

# INSPECTION REPORT

## **SAWLEY JUNIOR SCHOOL**

Long Eaton

LEA: Derbyshire

Unique reference number: 112689

Headteacher: Mrs Christine Turnbull

Reporting inspector: Mr Paul Canham  
1353

Dates of inspection: 10<sup>th</sup> - 13<sup>th</sup> March 2003

Inspection number: 247259

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Wilmot Street Sawley Long Eaton Nottingham
Postcode:	NG10 3DG
Telephone number:	(0115) 973 3626
Fax number:	(0115) 973 4036
Appropriate authority:	The governing body
Name of chair of governors:	Miss J Thurman
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1353	P Canham	Registered inspector	Science Design and technology Physical education	What sort of school it is? The school's results and pupils' achievements How well pupils are taught? How well the school is led and managed?
9333	K Schofield	Lay inspector		Pupils' attitudes and personal development How well does the school care for its pupils How well does the school work in partnership with parents?
18632	U Basini	Team inspector	English History Equal opportunities	
1723	M Milton	Team inspector	Mathematics Geography Religious education	
15011	M Wallace	Team inspector	Art and design Information and communication technology Music Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd  
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Bristol  
BS1 5RW

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

### **INFORMATION ABOUT THE SCHOOL**

Sawley is a popular junior school which is larger than average. There are 287 pupils on roll, consisting of 149 boys and 138 girls, aged from seven to eleven years. The school draws its pupils from a wide variety of social backgrounds. The proportion of pupils with some form of special educational need, including those with statements, is above the national average. Very few pupils come from minority ethnic backgrounds, and those that do are well integrated into the life of the school; none is at the early stage of learning English. About 12 per cent of the school population leave or join the school during Years 3 to 6; this figure is similar to the national average. The percentage of pupils entitled to free school meals is above the national average. Pupils enter the school with a wide range of abilities, but general attainment is below average.

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

The school is effective because it provides a learning environment that encompasses pupils' widely different needs. Pupils achieve well in relation to the knowledge and levels of understanding they have when they join the school. The school's success has been recognised nationally and it has been given an Achievement Award for two successive years. Highly effective leadership and very good management provide pupils with a well-structured set of learning experiences. The quality of teaching is good. The school provides good value for money.

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

- The good teaching ensures that pupils achieve well and that by the time the pupils reach the age of eleven, standards are well above average in English, and above average in mathematics.
- Highly effective leadership and very good management are focused on raising achievement, successfully promote the aims of the school and set a clear direction for its work.
- Provision for pupils' moral development is outstanding, and the provision for social development is very good. The quality of the provision reflects the school's strong values and high expectations. The result is that pupils have very good attitudes to their work, behave very well and want to achieve.
- Excellent relationships and very good support for pupils' personal development ensure that pupils become mature individuals by the time they leave school.
- There is very good provision for pupils with special educational needs.

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

- Standards in geography and music.
- The development of pupils' creative and performing skills, to bring about a better balance of the curriculum.

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

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

The school has made considerable progress since its last inspection in February 1998. Leadership is now highly effective and management is very good. The school's strong focus on achievement has resulted in a significant improvement to standards attained in national tests for pupils aged eleven. In addition, standards in information and communication technology have improved substantially. The quality of teaching is now good and pupils achieve well. The provision for pupils' moral development is outstanding and relationships are excellent. The parents' views of the school are much more positive. The school's capacity for improvement is very good.

## STANDARDS

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

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

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

The table shows a substantial improvement in English, with a significant proportion of pupils reaching a level above that expected for their age. The improvement in mathematics is also good. These results represent good levels of achievement when judged against the same pupils' attainment on entry in Year 3. Over time, there has been an improving trend in the three core subjects, which reflects that seen nationally. In the current Year 6, standards are above the national expectation in English and mathematics and similar to the expectation in science. The pupils continue to rise to the challenges set by the school and they achieve well. Examples of good work were seen in all three subjects. Pupils make good progress; those with special educational needs make very good gains in learning. The school has set realistic targets for English and mathematics for the year 2003, and is well on its way to achieving them.

Standards in other subjects are in line with what is expected nationally for pupils aged eleven, with the exception of music and geography, where they fall below it.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very good attitudes contribute considerably to the progress made in lessons and the levels of achievement.
Behaviour, in and out of classrooms	Behaviour is very good and is one of the many strengths of the school. There have been two fixed-term exclusions. The atmosphere both in lessons and in the playground is tranquil and harmonious.
Personal development and relationships	Outstanding. From an early age, pupils are given a wide range of opportunities for them to take responsibility. The exceptionally high quality of relationships is a distinctive feature of the school community.
Attendance	Attendance is above the national average for schools of this type.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.*

Good teaching is the main reason why pupils are achieving so well, particularly in literacy, numeracy, science, religious education and information and communication technology. A significant proportion of teaching was judged to be very good. Strong features include pupil management, high expectations and very effective teaching of basic skills. Well-developed relationships also underpin the good teaching in extra-curricular activities. Pupils with special educational needs benefit significantly from a committed team of adults who manage them with a sensitivity that helps them to develop their confidence and self-esteem.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory overall, although some aspects need further development. There are particular strengths in literacy and numeracy, with a very good emphasis on the teaching of English and mathematics to pupils grouped by ability. This has yet to be balanced by a systematic approach to pupils' learning experiences in other subjects, including the creative and performing arts.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very effective. Pupils make very good gains in learning because they benefit from well-focused support from an early stage.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall, with outstanding provision for pupils' moral development. The school successfully develops pupils' trust and mutual respect. Aspects of the school's curriculum enable pupils to reflect on events and on their lives.
How well the school cares for its pupils	The very good procedures ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive environment. Very effective Child Protection procedures ensure that all adults are sensitive to the needs of the pupils. There are good systems for monitoring and promoting attendance.

Parents rightly value the school because pupils from a diverse range of backgrounds are given very good opportunities to achieve well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives outstanding leadership and provides her colleagues with structured and sensitive support. She has a clear vision for the work of the school, which focuses on high levels of achievement. She is well supported by a committed team of staff with clear roles and responsibilities.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its statutory responsibilities. Members are supportive, reflective and well informed about the work of the school. They use their professional expertise and knowledge of the community to promote and improve the school and its work.
The school's evaluation of its performance	The school has established very effective procedures for monitoring and evaluating its performance. Systems for monitoring the quality of teaching have been well developed. Information from assessment and test data is used to guide planning. The school has established good strategies to identify the value added to its work.
The strategic use of resources	The school's budget is well managed, spending decisions are carefully considered, and the school effectively applies the principles of best value. Very good financial planning ensures that appropriate funding is

	directed at the school's priorities and that the school makes prudent use of its resources.
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Teachers and other adults work together well as a team, and the pupils benefit from very good levels of additional support in lessons and around the school. Accommodation is adequate and resources are good overall.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children are encouraged to work hard, and they make good progress.</li> <li>• The school is well led and managed.</li> <li>• Children are helped to become mature and responsible, and they behave well.</li> <li>• The good teaching.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• Homework that is consistently set.</li> </ul>	

Inspection evidence supports the opinions expressed by parents in response to the questionnaire and at the meeting before the inspection with the registered inspector.

## **PART B: COMMENTARY**

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

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

1. Over recent years the attainment of pupils when they enter the school in Year 3 has fluctuated between average and below average. The proportion of pupils eligible for free school meals is above average. The school benefits from several grants in recognition of the need to address local priorities within a geographical area identified for social regeneration. When the pupils currently in Year 6 entered the school, their attainment was below average.
2. About 12 per cent of pupils join or leave the school after the start of Year 3. This proportion is average for schools of this type. An above average proportion of pupils have some form of special educational need, including a number with statements. Pupils with special educational needs achieve very well, making good gains in their learning. They benefit significantly from well-focused support, allowing them full access to the curriculum either when working individually or in small groups, both within the class and in groups withdrawn from class.
3. The results of the 2002 national tests show that standards in Year 6 were well above the national average in English, above average in mathematics, and average in science.
4. When compared with those of similar schools, standards were well above average in English and mathematics, and above average in science. The proportions of pupils reaching levels above those expected for their age (Level 5) were above average in English and close to national averages for mathematics and science.
5. Test scores have risen since the last inspection and at a rate that is similar to that found nationally. However, the most recent results show a marked improvement in English, and improvement to a lesser degree in mathematics, upon those attained in the previous year. Boys made more gains than girls in English. The significant improvement in English and mathematics reflects the positive impact of the national strategies and the systematic development of skills. In science, the results show a slight improvement upon those of the previous year, with results for boys and girls about the same overall.
6. The test results represent good levels of achievement. The success of the school has been recognised nationally with an Achievement Award for two successive years. The school's success is due largely to the very good support of the pupils by staff and the quality of intervention programmes, from which lower attainers benefit and achieve particularly well. When account is taken of the circumstances faced by the school, challenging targets for English and mathematics have been set for the year 2003.
7. Evidence gathered during the inspection broadly reflects the results of the tests, although the reading tests scores achieved by Year 6 pupils were particularly high. In English and mathematics, most higher attainers work at levels above those expected for their age. In science, just a small proportion of pupils work towards the higher level.
8. The successful introduction of the literacy strategy has had a positive impact on the curriculum, and has enriched pupils' learning. The progress made by pupils is very carefully assessed, monitored and evaluated against clear criteria based on national curriculum levels. The development of language and ways of expressing it are good across the school, and is evident in some of the language the pupils use in their writing. Standards in reading meet expectations, and pupils have good reading strategies. Higher attainers read aloud with accuracy and fluency, summarise stories succinctly and discuss and compare characters. Pupils learn to write for a good range of purposes, and teachers give them good opportunities to write in some other curriculum subjects. The numeracy strategy is well established, and pupils make good gains in their learning and achieve well. Numeracy supports learning in other subjects, which include

science and information and communication technology. Standards in other subjects are in line with what is expected nationally for pupils aged eleven, with the exception of music and geography, where they fall below it.

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

9. Pupils' attitudes, values and personal development are strengths of the school.
10. Pupils have very good attitudes to learning. This picture is an improvement on the findings reported in the previous inspection, when they were judged to be good. All pupils respond particularly well to the school's emphasis on the importance of very good behaviour and relationships, and the need for a calm and purposeful working environment. The response of pupils during lessons is never less than good, and it is very good in over half the lessons. These very good attitudes and willingness to achieve are also evident in after-school clubs.
11. Pupils with special educational needs relate very well to their classmates and adults. The very good relationships give them confidence to join in all school activities and explore new areas of their learning. They respond very well to being encouraged to work independently. As a consequence, they grow in confidence as they progress through the school. For example, a pupil in Year 6 with a statement of special educational needs was seen helping a pupil in Year 3 with his reading. The older pupil kept a record in the reading diary.
12. The headteacher and staff often receive positive comments about the good conduct and friendliness of pupils, both within school and on visits. Almost all parents who returned the pre-inspection questionnaire confirmed that their children like school. Inspection evidence endorses their view. During lessons, pupils are well motivated, work enthusiastically and respond very positively to encouragement. For example, pupils in Years 5 and 6 applied themselves exceptionally well and worked collaboratively during a dance lesson in which they made good progress. In English and mathematics, pupils work well in groups and value the contributions made by others. In science, pupils readily exchange ideas and share materials, achieving well during practical investigations. In all subjects, the pupils respond positively to well-planned tasks. From the start of the school day, pupils follow instructions carefully and settle to work quickly. Very good levels of concentration are evident and pupils persevere enthusiastically with tasks that they find challenging.
13. The school's aims and values are clearly reflected in pupils' very good behaviour in lessons and in the open areas of the school. This picture is similar to that reported in the previous inspection. Almost all parents who returned the pre-inspection questionnaire felt that their children were well behaved. Excellent relationships between pupils, and between adults and pupils, form the foundation of the school's success in behaviour management and in pupils' levels of achievement. All adults know pupils well and pupils feel confident talking to them about any concerns. Pupils have a very good understanding of the impact that their actions have on others. They respond very well to the care and consideration they are given, showing a healthy respect for the rules that exist. For example, when teachers signalled that it was time to come into school, pupils immediately stopped playing and lined up quickly and quietly, without any need for further prompting. Pupils have pride in the school and their achievements; they take very good care of the accommodation and resources. In the last academic year, two pupils were excluded for a fixed period.
14. The strength in the relationships underpins pupils' very good personal development. As pupils progress through the school they develop a maturity and self-discipline, which are recognised and highly valued by parents. Pupils are encouraged to be caring and thoughtful and, as they grow older, they willingly carry out everyday duties in classrooms and around the school. Throughout the day, the school remains a calm and orderly environment despite the movement of pupils into teaching groups at the start and finish times of many lessons. Pupils thrive on being given additional responsibilities throughout the day. For example, in art and science lessons, pupils tidy away resources efficiently and without any fuss. Pupils in Year 6 move large pieces of gymnastics equipment safely during lessons, and after school and at break times in preparation for extra-curricular activities. Older pupils help younger ones with their reading, and some pupils

also manage a tuck shop at break time. Pupils' maturity, initiative and willingness to play an active part in school life contribute substantially to the smooth running of the school day and to the welcoming environment.

15. Attendance rates are above the national average and punctuality is very good.

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

16. The quality of teaching has improved since the previous inspection, when 40 per cent of the teaching was good and 10 per cent was unsatisfactory. Teaching now is either satisfactory or better in all the lessons. Good teaching occurs in 55 per cent of the lessons and very good teaching in a further 22 per cent. Throughout the school, pupils make at least satisfactory progress in all lessons, and in 80 per cent they make good or very good gains in their knowledge and understanding.
17. Good teaching is the main reason why pupils are achieving so well, particularly in literacy, numeracy, science, religious education and information and communication technology. Outstanding features of the teaching include excellent pupil management and very effective teaching of basic skills. Excellent relationships between adults and pupils are used particularly well to raise the pupils' academic expectations. Well-developed relationships also underpinned the good quality of teaching in the extra-curricular activities, such as the gymnastics club and choir practice.
18. Homework is used well to reinforce learning and to give pupils further opportunities to improve their knowledge and understanding.
19. The largest proportion of very good teaching is in Year 6. The main features of it include: very good subject knowledge on the part of teachers; an effective range of teaching methods; rapid pace to learning; and the continuous use of assessment to modify tasks to match pupils' differing learning needs within a learning group.
20. Relative weaknesses in teaching which was overall satisfactory include: the slow pace of learning in some parts of lessons; teachers' subject knowledge; and not enough opportunities for pupils to work independently from the teacher. In such lessons, the marking of pupils' work does not consistently help them to improve. For example, in English, pupils do not always benefit from written guidance to show how to improve their work by correcting or redrafting.
21. Pupils with special educational needs receive effective teaching. They are well integrated, and they make very good gains in their learning owing to the skilful support they receive from adults who know them well. For example, a small group of pupils in Year 6 made very good gains in their understanding of sentences and clauses because the challenging tasks were closely matched to their stage of learning. Pupils with special educational needs work towards their targets within the classroom alongside their peers. Outstanding relationships and the teachers' skilful use of questions contribute to the very good progress pupils make against their individual education plans, particularly in literacy and numeracy. The level of progress is also due to the high quality of the individual education plans themselves, because they contain specific targets that are measurable and easily understood by the pupils. Progress is carefully monitored, and adjustments are made to pupils' individual education plans so that future lessons meet their needs.
22. Pupils benefit significantly from a committed team of adults who manage the classroom activities very well. For example, in English, a group of higher attaining pupils in Year 6 made very good progress because they were highly motivated by teaching that aroused their interest at the start of the lesson. In mathematics, the clarity of the learning intentions secured a very good response from lower attainers in Year 3 and higher attainers in Year 6.
23. In science, the oral sessions at the start of lessons in Years 5 and 6 had energy and pace, and stimulated an enthusiastic response. Pupils were encouraged to settle quickly with the help of lively questioning and good and interesting resources, which led to a good range of responses.

During a data-handling lesson in information and communication technology, pupils in Year 4 were given clear explanations of the tasks they had been set, which inspired them to get down to work quickly. Pupils wanted to play an active part, and they made very good gains in their understanding and use of tables and graphs.

24. Teachers use probing questioning to ensure that pupils think for themselves. For example, pupils in Year 5 benefited significantly from incisive questions during a science lesson, which prompted them to think about their predictions of the rate at which solids dissolve in water. Because the pupils' contributions were valued, they developed in confidence and began using key scientific vocabulary in their predictions. In English, searching questions and clear explanations helped a group of lower attaining pupils in Year 5 to investigate the use of pronouns in figurative language. In Year 3, pupils made good gains in their English lesson because the teacher made exceptionally good use of in-depth explanations, using a good range of vocabulary in the process.
25. Information and communication technology is used very well to support learning in English and mathematics. The school recognises the need to need to develop its use in other subjects.
26. Well focused planning forms the foundation of clear, step-by-step teaching which involves the pupils actively in their learning, and this was particularly evident in English, mathematics and science. As a consequence, pupils achieve well in developing their basis skills.

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

27. The quality and range of the curriculum provided by the school are satisfactory overall, although some aspects need further development. There are particular strengths in literacy and numeracy. The curriculum meets all statutory requirements, and it is enriched by good quality visits to places of interest and a wide range of extra-curricular activities. Policies and schemes of work are in place for all subjects and there has been a marked improvement in the provision for information and communication technology (ICT) since the last inspection. National guidance is now used to support teachers' planning in all subjects, and record keeping and assessments are used well to plan for the systematic development of skills as pupils move from one year group to the next.
28. The school has been very effective in introducing the national strategy for literacy, and effective in introducing the numeracy strategy. The priority given to these areas is reflected in the allocation of curriculum time, and this had a direct impact on the pupils' levels of achievement. Almost all subjects have an appropriate allocation of time, although pupils' skills, knowledge and understanding are not systematically developed in those subjects that not taught each week. The teaching of design and technology is blocked against the teaching of art. The school's approach to curriculum planning has an impact on standards in music and geography that are below the national expectation. For example, pupils do not make sufficient gains in their ability to compose and appreciate elements in music, and pupils do not develop sufficient basic skills in geography.
29. Standards in information and communication technology have risen significantly as a result of improved provision. This includes the introduction of the computer suite and a programme of staff training which has improved the teachers' knowledge. ICT has been well planned and implemented, and it is used to good effect to enhance learning in English, mathematics, and science. However, there remains scope for developing further the use of ICT across the curriculum in other subjects. Planning for religious education follows the locally Agreed Syllabus.
30. The school strongly espouses the principles of equal opportunities. For literacy and numeracy, all pupils are taught in groups made up of pupils of similar attainment. For other subjects, some pupils are taught in classes with others in the same school year but they cover the recommended curriculum for that age group. The provision for pupils with special educational needs is very good. The school fully meets the requirements of the new Code of Practice for pupils identified as having special educational needs. Pupils have access to all areas of the curriculum and a range of learning opportunities.

31. Extra-curricular activities cover a wide range and are very well attended. Pupils benefit significantly from well-taught sessions in activities which include clubs for French, chess, computers, team games, gymnastics and music. The school provides pupils with regular opportunities to perform in school concerts and events in the community.
32. The school's good provision for pupils' personal, social and health education is underpinned by clear guidance for teachers. The school is currently reviewing the way pupils are taught about drugs, and is working with feeder schools on a new drugs policy. Most lessons give pupils good opportunities to develop an understanding of important issues, such as caring for others and the exploration of personal feelings. Circle time is being introduced in Year 3 and 4. The school council meets regularly to discuss school issues, and works towards improving the school. Pupils have initiated the purchase of equipment for the playground and have suggested ideas for charity events, such as Red Nose Day. The school's 'health week' gives parents and pupils opportunities to engage in yoga and relaxation therapy, and activities for pupils include a games club, gymnastics and use of the climbing wall.
33. The school has established good links with the local community and there are regular visits from the local church and from representatives of the police, which the pupils greatly appreciate. Local residents are kept informed of school events and some make weekly visits to hear pupils read and give them additional support. The school is developing links with local businesses. The very good links with partner institutions ensure that pupils in Year 6 benefit from a smooth transfer to their secondary school.
34. Provision for pupils' spiritual development is good. Daily assemblies are carefully planned and include weekly contributions from local churches, and each week an assembly is taken by a class, with parents invited. Assemblies give pupils opportunities for quiet reflection and prayer, and to develop concern for others. Religious education lessons provide pupils with good opportunities to consider their beliefs, feelings and experiences, as well as to learn about the beliefs and practices of major religions. The school's ethos makes it possible for all pupils to develop and flourish.
35. Pupils have excellent opportunities for moral development. The school effectively promotes pupils' understanding of right and wrong, and this understanding underpins their very good behaviour and the school's rules, which are agreed by each class. Pupils have opportunities to consider their own moral values on a range of issues, such as war, the environment, stealing, and caring for others. Adults provide very good role models, for example, through their relationships with the pupils and other adults. The school actively promotes equality of opportunity and has clear procedures for dealing with any incidents which run counter to this. The school supports a charity each year, as well as the Blue Peter Christmas appeal, and Year 6 pupils are involved in organising these fund-raising activities.
36. There is very good provision for pupils' social development. The representatives on the school council take their decision making seriously and have made a number of suggestions for the improvement of the school, several of which have been implemented. A weekly 'golden book assembly' celebrates a wide variety of achievement by individual pupils. Pupils respond very positively to the well planned activities to work in pairs and small groups during lessons, including paired work in the computer suite. Some Year 6 pupils are supporting a small group of younger pupils in their relationships, and Year 6 pupils act as reading partners for younger pupils. A good range of extra-curricular activities provides opportunities for pupils to work in groups and teams. The school values each pupil, and all pupils respond positively to the opportunities they are given. All pupils are enabled to take responsibility within their own classes, especially for the smooth running of the setting arrangements for English and mathematics and for their homework diaries. In addition, Year 6 pupils have extra responsibilities, such as for the gym club and the tuck shop.
37. Opportunities for pupils' cultural development are satisfactory. Strengths of the provision include a writer working with the pupils each year, visits by theatre groups and visits to local theatres. Assemblies include stories from other cultures and religions, and the main festivals of the major

faiths are celebrated. Several subjects make strong contributions. For example, religious education provides authentic accounts of diverse cultures and human experiences, and English includes the study of literature from other cultures. However, the contributions of art and drama are not effective enough. The school has a sound range of books from different cultures but there is little display to be seen that reflects the richness and diversity of other cultures.

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

38. All adults in the school are committed to ensuring that the pupils are provided with a safe and caring environment. In keeping with the findings of the previous inspection, the provision for ensuring pupils' welfare is a strength of the school. There are very good procedures for child protection and welfare, for ensuring educational and personal support, and for monitoring academic performance through assessment procedures.
39. Child protection procedures are managed very well, and all adults have benefited from recent training and are clear about their responsibilities. The key members of staff trained in first aid ensure that all adults in the school are familiar with the procedures for accidents and emergencies. Health and safety reviews, together with risk assessments, are carried out both on and off the school site. Teachers are constantly active in promoting good safety procedures, and two members of the governing body support the school by participating in frequent risk assessments. The school building and grounds are exceptionally well cared for, with the interior maintained to a high standard.
40. Processes for monitoring and improving attendance are good. The school celebrates good attendance by presenting certificates. Prompt contact is made with parents in the event of an unexplained absence and there are effective procedures to deal with the rare cases of unauthorised absence.
41. The school has established very effective procedures for promoting very good behaviour. There are clear guidelines for dealing with any incidents of oppressive behaviour. Pupils are responsive to the consistent approach adopted by all adults, who have high expectations of behaviour.
42. The school's strong emphasis on pupils' social and moral development permeates every aspect of school life. Pupils are given many opportunities to help with the smooth running of the school day by helping in assemblies, during break times, and in lessons. All pupils know that bullying will not be tolerated. Lunchtime supervisors and members of staff are continually vigilant about care, and pupils are confident in talking to adults about any problems they may have.
43. Procedures for monitoring and supporting pupils' personal development are good. The process is based on the caring ethos of the school and is supported with an effective personal, social and health programme (PSHE). Pupils are encouraged to keep a record of their personal successes in their individual Record of Achievement. Teachers know the pupils very well, and they work closely with classroom assistants to provide pupils with close support. Parents see the school as a caring community where staff are very approachable and pupils are helped to become mature and responsible. The school council includes representatives from each class and functions very successfully. Pupils' recommendations are valued and acted upon; some initiatives have led to fund-raising activities. During 'Health Week', the school supports a 'Breakfast Club' to promote the understanding of healthy eating.
44. Pupil with special educational needs are very well supported. Teachers and other adults give these pupils positive encouragement to promote their self-esteem, so that they play a full part in all aspects of school life. The special needs of the pupils concerned are identified as soon as possible after they enter the school, so that they can be given suitable individual education plans. Targets in these plans are clear and specific and very effective assessment procedures mean that tasks are consistently matched to pupils' needs.
45. Procedures for monitoring and supporting the pupils' academic progress have improved since the previous inspection and they are now good overall. The school has established very effective

procedures for monitoring pupils' progress in English, mathematics and science. However, assessment procedures are not fully developed in other subjects, including religious education and ICT.

46. Pupils are assessed on entry in Year 3, and information from rigorous assessment procedures is used to track pupils' progress from Year 3 to Year 6. The progress made by each pupil is reviewed at least termly, and often more frequently, to ensure that planning matches the pupils' stages of learning. Information from reviews is used to set individual targets in English and mathematics. If appropriate, the reviews may lead to a change in the group in which the pupil is taught literacy and numeracy. Each class teacher maintains a detailed record of pupils' progress.
47. Throughout the year, a range of standardised tests is administered in literacy and numeracy, and the results are carefully analysed. Information is used to identify how the curriculum needs to be amended to raise standards for particular groups of pupils. For example, there is good evidence to indicate that the school has taken action to remedy some weaknesses, such as the underperformance of pupils in science.
48. Every half term, a piece of work from each pupil is assessed in each of the core subjects. These are stored in the pupil's portfolio, so that a portrait of achievement is obtained. Some pieces of annotated work are included in the school's portfolio of assessed work. The analysis of data from the yearly standardised tests for pupils in Year 6 is used to set class targets and end-of-key stage targets. As a result of the thorough assessment procedures, all lessons in literacy and numeracy include tasks that are well matched to pupils' needs. The effective assessment systems have had a direct impact on raising levels of achievement because additional support can be closely targeted to pupils' stages of learning.
49. Very good assessment procedures are in place for pupils with special educational needs. The school keeps detailed records and documentation on all pupils, and class teachers have their own file. This strategy ensures that teachers, and other adults, are fully aware of pupils' needs. From an early stage, assessments are used to good effect to identify attainment, progress, and targets for further development.
50. The informative records of pupils with special educational needs make it possible to track their progress over time. These comprehensive records enable teachers to plan effectively and provide very good learning support with the help of outside agencies.

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

51. Since the previous inspection, the school has continued to sustain the strong links with parents. Their views of the school are very favourable, with a significant shift in the strength of feeling about the school since the previous inspection. Parents are very supportive of the school, what it stands for, and the education it provides. Parents of about one third of the number of pupils on the register responded to the pre-inspection questionnaire, although just a few parents attended the pre-inspection meeting. At the meeting, parents expressed confidence in the school's ability to address any of their concerns. In the returned questionnaires, the large majority agreed that they were well informed about how their child was getting on and that the school works closely with parents.
52. Although many strategies have been tried, it has been found difficult to persuade more parents to help in school. A small number of parents and local residents support pupils in their reading and in food technology. During the inspection, two local residents were involved in listening to pupils read. Pupils value and respond well to such regular additional support. Parents also support teachers during swimming lessons and when pupils make visits outside school.
53. The parent-teacher association organises social events, providing very good community contacts and fund-raising activities. For example, in the last year, the association has raised a substantial amount of money to purchase a music centre. Governors are pragmatic in helping with financial assistance and are active in finding opportunities for sponsorship. For example, the provision for ICT has substantially improved, with the development of a suite and the purchase of a significant

number of new computers and associated software.

54. The school provides parents with a range of good quality information. This includes the prospectus and the governors' annual report, both of which are well presented and informative. To keep them abreast of school activities, parents receive regular monthly newsletters, which often include contributions from non-teaching staff. Parents also receive annual written reports on their child's progress. These are also clearly written, and comments on English, mathematics and science provide parents with a good picture of their child's progress and the level of work. Comments on the work covered in other subjects do not always indicate how well their child is achieving. However, parents are given good opportunities to discuss their child's progress during two consultation evenings per year. These sessions, which are very well attended, also offer parents the opportunity to discuss the setting of individual targets for improvement.
55. The school has established very good partnership links with parents of pupils with special educational needs. The school values their support, and home targets are reviewed regularly. All parents are invited to attend meetings to discuss the achievement and progress of their child.
56. To help parents to understand educational changes and innovations in teaching methods, the school organises curriculum events. For example, the school was able to acquire funding for parents to attend the 'Read On Write Away' programme, sponsored by the Local Education Authority.
57. The contribution of parents to their children's learning at school and at home is good, and a home-school agreement is in place. Parents are well informed about the school's expectations when their children transfer from the infant school. The partnership with parents has been particularly effective through good management and communications about homework. Parents value the homework workshops and make good use of homework diaries, which offer good channels of communication.

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

58. Leadership and management have improved significantly since the previous inspection. The headteacher now provides highly effective, sensitive and resourceful leadership. She ensures clear direction for the work and development of the school and promotes high levels of achievement. She is committed to meeting the needs of all pupils, many of whom have special educational needs. The school successfully integrates pupils into a learning environment that rises to the challenge of meeting the wide-ranging needs of its pupils, particularly the lower attainers. The very good provision for pupils with special educational needs underpins both the range of opportunities for pupils to raise their self-esteem and much of their good achievement. Teachers and other adults reflect the headteacher's supportive approach and they work cohesively as a caring team, committed to the welfare of the pupils. In consequence, the school has a clear sense of purpose and relationships are excellent.
59. The school's priorities and aims are clearly identified in its good improvement plan. The document is well laid out and includes criteria against which the school's progress can be judged. By necessity, the school has focused a significant proportion of its resources, curriculum time and additional support on raising standards in literacy and numeracy. In consequence, there is good achievement, considering the fact that pupils join the school with attainment levels below the national average. In recognition of its quality of education and the impact on pupils' progress over time, the school has been awarded an Achievement Award for two successive years.
60. The school's very clear statement of policy for equal opportunities for all of its pupils is evident in practice, since pupils with different backgrounds and attainment benefit from full access to the curriculum. The school ensures that its inclusive approach to education is based on a policy of open access for all pupils. The setting of targets for pupils in English and mathematics, based on prior attainment, promotes effective learning opportunities for all.
61. The provision for special educational needs is managed very well. The two co-ordinators are

strongly supported by the headteacher and governing body. The school meets fully the requirements of the Code of Practice. The budget for pupils with special educational needs is secured and is used to provide additional teachers, support assistants and good resources. The school quickly identifies the special needs of pupils and draws up appropriate individual education plans to meet them. Learning support assistants give good support to these pupils so that their needs are met as far as possible in the classroom, alongside their peers. Where the school does not have the necessary expertise, good use is made of outside agencies, such as the behaviour support team.

62. Members of the senior management team have clear roles and responsibilities. The school has established a systematic approach to the observation of teaching, and this has helped to ensure that teaching reaches good standards. The school has developed into a community with consistently high expectations with regard to behaviour. The role of subject co-ordinators has been strengthened since the previous inspection, although the school has yet to ensure that all co-ordinators are given time away from teaching to monitor planning and support colleagues. A few subject co-ordinators are given time to monitor their subjects, such as English and mathematics, and these benefit from good leadership and management.
63. The governing body continues to be conscientious, and members are supportive of the headteacher and the work of the school. Through regular visits, key governors become aware of the school's needs, and they know it well. The school has addressed all the key issues in the previous report, relating to literacy, numeracy and information and communication technology. The school is meeting all statutory requirements.
64. The school improvement plan includes costings for each of its targets for improvement. Governors are well informed about the factors they should consider when setting the budget, partly through the useful biannual financial reports that they receive from the local education authority. The budget carry-forward predicted for the end of the current financial year is relatively large, but its projected use is carefully planned by the governing body and takes account of a significant fall in pupil numbers that is anticipated in two years' time as the result of local demographic change. The school plans to maintain its provision during this period when there will be a decline in its income. The governing body agrees both the budget and the school's development plan and monitors them.
65. The school has secure financial management and administration. It has taken the necessary actions to address the relatively minor issues identified by the recent audit of financial procedures. Good use is made of specific grants for designated purposes, including those for special educational needs and for catch-up teaching. The expenditure for special educational needs is very effective and enables pupils to make very good progress with their learning. The good teaching in the 'catch-up' classes for pupils just below expected standards in English and mathematics helps these pupils to make good progress.
66. The school's implementation of best value principles is good. For example, the governing body reviews contracts with suppliers each year and ensures that they provide value for money. The school consults both parents and pupils, and has responded positively to parents' earlier concerns about homework. The school uses data effectively to compare the performance of its pupils with similar schools. When account is taken of the circumstances of the school, and the quality of the education it provides in relation to costs, the school provides good value for money.
67. The school is staffed by an adequate number of suitably qualified and experienced teachers who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. Experienced classroom assistants provide very good support for pupils' learning.
68. Clear induction procedures are in place for new members of staff. A mentor provides guidance and visits are arranged to other schools for newly-qualified teachers.
69. Arrangements for performance management are well established. Three members of staff have

been trained as team leaders and they have been fully involved in the target-setting for their team. Performance management targets relate rightly both to the school improvement plan and to the continuing professional development of the individual teachers. Staff development is closely linked to the school's priorities. For example, two members of staff have recently undertaken a five-day course for numeracy. All staff members are kept up to date with educational changes, such as those concerning Child Protection procedures.

70. The school is served well by experienced, skilful and committed classroom assistants. Lunchtime supervisors know the pupils well and provide a high standard of care. The caretaker ensures that the buildings, grounds and resources are very well maintained. He also ensures a very high standard of cleanliness and hygiene at all times. Administrative support is very effective and efficient. The secretary makes a significant contribution to the smooth running of the school, discharging a wide and diverse range of responsibilities.
71. The school is situated in spacious grounds and comprises several buildings, which include a covered heated swimming pool. The buildings give adequate accommodation, although several classrooms offer limited space for classes with more than 30 pupils. The recently developed information and communication suite now provides the school with a very good facility, which is already having a positive impact on standards. The modest-sized hall is used for many purposes and there are several communal areas which are used by small groups for working independently or for receiving additional support. The school library includes a satisfactory selection of reference and non-fiction books.
72. Learning resources are good overall, and they are very good for English and history. The wide range of resources is well organised, labelled and stored, ensuring efficient use. The school is aware that it needs more artefacts to support the teaching and learning in geography.

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

73. To improve standards of work and pupils' learning, the governors, headteacher and staff should:
  - review the time allocated to music and geography so that they are taught in enough depth for pupils to reach the expected standards (*paragraphs 28, 111, 126*);
  - review the time allocated to all subjects so that sufficient emphasis is placed on the systematic development of pupils' creative and performing skills (as identified in the school improvement plan) (*paragraphs 28, 111, 126, 134*).
74. Other areas for improvement, which the governors should consider for inclusion in the school's action plan, are:
  - the use of information and communication technology to support teaching and learning in all subjects (*paragraphs 25, 110, 123*);
  - the development of more formal assessment procedures in the foundation subjects (*paragraphs 45, 97*);
  - develop further the school's approach to marking so that pupils benefit from more written guidance (*paragraphs 20, 85, 91*).

## 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	86

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
<b>Number</b>	0	13	32	13	0	0	0
<b>Percentage</b>	0	22	56	22	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	287
Number of full-time pupils known to be eligible for free school meals	59

FTE means full-time equivalent.

<b>Special educational needs</b>	Y3 - Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	33

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2002	45	31	76

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	34	36	44
	<b>Girls</b>	29	26	30
	<b>Total</b>	63	62	74
Percentage of pupils at NC Level 4 or above	<b>School</b>	83 (78)	82 (69)	97 (85)
	<b>National</b>	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	33	33	34
	<b>Girls</b>	28	24	27
	<b>Total</b>	61	57	61
Percentage of pupils at NC Level 4 or above	<b>School</b>	82 (72)	75 (72)	80 (81)
	<b>National</b>	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>
277	2	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
3	0	0
1	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	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: Y3 – Y6**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	27
Average class size	32

#### **Education support staff: Y3 – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	158

*FTE means full-time equivalent.*

### ***Financial information***

<b>Financial year</b>	<b>2001-2002</b>
	<b>£</b>
Total income	525,984
Total expenditure	557,539
Expenditure per pupil	1,840
Balance brought forward from previous year	45,943
Balance carried forward to next year	77,498

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

287

Number of questionnaires returned

84

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	6	0	0
My child is making good progress in school.	51	44	5	0	0
Behaviour in the school is good.	55	40	4	0	1
My child gets the right amount of work to do at home.	31	60	6	1	2
The teaching is good.	50	48	1	0	0
I am kept well informed about how my child is getting on.	38	46	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	26	5	1	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	37	50	13	0	0
The school is well led and managed.	55	39	2	0	4
The school is helping my child become mature and responsible.	49	48	4	0	0
The school provides an interesting range of activities outside lessons.	24	52	14	2	7

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

75. In 2002, the results of the national tests for Year 6 pupils were well above the national average for all schools and the average for similar schools. The results of both boys and girls were above the national averages for their genders. Standards have improved over time, with a substantial rise in the most recent results, particularly in writing. Pupils made very good progress from the results they attained at the end of Year 2.
76. Inspection evidence indicates that the standards of the current Year 6 pupils are above the national average because teaching is consistently good, basic skills are systematically developed, and the progress of individual pupils is carefully tracked. The teaching of pupils in similar attainment groups helps in matching work closely to pupils' differing learning needs.
77. Standards in speaking and listening are above those expected nationally, and standards in writing are well above the national expectation. Standards in reading match expectations, although a significant proportion of pupils read with fluency and accuracy. This picture represents a significant improvement upon that reported in the previous inspection, when standards were judged to be satisfactory.
78. The achievement of all pupils is good overall. Pupils with special educational needs achieve very well because work is closely matched to their differing learning needs and they receive very effective support from teachers and other adults.
79. When pupils enter the school they are not confident speakers, although they listen attentively to the teachers. By Year 6, pupils develop good speaking and listening skills because they are encouraged to discuss their feelings and express their ideas in literacy lessons, and in other subjects such as science, art and history. For example, during a history lesson, pupils in Year 6 talked confidently about the key features and events of the Tudor period. In literacy lessons, pupils gain confidence and develop their speaking and listening skills during small group work and whole class debates, and through role-play. For example, pupils in Year 4 were seen exploring and debating the moral issues around stealing and feelings of guilt. The higher attainers were articulate and used a good range of vocabulary. Excellent relationships throughout the school are used to encourage pupils to express their views and value each other's contributions. Drama provides good opportunities for pupils, particularly the lower attainers, to work co-operatively in pairs and groups and to use language in a range of settings.
80. Standards in reading meet expectations, and pupils make good progress because reading is a strong component of the school's literacy strategy. Pupils also benefit from guided reading sessions and daily timetabled sessions for silent reading. Pupils have good reading strategies; they read with interest and enthusiasm and have a good level of comprehension. Higher attainers read aloud with accuracy and fluency, summarise stories succinctly, and discuss and compare characters. Most pupils enjoy reading, and pupils expressed a liking for several authors, including Jacqueline Wilson and J K Rowling. Pupils in Years 3 and 4 were familiar with the books of Roald Dahl and talked confidently about their favourite stories. Pupils with special educational needs benefit significantly from effective additional support. Reading volunteers and teaching assistants contribute significantly to the progress made by younger pupils and by those in the upper years who have weaknesses in reading. Shared texts and guided reading groups give pupils successful and enjoyable reading experiences which teachers use well to develop and check skills in comprehension and language. Paired reading sessions between pupils in Years 3 and 6 help pupils' confidence to grow. The younger pupils felt that the older pupils helped them to learn more words. There are well-chosen texts for shared reading for the whole class and for regular small-group reading sessions. The school has introduced a structured colour coded system through which pupils make progress. Pupils are also encouraged to bring books from home, and reading diaries are kept up to date.

81. The fiction library has a wide range of reading books for pupils to enjoy at home or in their spare time. All books read from the library or the reading scheme are dated and recorded in pupils' reading diaries. Pupils generally have good information retrieval skills when using non-fiction books and information and communication technology, but do not have sufficient practice in selecting books independently from the non-fiction library.
82. Standards in written work are above the national expectation. By Year 6, pupils write imaginatively and confidently for different purposes and audiences. Pupils use a range of genres, express their feelings in poetry and write stories, plays and letters. Pupils talk confidently about different types of writing. For example, higher attainers in Year 6 spoke with great enthusiasm about the class text 'Thief' by Malorie Blackman and were able to explain how her style of writing is used for effect. Through analysing her text they were able to work independently and improve their own writing by changing the structure of the sentences. Lower attainers used the text of the legend 'Kraken the Dragon' to influence their writing. Opportunities for extended writing contribute greatly to work in several other subjects, including history and some aspects of science.
83. Standards in grammar and punctuation are developed systematically through the year groups. Pupils make good progress, largely as a result of the well-focused support and the quality of learning that takes place in groups of similar attainment. For example, very good planning enabled pupils in Year 3 to work on tasks that closely matched their stages of learning. The higher attainers made good progress in writing instructions, whilst the average attainers worked on a fable. The lower attaining group wrote poems that have rhythm and a simple pattern based on 'The Hairy Toe'. The detailed planning and the use of information from very effective assessment procedures underpin pupils' good levels of achievement. Pupils with special educational needs make very good progress in writing because of the carefully structured and challenging tasks that are matched to their stages of learning and the well-focused support given to them by teachers and teaching assistants. Very good assessment procedures ensure that the pupils, particularly in Years 5 and 6, are fully aware of the standard of their own writing and know how to improve. There is a dedicated time for spelling beyond the literacy hour. All pupils use dictionaries well to find spellings and meanings of words. Pupils are keen to achieve well and strive hard to achieve their targets.
84. By Year 6, standards in handwriting are above those expected nationally, and pupils achieve well. Handwriting is neat, well formed and legible, with a development of personal styles. Presentation of work is good. Information and communication technology is used consistently to assist pupils in the presentation of their work.
85. The quality of teaching and learning is good. Six of the lessons seen were very good. Class teachers have a good understanding of the subject and are able to provide inspiring examples and set interesting and challenging tasks. The very good teaching is characterised by rapid pace, imaginative tasks, and high quality explanations which reflect the teacher's expertise in the subject. Teaching is always purposeful and succeeds in encouraging pupils to do their best, so that time is used effectively. Common features of teaching are the very good management of pupils, and the very effective planning which supplies pupils with clear learning intentions. As a consequence, pupils enjoy their work in English and respond and behave very well. The strength in relationships between teachers and pupils is reflected in very good attitudes to learning and the pupils' willingness to contribute orally and in their written work during lessons. Teaching and learning strongly adhere to the national literacy strategy, which has given confidence to teachers. The teachers' strong commitment to raising standards, their high expectations and their knowledge of individual pupils have made English a success story in this school. However, the quality of marking is inconsistent and does not always include written guidance as to how pupils can develop and improve their work by correcting or redrafting pieces of work.
86. Leadership and management of the subject are strong. The co-ordinator has expertise in the subject and provides her colleagues with very good support. She monitors planning, and the detailed subject policy gives teachers good guidance. The very good assessment procedures are systematic and rigorous. Information from regular tests is used to track pupils and match planning to their stages of learning. Every half term, one piece of extended writing is assessed, annotated,

moderated and placed in individual portfolios.

87. Resources are very good.

## **MATHEMATICS**

88. In 2002, the results of the national tests for Year 6 pupils were above the national average for all schools and well above average for similar schools. The results of both boys and girls were above the national averages for their genders. The pupils have made very good progress since their results at the end of Year 2.
89. The standards of the current Year 6 pupils are above the national average because teaching is consistently good through the school. Mental mathematics is systematically taught, and the progress of individual pupils is carefully tracked. Setting helps teachers to match work to pupils' differing learning needs, and catch-up teaching is effective for pupils who are just below the expected standard. Above-average pupils work accurately with decimals to two places; they calculate fractions of quantities and numbers, and solve problems involving multiplication and division with large numbers. These pupils are working at the above-average National Curriculum level. A significant minority of average-attaining pupils are not yet fully confident with their times tables, but they multiply two-digit numbers accurately. Many of these pupils are working towards the expected standard. The relatively small number of lower-attaining pupils accurately multiply and divide with small numbers and understand the value of digits in three-digit numbers. Their standards are below the expected level.
90. The achievement of all pupils is good. It is very good for pupils with special educational needs, because work is matched effectively to their differing learning needs and they receive well-targeted support from teachers and other adults.
91. Teaching and learning are consistently good, and in a significant minority of lessons are very good. There are a number of common strengths. Effective class management secures a very good response from the pupils who are keen to learn. There is an emphasis on the use of mathematical vocabulary, and pupils are required to explain their mathematical strategies. Clear, step-by-step teaching actively involves the pupils in their learning. Learning objectives are shared at the start of lessons, and in most lessons they are used in plenary sessions to assess what has been learned. In the best lessons there is a brisk pace of learning, and assessment is used well to modify lesson plans so that work is well matched to pupils' learning needs within the set. In the discussion which takes place in such lessons, pupils are given guidance on how to improve. However, in some classes, written comments rarely provide pupils with help to understand how to improve their work or give them feedback on progress with their individual short-term targets. In the small minority of lessons where learning is less effective, either the pace of learning is slow as pupils practised skills they have already grasped, or the plenary session adds little to pupils' learning.
92. The mathematics curriculum includes all the necessary elements, and pupils have good opportunities to use and apply their mathematical knowledge and skills. There is some good use of pupils' numeracy skills in other subjects, such as science, but this use is not planned systematically and there is scope for improvement. The use of information and communication technology (ICT) in mathematics teaching is developing and there are some examples of its good use to enhance pupils' learning. The assessment of pupils' progress in mathematics is good, and the outcomes are used to set end-of-year national curriculum level targets for each pupil. The headteacher and class teachers monitor and support pupils who are not making the expected progress. The leadership and management of mathematics are having a good impact on pupils' standards and the quality of teaching. The co-ordinator is involved in monitoring teaching.
93. The school has made good progress with mathematics since the last inspection. Pupils' standards have risen significantly and they now make good progress. The quality of teaching has improved. The key issue for mathematics from the last inspection has been fully addressed.

## **SCIENCE**

94. In 2002, the results of the national tests for pupils in Year 6 were similar to the national average for all schools and above average for similar schools. The results of both boys and girls were similar. Pupils have achieved well, considering their attainment on entry to school in Year 3.
95. The work of pupils currently in Year 6 matches the standards expected nationally because teaching is consistently good, skills in scientific enquiry are taught systematically, and the progress of individual pupils is carefully tracked throughout the school. The work of the small proportion of higher attaining pupils, which includes written tasks, diagrams and recordings of scientific enquiries, is completed to a standard that is above that expected nationally.
96. By Year 6, pupils can successfully predict, measure, record results and draw conclusions while carrying out an investigation. The small proportion of higher attainers can base predictions on their scientific knowledge and understanding, make practical suggestions to improve their methods, and talk about their work with confidence. For example, pupils in Year 6 were fully aware of the need to keep all factors the same during an investigation into how well different materials muffle sound. Pupils in Year 5 showed good levels of understanding in their investigations on solutions and how quickly solids dissolve. In Years 3 and 4, good practical investigations on magnetism and electrical circuits encouraged pupils to make and record predictions and think creatively.
97. A particular strength of learning during lessons is the good level of discussion, which leads to a sound understanding of science and how it relates to everyday life. However, the amount of written work overall does not always reflect the breadth of learning and the levels of achievement that have taken place. In Years 3, 4 and 5, some of the recorded work of average and lower attainers includes some unconvincing explanations, due largely to the small amount of written work and the use of limited vocabulary. In Year 3, there is an over-reliance on worksheets. There is little evidence that information and communication technology is used to support pupils' work.
98. Subject guidance helps teachers to plan for and maintain a broad balance between all aspects of the science curriculum. In consequence, pupils from Year 3 are given some good opportunities to develop their knowledge and understanding of life processes and living things, materials and their properties, and physical processes. There are no significant differences between the attainment of boys and girls. Pupils, including those with special educational needs, make good progress in lessons, due largely to the effective teaching and the very good support given by the classroom assistants, some of whom take an active role in assessing pupils' work during lessons. A feature of the good teaching is the strong emphasis on scientific enquiry with the help of well-planned tasks and investigations.
99. The quality of teaching and learning is good. Prominent features of teaching are the very good management of pupils and the consistently high expectations with regard to behaviour. As a result, pupils respond well and are eager to participate in the tasks, particularly those involving practical work during science investigations. The strength in relationships between teachers and pupils is reflected in very good attitudes to learning and the pupils' willingness to talk about predictions and discuss their findings following investigations. Teachers have a sound knowledge of the subject and plan effectively within year groups to ensure that all pupils have equal access to the curriculum. Good planning and the detailed scheme of work help teachers to provide pupils with a sound understanding of how science is used in everyday life, and clear learning intentions that lead to effective assessment procedures. Lessons are well paced and pupils are given good opportunities to talk about their work and improve their speaking and listening skills. Teachers reflect on their own teaching, and there is evidence that lesson plans are adjusted in the light of what went before.
100. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator has worked closely with the previous subject leader to ensure that the subject continues to develop. He has yet to monitor systematically the quality of teaching and learning. Information from tests and assessments are evaluated with considerable care in order to identify any trends or areas that may need further development.
101. The school has made some good progress since the last inspection.

## **ART AND DESIGN**

102. Standards match those expected nationally for pupils in Year 6, as they did at the time of the previous inspection. Pupils achieve well. The progress made by pupils with special educational needs is very good, as a result of the well-focused support they receive.
103. By Year 6, pupils can talk enthusiastically about the work of a small number of artists. For example, pupils are able to describe the distinctive style of Clarice Cliffe and create similar designs by using bright colours and bold geometric shapes when making a wish box. In other work, such as that when painting of Tudor portraits, pupils use paint well and show appropriate attention to detail. The school recognises the need to develop the curriculum further by introducing pupils to a wider range of artists and spending more time on three-dimensional work.
104. As pupils progress through the school, the curriculum provides them with opportunities to develop a sound awareness of pattern and shape, and select their own colours. For example, pupils in Year 4 used their imagination to create a dreamscape by taking viewpoints of the school as a stimulus. They drafted their ideas in their sketchbooks and transferred them on to their dreamscape. Art and design is used to enhance learning in other subjects, including design and technology and history. For example, pupils in Year 4 used designs from pictures of Greek pottery in the making of clay pots. In Years 5 and 6, pupils made papier mache containers, although they had limited opportunities to produce their own designs. Pupils are very appreciative of artwork but they do not always evaluate their own work, or that of each other, and suggest areas for improvement.
105. The quality of teaching and learning is satisfactory. It was good in one of the lessons seen. Strengths of teaching are in the effective use of resources, good organisation and very good class management. In the good lesson, pupils benefited from the teacher's good subject knowledge, helpful feedback and incisive questioning, and encouragement to use their imagination. As a result, pupils in Year 5 made good progress in manipulating natural materials to design a decoration for their papier-mâché containers. In satisfactory lessons, teaching is supportive and encouraging but higher attaining pupils are not sufficiently challenged to improve the technical aspects of their artwork. The digital camera is being used well to support learning, although other aspects of information and communication technology are not fully exploited.
106. The co-ordinator is enthusiastic and has a clear plan for the development of the subject. The recently introduced national guidance will be enhanced by visiting artists and a project linked to the National Gallery. The school has three art days a year when work is linked to specific projects. Resources are satisfactory but examples of work of professional artists are limited. The co-ordinator has not monitored teaching and learning, and assessment procedures have not yet been developed.

## **DESIGN AND TECHNOLOGY**

107. The teaching of design and technology is blocked against the teaching of art.
108. The school plans to teach a substantial part of the design and technology curriculum in the second half of the school year. During the inspection, no teaching was seen, and there was insufficient evidence of pupils' work on which to base a judgement about standards in Year 6.
109. Evidence from pupils' work indicates that they develop a sound understanding of how to plan and evaluate their work using clear criteria, guided by a design sheet. Aspects of design and technology are integrated into other parts of the curriculum, and enhance pupils' understanding in several subjects, including science and art. For example, photographic evidence and models include toys that make use of moving parts, gears and rotating cams that vary movements. Pupils in Years 5 and 6 make biscuits and compare the nutritional value of different foods. They also investigate the design and strengths of a range of packaging materials. In Years 3 and 4, the pupils' work includes the making of Christmas cards and money holders by using different fabrics

and appropriate stitching techniques. Overall, even the modest range of work shows that pupils' skills in designing, making and evaluating are developed in all years with the use of a range of materials.

110. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator has worked closely with the previous subject leader to ensure that planning follows the national guidance. The emphasis placed on the evaluation of the final product, as an integral part of the whole design process, helps considerably with assessment procedures. The subject is adequately resourced, although there is little evidence that information and communication technology is used to support learning.

## **GEOGRAPHY**

111. Pupils' standards are below national expectations in Year 6. This is because the school agreed a new long-term curriculum plan for geography only last term, and this plan has not yet been fully implemented. Pupils have undertaken relatively small amounts of work so far this year, as it is planned to teach a significant part of the geography curriculum in the second half of the school year. Pupils in Year 6 write structured accounts of mountainous environments, including arguments for and against tourism in mountain ranges. Pupils in Year 5 know the location of the world's major mountain ranges, and their research into the physical and human features of mountains involves the use of good text books and Internet sources. Pupils in Year 4 investigate patterns of leisure activities before identifying the locations where these activities are carried out. Pupils in Year 3 are taught basic mapping skills but do not apply these to the study of a particular locality. These pupils describe physical and human features but not processes. They have not yet had opportunities to explain their own views and the views of other people about environmental changes. Pupils in Year 3 have not achieved highly enough in geography so far during this school year.
112. Pupils have had few opportunities to use their numeracy skills in geography. They have had some satisfactory opportunities to use their literacy skills as they have carried out research and written information booklets. There are, however, some instances when too many structured worksheets are used and these limit pupils' use of their literacy skills.
113. The quality of teaching is good, but its impact on pupils' learning is limited by the legacy of pupils' underachievement caused by weaknesses in the curriculum that have only recently been remedied. Strengths of the teaching include opportunities for pupils to carry out enquiries and use their initiative; the use of ICT to support geographical learning; and effective monitoring and support for the learning of individual pupils.
114. The geography co-ordinator has a good level of subject expertise and has made a good start to improving the curriculum, which should help to raise standards. The co-ordinator has not had sufficient impact on standards in geography because the school has had other priorities and relatively little attention has been given to the subject in the last few years. Consequently, provision and standards have declined since the previous inspection. There is not a whole-school approach to assessment in geography. Learning resources for geography are insufficient at present but a start has been made to providing resources to match the requirements of the new curriculum plan.

## **HISTORY**

115. Standards match the national expectations for pupils aged eleven. The school has maintained the standards reported at the time of the previous inspection. By Year 6, pupils have a good knowledge of chronology, and they can talk confidently about characters from history and some events from different periods. Pupils are able to place events in British history in correct order on a time line, although they are uncertain of the periods of ancient history they have studied recently. Pupils understand the need for evidence, although they are not fully aware of the importance of interpreting data and information from the past.

116. As few lessons were observed during the inspection, it is not possible to make an overall judgement on the quality of teaching, but the pupils learn satisfactorily. Evidence gathered from a scrutiny of work and from discussions with pupils indicates that pupils have a positive attitude and that they are interested in the subject. History has a high profile in the school, and good quality displays show evidence of pupils' knowledge and understanding in some extended pieces of writing. The school places a strong emphasis on facts and events, although pupils would also benefit from the development of their skills of historical enquiry through more independent learning. There is some evidence that information and communication technology is used to support learning in history.
117. The well-planned curriculum ensures that pupils systematically build on their learning over time. It is enriched by visits to museums and places of historical interest. Sometimes, pupils make the trips dressed in costumes to re-enact history. Historical drama groups visit the school annually to recreate an historical representation linked with the programmes of study. Pupils' work in history is reinforced by their work in art and in design and technology, for example, the preparation of collages and sketches of 15<sup>th</sup> century boats to support work on the explorers.
118. The subject is successfully led and managed by an experienced teacher. She monitors plans and pupils' work and has led in-service training sessions. Information from assessment is used to guide planning. The co-ordinator recognises the need to review the history units and place a greater emphasis on the development of skills. Resources are good, with many books and videos of good quality.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

119. The school has made a substantial improvement to the provision of ICT since the previous inspection, when it was reported that standards were unsatisfactory. Evidence gathered from the current inspection indicates that standards match those expected nationally for pupils in Year 6. This is due largely to significant improvements to resources and better teaching. As a consequence, all pupils, including those with special educational needs, make good gains in their learning and achieve well.
120. Pupils now benefit significantly from weekly access to the recently-developed computer suite and from the use of laptop computers during literacy and numeracy lessons. By Year 6, pupils use computers with confidence and research information from the Internet, incorporating what they find into their studies. For example, pupils' work on the Tudors was enhanced by the judicious use of information and pictures. Similarly, ICT was used to support work in music when pupils were studying different instruments. Pupils have a good understanding of how computers are used in everyday life. For example, they have successfully used Excel spreadsheets to calculate the cost of shopping items in mathematics, and they also have a sound understanding of the opportunities provided by PowerPoint presentations.
121. In other years, pupils use the computers with confidence. For example, pupils in Years 3 and 4 research and retrieve information about the Olympic games to support work in history. Others enter data, relating to the colours of eyes and hair, to produce bar graphs and pie charts in support of work in mathematics and science. Higher attaining pupils explored ways of gaining more information from pie charts. In Year 5, pupils used laptop computers to help with comprehension tasks in literacy.
122. The quality of teaching and learning is good; in one of the lessons it was very good and in one it was satisfactory. Teachers have worked hard to develop confidence when using computers, and to improve their own skills, knowledge and understanding. Lessons are effectively organised and well paced. As a result, pupils are responsive and collaborative because they are fully engaged in the tasks. Very good support is given to pupils with special educational needs. Teachers have learnt to use the interactive whiteboard effectively whilst providing explanations and demonstrations. A good range of teaching methods ensures that pupils have regular hands-on experience. The very good lesson featured incisive questioning to check on pupils' understanding,

and challenging tasks which brought about very good gains in learning. A weakness in otherwise satisfactory teaching includes tasks that do not consistently stretch the higher attainers.

123. Information and communication technology is used very effectively to reinforce and extend learning in literacy and numeracy. It is used well to extend learning in history. Teachers are beginning to use the digital camera in art and design and physical education. However, the use of ICT to support learning in other subjects is not fully developed.
124. Leadership and management are very good. The co-ordinator has a very clear overview of the subject and has been influential in raising standards. The detailed action plan provides the school with an effective working document. Information gathered from the monitoring of teaching and learning is used well to guide planning. Pupils benefit significantly from individual support during lessons, and this helps them to make good gains in their learning. The school is aware of the need to make more effective use of the computers located in the classrooms, all of which are linked to the network.
125. Resources are good. The school has a good supply of software to support literacy and numeracy, and is aware of the need to extend the range of software for other subject areas.

## **MUSIC**

126. Standards are below those expected for pupils aged eleven. By Year 6, pupils' knowledge of music and their ability to create and appreciate music are not sufficiently developed. Pupils are unable to develop their skills and understanding systematically over time largely because the subject is allocated blocks of curriculum time which fragments their experience. Pupils currently in Year 6 have benefited from just a narrow range of learning opportunities focused mainly on singing.
127. In its improvement plan, the school has identified the need to focus on the development of music. Subject guidance has been introduced which should ensure that pupils systematically develop key musical skills of singing and playing instruments, composing, and appreciating music. The recently appointed co-ordinator has subject expertise and is keen to raise standards and increase teachers' knowledge and confidence. She has already made a significant impact on raising levels of achievement. For example, pupils in Year 3 are making good progress in developing their skills, knowledge and understanding because they are given good opportunities to listen to and talk about a wide range of music. Pupils can explain the meaning of an ostinato and a concerto. Higher attainers can explain the difference between a quaver and a crotchet. Pupils benefit from a stimulating range of teaching strategies and they are beginning to develop a growing interest in music. However, there is little evidence that information and communication technology is used to support learning.
128. Pupils are extremely well behaved and relate well to each other in lessons. Pupils with special educational needs are well integrated, and make similar gains in learning to other pupils in the lessons.
129. The quality of teaching and learning is satisfactory. All lessons are well planned, but some teachers lack confidence and knowledge of music. Shortcomings in otherwise satisfactory teaching include insufficient challenge and few opportunities for pupils to evaluate their own performances and those of others. However, good teaching was seen in Year 3. This was characterised by very good subject knowledge on the part of the teacher, and challenging practical tasks which engaged all pupils. In Year 3, pupils are encouraged to use musical vocabulary and effective links are made with other subjects, such as history, when listening to different types of music.
130. A significant number of pupils belong to the school choir and they have good opportunities during choir sessions to develop their singing technique. The subject co-ordinator sets very high standards, and encourages pupils to control their breathing and posture as they sing. She gives pupils good levels of individual support. The choir sings for the elderly at Christmas. In

assemblies, pupils sing tunefully and with enjoyment, confidence and expression.

## **PHYSICAL EDUCATION**

131. At the time of the previous inspection, standards were judged to meet the expected levels for pupils aged eleven over a range of activities, including games skills, gymnastics and dance. From the small number of lessons observed, it is only possible to judge that standards in dance meet the nationally expected levels by age eleven. The subject makes a strong contribution to pupils' social development, although opportunities for cultural development are not fully exploited.
132. By Year 6, a clear majority of pupils move with confidence during dance, and interpret music imaginatively whilst using a modest range of body positions. For example, during a lesson which focused on dance routines reminiscent of Tudor times, pupils worked very effectively in pairs and small groups, developing their own routines based on movement patterns learned during the previous lesson. The small number of higher attainers synchronised their routines well when working in pairs. In Year 5, pupils are confidently able to transfer on to different pieces of gymnastics equipment the skills they have developed in floor work. However, a particular weakness in both years is the pupils' lack of ability in evaluating their own work, and that of others, to help with the improvement of skills and understanding. There is little evidence that information and communication technology is used to support learning, although a digital camera was used in one lesson to help pupils assess their performance.
133. The quality of teaching and learning is satisfactory. Two of the lessons seen were good because they began with well-planned warm-up activities followed by clear explanation of the learning objectives, so that pupils knew what was expected of them. Pupils benefit most when teachers use detailed explanations and careful demonstrations of technique to explain the learning objectives in dance and gymnastics. Pupils across the range of attainment work together very well. They make most gains in their development of skills and understanding when teaching includes well-paced practical activities and opportunities to practise gymnastic and movement skills. Pupils are well managed, and very good relationships are used to good effect in helping pupils organise themselves and work successfully in pairs and small groups. Overall weaknesses in otherwise satisfactory teaching include a lack of subject knowledge on the part of the teacher, the absence of challenging tasks to stretch all pupils, and too few opportunities for pupils to review their work in dance. Pupils make satisfactory progress in lessons, although they are capable of achieving more. Throughout the school, pupils with special educational needs are well integrated and make similar gains to other pupils in the lessons.
134. The subject is allocated one lesson each week for two of the three terms during the year. This distribution of time does not provide pupils with sufficient opportunities to maintain health-related fitness or to systematically develop new skills. However, pupils who wish to develop their skills further have access to a good range of after-school clubs and activities. Pupils use good movements skills in a very well managed gymnastics club.
135. The coordinator has expertise in the subject and is keen to develop her role and strengthen the subject further throughout the school. Teachers would benefit from additional support and guidance. Assessment procedures have yet to be developed, although good individual support and guidance occur during lessons.

## **RELIGIOUS EDUCATION**

136. By Year 6, standards match the expectations of the locally Agreed Syllabus. For example, in learning about religions, pupils understand the symbolic meaning of different types of Christian cross, have a sound knowledge of prayer and its associated rituals in Islam, and interpret some of Muhammad's teaching. In learning from religion, pupils in Year 6 study the wartime experiences of Corrie Ten Bloom and make thoughtful personal responses to her life. They analyse the parable of the Good Samaritan and consider its contemporary relevance, and they develop an empathy with people who have disabilities. The achievement of all pupils is good.

137. There is good teaching and learning. Strengths include structured opportunities for speaking and listening, so that pupils can explore and clarify their understanding, and an interesting range of activities which secure their active involvement in their own learning. Teachers make effective links between learning about religion and learning from it, as in a lesson on the pupils' experiences of loss, and pupils are given feedback on their learning during plenary sessions at the end of lessons. The teaching secures a very good response from the pupils who feel sufficiently confident to share their own feelings and experiences during class discussions. Occasionally, pupils do not have enough opportunities for active involvement in their own learning, with too much dependence upon the teacher. A more general weakness is that pupils have too few opportunities to record work that matches the quality of their discussions in class, and their knowledge and understanding.
138. Teachers base their lesson plans on a mixture of national guidance and the school's scheme of work, which is based on the old Agreed Syllabus. The school is in the process of introducing a new Agreed Syllabus. A start has been made to ensure that religious education contributes to pupils' literacy skills, for example, when pupils in Year 6 write play scripts on the theme of caring for others. Religious education is at an early stage of using information and communication technology to enhance pupils' learning. There is not a whole-school approach to assessment in religious education.
139. The school has maintained the standards reported at the time of the previous inspection, although the quality of teaching has improved. The co-ordinator has a satisfactory impact on the quality of teaching and the standards pupils achieve.