knowledge of the features of some past societies and have a reasonable understanding of the links between historical events and what is happening today. However, as with the pupils in Years 1 and 2, pupils have problems in explaining verbally or in writing how and why things have changed, because of language difficulties. The interpretation of history is also a weaker element because, although visits are planned to make links with the history of the local area, not enough use is made of resources back at school to keep the subject alive in lessons. Nevertheless the pupils do sometimes pose their own questions, for example about jobs that children did in Victorian times and find the answers from books. Some pupils gave talks about children working in factories, while others wrote newspaper reports about the beginning of World War 2.

113 The teaching throughout the school is satisfactory. Teacher's knowledge and understanding is satisfactory, but lessons sometimes lack enough challenge because resources are not used enough

and there is insufficient emphasis on the important elements of historical enquiry and research. When children's toys and games were used in the lesson on the Victorians in Years 5 and 6, it came alive for the pupils. Through playing the games and examining the toys, the pupils were able to give a few simple reasons why and how games and toys have changed over the century. Teaching is only occasionally used as a vehicle for developing pupils' literacy skills, although some pupils have produced a variety of good written work. Also, the work planned in the lesson is the same work for all pupils whatever their level of ability. Teachers have produced some good assessment records but these are not used to plan appropriate work. This more specifically affects the large number of less able pupils in each class who often find the work too difficult and do not make as good progress as the others in the class. The use of ICT is only in the early stages of being used to enhance the subject. A very positive improvement from the last inspection is the skills of the teachers in managing the behaviour of the pupils. In Years 3 to 6, pupils often disrupted lessons and this was the main reason why progress was unsatisfactory. The behaviour of the pupils and the management skills of teachers have improved very significantly and relationships are very good. The subject has been given a higher profile in the school than before. It is taught more regularly and there are good displays of pupils' work. Expectations are rising and, although leadership and management in the subject is sound, there is still more for the co-ordinator to do to raise standards. For example, by giving more support to the less able pupils and to address the weaknesses in the use of resources in some classes.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114 Standards in ICT are just below the national expectation for pupils aged seven but at the level expected for their ages when pupils are 11. For both these age groups, including those with special educational needs, this shows an improvement in attainment since the last inspection and represents good achievement. This is especially so at the top of the school where Year 5 and 6 pupils use computers fluently and show a good knowledge of the programs. This improvement is due to good and often very good teaching, excellent facilities in the computer suite, good provision in classrooms and strong, enthusiastic and informed leadership of the subject by the head teacher and the curriculum co-ordinator. Work in ICT gives pupils a need and an opportunity to learn and to use words. A good example was seen in a lesson for pupils in Year 1, where a boy told the class how he had used the spelling and grammar box to ensure the use of the correct words.

115 Pupils are excited by computers. They look forward eagerly to their work in the computer suite and to using computers in the classroom. Pupils in Year 1 had at least an average grasp of the idea of controlling a robot electronically by giving it specific orders. There was a good link with mathematics here as they counted the units the robot had been programmed to move. In all lessons, pupils worked independently at computers, concentrating hard. In a lesson for pupils in Years 3 and 4, pupils settled very quickly to work and stayed at the task for a long period. Older pupils both in lessons and in the computer club worked hard and consistently over extended periods of time. ICT involves all pupils in the school. All the Year 6 pupils, including those with special educational needs go to St James' Park Football Club to work in the computer suite. This is an excellent visit and contributes a great deal to the development of pupils' skills. The school's own computer club opens to all Year 5 and 6 pupils. This is also of high standard and those who attend benefit greatly. It is very well attended.

116 Teaching is good and frequently very good. In a Year 1 lesson for example, the teacher introduced the idea of control by standing all the pupils in a line and giving them the directions later to use on the 'Roamer' floor robot. They experienced the effect of the instructions at first hand. This was especially valuable to those pupils who find their work difficult, including those with special educational needs. Teachers plan carefully and organise well in lessons. Tasks are appropriate to pupils' level of attainment and aptitude. In a lesson for pupils in Years 4 and 5 for example, the teacher had created "real" detective situations where pupils needed to solve a puzzle using search



mechanisms. The Year 5 pupils particularly had to think about the task most carefully in order to be successful. General teaching skills, such as class management are very good and this enables teachers and pupils to get on with the tasks in a settled atmosphere. Lessons are calm and so pupils are interested, they work well and learn effectively. Teachers are careful to include all pupils in explanations so that all can take a full part in the work.

117 Resources for ICT are very good. The computer suite is an excellent resource. The school has an Internet link and has access to the Broadband. The school has ensured that pupils have safe access to the Internet. The school uses its resources well. It has made very good improvement in its overall provision for pupils' computer studies since the time of the last inspection.

## **MUSIC**

118 Standards in music are at the level expected for pupils at the ages of seven and 11 years. This represents good achievement. The previous report did not make a judgement about standards in music but the school has introduced many initiatives since that time and opportunities for pupils are better now than they were then. Thirty-two pupils play either violins or trumpets and every learner is involved in the weekly orchestra practices currently preparing for performances at Christmas. The standard reflects the fact that many players are new to the instruments but all play and the resulting sound is bold and full. Very large numbers play in the recorder groups, open to all pupils in Years 3 to 6. Pupils play enthusiastically and learn at a rapid rate. Singing varies. In one assembly it was only satisfactory but in others and in both hymn practises pupils sang well. The standard here was above the level expected.

119 Pupils in Year 1 knew the names of standard classroom percussion instruments but found playing to a regular pulse difficult. Year 3 pupils made sound patterns following a simple graphic score and showed at least an average sense of pulse. In this same lesson pupils sang well, although the song was pitched too low for their comfort. Year 6 pupils expressed some interesting ideas about the music to which they listened in their short lesson. Some thought it depicted snakes, others owls, a third, music for a Harry Potter film. Their vocabulary limited what they could say but several pupils could say why the music made them think. This lesson made a good contribution to pupils' spiritual development as they thought about the music and what it might mean. Answers to the teacher's questions about music played before the hymn practise for pupils in Years 1 and 2 were mixed. Some were quite perceptive, others less so.

120 Pupils enjoy music making. All the activities provided by the school ensure that pupils have fun making music. They behave well and concentrate. This is due in large part to generally good and often very good teaching. Lessons are well planned and organised and tasks are exciting. This means that pupils want to take part and to learn. This was especially so in the extra-curricular activities. Several teachers have musical skills themselves and their very good instrumental playing made good introductions in assemblies. Accompaniments to songs and hymns are played well and this helps pupils singing. The co-ordinator sings to the pupils to inspire and motivate them. This is mainly why pupils use a real singing tone and why the singing of large groups of pupils often sounds so good.

121 Music is very enthusiastically and strongly led and managed. The many initiatives that have been introduced, encourage pupils to want to make music. The school has invested in violins and trumpets to attract pupils to play and provides many opportunities for them to do so. Parents support music, some by paying for lessons for pupils and many parents attending concerts. Governors too have supported the new ideas well. By encouraging music the school is helping all pupils to read through the words of the songs they are singing and giving them a sense of achievement through the success of public performance. The school and the pupils, including those with special educational

needs, has made very good progress in music since the last inspection, especially in instrumental provision, the lack of which was criticised in the previous report.

## **PHYSICAL EDUCATION**

122 It was not possible during the inspection to see all aspects of physical education. Nor was it possible to make a judgement on attainment over the full range of the curriculum. Also, no lessons were seen in Years 1 and 2. However, from lessons seen in Years 3 to 6 and from a discussion with the co-ordinator, inspectors were able to judge that attainment is in line with expectations for pupils' ages by the end of Year 6 and their achievement, including those with special educational needs, is good. This level of attainment is as it was in the last inspection. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress.

123 Most pupils demonstrate good co-ordination. Their performance in dance and gymnastics shows precision, control and fluency. They are able to sustain physical activity over a good period of time. For example, in a gymnastics lessons for pupils in Year 5, pupils worked well with a partner to form a balanced stance where the force of pushing or pulling held the stance in equilibrium. The different weights and strengths of the pupils made this difficult but pupils worked hard to overcome these problems and achieve well. Pupils' capacity to sustain physical activity was demonstrated well during a swimming lesson for pupils in Year 4 who worked hard to improve their performance using a range of different swimming strokes.

124 The quality of teaching is good. In the lessons, the teachers demonstrated that they have a good knowledge of how to teach physical education. For example, in a dance lesson for pupils in Year 6, the teacher's planning started with a good warming up exercise and built well on the contents of the previous lesson. Pupils had to imagine they were pushing a large boulder uphill. The teacher used all his skills to encourage pupils to put a great deal of physical effort into their performance, as well as sound acting skills through appropriate facial expressions. He allowed pupils to discuss each other's performance, which brought about good improvements. The lesson built on this initial success and the teacher introduced a further element, which improved performance even further. For example, the pupils had to then imagine that at certain times the boulder began pushing the pupil back down the hill. This step-by-step planning retained pupils' interest well. Teacher's planning showed that this dance sequence will be accompanied by appropriate music in future lessons, which will challenge pupils' ability further.

125 The subject co-ordinator is new and has only been in the post since June. Nevertheless, he is well qualified and experienced and has already carried out an audit of the available resources and ordered new equipment. He has organised a successful sports day and swimming gala. He is well aware that although games are covered well in the curriculum, there are no extra-curricular activities in sport, or games competitions with other schools. The co-ordinator, who leads the subject well, hopes to correct this weakness shortly. A good scheme of work is in place to support the teaching of physical education.

## **RELIGIOUS EDUCATION**

126 Standards in the school are in line with the expectations of the locally Agreed Syllabus at the end of Year 2 and the progress of pupils, including those with special educational needs, is satisfactory. This represents an improvement from the last inspection when standards and progress were unsatisfactory. It also shows good levels of achievement in relation to the abilities of the pupils when they start school. At the end of Year 6, although standards are still below expectations, progress, including those with special educational needs, is broadly satisfactory. Standards have dipped in Year

6, but this is largely due to the fact that over half the pupils have special educational needs. In Years 3 to 5, standards are at expected levels. Three pupils with English as an additional language have very recently joined the school. These pupils do not at present get the extra help they require and make slow progress.

127 By the end of Year 2, most pupils have a reasonable knowledge and understanding of Judaism and Christianity. Visits are made to the local church and synagogue and pupils learn about the features and events that happen there. They know that the festivals of Hanukkah and Purim are special times for Jewish people and through the use of good resources in the lessons they have learnt important facts about these festivals. Only a few pupils are at the stage of understanding the significance of the festivals to Jewish people. Pupils have remembered their visits to the church and synagogue well and recognise that the Jewish and Christian religions share similar features, such as places of worship, special days and holy books. Teachers effectively reinforce the pupils' understanding from the visits by enabling them to learn some of the well-known stories from the Old and New Testament. This is helping pupils to recognise the importance of religious figures such as Jesus, Joseph and Moses and their significance. An important and successful aspect of the teaching is the opportunity pupils have to reflect on the relationship between Christian belief and behaviour. For example, in one lesson, pupils showed things that were special to them and explained why. The teacher then moved on to show pupils some special artefacts from different religions and this helped them to understand the meaning of these objects in the lives of those who have faith. Pupils often explore different moral and social issues and make good connections between the stories they hear and their own attitudes to life. They showed empathy with the characters in the parables Jesus told and retold the story of 'The Good Samaritan' with good levels of concern. Most pupils have a strong moral awareness and understanding of forgiveness, tolerance and care for others.

128 In Year 6, pupils' awareness of other faiths and their understanding that different religions share some essential features is unsatisfactory. In the other classes in Years 3 to 5, pupils have gained a satisfactory knowledge and understanding of the beliefs and practices of Christians, Muslims and Hindus. However their appreciation of how belonging to a different faith group can influence people's everyday lives is weak. At times there is too much reliance on pupils completing undemanding work sheets that do not interest them enough to want to find out more. In Year 3, the theme of Christian living provided some good opportunities for pupils to reflect on their own lives and others when they celebrated the Harvest Festival by making and eating soup together and learning about famine and poverty in the world.

129 The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. Where it is good, visits and resources are used more effectively to bring the subject alive and to help pupils to have a greater awareness of religious issues. More work is recorded now in Years 1 and 2 than it was at the last inspection and throughout the school there are good opportunities for pupils to practise their speaking and listening skills in discussions and occasionally through role-play. Although a lot of written work is completed throughout the school, too much of it is filling in work sheets, rather than being given the opportunity to carry out research. Also the work is not adapted enough for the lower attaining pupils. This is mainly because the sound assessment records that are kept are not used to plan appropriate work for the different levels of abilities in each class. This can affect the progress of all pupils but it mainly affects the large number of less able pupils in each class, as they often find the work too difficult. Since the last inspection more time has now been allocated for the subject to be taught and the work is generally well balanced. ICT is being used to support the subject in Years 1 and 2, with some imaginative Hanukkah cards, but it is seldom used in Years 3 to 6 to extend writing or study skills. Relationships are very good, and teachers value pupils' contributions to lessons and encourage them to express their opinions. In this caring and inclusive environment some valuable discussions on moral and social issues take place in which pupils have a good respect for each other's views. The subject makes a good contribution to pupils' spiritual, moral, social and cultural awareness.

130 The leadership and management of the subject is satisfactory. The co-ordinator who is based in Years 1 and 2 has a good understanding of the provision in this part of the school and has provided good levels of support to the teachers to address the weaknesses from the last inspection. She is less familiar with the work going on in Years 3 to 6. There is only a limited number of visits to places of religious interest and only a few visitors into school to enhance the religious education curriculum. This limits pupils' understanding of the importance of religion in other peoples' lives.