

# INSPECTION REPORT

## **PARNWELL PRIMARY SCHOOL**

Peterborough

LEA area: City of Peterborough

Unique reference number: 110764

Headteacher: Nick Guest

Reporting inspector: John Foster  
21318

Dates of inspection: 2-5 June 2003

Inspection number: 247043

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Saltersgate Parnwell PETERBOROUGH
Postcode:	PE1 4YH
Telephone number:	01733 349182
Fax number:	01733 558729
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr J Andreson
Date of previous inspection:	17 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21318	John Foster	Registered inspector	Foundation stage English as an additional language	What sort of school is it? How high are standards? a) The school's results and pupils' achievements What should the school do to improve further? How well are pupils taught?
16472	Cathy Stormonth	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17520	David Fisher	Team inspector	Special educational needs Art and design Design and technology	
17852	Lawrence Moscrop	Team inspector	Mathematics Information and communication technology Religious education	How well is the school led and managed?
22669	Tom Prosser	Team inspector	Science Geography History	How good are curricular and other opportunities offered to pupils?
2905	David Shepherd	Team inspector	English Music Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Parnwell Primary School caters for boys and girls aged between four and eleven years. The school is about the average size for primary schools. At the time of inspection there were 226 pupils at the school. This is slightly less than the number on roll at the previous inspection when 261 pupils attended the school. The school is situated within an area of social deprivation. Though there is a wide range of ability, the general level of attainment of children when they start school is well below that expected nationally. There are 70 pupils from ethnic minority backgrounds, with 9 for whom English is not their first language. Two pupils are at an early stage of language acquisition. Thirty-five pupils are from the Traveller community. The percentage of pupils eligible for free school meals is 44.2 per cent and is well above the national average. A little over 41 per cent of pupils have special educational needs. This is well above the national average, and of these pupils, 13 have formal Statements of Special Educational Need. Their specific needs range from moderate learning difficulties to requiring strong support for emotional and behavioural difficulties.

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

This is a good school with many strengths, which outweigh the weaknesses identified. The school is led very well by the headteacher, fully supported by his deputy. They share a vision with the rest of the staff and the good governing body to move the school forward. Governors clearly understand the strengths and weaknesses in the school and have developed good strategies for building on the strengths and addressing the weaknesses. The quality of teaching is good throughout the school, leading to the pupils' making good progress in their learning. Standards at the end of Year 2 are broadly in line with those expected nationally, but at Year 6 they are below national averages in English and mathematics. The major reason for this was the large number of pupils in that year group who started at the school between Year 3 and Year 6 with special educational needs. The school gives good value for money.

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

- The headteacher leads the school very well and is well supported by the deputy headteacher, the staff and the governors.
- The resources made available to the school are used very well.
- The quality of teaching is good and this helps the pupils to achieve well.
- The school has developed a very good behaviour policy and its successful implementation has led to very good relationships, attitudes and behaviour throughout the school.
- The school cares for its pupils very well, and there are excellent procedures for monitoring and improving attendance levels.
- Parents have very positive views of the school because the school keeps them well informed about what is happening and about the progress their children make.

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

- Standards in English, mathematics and information and communication technology at Year 6 and in music at Years 2 and 6 are below standards expected nationally.
- The monitoring and development of teaching is not focused or effective enough to raise standards sufficiently.

*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 November 1997. Since that time the headteacher, staff and governing body have made good progress in addressing the issues identified in that report. Schemes of work have now been fully implemented for all subjects. Standards are monitored more effectively against national levels and the resulting data are used better to plan lessons. There has been good progress in the management of the school. The governing body now plays a greater part in the strategic planning for the future, including involvement in formulating the school development plan. The plan contains details of costings, and it shows developments for the next four years. It incorporates details of pupils' attainment

and how the priorities are set to improve standards. The governors' annual report to parents now meets all statutory requirements. The quality of teaching has improved. It is now good overall and the percentage of unsatisfactory teaching has fallen substantially. Standards have risen in English, mathematics and science, though they are still below expected levels. The school sets targets appropriate for the abilities of the pupils. They failed to reach them in 2002 but are on course to achieve them in 2003.

## STANDARDS

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

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

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

Children enter the Reception class at the age of four with attainment levels which are well below those expected nationally. They are taught well and make good progress. In spite of the good teaching they experience, by the time they start in Year 1, few will have attained the Early Learning Goals of the Foundation Stage<sup>1</sup> curriculum.

In recent years the school's results have improved at a similar rate to schools nationally in the Year 6 tests, though in 2002 there was a reversal of this trend. The main reason for this reversal was the very large turnover of pupils within this year group. Of the pupils who started the school in that group, only eight remained at the end of Year 6. Of the pupils who joined the group between Year 3 and Year 6, a large percentage were identified as having special educational needs. Current evidence indicates that the present Year 6 pupils will attain slightly better results in the 2003 tests. Pupils achieve well overall because of good teaching, though inspection evidence indicates that standards remain below average in English and mathematics for the current Year 6 group. This indicates good progress from when the pupils started school when their attainment was well below expected levels. In other subjects the pupils attain expected levels except in music and information and communication technology, where their attainment by Year 6 is below that expected nationally. The main reason for the lower standards in music is the lack of expertise amongst the staff, which results in too much unsatisfactory teaching, and in information and communication technology there is insufficient use of control technology for the pupils to attain the expected standards and insecurity in some teachers' knowledge of the subject.

In the national tests for Year 2 pupils in 2002, results were above average in reading and writing and well above average in mathematics when compared to all schools' results. When compared to results in similar schools, Parnwell's results were well above average in writing, and in reading and mathematics they were in the top five per cent. Teacher Assessments in science placed pupils below average. Inspection evidence indicates that the standards of the current Year 2 group are average in English, mathematics and science. They achieve well and reach expected levels in all other subjects except for

<sup>1</sup> The Early Learning Goals are the expected levels which children should attain by the end of the Foundation Stage. The Foundation Stage begins when children reach the age of three and lasts until they start in Year 1. During this period their learning is based on the six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; creative development and physical development.

music in Year 2, where, for similar reasons to those affecting the older pupils, standards are below average.

The pupils achieve well in most other subjects and have made good progress since they started school. They start school with standards well below those expected for their age and attain standard appropriate for their age and ability by the end of Years 2 and 6.

The school sets appropriate targets for the pupils, but in the 2002 tests standards fell below these targets. The targets set for 2003 are appropriate for the current Year 6 pupils and they are in line to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils tackle learning challenges enthusiastically and they enjoy school life. Pupils feel valued and happy.
Behaviour, in and out of classrooms	Very good. Pupils behave well in the classroom, around the school building and on the playground. They are friendly and courteous.
Personal development and relationships	Relationships are very good and have a very positive impact on learning. Personal development is satisfactory, though pupils have too few opportunities to develop their independence in learning.
Attendance	Unsatisfactory. Attendance is below the national average. A small number of pupils have poor attendance and punctuality in spite of the school's excellent efforts to improve them.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall, although lessons seen varied in quality from unsatisfactory to excellent. Although the children enter school with attainment levels well below those expected for their age, the Reception class teacher plans well for them and they make good progress in their learning. She is well aware of the needs for this age of child and gives a wide range of activities for them to achieve well in all areas of learning. The support assistants are used very well in this class to ensure that the children work hard and experience all the activities provided.

In Years 1 to 6 the quality of teaching varies but overall it is good. At its best the teachers give the pupils challenging work to ensure that they make the most progress. These lessons are planned very well, there are very good relationships within the classes and the teachers are knowledgeable and confident about what they teach. Teachers manage pupils very well and this is reflected in the positive attitudes the pupils have towards their work. This helps to maintain the good progress they make overall. Most teachers share with their pupils what they are about to learn at the beginning of the lesson, and in the better lessons check that this has been achieved at the end of the lesson. In the few unsatisfactory lessons, the teachers are not confident enough to teach the subject well enough, largely because they are insecure in their own knowledge of the subject. This was particularly so in music lessons seen.

English and mathematics are mainly taught satisfactorily. The National Strategies for Literacy Numeracy have been successfully implemented and most teachers plan their lessons using the recommended patterns. However, neither literacy nor numeracy is used as well as it could be throughout the curriculum. In other subjects the teaching is good overall, resulting in the pupils making good progress in their learning in these subjects.

The quality of teaching for pupils with special educational needs, those for whom English is not their first language and the Traveller children is good and these groups of pupils make good progress in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches the full National Curriculum and religious education is taught according to the Locally Agreed Syllabus. The curriculum beyond the school day is good, with a good range of clubs and activities arranged for the pupils. Visits and visitors are used well to support learning. The school needs to evaluate the afternoon timetable whereby single subjects are taught for one and a half hours.
Provision for pupils with special educational needs	Good. The support provided by the staff helps this group of pupils to make good progress in meeting their targets.
Provision for pupils with English as an additional language	Good. This group of pupils is well catered for and they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is good and for their spiritual and cultural development satisfactory. Whilst satisfactory, the range of opportunities for pupils to learn about their multi-cultural society could be further extended.
How well the school cares for its pupils	Very good. The school has a very good range of procedures to promote good attendance, good behaviour and good work habits. The arrangements for pupils' welfare, child protection and health and safety are very good. Procedures for assessing pupils' work are good, though the data generated are not always used effectively enough to accelerate learning.

The school enjoys good relationships with parents. Those parents of children who have special educational needs are fully involved in planning the targets set for their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and is well supported by his deputy. They share a clear vision for the school and plan well to move the school forward. The subject co-ordinators manage their role efficiently.
How well the governors fulfil their responsibilities	The governing body has a good understanding of the school and fulfils its duties well. Governors play an important role in monitoring the performance of the school and setting appropriate targets for it to improve through the school development plan.

The school's evaluation of its performance	Satisfactory. Whilst systems have been developed for monitoring teaching and learning, insufficient emphasis is placed on identifying specific areas for improving standards.
The strategic use of resources	Very good. The headteacher and governing body plan the use of resources very well and use the principles of best value well when purchasing goods and services. The school's use of specific grants is excellent.

There are an adequate number of appropriately qualified teachers to teach the National Curriculum and religious education. The school employs more support assistants than most schools of this size, but this is a good strategy to support pupils' learning, based on the low levels of attainment when they start the Reception class and the high percentage of pupils with special educational needs. Resources are satisfactory overall for teaching and learning. The staff have worked hard to create a good learning environment and the good accommodation is used well.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children are happy at the school.</li> <li>• The teaching is good and expectations are high, leading to their children making good progress.</li> <li>• The school is well led and managed.</li> <li>• They feel that if they have any problems they are happy to go to school, confident that they will be listened to and the staff will deal with their concerns.</li> <li>• They are kept well informed about how their children are progressing and they believe that the school expects the children to work hard to achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are not happy with the amount of homework given to their children.</li> <li>• The range of activities organised beyond the school day.</li> </ul>

About 45 per cent of parents returned the questionnaire and nine parents attended a meeting with the registered inspector. Almost all views expressed by the parents were very positive in support of the headteacher, the staff and the school. The two minor criticisms related to the amount of homework given to their children and the range of out-of-school activities. The inspection team fully supports the parents' positive views. Inspection evidence indicates that pupils are given appropriate homework for their ages and abilities and that the school provides a good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. In the 2002 national tests, pupils in Year 6 generally achieved standards well below those expected nationally in English, mathematics and science.
2. When compared to results of pupils from similar backgrounds, their performance was:
  - well below average in English;
  - below average in mathematics;
  - average in science.

Pupils start from a low attainment level. Though many reach the expected Level 4 in Year 6, few exceed this and this impacts greatly on the ways in which the comparative results are calculated. When results are compared to those in similar schools, the picture is better. Although English results remain low, pupils attain average results in science and just below average in mathematics. In past years, however, the standards in English have been rising steadily.

3. In the corresponding national tests for pupils in Year 2, pupils' performance when compared to that in all schools was:
  - above average in reading and writing;
  - well above average in mathematics.
4. When compared to pupils in similar schools the Year 2 pupils attained standards that were:
  - in the top five per cent of school in reading and mathematics;
  - well above average in writing.
5. Teacher Assessment in science for Year 2 pupils indicates that they achieve below average levels.
6. Inspection evidence indicates that standards in English and mathematics for the current Year 6 group are below average, though they are working at the appropriate levels in science. The very large percentage of pupils with low ability who moved into the school between Year 3 and Year 6 was a contributory factor to the below average standards. In mathematics a further reason for limited development is that the teachers do not always focus well enough on raising standards. The school is aware of this and steps have been taken to remedy the position. As yet this has not had time to impact on standards.
7. In the Reception class the good teaching the children receive helps them to make good progress and they make good improvement towards reaching the Early Learning Goals of their curriculum. Except for their physical development, however, few reach these before they move into Year 1. In their physical development many children achieve the Early Learning Goals because they are given many opportunities to practise their skills in this area of learning.
8. In Years 1 and 2, the good teaching enables the pupils to maintain the good progress they make in Reception. By the end of Year 2 most pupils are attaining appropriate standards for their age in all subjects except for music, where standards are below those expected because teachers' knowledge of the subject overall is not good enough. In English pupils' listening skills are well developed, but their speaking skills are less well developed because they are not encouraged to question and discuss in lessons. They begin to write stories and they make labels for their displays. They are given frequent opportunities to read to adults and, as a result, their reading skills are well developed for their age. In Years 3 to 6 the progress made by pupils slows down. They are not encouraged to read as widely and there are a limited number of books available for

- them. They still write for a range of purposes but they do not always take enough care over their spellings, punctuation or handwriting.
9. In mathematics good progress is made in Years 1 and 2. Pupils develop a good sense of number and begin to calculate using good mental strategies. The higher-attaining pupils readily recognise, for example, that if  $7+3=10$ , then  $70+30=100$ . In Years 3 to 6 pupils make satisfactory progress overall. The teaching of mathematics for these year groups is within ability sets, and this helps the teachers to plan work appropriate for the group they teach. The older pupils recognise that if they want to deduct 50 per cent of a figure, it becomes a half of the original value. Whilst the procedure for working in ability sets is generally effective, there are times when the teachers set work which is not challenging enough, particularly for the higher-attaining pupils.
  10. Pupils make good progress in science throughout the school because they are consistently taught well. In Years 1 and 2 they learn that for a test to be valid it has to be a fair test and they begin to use this knowledge in their work. They study the life cycle of frogs and test materials to decide which type of paper could be used to make the strongest bridge. In Years 3 to 6 they undertake many observations and tests. They predict what they think will be the outcome of their tests and check whether they were right or wrong when they complete them. They use graphs and charts to record their findings.
  11. In most other subjects the pupils achieve well and make good progress. The main exceptions to this are their attainments in music and information and communication technology at the end of Year 6. In music there is a lack of expertise in the school, and, as a result, the teachers are not confident in teaching the subject. The outcome is that the pace of lessons is too slow and the pupils are not challenged enough to make good progress. The major drawback with information and communication technology is the lack of appropriate resources and expertise to teach the control and monitoring elements of the curriculum for the older pupils. Information and communication technology is not used well enough to support learning in other subjects.
  12. Literacy and numeracy are not used well enough in all subjects to support learning in those subjects. The teachers work hard to develop pupils' listening skills but they are given too few opportunities to develop speaking skills. Whilst some teachers use numeracy in teaching, for example, science and geography, this is inconsistent throughout the school.
  13. The school sets appropriate targets for the pupils, but these are not always met, in spite of the good teaching most pupils experience.
  14. Pupils with special educational needs, those for whom English is not their first language and the Traveller children all achieve well and attain appropriate standards for their age and abilities because of the good support they receive.

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

15. Pupils' behaviour and attitudes inside the classroom and around the school are very good and this is a clear improvement since the previous inspection. This is an inclusive, lively and supportive community where the ethos is very positive and relationships are very good. Pupils enjoy their lessons and the interesting activities that enrich their learning and provide for a good quality school life.
16. Pupils have very good attitudes to learning, especially when the teaching inspires very good work and expectations are high. They settle to work quickly and are keen to learn, have good concentration levels and answer questions eagerly. They follow instructions well, work hard and respond well to praise and encouragement. Pupils feel that their lessons are fun, interesting and usually offer challenge. This was seen in an outstanding art lesson when Year 3/4 pupils tried to emulate the texture and style of Van Gogh's work in "The Sunflowers" by producing their own versions. Pupils were totally absorbed, excited and justly proud of their high quality work.
17. Behaviour in the classroom and around the school is very good overall. Lunchtimes in the hall are pleasant sociable times. Behaviour in the playground is very good and pupils amuse themselves

well. Some boys occasionally gallop around the playground to escape their friends, who chase them, but it is good-natured and simply pupils having fun. Pupils show reverence during assemblies, especially during reflection and prayer, and sing enthusiastically. Pupils

confirmed strongly that bullying and racism rarely occur and when reported are dealt with very effectively. There have been four recent fixed term exclusions, which were fully justified for persistent and unsafe behaviour.

18. Relationships throughout the school are very good and are based on mutual respect for all in the caring school community. A group of Year 6 pupils said, "It is a happy place to learn." Teachers and other staff speak positively to pupils and everyone feels valued. This builds confidence and self-esteem and helps pupils tackle new learning and work well. Boys and girls, Travellers and pupils from other ethnic minorities mix freely and happily. Pupils have a good understanding of the impact of their actions on others and respect each other's feelings and values. Personal and social education lessons stress the benefits of kindness and many classrooms have kindness books identifying the pupils' good deeds. They work well together, sharing ideas and equipment and taking turns fairly.
19. Pupils' personal development has both strengths and weaknesses but is satisfactory overall. Pupils are polite, helpful, and friendly, have good social skills and readily take on responsibility. They carry out enthusiastically a wide range of jobs each day that help with the smooth running of the school day. Pupils answer phones and act as receptionists at lunchtime, organise the music, chairs and overhead projector for assembly, water plants, deliver registers and show visitors around school. The School Council gives pupils a voice in the school and pupils are keen to channel suggestions for school improvement to the staff and to raise money for good causes. Older pupils act as reading mentors for younger pupils. They also act as "buddies" for younger and new pupils, helping them and playing with them. The school's Christmas productions, "Disney" and "Whoops a Daisy, Angel!", enabled pupils to demonstrate their talents. The residential trips to Stibbington and Finborough give pupils new and exciting learning experiences away from school and home.
20. The major weakness in personal development is due to the lack of opportunities for pupils to become more independent learners. They are not given enough opportunities to think for themselves and show initiative, to develop their own ideas and acquire better research skills. Many lessons were tightly managed and restricted pupils' freedom to choose, to observe, to question and to investigate their own learning.
21. Attendance is unsatisfactory and below the national level. Authorised absence is mainly attributable to genuine illness or holiday taking. When pupils leave the school, however, their parents do not always let the school know about this and the children are marked absent until they can be taken off the school's roll. Some of the Traveller pupils have the lowest attendance rates. Unauthorised absence levels are above the national average. Whilst most pupils arrive at school on time, a small number of pupils, predominantly Travellers, are persistently late.

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

22. At the time of the previous inspection the quality of teaching was described as satisfactory, though a large percentage of unsatisfactory and poor teaching was identified. In the interim period there has been good progress and current evidence indicates that the quality of teaching and learning is good overall and there are elements of very good and excellent teaching in some subjects. The main strengths in the teaching are:
  - the quality of teachers' planning;
  - the effective ways in which they manage the pupils;
  - the ways in which the support staff are used.

23. Where teaching is not as strong, teachers are not sure about teaching basic skills in literacy and numeracy and their marking of pupils' work does not always give clear indications to the pupils of how they can improve their work. In music, teachers are insecure in their knowledge of the subject and this results in unsatisfactory teaching.
24. In the Reception class the teaching is consistently good, with very good elements within it. The teacher plans very well to give the children a wide range of experiences to help their learning. They enter school with attainment levels well below those expected for their age and the good teaching they receive enables them to make good progress. The teacher has a very good knowledge of the curriculum for this age of children and this is used well to develop their skills and knowledge. The teacher uses the support staff well and their skills help the children to progress well in their learning. One of the support staff, for example, worked with a group of children making biscuits. They measured the ingredients using plastic animals and were each given the chance to roll out their piece of pastry and use a shape to cut out their biscuit. The children gained much pleasure and understanding about mathematics from this session. A small number of children in the Reception year, however, do not experience the good quality teaching for their particular needs. Because of the number of children in the Reception year, a small number of children have been placed with the Year 1 pupils. Whilst they are taught well within their class, they do not have full access to the facilities available for the majority of the Reception children. In spite of this, they make good progress because their teacher plans for their specific needs and they are given opportunities to use the outdoor area to develop their physical skills.
25. In Years 1 and 2 the quality of teaching is good overall. The teachers in these classes have good knowledge about how the pupils learn and plan accordingly to enable them to make good progress. The teachers have good knowledge of the curriculum for pupils of this age and they use this knowledge well in their teaching. They have high expectations of behaviour and manage the pupils very well and this helps the pupils to make good progress. Whilst the planning is good overall, the work planned for the higher-attaining pupils is not always challenging enough. Where teaching is at its best, the pace of teaching and learning is fast and the pupils make very good progress. In these lessons the learning objectives are shared with the pupils at the start of the lesson and the teacher refers to them during the lesson.
26. In Years 3 to 6 the quality of teaching was good overall with some excellent and very good teaching. Equally, within these year groups there was a small percentage of unsatisfactory teaching. Where the teaching was very good or excellent it was because the teachers:
- had very good knowledge of the subject they were teaching;
  - expected high standards of behaviour and performance by the pupils;
  - had planned very well to allow all pupils, whatever their ability, to make the most progress;
  - managed their pupils very well;
  - had very good relationships with their pupils.
27. The unsatisfactory teaching was in music lessons and an information and communication technology lesson. The principal reason for the unsatisfactory teaching was the teachers' lack of knowledge and understanding of the subjects. As a result of this, the pupils failed to make enough progress in their learning in these lessons. In music, for example, the teachers did not move the lessons at a fast enough pace, they were not confident in what they were teaching and there were periods of inactivity throughout the lessons.
28. Throughout the school the marking of pupils' work is satisfactory. The best marking is where the pupils are given clear guidance about how they can improve their work, though frequently this is not done well. Whilst some comments are made to encourage the pupils to work hard, they are not always specific enough for individuals to develop their learning sufficiently well. In English, for example, teachers too readily accept incorrect spellings and untidy handwriting from the pupils.
29. Teaching in English is satisfactory overall, though it is better at Years 1 and 2 than for the older pupils. The lessons observed were evenly balanced between satisfactory and good. Whilst the planning is to the National Literacy Strategy and covers all areas of the subject curriculum, some

teachers accept standards of work which are below those that the pupils are capable of producing. This is particularly the case in spelling, handwriting and presentation. However, the teaching of reading for pupils in Years 1 and 2 is good and they make good progress, but the focus on developing reading skills is less evident in Years 3 to 6 and, as a result, the pace of learning slows.

30. In mathematics, the quality of teaching is variable but it is good overall. The National Numeracy Strategy is well established and provides a sound format for teachers' planning. The best teaching in mathematics is where the teacher is confident in teaching the subject and in these lessons learning moves at a fast pace and the pupils make good progress. Good relationships feature as part of the better lessons and humour is used well to maintain pupils' interest. In most lessons there is an effective summing up period at the end of the lesson, where teachers and pupils check on the work that has been done in the lesson, and what the pupils have learned.
31. Teachers' planning often covers the activity in which pupils will take part and the skills that are to be developed. Learning objectives, however, are not always sufficiently focused on what pupils will learn, and tasks are not always suitably matched to pupils' learning needs. This lack of focus is often linked to work in subjects where a significant reliance is placed on the use of worksheets or commercially produced workbooks. In their planning, teachers do not identify possible links to other subjects, so that themes can be linked to provide relevant contexts for pupils' learning.
32. Pupils with special educational needs, those for whom English is not their first language and those from the Traveller community are taught within a fully inclusive setting and receive the same quality of teaching as other pupils. The teachers plan work for their specific needs and they are well supported in their learning. As a result, they make good progress.

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

33. The school offers a curriculum for pupils that is broad and balanced, covering the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. A weakness identified in the curriculum is the teaching of music. The school lacks expertise in the subject and both planning and teaching in the subject are unsatisfactory. The curriculum being provided for a very small group of Reception children is unsatisfactory as they are being taught as members of a Year 1 class and are not given full access to the areas of learning planned for this age group, though the teacher plans appropriate work for their needs and they are given access to the outdoor area.
34. Schemes of work are in place for all subjects and the staff and governor working parties regularly review them. This was an area of weakness identified in the previous inspection and has been successfully addressed. The schemes of work enable medium-term plans for all subjects to be developed to match the interests of pupils. Co-ordinators have put in place a two-year planning cycle, which is used to ensure that there is no undue repetition of work.
35. The National Literacy and Numeracy Strategies are helping to develop pupils' basic skills and are having an impact on raising standards. However, some teachers are not yet sufficiently secure in their planning to use the strategies in other subjects so as to enrich the curriculum, extend pupils' learning and raise overall standards.
36. The afternoon periods where a single subject is taught for one and a half hours are too long. As a result, pupils and staff find difficulty in maintaining concentration and motivation for learning. Some activities being carried out could have been completed successfully in a shorter period of time. In these lessons pupils do not make as much progress as they could.
37. The personal, social and health education programme is promoted well and is an important part of pupils' personal development. Each class has a weekly lesson in which pupils discuss topics from a well-balanced scheme of work. The statutory elements for sex, drugs and citizenship

education are covered in the programme and are well supported by the expertise of the local school nurse, policeman, fire station staff and road safety team.

38. The school provides a good range of activities for pupils beyond the normal school day. A wide range of clubs, meeting at different times of the day, is available and staff give their time generously to these and are rewarded by the high level of attendance. The activities offered include guitar and recorder lessons, cooking, gymnastics, computer, football and an after school club. The pupils benefit from attending these activities, which enhance and complement the curriculum. The curriculum is also enriched through the many visitors to the school, including the local vicar, Father Derek, artists from the Green Wheel Project, Road Safety Theatre and a wind quartet. Extensive visits are made to locations that support pupils' learning, such as Hinchinbrooke Country Park, Lincoln Castle and the Butterfly Park. The school offers all pupils the opportunity to take part in residential visits and recently two parties have visited Stibbington and Finborough Hall. These visits encourage pupils' independence and their social development.
39. There are good links between local playgroups as well as with the secondary schools. There is a well-established programme with the secondary schools that ensures the adequate transfer of information about pupils at the end of Year 6. Pupils visit the schools prior to transfer. The school accepts pupils from other schools on work experience and accepts trainee teachers and other students from three different colleges. The school has close involvement in the local community and becomes involved in local projects. For example, they have designed some murals to be painted on the walls of the community house and are soon to start on painting them. Local firms regularly contribute financially to the parent-teacher activities.
40. The curriculum fully meets the needs of pupils with special educational needs, those with English as an additional language and the Traveller children. Additional numeracy and literacy sessions ensure pupils make very good progress towards each of their learning targets. Pupils are fully included in all lessons and teachers ensure work is appropriate to their ability and needs.
41. Pupils' spiritual, moral, social and cultural development is good overall. Their spiritual development is satisfactory. Collective worship meets statutory requirements and is used appropriately to promote a sense of wonder and time for reflection. Assembly themes are aptly planned to be mainly Christian in character, but include festivals from the main world faiths. Time to reflect on pupils' own beliefs, values and experiences is provided in some classes but is variable. This, for example, was noted in two science lessons similar in nature and planning. In one class there was a clear sense of awe and wonder during an experiment when pupils realised that peas came from pods and not in the unshelled form that they were used to. In the other lesson this was not apparent, for the opportunity for reflection was not provided and the moment was lost. Scrutiny of displays around the school shows that the pupils are given opportunities to consider their feelings and emotions and to make simple evaluations of friendship, as in Year 3/4 when they discuss and record why they believe someone in the class deserves to be the "VIP of the week".
42. Provision for the pupils' moral development is good. A strong moral code is the basis of acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Representatives from the police, fire brigade, the church and RSPCA regularly visit to talk and work with groups and classes of pupils. Pupils are held individually responsible for their responses and they are successfully helped to manage their behaviour and anger; for example, through group and individual discussions and effective role-play. There is a solid framework of values that encourages pupils to distinguish right from wrong. Pupils are commended for their achievements in assembly and appropriate emphasis is placed on celebrating positive behaviour.
43. Provision for social development is good. Personal and social education is covered by all classes, including valuable work on citizenship such as the ways in which a democratic society works. Pupils are able to put some of these principles into action through the School Council. The system of "Play Buddies" helps to develop links between the older and younger pupils and this is further developed in paired reading activities. The day educational visits and especially the two residential visits offer the pupils valuable opportunities to develop socially. Pupils are given

responsibilities within the school and these are carried out with care and in part, for example, enhance the smooth running of assemblies through ensuring that music is available and played at the required time. Pupils take seriously the responsibility of staffing the reception desk at lunchtime and provide a welcome to any visitors.

44. The school makes satisfactory provision for pupils' cultural development. The school effectively promotes many aspects of pupils' own cultural traditions. Opportunities to visit places of interest such as Lincoln Castle, historical houses and the local area enhance work particularly in history and geography. Visits to the school by people from the Czech Republic and Bulgaria together with curriculum days specifically focused on other countries such as India, Japan and Italy help to broaden pupils' understanding of the world they live in. Pupils are aware of the festival of

Diwali and the Chinese New Year. However, there is insufficient opportunity for pupils to learn and relate their experiences to the locality and the multi-cultural society that they live in. The school includes its provision for multi-cultural education in the equal opportunities programme.

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

45. The school continues to take very good care of pupils and this is a major strength. Staff care strongly about their pupils and pupils confirmed their strong trust and confidence in their teachers and other adults in the school, saying, "We always have someone to talk to if we feel worried or troubled." This helps pupils to feel happy, safe and secure.
46. Procedures for monitoring and improving attendance are excellent. Registers are consistently maintained and scrutinised daily and absences are rigorously followed up to encourage good attendance and minimise unauthorised absence. Holiday-taking during-term time is actively and effectively discouraged. Improving attendance is a high priority and parents are regularly made aware of their children's attendance levels at consultation evenings and in school reports, and how absence hinders learning. The school maintains regular contact with Traveller families to encourage better attendance and punctuality and has made some modest progress with this group.
47. The procedures for monitoring and promoting behaviour are very good. Behaviour is managed in a highly effective and positive way that is constantly reinforced throughout the school day. Behaviour management is a real strength in classes and there are plenty of staff to ensure lessons proceed as planned without interruptions to impede learning. Supervision on the playground is very good and staff display very good control at playtimes. Pupils are very familiar with the high expectations for behaviour and react by behaving very well. Rewards and sanctions encourage better behaviour and effort. Pupils really value their "Well done cards" and the shared celebration assemblies. The procedures for eliminating oppressive behaviour are good. Bullying and racism are dealt with effectively when reported.
48. The arrangements for child protection are very good and fully meet all the requirements. Staff are aware of the procedures and the school is vigilant, carefully monitoring any suspicious circumstances. Pupils in foster care are also monitored very well and supported sensitively. When pupils are sick or injured they receive a high level of care and attention and all pupils' medical conditions and disabilities are catered for very well. The school is aware that more trained first-aiders are required to ensure adequate coverage after some recent staff changes. The management of health and safety is generally good; risk assessments are thorough and any issues are addressed quickly.
49. The monitoring of pupils' personal development is good. It is well promoted by teachers, who know pupils very well and keep good records about personal development on achievement cards, through pupils' personal target and rewards tracking systems.
50. Teachers show high levels of support and commitment to pupils and they give them good advice for improving attitudes and social skills and encourage a good work ethic. There are some

additional very helpful ways of supporting pupils who find aspects of school life difficult. The learning mentor gives pupils help and advice for coping with a range of difficulties and the results are very positive. A breakfast club targets more vulnerable pupils, who talk and share issues before school. The lunchtime "Sunshine" club is provided for pupils who prefer not to go on the playground and pupils enjoy the craft activities provided and the friendship groups. The induction arrangements for the large number of new pupils, including those who join the school throughout the year, are good and enable them to settle and feel part of the school community quickly.

51. Overall, the procedures for assessing pupils' attainment and progress are good, and use of assessment to guide curriculum planning is satisfactory. Information from the national tests taken in Years 2 and 6 is analysed and useful information is gathered. This analysis is shared throughout the school and identified weaknesses are addressed. National test information, together with information gathered from other sources, is used to monitor the differences in progress of groups; for example, boys and girls or Travellers' children.
52. Older pupils are aware of the targets set in English and mathematics and teachers refer to these regularly and discuss progress made against these targets with parents at the termly meetings. The use of specific objectives in the Individual Educational Plans to monitor the progress of pupils with special educational needs is good.
53. Pupils' work is regularly marked and many teachers in literacy and numeracy provide pupils with an indication on how to improve and develop their work, though this is not always the case. The literacy and numeracy programmes provide pupils with a structured curriculum but assessment is not yet fully secure. This results, especially in English, in some mismatch between the pupils' attainment and standardised test expectations. Assessment takes place in most subjects, though the criteria used to assess pupils are, at times, imprecise when on medium-term curriculum planning. The result is that assessment records give useful information about what pupils have been taught but do not always identify skills learnt or the next steps to be taken to develop learning.
54. The attainment and progress of pupils who have special educational needs, of those who have English as an additional language and of the Traveller children are systematically assessed and recorded. The information is used effectively to modify Individual Educational Plans and set further targets for improvement. A member of staff has been trained as a learning mentor. She has a vital role in supporting pupils with behavioural, emotional and learning difficulties. They recognise the mentor is always willing to listen to any concerns and help them to achieve their agreed targets. Pupils are confident in identifying how they could improve.

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

55. The school continues to have a good partnership with parents. The response to the parents' questionnaire shows a very positive picture of parents, who are highly satisfied with the education provided. They particularly like the way the school is led and managed, the approachability of staff and the fact that their children are expected to work hard and do their best.
56. A small number of parents had misgivings about the amount of homework and the range of extra-curricular activities. These aspects were investigated and inspectors judged that the arrangements for homework are satisfactory and there is good provision for extra-curricular activities.
57. The effectiveness of the school's links with parents is good. The family induction arrangements are good and children settle quickly when they start school. Parents are welcomed into school at the start and end of each day and this gives them the chance to talk to teachers and support staff and maintain good links. There are good working relationships and joint approaches to improve standards and ensure pupils' happiness. The links with Traveller families are good and have helped to raise awareness about attendance and punctuality issues.

58. The quality of information provided for parents is good. There is a large notice board with the latest news and dates for the diary clearly displayed. Some teachers post notices in their classrooms for parents to know what current learning objectives and the homework focus are and parents find this useful. Newsletters and other letters keep parents in touch with news, information and any special activities. The quality of information about pupils' progress is good. Daily informal opportunities to exchange information are good. The formal consultation arrangements to discuss work and share targets for learning are very good. The brief written summaries of progress given at these meetings are useful indicators of pupils' strengths and weaknesses. The full annual reports are generally good. They provide detailed and very individual information about children's personal development and performance in English and mathematics. Other subjects are reported satisfactorily but there is too much information on coverage and enjoyment rather than progress made. The school prospectus and governors' annual report to parents are full and well-written and fully meet requirements.
59. The impact of parents' involvement on the work of the school is satisfactory. Parents are less keen to attend formal meetings, preferring instead to support their children when they perform in school productions at Christmas and at sports day. There are, however, insufficient opportunities to actively involve and interest parents in school life. The school has recognised this and, as part of the Health Promoting School programme, sharing assemblies have recently been arranged. Already two assemblies have taken place for Year 5 and 6 pupils and children in the Reception class. Parents confirmed that they were very pleased about this and came in large numbers to support their children, enjoy refreshments and spend time in the classroom to see their children's work afterwards. Very few parents help in school as there are many staff already in the classroom to support learning. Parents do help when needs arise for swimming lessons and school trips when additional adult supervision is required. The "Friends of Parnwell School" is an active and hardworking group who regularly raise additional school funds and provide a range of enjoyable social events for the local community. Funds have paid for very useful luxuries like the adventure play trail and stage for school plays.
60. The contribution of parents to children's learning at home and at school is satisfactory. Homework is set regularly and forms an active part of learning, particularly in mathematics and English. Parents are also given helpful additional advice on how they can support their children's learning at home. The "basic skills" courses run for parents help to increase their awareness of the latest learning developments in literacy, numeracy and information and communication technology. Course attendance has improved after the school conducted a survey on the best time preference and more parents were able to come. The weekly pre-school "open door" club is outstanding and is in its eleventh year. Prospective parents are given some very helpful ways of teaching their children about a range of learning before they start school.
61. Parents of pupils with special educational needs are invited to meet the staff each term to discuss their child's individual learning plan and targets for improvement. Parents are fully involved in the review of those pupils with educational statements. The school caters well for pupils with English as an additional language. There are good links to the Traveller community, enhanced particularly through the Traveller representative on the governing body.

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

62. The leadership and management of the school are good and there are some particular strengths. At the time of the last inspection, it was reported that developments were needed in the strategic role of the governing body, and that improvements should be made to the school development plan. Both of these issues have been addressed successfully. The governors' annual report to the parents now fully meets all requirements.
63. The headteacher provides very clear leadership for the direction of the school. With the support of the deputy headteacher and other members of staff, he has created a very positive learning environment where there are high expectations of the pupils. On the principle of "Teachers being

here to teach and pupils being here to learn”, they provide an environment which is safe and caring and where pupils feel valued.

64. The headteacher and his deputy work well together, meeting regularly to discuss issues and their implications for the school. Meetings with the senior management team take place regularly, when opinions are sought before decisions are shared with other members of staff. There are good systems to ensure a two-way communication between all sections of the staff and there is a positive feeling of collaboration and collegiality within the school.
65. The school works hard to fulfil its key aims. Parents' views of the school are very positive and they are provided with good information about events in the school and the progress of their children. Parents appreciate the school's effort to underpin pupils' understanding of right and wrong and, through the planned curriculum and through the workings of the School Council, strong emphasis is placed on the pupils' social development.
66. Systems are in place to monitor the quality of teaching and to evaluate the effectiveness of the planned curriculum. The headteacher carries out most of the lesson observations but there are plans to extend this to include all subject co-ordinators. The systems for monitoring teaching are unsatisfactory overall because they do not currently place sufficient emphasis on the evaluation of teaching skills and the identification of specific areas for improvement. Opportunities for teachers to watch each other teach are limited. All curriculum co-ordinators are provided with time to review the curriculum for their subject, to review resources and to examine samples of pupils' work. Curriculum co-ordinators maintain files for their subjects which contain policy documents, schemes of work and resources information as well as assessments of pupils' work and details of monitoring.
67. The school's procedures for Performance Management are well established but do not always address the development of teaching skills for individual teachers.
68. The school achieved the "Investors in People" Award in 2000 and this is reflected in the exceptional effort which is made to acknowledge and review the work of all members of staff. Learning support assistants, lunchtime supervisors and administrative staff are all provided with regular opportunities to discuss their work and to identify any training or specific support which they need. Staff value these opportunities and acknowledge the effort which is made to incorporate them all into the life of the school. The benefit to the school is a happy staff who successfully work together as a team.
69. The governors have a good understanding of the strengths and developmental priorities of the school and play a very strong role in shaping the direction of the school. They work closely with the headteacher, who keeps them informed about the school's work. Individual governors have responsibility for literacy, numeracy, special educational needs, and health and safety.
70. The school improvement plan is of high quality. It clearly identifies the direction of the school for the next four years and for each year specific action points are identified to cover standards, curriculum development, pastoral issues, community, premises and human resources. Each action point is clearly linked to an appropriate timescale, key personnel and to cost implications. Specific targets are set which are linked to each action point and funds are allocated from appropriate sources. For example, developing teachers' skills in teaching information and communication technology would be supported using Standards Fund, School Improvement Funds and the National Grid for Learning.
71. The school makes good use of technology. In the school office, information technology is used to maintain the pupil database, to manage the budget and to communicate through electronic mail. In the school curriculum, staff make use of the hardware in classrooms and in the information and communication technology suite. This is having a positive impact on pupils' learning, although further opportunities and developments need to be investigated in order to make full use of these valuable resources.

72. Day-to-day administrative procedures are effective and are carried out competently by the school secretary and her clerical assistant. The school bursar effectively manages the ordering and invoicing of consumable items and equipment as well as monitoring the school's budget.
73. Very good procedures are established for financial planning and management. The budget process is efficiently managed and governors are kept fully informed of spending levels by the headteacher and the bursar. Governors monitor the budget at regular meetings of the finance committee and ensure that they use finances successfully to support priorities in the school improvement plan. Whilst the current level of carry-forward is slightly higher than that recommended, the governors have earmarked this money for future development; they are very aware of the need to maintain an appropriate staffing level to support the needs of the pupils and made a conscious decision to employ a high number of support staff and this has had a very positive impact on the academic progress and the behaviour of the pupils. However, the headteacher and the governors recognise that this means they are using up some of their financial reserves and they are beginning to take appropriate steps for the future.
74. Specific funds are used excellently. For example, funds to support Traveller children are used well and these pupils are fully integrated into the life of the school and benefit from the provision made for them.
75. Governors employ the principles of best value well to ensure that the school makes efficient use of its resources. For example, considerable research was put into the most cost-effective way of resurfacing the playground. At the other end of the spectrum, relatively expensive ring binders were purchased because they offered high quality and would last longer than other products.
76. There is an adequate number of suitably qualified staff to teach the National Curriculum and religious education. They are a strong, enthusiastic and well-motivated team. There is a good match of subject expertise and personal interest to the subject responsibilities which teachers manage. There are, however, no specialists in music and this has a negative impact on music standards. The arrangements to cover for maternity leave and to replace three teachers who left recently are good. Newly-qualified teachers have a thorough introduction to their teaching careers supported by senior staff and they have very good opportunities for professional development. Induction of new staff is very good and the graduate teacher in training feels very well supported. Subject co-ordinators have a good overview of their own subject and some monitoring of teaching is taking place, particularly in English and mathematics.
77. Support staff levels are high and provide very well for pupils with special educational needs and those who receive additional help with literacy and numeracy. Learning Support Assistants are well trained, committed and knowledgeable. They make a valuable contribution to learning and behaviour management. Midday Supervisors help to make lunch playtimes successful by their expertise in supervising all the activities very well. The accommodation is satisfactory overall. Classrooms are satisfactory in size for the number and age of pupils and other useful areas provide well for additional learning support and small group work. The food technology room is well equipped and is used well to enhance learning. There is a small information and communication technology suite. Although this room has helped to improve provision for information and communication technology, it only accommodates half a class and this causes some difficulty with supervision and the way that lessons are planned and managed. The lack of a library impedes pupils' library and research skills development when there is difficulty in accessing research materials which are dispersed throughout the school.
78. The co-ordinator for special educational needs is very effective in managing the school policy and ensuring the Code of Practice is fully met. She leads a team of dedicated support assistants, a very experienced learning support teacher and an effective learning mentor. This team ensures all pupils identified with special educational needs are well supported and make good progress. The school has established very effective liaison with external agencies. Governors are well informed and contribute effectively to ensuring the school fully meets the requirements of the Code of Practice.

79. Display is a strong feature of the school and it celebrates pupils' work well, providing an attractive and stimulating learning environment. The courtyards are attractive and provide additional learning areas with planting, a pond and the fully secure outdoor area for the Reception class. The outdoor accommodation is good and the quiet area and the play trails are very popular. The premises are clean and well maintained and are a credit to the school.
80. Resources are satisfactory overall with strengths in religious education, design and technology, art and design, special educational needs and for the Reception children. The school has addressed the shortages indicated at the last inspection in information and communication technology and there are a good number of computers in the school. The only deficiency is the shortage of reading books for older and more able readers. Pupils confirmed that they had read most of the books in their classroom and had resorted to bringing in their own books to maintain their interest levels. The school makes good use of visits to local places of interest to enrich learning well.
81. In view of the low starting point when pupils start school and the good progress they make; the good quality teaching; the good leadership and management and the effective ways in which resources are used, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to improve standards and the quality of education provided further, the headteacher, staff and governing body should:

- (1) Raise standards in English, mathematics and information and communication technology in Years 3 to 6 and music throughout the school by:
  - ensuring that appropriate work is planned for all ability levels in order to challenge all pupils, particularly in English and mathematics;
  - improving the quality of marking to show pupils how they can best make progress;
  - extending the use of numeracy and information and communication technology across all subjects;
  - providing appropriate training to improve teachers' knowledge and understanding of music, thereby making them more confident in teaching the subject;
  - raising teachers' expectations of what all pupils are capable of.  
(See paragraph numbers: 1-7, 9-12, 23, 27,28, 32, 52, 105-117, 121-125, 131-132, 140, 159, 170, 171, 175, 179, 182, 184)
- (2) Further develop systems for monitoring teaching and learning, so that
  - the observations have a specific focus;
  - detailed developmental points are identified for staff;
  - they are linked to the curriculum requirements.  
(See paragraph numbers: 33, 65, 66, 119, 141, 152, 160)
- (3) Further improve the attendance levels by maintaining the excellent monitoring procedures that are in place.

### **The governors may also wish to include the following minor points in their action plan:**

- Consider ways to ensure that all children in the reception year receive their full curriculum entitlement.
- Develop systems for more effective monitoring of the presentation of pupils' work.
- Review the afternoon timetable arrangements, whereby pupils and teachers spend too long on individual subjects.
- Ensure that assessment data is fully utilised by teachers when they plan pupils' work.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	52

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	3	31	18	3	0	0
Percentage	5	5	54	31	5	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 about two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	226
Number of full-time pupils known to be eligible for free school meals	100

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Needs	13
Number of pupils on the school's special educational needs register	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	40

### Attendance

#### Authorised absence

	%
School data	6.7

#### Unauthorised absence

	%
School data	0.6

National comparative data	5.4
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National comparative data	0.5
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*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	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	16	18
	Girls	14	15	16
	Total	31	31	34
Percentage of pupils at NC Level 2 or above	School	91 (79)	91(85)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	15	16
	Girls	14	14	14
	Total	30	29	30
Percentage of pupils at NC Level 2 or above	School	88 (82)	85 (94)	88 (91)
	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	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	16
	Girls	5	5	7
	Total	16	16	23
Percentage of pupils at NC Level 4 or above	School	53 (67)	53 (58)	77 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	14	13
	Girls	7	8	8
	Total	16	22	21
Percentage of pupils at NC Level 4 or above	School	53 (39)	73 (0)	70 (76)
	National	73 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
156	4	0
1	0	0
8	0	0
15	0	0
2	0	0
4	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
35	0	0
0	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)	10.9
Number of pupils per qualified teacher	20.7
Average class size	25.1

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

Total number of education support staff	18
Total aggregate hours worked per week	432

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2002 - 2003
	£
Total income	650,047
Total expenditure	662,974
Expenditure per pupil	2,870
Balance brought forward from previous year	50,000
Balance carried forward to next year	37,073

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate: 44.7

Number of questionnaires sent out

221

Number of questionnaires returned

99

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	29	8	1	1
My child is making good progress in school.	64	32	4	0	0
Behaviour in the school is good.	58	30	8	0	4
My child gets the right amount of work to do at home.	37	45	13	4	0
The teaching is good.	68	30	1	0	1
I am kept well informed about how my child is getting on.	68	26	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	72	24	3	0	1
The school works closely with parents.	60	36	4	0	0
The school is well led and managed.	66	30	2	0	2
The school is helping my child become mature and responsible.	58	35	6	0	1
The school provides an interesting range of activities outside lessons.	41	35	13	4	6

## **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**

83. The provision for children in the Reception year is good overall, though there are a few children who do not experience the full Foundation Stage curriculum as they are taught in a mixed year group class with pupils from Year 1. However, this group of pupils make similar progress in their learning to the majority of children in the Reception year, and this is particularly so in their communication, language and literacy development, their mathematical development and their personal, social and emotional development. The result is that they reach similar levels of attainment to other Reception children by the time they start in Year 1.
84. Children enter school at the age of four with attainment levels which are well below those expected nationally, though there is a wide range of ability within the group each year. The good quality teaching they experience helps them to make good progress throughout their time in Reception. The teacher has a very good understanding of the curriculum for children of this age and she plans exciting and wide ranging activities to develop children's learning. Incorporated within the planning is very good use of the high quality support staff in the Reception class and the indoor and outdoor areas. There is a good amount of space within the Reception area and this is used well in order that the children may enjoy many learning experiences. One section is used predominantly as a direct teaching area, where children are encouraged to sit quietly at writing and mathematical work. Also within this area there are facilities for cutting, pasting and art work. The other main indoor area is where children can develop through their own play. There is a good range of resources in this classroom and the children use construction toys to build structures and they play with a selection of toys. In the secure outside area, children are encouraged to play on bicycles, scooters and similar toys, and they are given a range of balls and climbing equipment to develop their physical skills.
85. The school has a very good policy for equal opportunities and this is well established in the Reception class. All children are encouraged to work and play hard and children with special educational needs and the Traveller children are given the same opportunities as other groups of children.
86. In the Reception year children's work is assessed systematically and regularly. The assessment procedures are good. The teachers and the support assistants make copious notes about what the children learn and can do, and this information is used well to help plan future work.

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

87. When the children start school, they have limited experience of playing and working together. Though they make good progress in this area of learning, most children will not have reached the Early Learning Goals by the time they start in Year 1, though a minority will have done so. They begin to work well with other children in a group, when, for example, they play in the outside area. When playing at "police" and "ambulances", for example, they pretend to come to each other's aid when an accident occurs. They handle toys and equipment well and when getting ready for their physical education lessons most manage to undress and dress themselves without much adult help.
88. In music lessons they co-operate and take an active part when they play the percussion instruments. They are very aware of the class rules which allow for only a certain number of children to take part in an activity and they stick closely to the rules without argument. When the teacher works with groups to develop specific aspects of their learning, the children sit quietly and sensibly take part in the activities. When they plan a "Teddy Bears' Picnic", for example, they all contribute to the discussion about what they will need to take on the picnic.

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

89. The good teaching they have supports the good progress the children make in this area of learning. When they start school the children have limited literacy skills and, though there is a wide range in their attainment levels, most are well below expected levels for their age. The good range of activities planned for them means that by the time they start in Year 1, most are beginning to develop basic skills in listening, speaking, writing and reading but their attainment is still below average. They improve their listening skills because of the high expectations the teacher has of them when they sit together for literacy or numeracy lessons. They know that they must be quiet and listen to what is being said, or they will find difficulty when they come to do their own work. In their literacy lessons the teacher plans wide ranging experiences for the children to develop their skills. In order to improve the speaking skills, the teacher arranged for trays of baked beans and custard to be in the classroom. The children were encouraged to dig their hands into the two trays and say what they felt like. They used a range of descriptions such as "Squishy" and "Splodgy".
90. The children develop their knowledge of letters and letter sounds through activities which are specific to the topic work they undertake. During the inspection, for example, as part of the "Teddy Bears' Picnic", the teacher planned activities around the letter and sound "B". They were given tasks which used this letter throughout the week, such as "baking bears", "blowing bubbles" and "baked beans". The children were encouraged to write the letter and some simple words beginning with a "B". The teacher arranged for groups of children to write their own and their friends' names and many could do this. A great deal of the children's literacy development is through the free play arranged for them. They are given access to a wide range of equipment designed to help them develop their literacy skills. For example, they have card games and magnetised letters with which they can display their names. They are given worksheets designed to support their learning in sequencing events.
91. In the Reception class there is a range of books and the children are encouraged to look at them. The teacher and the support staff regularly read to the children in order to develop their interest in books. They are encouraged to take their books home each night so that their parents can read to them. Within the literacy lessons the teacher uses "Big Books" to stimulate the children's interest in reading, using her skills well to get them to describe what they see in the books.

## **Mathematical development**

92. When the children start in the Reception class their knowledge and understanding of number is well below that expected for children of their age. Although they are taught well and make good progress, very few will attain the Early Learning Goals for this area of learning before they begin Year 1.
93. The children make good progress because of the well-planned activities within the class and the use of the National Numeracy Strategy to support their learning. Though they have little sense of how numbers are sequenced when they start school, by the time they leave the Reception class most children have developed some idea of which numbers follow which. The average and higher ability children can order numbers to five and ten, but the lower ability children find difficulty with this task. Activities such as threading beads in sequences help the children to make progress towards this, but many still have limited understanding by the age of five. They are beginning to develop an awareness of position and have fun when they are asked to put plates and cups out for the picnic. The teacher had arranged four bears at each corner of the tablecloth and the children were asked to place the crockery out for the bears where the teacher said. This was straightforward until the teacher said, "Put the bowl on top of Joey." Uncertain of what to do, the child looked bewildered. The instruction was repeated and the child saw the humour in the situation and put the bowl upside down on the bear's head.
94. When they make and bake bears, they are encouraged to weigh the ingredients using toy plastic bears as weights. They do this sensibly and, with the support assistant, carefully count out the number of bears in the weight pan.

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

95. The children start in the Reception class with very limited knowledge and understanding of the world about them. They are taught well in the area of learning and make good progress. However, by the time they leave the Reception class, few will have achieved the Early Learning Goals. The teacher and support assistants in the reception class work hard to ensure that the children have a good range of experiences in order to develop their knowledge.
96. The children study the life cycle of a frog and they cut out pictures and order the frog's life from spawn to the frog being fully developed. They study caterpillars and discover what they eat.
97. When playing in the play area they blow bubbles through a funnel using a washing up liquid solution. One girl became very adept at this and was able to make a bubble rest on her hand. She was mesmerised by the pretty colours made in the bubble through the sun shining on it. When in the outside area the teacher had arranged for the children to pour water through funnels so that it ran through clear plastic pipes into a bucket. The children followed the route of the pipes and were surprised when some water stayed in a loop in the pipes. They rapidly moved it through the pipes by straightening them.
98. The children have ready access to computers in the classroom. They handle the "mouse" well and use it to play games when, for example, they put teddy bears in order of size. They have very good support from the class support assistants in their computer work and as a result the children make good progress.

## **Creative development**

99. Few children start the Reception with attainment levels beyond those well below expected for their age in this area of learning but they make good progress because of the good teaching they have. However, only a small minority will achieve the Early Learning Goals in this area of learning by the time they are five.
100. The children create pictures using a good range of techniques, using paint, glue and crayons. They are encouraged to use a variety of media to produce their pictures and they make prints using their hands and different objects. They begin to recognise most of the basic colours. They are given much freedom to experiment with the different media, always being able to rely on the staff for good levels of support.
101. In music they try hard to maintain a rhythm when they play percussion instruments. This was evident when they formed an accompaniment when singing "Baa Baa Black Sheep". They learned appropriate vocabulary and knew that rhythm was the maintenance of a steady beat.

## **Physical development**

102. In their physical development most children are below levels expected for their age when they start school. However, they make good progress, because they are taught well and by the time they start in Year 1 many have achieved the Early Learning Goals within this area of learning.
103. The children are given many opportunities to develop their physical skills through play and through more formal physical education teaching. When they are in the hall for a physical education lesson, the children are confident in their movements and they are well aware of the routines set by the staff for these lessons. They change themselves for physical education lessons quickly and sensibly, and walk in an orderly way to the hall. They run and chase each other when they play a game of "Catch". They are developing good skills in catching and throwing when they use beanbags and balls for this activity.

104. Because they have many opportunities to develop their fine motor skills, such as cutting and sticking, the children make good progress in this area. In a mathematics lesson, for example, many cut out shapes very accurately and they use glue sticks to stick them down carefully.
105. In the outdoor area the children make good progress in their physical development when they ride on bicycles and scooters.

## **ENGLISH**

106. In the 2002 National Curriculum tests, standards were:
- above average in reading and writing in Year 2 when compared to standards in all schools and similar schools;
  - in the top five per cent of schools nationally in Year 2 in reading when compared to standards in similar schools;
  - well below average in English in Year 6 when compared to all schools and those in similar contexts.
107. Inspection evidence indicates that:
- standards in listening throughout the school are above average, though those in speaking are below average;
  - standards in reading and writing are average in Year 2 but below average in Year 6.
108. Though standards in English in Year 6 have been consistently below average, they had improved at a similar rate to the national rate until 2002. This generally shows good progress overall since pupils started the school, when their attainment was well below average for their age. Standards in Year 6 declined sharply in the 2002 tests because the group of pupils was not as able as those in previous years. A significant number of lower-attaining pupils in this year group joined the school between Years 3 and 6 and had not been in the school long enough to bring their learning to average standards. In the 3 years prior to 2002, however, pupils had attained standards which were above average when compared to those attained by pupils in similar schools. Standards in Year 2 have been rising at a greater rate than improvements nationally because of the clear focus on teaching, especially of reading.
109. Standards in listening, reading and writing in Year 2 have improved significantly since the last inspection, but those in Year 6, although improving, have improved at a slower rate and remain about the same as they were at the last inspection.
110. Standards in speaking are similar to those at the last inspection. Most pupils, including those with special educational needs, those whose first language is not English and those from Travelling families, make good progress in Years 1 and 2 and achieve well. Though most pupils in Years 3 to 6 make satisfactory progress, many still do not make enough progress and, as a consequence, progress overall is unsatisfactory. Those pupils who have been at the school throughout Years 3 to 6 make better progress and achieve higher levels than those who have come into the school because they have been taught consistently well during their time in school. The pupils who have joined the school since Year 3 have not had enough time to catch up on their learning. Higher-attaining pupils, including the gifted and talented, and lower-attaining pupils, including those with special educational needs, make satisfactory progress overall because they receive extra help from learning support assistants and their teachers. Girls outperform boys in reading and writing because the contexts of learning are not always of interest boys.
111. Teachers speak respectfully to pupils and most respond by listening attentively to instructions and to what they are being taught. Pupils are given many opportunities to listen carefully in assemblies, in class and around school. As a result, standards in listening are above expected levels and pupils make good progress in this aspect. However, pupils are not given enough opportunities to speak at length, and their standards in this aspect are below expected levels for

their age. For example, teachers talk a lot in many lessons, including assemblies, and they do not allow pupils to answer questions at length. Not enough opportunities are provided during lessons for pupils to carry out role-play and become involved in discussions. Many pupils make unsatisfactory progress in developing speaking skills.

112. Most pupils make good progress in reading in Years 1 and 2 and achieve well. This is because teachers teach pupils the sounds letters make and how to sound out sections of words. This gives pupils the confidence they need to read unfamiliar words. Pupils practise their reading regularly during these years. They take their reading books home and read to their parents and carers. Staff keep useful records of pupils' progress in reading, though they do not include enough comments to help pupils to improve. However, pupils do not read as regularly in Years 3 to 6, and as a result their progress is slower than in Years 1 and 2. Some lower-attaining pupils, do not know how to sub-divide words and join sounds together to help them tackle words they do not know. As a result, these pupils have difficulties when reading books for information that include vocabulary specific to the topic about which they are finding out. These skills in reading are not being taught effectively enough in Years 3 to 6.
113. Most pupils make good progress in writing in Years 1 and 2 and achieve well. Pupils are given many opportunities to write for different purposes. For example, they write stories using their imaginations. They write instructions for, label drawings with captions and write accounts in subjects such as science, geography and history. They practise regularly their handwriting and spellings. Teachers set pupils targets for improvement in their writing and this is included on a card inserted into their writing books. When they are being taught to write, pupils, teachers and learning support assistants are aware of the target for improvement that has been set for each pupil. All this is helping pupils to improve their writing at a good pace.
114. Pupils continue to practise their writing in literacy and other lessons in Years 3 to 6. Each pupil has a target for improvement in the same way as in Years 1 and 2. In spite of this, there are weaknesses in the teaching of writing that prevent pupils from making the progress they should. Many pupils do not write clearly in sentences. In the work seen, only the high-attaining pupils regularly wrote in clearly demarcated sentences, with average and below average pupils being inconsistent with their writing. The teaching of writing is not as effective as it should be in this respect. However, the pupils have made good progress overall since they started in the Reception class.
115. Pupils are taught spelling from a commercial scheme and the spelling of these words during spelling lessons is sound overall. However, many pupils make too many mistakes in their spelling of some commonly-used words because teachers are not providing pupils with enough help in their spelling during lessons, other than in specific spelling lessons.
116. Pupils are taught to write in joined up script from Year 2 upwards. They have books allocated to handwriting lessons. However, many pupils, including a proportion in Year 6, prefer to carry on with printing their work and do not write using joined script. In addition, the standard of presentation of work by many pupils in Years 3 to 6 is unsatisfactory, with some work being untidy and difficult to read. Teachers do not emphasise enough the importance of presenting work neatly or the characteristics of good handwriting.
117. During the inspection, the teaching was satisfactory overall and some of it was good. No unsatisfactory lessons were observed. However, the scrutiny of pupils' work in their English books indicates some weaknesses in teaching, especially in Years 3 to 6, illustrating why many pupils make less progress than they should in these years. Teachers plan their lessons well. Lessons have a clear focus, based on the National Literacy Strategy, that guides the teaching. In the best lessons, pupils are made aware of the objective for each lesson and are encouraged to judge if they have achieved it at the end. Additional programmes of work are taught to pupils who are underachieving. The teaching is often brisk, with lessons being introduced and concluded appropriately to help consolidate pupils' learning. Teachers manage pupils' behaviour skilfully and pupils respond positively to this by co-operating and behaving well. Learning support assistants

are used effectively in lessons and they make a good contribution to pupils' learning in the groups they teach.

118. Where elements of teaching are not as good as they could be, teachers' expectations of what pupils can achieve are not high enough. For example, some teachers in Years 3 to 6 accept standards of spelling, handwriting and presentation that are too low. Though pupils' work is marked regularly, they are not always given a clear indication about how they can improve their work. As a result, many pupils are not making the progress they should.
119. The leadership and management of the subject are satisfactory. The co-ordinators have given teachers a good structure and appropriate guidance for teaching the national programmes of literacy. The school is making increasing use of computers in literacy lessons. For example, spelling programs are used in some classes and pupils are given opportunities to word process their work. Pupils are given good opportunities to consolidate their skills in reading and writing in other subjects. Older pupils do not have access to enough reading books in their classrooms and the lack of a central library area limits the opportunities pupils have for individual research. Some pupils bring books from home to read in school because they have read all the books in which they are interested in the class library.
120. The school assesses pupils' performance in reading twice a year using reading tests and a specific piece of writing each term. Whilst this provides the school with a "snapshot" of the progress pupils are making, it is not a reliable enough guide of pupils' progress in literacy. The school does not assess and record the progress pupils are making in the subject systematically enough in order to judge whether the progress pupils are making in literacy is fast enough.

## **MATHEMATICS**

121. Over recent years, there has been a steady improvement in pupils' attainment in Years 1 and 2 and, by the end of Year 2, most pupils attain average standards and a good proportion are attaining standards which are above the expected level. Recognising the well below average numeracy skills which many pupils have on entering school, the staff have made a conscious effort to raise standards in Years 1 and 2. Through specifically targeted help and through the use of booster classes, pupils have made particularly good progress so that in the national tests in 2002, their attainment was above the national standard.
122. This focus on improvement continues in Years 3 to 6 but has not yet been fully successful in raising pupils' attainment at the end of Year 6, which is currently below average, because the newly introduced computer programs for developing mathematics skills have not had time to be fully effective. In the national tests in 2002, pupils' attainment in mathematics was below average when compared with attainment in all schools and those that have pupils from similar backgrounds. The school's own very thorough and detailed analysis of the test results clearly demonstrates that these results were unusual and did not follow the upward trend of improvement seen over recent years. This is the result of large changes in this group of pupils where many with special educational needs have joined the group between Years 3 and 6. There are indications that the results for the national tests in 2003 will show an improvement to a point which is closer to the national average. Analysis of pupils' work during the inspection shows that there are still a number of pupils in Years 3 to 6 who are achieving levels that are below the expected level for their age. However, this indicates good progress overall because they started school with attainment levels well below average.
123. The provision for lower-attaining pupils is good and they are making good progress, though pupils of higher ability are not always sufficiently challenged to help them to achieve high enough standards.
124. Overall, this is a similar picture to the one reported at the last inspection. This was prior to the introduction of the National Numeracy Strategy, and its impact is now being felt. Since the introduction of the strategy the quality of teaching has improved.

125. The school has successfully implemented the National Numeracy Strategy and lessons are now planned using the recommended content and structure. Although teachers provide opportunities for children to use mathematics to solve problems during numeracy lessons, there is insufficient use made of their skills in other subjects such as science.
126. Staff are satisfactorily covering the elements of mathematics suggested in the Numeracy Strategy for each year group, so that by the end of Year 2 and the end of Year 6, pupils have covered all the requirements set out in the National Curriculum. Though teachers' confidence in teaching mathematics has improved as a result of recent training, some staff still need support in implementing the Numeracy Strategy.
127. During the period of the inspection, teaching in lessons observed was good overall, but there were considerable variations in the quality of teaching, particularly in Years 3 to 6.
128. In Years 1 and 2, teaching is good overall and this leads to pupils achieving well. Lessons are organised well and in the best lessons, work is challenging for all pupils. When teachers provide opportunities for the pupils to think hard about their work then children make better progress in their learning. For example, in a Year 1/2 class, pupils were working on two-digit multiples of ten. When the teacher asked, "What do we need to do?" or "How can I change the sum?" pupils had to think really hard to answer the question. More able pupils were able to recognise that if  $7 + 3 = 10$ , then  $70 + 30 = 100$ . Teachers make good use of the learning support assistants and involve them in carrying out simple assessments during the lessons.
129. In Years 3 to 6, the quality of teaching is good overall but ranges from satisfactory to very good. The reasons for this variation in quality are dependent on differences in:
- the effectiveness of the mental/oral starter;
  - the extent to which pupils are encouraged to explain how they achieved a particular answer;
  - the level of challenge, particularly for the more able pupils;
  - the use made of the plenary session to review what has been learnt.
130. In less successful lessons, the mental starter session is frequently too brief, too slow and with little real purpose. Children are left waiting for their turn. In the best lessons, teachers use this opportunity to involve all pupils in very practical activities, for example in a Year 3/4 lesson using dice to practise simple addition. In Year 5, pupils were fully involved in a "bingo" game based on decimals.
131. Active discussion and skilful questioning enables pupils to articulate their method of working. This not only gives them greater confidence, but also helps other pupils to recognise the range of possible strategies used to get the same answer. Involving pupils in the teaching can be very successful when they proudly display their knowledge and skills to other pupils using the whiteboard. In a lesson in Year 5, for example, the pupils calculate percentages accurately, recognising that when a shop has a sale offering "50% OFF", they have to halve the original price.
132. In some lessons, there is insufficient challenge for the more able pupils. In a Year 3/4 lesson, work on simple addition and subtraction was too easy for more able pupils who were capable of adding large numbers to beyond 1000. In a good lesson in Year 6, more able pupils, confidently multiplied numbers to four decimal places, and enjoyed the challenge which this gave.
133. The time allocated to the summing-up session at the end of lessons varies from class to class, as does the use made of this part of the lesson. In the best lessons, there is a successful review of the work covered. Pupils are asked "What do you think you have learnt?" or "What did you find difficult?" There is often a focus on the work to be done in the next lesson. This provides pupils with a clear idea of what the teacher hopes they will achieve by the end of the week or at the end of the unit of work.

134. Pupils show a real enthusiasm for mathematics, enjoying their lessons and being well-behaved, which helps them to make good progress. Just occasionally, however, they show signs of frustration when the work is too easy. They enjoy demonstrating their knowledge and understanding of mathematics. For example, in a Year 4 lesson the pupils practised adding on 6 and subtracting 3. One pupil confidently explained the numbers were being repeated because 3 is half of 6 and all the numbers are multiples of 3.
135. The co-ordinator has not been in the post for very long, but is keen to develop the subject throughout the school and leads the subject satisfactorily. Attainment in mathematics is quite rightly identified as a key area in the school improvement plan. As a result, the school has purchased a scheme of work using computers for teaching numeracy. This has been a positive move and is beginning to have an impact on pupils' learning, though its introduction is too recent for results to have shown an improvement.

## **SCIENCE**

136. In the 2002 national tests for pupils in Year 6, standards were below average compared to those for all schools, but were close to average when compared to those for similar schools. These were disappointing results because, since the previous inspection, there had been a steady improvement and in 2001 test results had been above national expectations. Inspection evidence indicates that the present Year 2 and Year 6 pupils are attaining standards expected for their age. Limited skills in speaking, listening and writing are having an adverse influence on the progress that pupils can make. The school reports that these limitations were reflected in the poor results obtained in 2002 when that group of pupils contained a significant proportion of pupils with special educational needs, many of whom have joined the school between Year 3 and Year 6. Judging from the lessons observed and from scrutiny of pupils' work, they are making good progress overall. Pupils with special educational needs and those who have English as an additional language are very well supported within the lessons. However, some of the more able pupils, especially in Years 3 to 6, were not always fully challenged by the work given to them.
137. By the end of Year 2, pupils are developing a sound understanding of all aspects of science. They can, for example, identify different parts of the body and recall their work on the life cycle of a frog. They have discovered which paper makes the strongest bridge and before testing the materials in use made predictions and eventually recorded the results. They can say what happens to materials when heat is used in cooking and they have a good understanding of the effect of pushing and pulling forces but were not clear that gravity is a pulling force. They make observations and comparisons and their investigative skills are developing. Some pupils have a sound understanding of what is meant by a fair test.
138. By Year 6 pupils' knowledge and understanding is suitably balanced across each aspect of science. Their work on materials and their properties has led to a secure understanding of how heat can change the state of materials, changing solids into liquids and liquids into gases, and they use the terms "evaporation" and "condensation" appropriately when describing these changes. They have a good understanding of how to separate different materials by filtering, sieving or evaporation and can fully explain the water cycle. In their work on electricity pupils accurately described a "parallel circuit". They knew that in a circuit of several batteries and bulbs, the brilliance of the bulbs is reduced by removing a battery, and increased by adding a battery. Pupils have a sound understanding that animals have a life cycle of birth and death and that if living things do not reproduce then the life cycle is broken. Pupils understand that sound is made as objects vibrate and that pitch varies with the size of the object that vibrates. The class had recently spent time checking their previous work and this has helped to reinforce knowledge gained during the school year.
139. Pupils' investigative skills are sound. Throughout Years 3 to 6 emphasis is placed on testing and observing and this was illustrated in Year 3 and Year 4 where, in their experiments on dissolving jelly, emphasis was placed on ensuring that a fair test was being carried out and elements such as the temperature and quantity of water were considered as well as the implements to be used. Predictions are made, methods explained, results recorded and final conclusions reached. Pupils

can explain how tables and graphs are useful for providing information, although sometimes their explanations of events are not as clear as they could be. Since the last report the school has placed a significant emphasis on developing investigative work throughout Years 1 to 6 and there has been an improvement in this area. Throughout the school work sheets and work books are in use. These restrict the opportunities for the more able pupils to design and manage their own investigations. The school has not evaluated the overall value of the scheme in use.

140. Pupils' attitudes and behaviour in lessons are good overall and very good in some classes. Pupils are keen to learn and enjoy their activities. The subject captures their natural curiosity, and they are keen to explore things for themselves. Pupils like to answer questions and are motivated to take part in discussions. Pupils share resources appropriately and take turns fairly. These skills are taught effectively throughout the school.

141. Teaching across the school is good. Pupils make good progress from Year 1 to Year 6 and this in part is a reflection of the good teaching that they encounter. In most classes challenging questioning requires pupils to demonstrate their knowledge through recall and clear explanation. Teachers ensure that all pupils take part in written and practical work, and circulate around groups to question and extend learning. Overall, teachers work hard to ensure that pupils learn effectively. However, teachers are not all sufficiently confident to plan more challenging opportunities for the more able pupils. They rely heavily on the workbooks available at the school to guide their teaching. This restricts pupils' ability to think and reason theories and ideas. Insufficient use is made of information and communication technology to support learning, especially with researching information, handling data and recording work.
142. The co-ordinator has a sound knowledge of the subject and has identified appropriate priorities for development. The co-ordinator reviews planning and has recently had opportunities to begin to monitor teaching. While this monitoring records the quality of teaching, there is insufficient analysis of attainment and of how the information gained can support raising standards. Assessment procedures are sound and the recording system in use provides an assessment of attainment at the end of each topic. Plans are in place to use this information to monitor pupils' progress across the school. The co-ordinator analyses national assessments to identify weaker aspects of learning and this information is shared across the school and used to inform planning.

## **ART AND DESIGN**

143. Pupils' attainment is in line with the national expectation for pupils by the end of Years 2 and 6. The pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress overall in developing their skills and understanding in each aspect of the subject, though in lessons seen it was good because they were taught well. Standards at the time of the previous inspection were judged to be above national expectations. Since that time the school has modified the curriculum to devote more time to literacy and numeracy and subsequently less time to the creative elements of the curriculum. This has resulted in the slight decline in standards. The subject has been reviewed but has not been a curriculum priority within the school development plan.
144. The importance that the school attaches to pupils' art and design is evident in the eye-catching way that their work is displayed round the school. It helps to develop the overall impression of a vibrant, stimulating and exciting environment for pupils and visitors. Many displays reflect the work of famous artists and inform pupils of their life, style of painting and the techniques they used.
145. By the end of Year 2, pupils show confidence in mixing and matching colours. They understand different ways of creating texture using cross-stitch, pointillism and a range of materials. They readily discuss their work and suggest how improvements could be made. Most pupils have a clear understanding of how to create light and shade by using paint, pencils, chalk and crayons. They confidently represent what they see, understanding the need to consider proportion and detail in their drawing. They use sketchbooks effectively to practise techniques used by a range of famous artists including Velasquez and Thomas Derby. Skills in printing are not sufficiently developed from Reception to the end of Year 2.
146. By Year 6, most pupils draw confidently. Teachers encourage pupils to make good use of their sketchbooks to practise making different marks with a range of pencils, and show pupils how to refine these skills so that the quality of their work is improved. Painting skills are above average, with pupils using brushes sensitively when using colour to create an effect. They recognise the work of Monet and Van Gogh and produce high quality work in the style of these artists. Most pupils show good skills in designing and making patterns in the style of William Morris but do not have sufficient opportunity to develop their work by extending their understanding of printing.
147. Pupils make satisfactory progress through the National Curriculum. Teachers ensure they plan to cover the strands of painting, drawing, printing, clay, fabric and three-dimensional work. They plan

to introduce pupils to the work of a range of artists with the intention of developing pupils' understanding of their lives and style of painting. In Year 4, pupils recognise how Gustav Klimt used pattern and gold leaf in his work. In Year 5, they learn how Monet would study a scene at different times of the year and use colour to depict the effect of light and dark. In Year 6, pupils are challenged to consider detail. They have created some imaginative cave paintings following a visit by local artist, Beverly Mayo.

148. The quality of teaching is good. All teachers plan their lessons well and ensure that time and resources are used effectively. This ensures pupils are motivated, challenged and have the opportunity to work individually and co-operatively. As a result, pupils show a very positive attitude towards learning, enjoy their lessons and are willing to consider how their work could be improved.
149. During the inspection, excellent teaching was observed in Year 3 and Year 6. In these lessons, teachers showed secure subject knowledge and provided clear demonstration of techniques. In Year 3, the teacher challenged pupils to consider the technique used by Van Gogh in creating the effect of a rough sea in his painting of 'Seascape at Saint Marie'. She stressed the importance of how the artist used texture and provided pupils with the opportunity to use a variety of paint, glue and sand with which to experiment. Pupils were encouraged to look at a vase of sunflowers and draw and paint what they could see. They were fascinated by this activity and took great care with their paintings. As the lesson progressed they were constantly encouraged to reflect on how they could improve their work. They were disappointed when the lesson ended.
150. In an excellent Year 6 lesson, the teacher established a very positive relationship with his pupils. They were eager to learn and showed commitment to their task in developing art skills. The teacher provided pupils with a clear understanding of the life and work of Monet. Pupils responded well to the challenge to develop their work in the style of the artist. They recognised the many ways brushes can be used to create an effect.
151. Where teaching is less stimulating, it is related to time being used less effectively. Pupils spend too long listening to explanations, resulting in insufficient time being allowed for practical activities and being challenged as to how they could improve. Although teachers make good use of a talented support staff, they do not offer sufficient challenge for pupils to develop individually. Sketchbooks are not used to collect materials or to carry out individual tasks for preparatory work. Homework is not used well enough to extend and consolidate pupils' learning. For example, pupils are not asked to practise newly acquired skills at home or to collect and present preparatory materials in readiness for a new topic.
152. Teachers throughout the school do not make sufficient use of information and communication technology resources to enhance pupils' learning. There is no formal assessment of pupils' work in relation to National Curriculum levels. This results in a lack of challenge for pupils to achieve above average standards.
153. The curriculum leader is new to the post. She is enthusiastic and has clear vision about how to develop the subject. She has the opportunity to monitor planning and pupils' work but has not yet been able to monitor teaching and learning. This means that inconsistencies in the quality of teaching and learning have not been identified, and examples of excellent practice not shared.

## **DESIGN AND TECHNOLOGY**

154. Standards in design and technology are in line with national expectations at the end of Years 2 and 6. Pupils make good progress in acquiring the necessary skills, knowledge and understanding. This is an improvement since the previous inspection when standards were judged to be below average at the end of Year 6. The improvement is directly related to the establishment of a well-planned curriculum that provides a wide range of tasks and activities covering all elements of the subject. The good quality of teaching that is now a feature of the school, and the effective manner in which the subject is led and managed indicate that the school is well placed to improve standards to an even higher level.



155. By the end of Year 2, pupils recognise the importance of design in the making process. They show developing skills in drawing, labelling and evaluating the success of their designs. They use a variety of fixings or stitches when designing and making Mother's Day cards and bookmarks. They label their designs and consider how they could make improvements. A weakness is the lack of challenge for pupils to achieve higher standards by the end of Year 2. Pupils do not show confidence in thinking ahead about the order of their work and experimenting with a wide range of tools, equipment, materials, components and techniques. When designing and making sandwiches, pupils recognise that breads can have different textures, tastes and appearances but lack the vocabulary and speaking skills to express these differences in a concise manner. They enjoy using construction kits but do not have sufficient opportunities to investigate, disassemble and evaluate simple products.
156. By the end of Year 6, pupils have been given the opportunities to devise a healthy meal and construct models of Tudor houses, Roman chariots and bridges made of straws. They confidently use their knowledge of electricity to design and make a torch. They select appropriate tools confidently and safely when designing and planning the sequence of their work. They enjoy the challenge of working individually and co-operatively to solve problems. In geography lessons they study life in St Lucia. They consider the effect of the weather on farming and respond positively to the challenge of designing and making a rain gauge to enable the farmer to decide when and where he will grow crops. Finished products are never less than satisfactory, with the higher-attaining pupils producing products that are of a good standard. Pupils are less confident in identifying what worked well and what could be improved by evaluating the finished products against their initial designs.
157. The quality of teaching is good throughout the school and this helps the pupils to achieve well. This is a significant improvement since the previous inspection when teaching was judged to be satisfactory. Teachers have benefited from appropriate training and the introduction of a clear scheme of work that covers each strand of the National Curriculum on a two-year cycle. All lessons are well planned and the learning objectives for each lesson are shared with pupils. This ensures that they make good progress in their acquisition of skills and knowledge. The process of designing, making and evaluating is firmly established in Years 3 to 6 but it is less systematic in Years 1 and 2.
158. Teachers successfully use the subject to extend pupils' literacy skills. This is done through incisive questioning which prompts pupils to widen their vocabulary. In a Year 3 lesson, for example, pupils investigated a variety of bread and compiled a list of descriptive words to describe the texture of the bread. They confidently described the bread as "crumbly", "crunchy", "smooth", "dry", "chewy", "bland", "salty" and "pleasant". Teachers and support staff persevere and work very hard at building up pupils' confidence and self-esteem so that they feel secure about discussing their work and ideas in front of the class. They encourage pupils to be 'speaking partners' to discuss ideas and identify the criteria needed when designing their models.
159. In the most successful lessons, teachers ensure activities are very well planned and resourced. Very good use is made of time and support staff to make sure pupils are motivated and maintain interest. There is an excellent balance of time between teacher explanation and pupil activity. This was evident in a lesson in which pupils felt and tasted a wide variety of bread and recorded their observations in a table. Throughout the lesson, pupils concentrated well and showed a very positive attitude towards learning. In a similar lesson, teaching was less successful when pupils spent too long listening to explanation and became restless while waiting for the opportunity to do something creative.
160. There are limited opportunities for pupils to use computers to support their learning and most pupils are not fully aware of the capacity of computers for generating designs. A good start has been made in devising assessment procedures to enable pupils' progress and attainment to be followed and monitored, but this is not directly linked to National Curriculum levels.

161. The co-ordinator provides good leadership for the subject and is well aware of how to move the subject forward. However, there has been no formal monitoring of teaching and learning through classroom observations. This means that good practice has not been identified and disseminated, and weaknesses in teaching and learning have not been identified and addressed.

## **GEOGRAPHY**

162. Standards of attainment in geography meet expectations by the end of Years 2 and 6. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress.
163. Younger pupils in Years 1 and 2 develop a sound understanding of their own local area. Visits to the locality and beyond result in their recording their observations on to large maps in writing and pictures, and this helps them to evaluate and make informed judgements about their own locality. They recognise good and bad features within the area. The school has focused on trying to develop pupils' awareness of places beyond their locality but their understanding is still limited. Between Years 3 and 6 pupils extend their knowledge of the local area and of other localities. They have studied contrasting localities in depth and have begun to understand the features of life in a developing country through their work on St Lucia.
164. Throughout the school the use of speaking and listening skills are well promoted but other aspects of literacy are less well developed. Written work is too directed and there is a need for pupils to be given the opportunity to carry out individual research and to carry out extended writing assignments. Very little use of information and communication technology is made in geography and this also limits progress. Numeracy skills are used well in, for example, the construction of charts and the recording of information in graph format. Pupils are able to extract information from these records and use this in their work. However, too much time is spent constructing these charts and possibly through using computers this work could be carried out more effectively.
165. Teaching is satisfactory overall and was good in some lessons observed. Teachers' clear planning identifies specific objectives for the pupils to achieve and the work is conducted at an appropriate pace. Teachers use their own strong subject knowledge well to ask specific questions and give clear explanations. As a consequence, pupils listen intently, remain well focused and make sound progress. Regular and timely interventions by the teacher and learning support workers ensured that pupils of all abilities understand what they are doing and complete the expected work in the time available. Effective procedures for monitoring, assessing and recording the pupils' work are in place. However, the information gathered is not yet being sufficiently analysed to provide a clear picture across the school of how the teaching of geography is progressing and how standards can be further improved.
166. The curriculum is planned and based on a two-year programme to ensure full coverage of the National Curriculum Programmes of Study. The mixed-age classes present particular problems but the careful planning of topics and learning objectives ensures there is sound progression in developing subject skills. However, the school's policy of teaching geography as one block in one term does mean that the skills and knowledge associated with the subject are not then revisited for a period of at least two terms. The role of the co-ordinator is at an early stage of development as she has only recently taken charge of the subject. Resources for supporting teaching and learning are sound and extra-curricular visits, as well as the extended residential visits, make a positive contribution to the development of the subject throughout the school.

## **HISTORY**

167. History and geography are taught as alternate topics throughout the school and, as a result of this approach, at the time of the inspection no lessons in history were being taught. It is not possible, therefore, to make a secure judgement on the quality of teaching in the subject.

Evidence about pupils' attainment in history is based on the scrutiny of their work and teachers' planning and through discussion. By the end of Years 2 and 6 pupils attain standards that are in line with national expectations. Standards have been maintained since the last inspection.

168. In Years 1 and 2, pupils make satisfactory progress in developing a basic sense of chronology and how life was different in former times. Educational visits to such locations as the local cathedral and museum help with understanding, and enquiring into the lives of people, such as Sir Isaac Newton, helps to establish chronology. Good use is made of time lines to place events in chronological order. Pupils make sound progress in Years 3 to 6, following a programme that develops historical skills through deeper studies of historical periods. The programme is planned on a two-year cycle to ensure that all pupils in the mixed age classes are fully catered for. Since the last inspection the school has implemented a scheme of work which provides the required structure for planning. This is a significant improvement.
169. By the end of Year 6, pupils have studied a range of periods in history. They have gained sound historical knowledge and understanding. The most recent focus for Year 6 has been the Tudor Period and in their written work, as well as when discussing the topic, they recognise the legacy of the period, such as the establishment of the Church of England, the development of trade and the introduction of tobacco and fruit and vegetables such as potatoes into the country. Pupils use their literacy skills and produce interesting well presented work. However, pupils are not given sufficient opportunity to research topics independently and very little evidence of information and communication technology being used as a source for gathering information and as an aid for writing was found.
170. Assessment of what pupils have learned takes place at the end of each topic. The teachers in each year group compile an assessment task based on the planned objectives and the results are recorded on to an agreed format. The co-ordinator who has only been in post since the start of the school year is now in the process of evaluating the responses so as to monitor how pupils are progressing. The co-ordinator is keen and has identified priorities for the development of the subject. Resources to support learning are satisfactory and well organised.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

171. By the end of Year 2, pupils' attainment is broadly in line with that expected nationally. At the end of Year 6, attainment is below the expected levels owing to the lack of software to support the teaching of monitoring and control. There are also limited and inconsistent opportunities for pupils to use computers across a range of subjects. In some aspects, however, some pupils achieve above the expected level. This is similar to the situation reported at the previous inspection.
172. Since the previous inspection, considerable progress has been made in the provision for information and communication technology. The school now has a computer suite containing twelve computers and each classroom has its own computer. Teachers have all been provided with a laptop computer and they use this for planning and other school work. Some staff use these laptop computers linked to the interactive projectors to support their teaching, but this practice is inconsistent across the school. Good use has been made of recent funding for computer hardware and staff training, and benefits can be seen, not only in provision but also in the confidence of staff in teaching information and communication technology skills. The school has invested in software to support pupils' learning in mathematics and to aid teacher assessment. Further planned support for staff and the purchase of appropriate software will enhance the provision even further.
173. Through a planned timetable, pupils in all classes have access to the computers in the suite. During these lessons, usually half a class at a time, they learn particular skills and make progress in using these skills as they move up the school.

174. In Years 1 and 2, pupils make sound progress in information and communication technology. Pupils use computers in mathematics lessons to practise and develop their understanding of number and other mathematical concepts. To do this, they use their skills in controlling the mouse to click on items and buttons on the screen. In English, they develop their keyboard skills in word-processing when writing simple sentences or when practising their spellings. In Year 2, pupils can confidently draw a picture on the screen using a 'pencil' of their choice and then adding colour from the paint palette. Pupils confidently log on to the computers and they can print their work and save it on to their own individual disk.
175. By Year 6, pupils confidently use a word processor to edit text. They can cut and paste sections of text and alter the style and size of the font which they are using. They recognise the importance of the font in the style of presentation and how it can be varied according to the purpose and the audience for which they are writing.
176. They have also had considerable practice in gathering data and then use spreadsheets to generate tables, graphs and charts. Opportunities are provided for accessing the "Internet" to gather research for projects. Pupils have little opportunity for controlling devices or for using sensors to detect changes in physical or environmental data and, as a result, their attainment in this area of the subject is too low.
177. Pupils have very positive attitudes towards the subject and enjoy their lessons in the computer suite. All pupils make at least satisfactory progress, and, in one lesson observed, the more able pupils acted as learning support for pupils who were less confident.
178. Overall, the quality of teaching is good in those elements where there are adequate resources, though it varies from unsatisfactory to excellent. In one particularly good lesson in a Year 3/4 class, pupils were all involved in gathering information from each other about favourite sandwich fillings. They then took this information to the computer suite in small groups and entered the data on to a spreadsheet arranging the rows and columns of cells to suit themselves. They were able to alter the size and style of the font in each cell so that they could present the information in the most eye-catching way. The success of this lesson was largely due to the teacher's own confidence and the way in which she used the laptop computer and projector to demonstrate the procedures for the pupils.
179. In an unsatisfactory lesson, the pace of teaching was slow and, as a result, the pupils became restless. The tasks lacked challenge and because of this, little learning took place.
180. In Years 5 and 6, teaching is of good quality and pupils are given plenty of opportunities to practise their skills. Pupils begin to enhance their work by using particular techniques such as adding a tick box or an illustration into a letter of invitation. At the same time, pupils work on a simple guide to word processing for younger pupils. They demonstrate their awareness of the procedures to be used and explain these in a simple way. This good teaching is characterised by pupils being fully engaged in work which is purposeful and allows them to progress at their own speed.
181. The co-ordinator of information and communication technology leads the subject satisfactorily. He recognises the need to provide further opportunities to ensure that all aspects of the programme of study are fully implemented. He has introduced a checklist of skills for teachers to use to monitor pupils' progress and he is keen to ensure that information and communication technology is clearly included in the schemes of work for all subjects.

## **MUSIC**

182. Standards in music are below nationally expected levels by the end of Year 6. At the end of Year 2, standards are at nationally expected levels overall. A lack of evidence means that no secure judgements can be made about pupils' skills in music composition. Overall, most pupils, especially in Years 3 to 6, do not make the progress they should in music, and their achievement

is unsatisfactory. This includes pupils with special educational needs, high-attaining pupils, Travellers and those for whom English is not their first language. Standards in music are lower than at the time of the previous inspection.

183. Pupils sing tunefully in assemblies and whilst they enjoy singing they do not sing enthusiastically. Pupils in Year 6 understand that musical compositions are made up of a mixture of instruments and voices and that these can occur at the same time to create a greater depth of sound for effect. However, most do not identify easily which instruments or voices are creating the different sounds made. Most pupils in Year 6 have developed a sound sense of rhythm, but some find it difficult to copy a quick rhythm accurately after listening to it on a compact disk. They missed out the pauses in the rhythm and this caused them make further mistakes throughout the rest of this exercise. In Year 2, pupils are aware that symbols are used to represent sounds. They are beginning to respond to the rhythmic patterns.
184. The quality of teaching in music is unsatisfactory overall. Teachers plan lessons using a commercial scheme which helps them teach all aspects of the National Curriculum in a logical way. Lessons have clear objectives and these are usually shared with the pupils. Relationships in class are good, and pupils respond well to their teachers during music lessons. Teachers ask searching questions of pupils to identify what they know about the topics being taught. They use music-specific vocabulary, such as "texture", "mood" and "quartet", to help pupils learn. However, the main weakness is the teachers' lack of expertise. Many lack confidence in their ability to teach music effectively. To help compensate for this, teachers follow a commercial scheme very closely, but many do not have the subject knowledge to teach the scheme effectively. The pace of some lessons is too quick and teachers do not give pupils enough opportunities to practise what they are being taught, leading to pupils not learning well enough on these occasions.
185. The leadership and management of the subject are satisfactory. Teachers have been provided with good guidance in teaching National Curriculum music from the commercial scheme. The school has arranged for a number of specialist teachers to visit the school in order to supplement the school's provision. Opportunities for pupils in Years 3 to 6 to play the guitar and recorders are provided in this way. In addition, the "Colour Strings" project provides additional opportunities for pupils in Years 1 and 2. Music from famous composers is played at assemblies and this helps pupils to appreciate some of the moods created by composers. Appropriate use is made of information and communication technology, including computers, in music lessons. Music lessons that last for the whole afternoon are too long. Teachers find it difficult to maintain pupils' interest and the pupils find it hard to concentrate on the same lesson for so long.

## **PHYSICAL EDUCATION**

186. It was only possible to observe a few lessons and the resulting lack of evidence means that judgements about standards can only be made in certain aspects of physical education. Standards in games by the end of Year 2 and in athletics by the end of Year 6 are at nationally expected levels. Most pupils make sound progress in these elements of physical education. This is a similar picture to the standards identified at the last inspection. Less than half the pupils in the current Year 6 can swim the nationally expected distance of twenty-five metres. Overall, these pupils have not made the progress they should as most of them have attended swimming lessons organised by the school for the past four years. Whilst they go to the swimming pool regularly, few pupils go at other times and as a result they do not practise their skills between lessons to help them improve.
187. By the end of Year 2, most pupils are developing appropriate control and co-ordination for their age. They throw and catch appropriately and bounce balls in hoops individually and in pairs. By the end of Year 6, they jump over hurdles, perform long jumps and run relays around a track handing over the baton successfully.
188. The quality of teaching is satisfactory overall, and some of it is good. Teachers plan lessons well. They use commercial schemes for gymnastics and games and recorded tapes for dance. For

athletics, teachers follow the "Ten Step Award" programme. Each of these helps teachers to focus on appropriate skills to teach and this helps pupils to make progress. The expertise of some teachers is good. This helps these teachers to teach pupils safely and systematically how to improve their skills. Most teachers manage pupils well and the resulting good behaviour enables lessons to be taught in a safe and co-operative way. Most pupils enjoy physical education lessons and concentrate on them intently. Two weaknesses in the teaching were noted during the inspection. Teachers do not encourage pupils sufficiently to judge how well they have performed the skills they are being taught. As a result, pupils do not know how to improve next time. Teachers do not ask individual pupils to show their classmates how well they have performed. As a consequence, pupils do not gain ideas about how they might improve their own performances.

189. The leadership and management are satisfactory. Teachers are given good guidance in the school's programme of work and the subject is resourced well. Good provision is made for sporting activities beyond the normal school day. Pupils attend clubs for football, rounders, cricket and gymnastics. Pupils also take part in an annual swimming gala. Good use is made of information and communication technology in physical education lessons. Teachers use the "Internet" to research further ideas for teaching the subject.

## **RELIGIOUS EDUCATION**

190. Pupils' achievement is satisfactory and by the end of Years 2 and 6 they attain standards that are in line with the Local Agreed Syllabus. This is a similar picture to that reported at the previous inspection. Some progress has been made towards assessing pupils' attainment but this is at an early stage of development.
191. The curriculum for religious education is based on an appropriate programme of study for each year group. Sufficient emphasis is placed on the study of Christian beliefs and the customs and practices of other major religions. For example, in Year 2 and in Year 6, pupils study aspects of Hinduism and Islam. At other times, they consider how members of different faiths celebrate their festivals.
192. In Year 2, pupils consider the importance of special occasions within their own families, such as birthdays, Easter and weddings. They have visited a church and looked at the main features of the building. By Year 4, pupils have begun to think more deeply about aspects of faith and have begun to use words such as "belief", "courage" and "commitment". For example, during the inspection, lessons were observed where pupils used these words in relation to a story which they had heard: "Badger was committed to helping his friends" or "Badger had courage because he was not afraid to die." In Year 6, pupils are beginning to appreciate the significance of special books relating to different religions. They have the opportunity to examine and handle different Bibles and when the Bible was put on the floor, one pupil pointed out that, "You would not do that with the Qur'an, it has to be kept up high."
193. Pupils are introduced to the symbolism of water, candles and clothing in different faiths and the significance of key people such as Moses and Guru Nanak.
194. In the lessons seen teaching was satisfactory. Teachers showed a good understanding of the subject and made the lessons interesting. Pupils responded well and their interest was captured by the way in which teachers planned and managed the lessons. In Year 2, for example, pupils were fascinated by a visitor from the Traveller community, who explained his work and, in Year 6, pupils enjoyed a humorous and interesting talk about the Bible. When teachers provided opportunities for the pupils to contribute their own ideas and thoughts, the lessons were particularly successful. For example, in Year 4 pupils were encouraged to express their ideas for their "parting gift", making comments such as "I would like to be remembered for being kind and thoughtful to people" or in Year 6 "People read the Bible at home to know the ways of God."

195. The quality of leadership and management is satisfactory. The school has a particularly good range of resources to support teaching and learning. These include pictures, posters and artefacts related to the religions being studied. The resources are easily accessible and used well. The vicar of the local parish church, who is also a school governor, visits the school regularly to talk to individual classes as part of the planned curriculum. There are, however, limited opportunities for members of other faiths to visit the school and to describe their customs and traditions.