

# **INSPECTION REPORT**

## **CAM WOODFIELD JUNIOR SCHOOL**

Elstub Lane, Woodfield, Dursley

LEA area: Gloucestershire

Unique reference number: 115742

Headteacher: Mr Paul Daniels

Reporting inspector: David Penney  
23039

Dates of inspection: 30 September to 4<sup>th</sup> October 2002

Inspection number: 247587

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:	Foundation
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Elstub Lane Woodfield Dursley Gloucestershire
Postcode:	GL11 6JJ
Telephone number:	01453 542706
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Atkinson
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	Registered inspector	Special educational needs English Geography History	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? How well does the school care for its pupils? What should the school do to improve further?
12682	Jim Griffin	Lay inspector	Educational Inclusion	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
22509	Gail Cowmeadow	Team inspector	Science Design and technology Music Religious education	How good are the curricular and other opportunities offered to pupils?
15011	Marion Wallace	Team inspector	Mathematics Art and design Information and communication technology Physical education	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Cam Woodfield Junior School is an average-sized junior school with 239 boys and girls on roll, aged between 7 and 11 years. There are more boys than girls overall, especially in Year 4. The school serves the large village of Cam, north of Dursley in Gloucestershire, which is a mix of local authority and private housing. Nearly all pupils transfer into the school from the adjacent infant school. Attainment on entry is average, having improved in recent years. Most pupils are from a white ethnic background, with small numbers of Portuguese or Indian heritage. Four pupils have English as an additional language and one is at an early stage of acquiring the language; this is about average. Seventeen pupils claim free school meals, which is below the national average; however, the number eligible to do so is higher. Sixty-four pupils are on the school's register of special educational needs (SEN), which is well above average. Ten pupils have statements of special educational needs; this is well above the national average. In particular, large numbers of pupils in the current Year 5 are either on the SEN register or require extra support in class. Pupils' needs are mostly related to learning difficulties but there are small numbers with emotional and behavioural, speech and language or autistic difficulties as well. The school received an achievement award in 2001 for rapid improvement in results since 1998.

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

This is an effective school that gives good value for money. All pupils achieve good results in relation to their prior attainment, including the high proportion with special educational needs and those with English as an additional language, although there is still much to do to bring standards up to those of schools in similar contexts, especially in mathematics. Average standards have risen over the last five-year period even though the proportion of pupils with special educational needs has been consistently above or well above the national average. The quality of teaching and learning is good, with a significant proportion of very well taught lessons in every year group. The leadership and management are very good, as is the teamwork and commitment shown by all members of staff.

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

- The leadership, management and vision of the headteacher and key staff are very good, giving the school a clear sense of its strengths and weaknesses and engendering a real commitment to succeed in all members of staff.
- The information gained from highly effective assessment procedures is used very well to set clear targets for further improvement.
- Provision for, and the teaching of, pupils with special educational needs are very effective.
- The provision outside lessons is very good and enhances the personal development of pupils.
- Because of strong provision for pupils' moral development and effective procedures for managing behaviour, relationships and pupils' attitudes to the school are very good and they behave well.
- The partnership between the school and parents is very good, which works to the benefit of the pupils.
- The governing body supports the school very well and is highly involved in its direction.

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

- The level of challenge for potentially higher attaining pupils.
- The use made of pupils' skills of speaking, writing, numeracy and information and communication technology in other subjects.
- Aspects of the structure of the school day and timetabling.
- The way subject co-ordinators evaluate the quality of teaching.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 since when it has improved at a good rate. All the key issues raised in the last inspection have been addressed, although more opportunities could still be provided for pupils' cultural development. As a consequence, the curriculum is better planned and taught and teachers are more confident in most subjects. Standards have risen over the last five years, although there is scope for further improvements, especially in mathematics. There have been significant improvements to assessment procedures in all subjects and the way teachers use the information derived from them is very good. Relationships and the way pupils behave have improved. The school is very well placed to improve still further because of the strength of the teamwork and the commitment of all members of staff to succeed.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	C	E	E	well above average      A above average          B average                    C below average          D well below average      E
mathematics	C	D	E	E	
science	B	C	C	C	

The table shows that standards in 2002 in the national tests matched the average nationally and for schools in similar contexts in science. In English and mathematics, however, standards were well below the national average and that for similar schools. The proportions of pupils achieving the nationally expected levels have improved in mathematics and held steady in science, but are not as good in English. The school did not meet its challenging targets in English or mathematics. The school had expected a fall in results because of a large number of lower attaining boys in this cohort. Nevertheless, over the last five years, overall standards have risen at a rate that is broadly in line with the national trend. The findings of this inspection are that standards in Year 6 now match those expected nationally in all subjects except design and technology, where they are above expectations. In addition, there is a large number of pupils working at higher levels in science. Many pupils have only a slow recall of basic arithmetic facts, which adversely affects their progress and standards in mathematics. Pupils achieve good standards in relation to their prior attainment in English, science, design and technology and information and communication technology; in all other subjects their achievements are satisfactory. Pupils with special educational needs achieve well in relation to the targets on their individual educational plans and very well when withdrawn to work in small groups. Those pupils with English as an additional language are achieving well because of the level of caring support they receive.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and participate in all activities fully.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and around the school. There are few instances of bullying or oppressive behaviour.
Personal development and relationships	Good, overall. Relationships are very good. Pupils willingly accept the responsibilities given and discharge their duties well. Few examples were seen of pupils exercising initiative.
Attendance	Very good. Unauthorised absence is minimal.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Good

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

The quality of teaching is good. None of the 58 lessons seen was less than satisfactory. In 19 lessons, teaching and learning were satisfactory and a further 24 were well taught. In 14 lessons, teaching was very effective in promoting high quality learning; in one lesson, teaching and learning were outstanding. Teaching and learning were good in all subjects except music and physical education, where they were satisfactory. The teaching in withdrawal groups of pupils with special educational needs is very good with the result that they make good progress in learning. Pupils with English as an additional language receive caring and focused support and are making good progress in relation to their prior attainment. The needs of all pupils are met well in lessons, overall, although there is room to improve the challenge given to potentially higher attainers in many lessons. Literacy and numeracy skills are taught soundly, although too many pupils recall basic numbers facts too slowly. Throughout the school, lessons are prepared thoroughly and relationships are very good, so pupils work confidently in a purposeful working atmosphere. Where teaching is most effective and learning is swift, it is because teachers plan work that meets pupils' individual needs closely, provide constant challenge to ensure that they work hard and conduct lessons at a good pace so that pupils' interest and concentration are sustained well. Where teaching is less effective, teachers' questioning fails to probe pupils' understanding sufficiently, lesson planning does not identify with sufficient precision what pupils are expected to learn in the lesson and introductory sessions last for too long, limiting the time that pupils are actively learning for themselves.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is broad and balanced with statutory requirements met in full. Extra-curricular opportunities are very good and are supported well by community links. Pupils' skills of speaking, listening, writing, numeracy and information and communication technology skills are not used well enough in other subjects. The timetabling of music and physical education would benefit from further refinement.
Provision for pupils with special educational needs	Very good. Pupils' needs are carefully assessed and targets for improvement are highly appropriate. All available resources are targeted to the areas of greatest need. The expertise of outside agencies is used very effectively. Pupils are fully included in all the school has to offer.
Provision for pupils with English as an additional language	Good. Their needs are met well through a mixture of focused support, work that is carefully matched to their needs and help from their classmates. Outside agencies make a good contribution to their achievements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral development is very good and social development is good. Provision for spiritual and cultural development is improving and is satisfactory, although too brief or irregular to develop pupils' awareness and appreciation fully enough.
How well the school cares for its pupils	Very good. This is a very caring school where all pupils feel valued. Procedures for promoting good behaviour are effective. Robust assessment procedures are used very well to identify what pupils need to do next and to set them targets for further improvement.

The partnership between parents and the school is very good and contributes very well to pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher manages the school very well and is supported very well by the deputy headteacher and senior managers. Together they provide a strong educational direction. There are significant strengths in the leadership and management of information and communication technology and special educational needs.
How well the governors fulfil their responsibilities	Very good. They have a very good understanding of the school's strengths and weaknesses and fulfil their statutory duties effectively. They challenge and support the work of the school well.
The school's evaluation of its performance	Very good. Robust procedures have been established to monitor and evaluate the school's effectiveness, resulting in identified priorities being achieved successfully. The principles of best value are applied well.
The strategic use of resources	Good. Financial management is very good. All available resources are used effectively for the purpose intended. The school development plan is a good tool for continuing improvement. The staff meet the demands of the curriculum very well. Resources and the accommodation are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has high expectations of their children.</li> <li>• Behaviour is good.</li> <li>• Their children like school.</li> <li>• Teaching is good.</li> <li>• Their children make good progress.</li> <li>• Their children are helped to become mature and responsible.</li> <li>• There is an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The partnership between them and the school.</li> <li>• The amount of homework.</li> </ul>

The inspection team agrees with all the positive comments. The level of dissatisfaction with what the school provides is very low. The team judges that the partnership with parents is very good and the amount of homework is good.

## **PART B: COMMENTARY**

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

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

1. Nearly all pupils transfer at the age of seven from the adjacent infant school. Attainment on entry into this school has been rising in recent years and was in line with the national average in reading, writing and mathematics in 2002.
2. Results in 1998 were low in all subjects. Nevertheless, the significant improvements in scores in the national tests evident between then and 2001 resulted in the school receiving an achievement award from the Department of Education and Skills. The school's trend of improvement over the five years since 1998 is now similar to the national picture and has been adversely affected by the decline in the school's English and mathematics standards since 2000.
3. The school's results for 2002 show that standards in English and mathematics are well below the national average and that for similar schools. In science, results match the national average and that for schools with similar proportions of pupils known to be eligible for free school meals. However, the percentage of pupils attaining at least the nationally expected level has improved slightly in mathematics (to 60 per cent) and in science (to 88 per cent), although it has deteriorated in English to 67 per cent.
4. There are also fewer pupils than there were in 2001 achieving the higher levels in English and mathematics and too few compared with the percentage nationally. The school did not meet its challenging targets for English or mathematics in 2002.
5. These 2002 results are not unexpected by the school, as the cohort included a significant proportion of very low attaining boys, especially in writing, with poor behaviour and attitudes to work. In English and mathematics, boys performed significantly less well than girls in 2002. This is a recurrent feature in five of the last six years.
6. Those pupils who joined the school at times other than at the beginning of Year 3 adversely affect overall results. Thorough analyses by the school show that those pupils, including those with English as an additional language (EAL), who spend the four years from Year 3 to Year 6 in this school make good progress in English, mathematics and science. Furthermore, those pupils with special educational needs (SEN) make similarly good progress, overall, and particularly good progress in English, where they receive the bulk of extra support.
7. The findings of this inspection are that standards in Year 6 in nearly all subjects, including English, mathematics and science, match those expected nationally. The exception is in design and technology, where standards are above expectations. In addition, there is a significant number of pupils whose attainment in science is above that expected. Pupils are achieving good standards in relation to their prior attainment in English, science, design and technology and information and communication technology (ICT). In all other subjects, their achievements are satisfactory.
8. Throughout the school, there are weaknesses in the speed with which pupils recall basic number facts, especially to do with multiplication. The school has recognised this fact and has recently put into place a substantial raft of measures to address the matter, including

employing an extra teacher, improving resources and establishing more frequent targets for improvement for individuals and groups of pupils.

9. Although much is successfully being done to improve the use made of pupils' literacy skills in other subjects, there is room to improve the use made of their speaking, writing, numeracy and ICT skills.
10. Pupils with SEN achieve good results in relation to their prior attainment and the targets on their individual education plans (IEPs). When withdrawn to work with the co-ordinator for SEN, pupils make swift progress as a result of highly structured, focused and sympathetic teaching.
11. Pupils for whom English is an additional language make good progress in acquiring the language because they are totally included in all the school offers and are supported well in class. In those cases where their understanding of English is especially limited, they receive good support from outside agencies and their needs are managed most sympathetically and imaginatively in class.
12. The school has not identified any pupils who might be gifted or talented. The level of challenge for the higher attaining pupils is not high enough, particularly in English and mathematics, because of weaknesses in the planning formats used by teachers.
13. In some lessons, pupils' achievements are adversely affected by their tiredness. This is brought about because of the timing of lessons and, in some cases, by their duration. In addition, pupils' achievements in physical education are not as high as they might be because each class has only one lesson a week, resulting in too long a period of time between the focus falling on, say, dance or gymnastics, to ensure that specific skills are developed securely enough. The school's very good provision for activities outside lessons mitigates the effects of this provision for those who volunteer to attend.
14. The school's targets for 2003 are challenging. If the current rate of achievement is maintained in English and mathematics, it is possible that these targets will be met, although much work remains to be done, especially in mathematics to secure pupils' swift recall of basic number facts.

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

15. Pupils show very positive attitudes towards school and their work, behave well, form very good relationships and their personal development is good. The very good partnership with parents and pupils' personal development at school make significant contributions to these positive attitudes and values. The good standards identified at the previous inspection are fully maintained, with important improvements in pupils' attitudes towards school and in their personal responsibility.
16. Pupils' attitudes to school are very good, overall. Based on the returns to the inspection survey of parents' views of the school, nearly all pupils like school, which plays an important part in their lives. For example, a group of Year 6 pupils ranked school ahead of hobbies, level with friends and behind only family in a list of the important things in their lives. Nearly all look forward to returning to school at the end of holidays. They are very enthusiastic about the way class teachers encourage them and make their learning interesting. They also value the fact that their views are listened to by adults, the wide range of very well supported clubs and teams, school trips and the friendships with other pupils. In nearly all lessons most

pupils listen and concentrate very well, are eager to answer teachers' questions and start promptly on their individual work. The best attitudes and behaviour occur in lessons where teachers' expectations are high, work is demanding and pupils are busy and engaged in a variety of activities that provide the right level of challenge for them. Pupils with special educational needs and those for whom English is an additional language are positive about the extra support they get.

17. Behaviour in classrooms, during lunchtime and at playtimes is good. The reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In most lessons, nearly all pupils are very well behaved, although in some classes a few pupils do not pay sufficient attention at times. Prior to moving around the school, pupils form orderly lines and move about in a calm and responsible way. At lunchtimes and playtimes, pupils clearly enjoy skipping, a range of soft ball games and basketball in the upper junior playground. A calm, social atmosphere prevails in the dining hall.
18. There is little bullying or other anti-social behaviour beyond the name-calling, teasing or boasting by a small minority of pupils reported by Year 6 pupils; none was seen during the inspection. Whilst there was a permanent exclusion and a number of fixed term exclusions of two pupils in the previous school year, no pupil currently in school has ever been excluded. Parents' questionnaire responses fully support this positive picture, with nearly all parents positive about pupils' behaviour.
19. Relationships between adults and pupils and among pupils are very good. Adults act as very good role models. Teachers value pupils' individuality and praise effort and good work most effectively. For example, pupils in Year 6 spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons pupils are comfortable expressing views and asking questions of their teachers, for example, which assists their learning. Very good relationships among pupils, including those with special educational needs and pupils from different ethnic backgrounds, are a positive feature. As a result, pupils become increasingly able to work well in pairs and small groups.
20. Pupils' personal development is good. The strength of the provision for pupils' personal development, particularly their moral and social development, makes a major contribution. Pupils know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. Year 6 pupils are comfortable listening to different views expressed by others, showing good respect for the feelings, values and beliefs of others. Pupils also show concern for others if they are ill or otherwise upset. They regularly hold doors open for each other and adults without prompting; however, few examples were seen beyond this of pupils exercising their initiative. Pupils are keen to help others and speak positively about their shoebox charitable collections for Eastern Europe, for example. Most pupils show a good sense of responsibility by routinely returning homework on time. Members of the active and well-established school council, composed of two elected members from Years 3 to 5 and four from Year 6, make a significant contribution to school life by ensuring that the views of pupils are heard and adopted. For example, their suggestions have led to the introduction of water fountains in both corridors, outside seating and tables, playground markings and hot lunches. They also run a stall at the parent teacher association's fundraising events and support with charitable collections. Pupils take good care of property and resources and help keep their school in attractive condition.
21. Pupils with special educational needs (SEN) and those with English as an additional language (EAL) enjoy their work and are keen to do well. This is because tasks are carefully matched to their needs and interest them. They are supported well in class and very well when

withdrawn to work with the co-ordinator for SEN. This high quality support and very good relationships ensure that they are able to succeed and are motivated to try hard.

22. Attendance is very good. It has been consistently well above the national average for a number of years. The unauthorised absence level is minimal and therefore below the national average. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

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

23. The quality of teaching and learning is good. In none of the 58 lessons observed were teaching or learning less than satisfactory. Examples of very good teaching and learning were observed in all year groups, although they were most prevalent in Year 6 and for pupils with special educational needs (SEN). The quality of teaching and learning has improved since the last inspection. Teaching and learning were good, overall, in all subjects except music and physical education, where they were satisfactory. Literacy skills are being taught well and are increasingly being exploited in other subjects. Pupils' skills and competencies in ICT are being used satisfactorily, overall, in some other subjects. However, there is room to extend this further and to exploit pupils' speaking, writing and numeracy skills more systematically in all subjects.
24. The teaching of pupils with special educational needs is good, overall, and very good when they are withdrawn to work with the co-ordinator. The work is very closely matched to their changing and individual needs because of the high quality use of assessment information, the extremely sensitive and knowledgeable teaching they receive from the co-ordinator when withdrawn from lessons and the high quality support many receive from designated support workers in class. Teachers invariably take good account of pupils' specific needs in lessons, for example by using radio aids or by providing worksheets that meet their literacy needs.
25. The needs of the potentially higher attaining pupils are met soundly in broad terms but there is room for improvement. For example, teachers do not identify with sufficient precision what they expect different groups of pupils to learn in English and mathematics lessons, identifying instead the activities to be completed. This results in a lack of challenge in some lessons.
26. Where teaching is most effective and learning is rapid, it is because:
- Teachers organise their lessons thoroughly. As a result, tasks are chosen to match pupils' needs closely and pupils build securely on what they already know, understand and can do. Teachers' use of assessment information at all levels is very good.
  - The management of pupils is effective in ensuring that they listen and are involved actively for a high proportion of the lesson. For example, in a Year 6 religious education lesson the teacher started not by talking but by giving to each group a series of photographs each of water with the simple instruction to put them into groups according to how the water was being used. This ensured that every pupil was immediately involved in enquiry and linked very well to the work on baptism that they had already done.
  - Teachers use imaginative strategies. In the excellent science lesson seen in Year 3, the teacher's use of story characters, made up by a colleague, to personify different rock types (Molly Marble and Gary Granite, for example) was extremely effective in gaining and sustaining pupils' attention and intrigued pupils and inspector alike!
  - Teachers' expectations of pupils' behaviour and application to their work are high and lessons are conducted at a good pace that encourages pupils to concentrate for long periods of time.

- Lessons are structured well so that pupils have every chance to understand what they have already learned and what is needed next. In a Year 4 science lesson the teacher drew together the results of pupils' experiments into water resistance effectively and, through persistent questioning, ensured that they arrived at sensible conclusions and explored the limitations of the methods they had used.
  - Learning support workers and other helpers are deployed effectively to meet the different needs of groups and individuals within the class. For example, in a Year 5 English lesson, focused support from a learning support worker ensured that a group of SEN pupils made good progress against the phonics targets on their IEP while joining with the rest of the class in planning a story opening, based on "The Hobbit". Also in this lesson, the needs of an EAL pupil at the very early stage of acquiring the language were met very well through the provision of a completely different and relevant task and by seating the pupil next to someone who is functionally bilingual.
27. Other features of lessons which, although satisfactory overall are less effective in promoting swift learning, are:
- Introductory sessions that are too long, with the teacher talking and pupils only passively involved. This limits the time pupils could spend actively learning.
  - Questioning techniques that fail to probe pupils' understanding and do not challenge their thinking. An example of this was in a Year 4 English lesson, where the teacher corrected pupils' incorrect answers concerning homophones without asking other pupils what they thought. This limited both their learning of the specific grammar point and prevented them developing their speaking skills.
  - Insecure subject knowledge, as in a Year 5 physical education lesson. There is also evidence of insecure subject knowledge for some teachers in music.
28. Throughout the school, relationships are very good. This means that pupils are confident workers who, when asked, give their ideas and share their thoughts confidently and willingly. Homework is used to good effect, overall, to reinforce and extend learning, which contradicts the opinions of a small minority of parents, as expressed in their questionnaire returns. However, more emphasis could be put on regular reading at home.

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

29. The quality and range of learning opportunities provided by the school are good. The curriculum meets statutory requirements and includes all the subjects of the National Curriculum, religious education and personal, social and health education. Clear guidance for teachers about developing citizenship is provided in the good scheme of work for personal, social and health education, together with guidance for sex and drug awareness education for the older pupils. The school is working towards the local Healthy Schools Standard, which further extends its curricular provision.
30. The curriculum is broad and balanced. Subject planning and guidance, which was identified as an area of weakness at the time of the last inspection, is now firmly based on national guidelines and adapted well to meet the needs of the school. Useful policies and schemes of work have been developed for all subjects. These ensure continuity and progression for pupils from year to year and provide detailed guidance, including assessment opportunities, for teachers. Links between subjects are not yet developed fully enough. Although there is good support for literacy in some geography and religious education lessons, links between speaking, listening, writing, numeracy and ICT and other subjects are not yet sufficiently developed in all subjects.



31. The school has recently reviewed and amended the timetable; this has led to a better match between the use of time and pupils' needs. More designated time and good provision for personal, social and health education have resulted in improved attitudes and relationships amongst pupils, which, in turn, allow more progress to be made in every other subject. The timetable arrangements for history and geography and for art and design and design and technology work well. However, music lessons are sometimes too long for the pupils to maintain their concentration and not enough time is allocated to physical education. The use of some time each week for finishing off work allows the timetable to be tightly timed and effective in meeting the considerable levels of special educational needs in the school.
32. The school gives high priority to developing basic skills in numeracy and literacy. The National Literacy and Numeracy Strategies are well established as the basis for planning in English and mathematics respectively, and the guidance has been appropriately adapted to closely match identified priorities. For example, guided reading takes place outside the literacy hour to maximize the time available for writing.
33. The school provides a very good range and number of extra-curricular activities. The programme varies from term to term. In the autumn term, at the time of the inspection, provision included clubs for choir, recorders, drama, football, netball, computer, and cross-country running. Homework is effectively promoted by the provision of homework clubs throughout the year which pupils are invited to attend. Good provision, through peripatetic teachers, is made for learning to play musical instruments. At least one educational visit to a place of interest is provided for all pupils annually and there is a high take-up rate for the older pupils' residential week. Other visits, for example to the pantomime, take place from time to time. Visitors to the school enhance provision with performances and workshops in drama, music and story telling. A book week takes place each year, sometimes including a visiting author.
34. The provision for pupils with special educational needs (SEN) and the small number of pupils with English as an additional language (EAL) is very good, as it was at the time of the last inspection. One pupil, who is the only one at the early stages of English acquisition, receives good support both within class and from a visiting specialist teacher, which is an example of the very good liaison between the school and outside agencies. The school complies with the new Code of Practice fully. Support for pupils with SEN is very good. The time of learning support workers and teaching assistants is allocated carefully and creatively to those in greatest need, mainly in English and mathematics lessons, although some pupils receive appropriate extra support in other lessons. The tasks set for pupils are planned carefully and based closely on very good analysis of what they already know, understand and can do and what they need to do next to improve. Pupils' achievements are carefully monitored by gender and attainment to ensure the curriculum is relevant to their needs and is adapted as necessary.
35. The needs of pupils with specific and detailed needs are met very well; for example hearing-impaired pupils' needs are met through the provision of radio aids and a support worker to sign, and specialist teachers come in to support, for example, those with speech difficulties.
36. The school's strong commitment to equal opportunities is reflected well in its provision, in its aims and in the ethos of the school. The practice of withdrawing pupils from some lessons, such as music or religious education, is effective, over time, in improving their access to the whole curriculum because of the beneficial effect on their progress in English and, to a lesser extent, mathematics of the high quality teaching they receive from the SEN co-ordinator.

37. The school has constructive links with other schools in the area, which include visits for pupils from the infant school to the junior school and, for Year 6 pupils, to the secondary school. Year 6 pupils also receive 'taster' lessons from secondary school teachers visiting the primary school during the summer term. Transition arrangements between schools are carefully thought out. Links between teachers in the infant and junior schools have improved as subject co-ordinators have started meeting to discuss issues and to improve the continuity of the curriculum across the two schools. The school also has established good links with the community, for example with local sporting associations, the local church, a local business and a regional business partnership.
38. Provision for pupils' spiritual, moral, social and cultural development is good, overall, with provision for moral development being very good.
39. There is satisfactory provision for pupils to develop their spirituality through knowledge of, and insights into, different values and beliefs. This is an improvement since the time of the previous inspection report. Pupils are now given more opportunities in daily acts of collective worship, religious education lessons and circle time to develop their spiritual awareness and self knowledge and have time for reflection. For example, pupils in one class closed their eyes to think quietly about something very special to themselves; another class used a candle as a focal point during their time for reflection. Opportunities for developing spiritual awareness are also provided in other curriculum subjects, such as the inspiration and joy in their work encouraged in a Year 5 art lesson. However, some opportunities are still missed and some periods for reflection are too brief to encourage deeper spiritual awareness.
40. Provision to promote pupils' moral development and the principles that distinguish right from wrong is very good; this is an area that particularly pleases parents. The school works extremely hard to promote and reward good behaviour and to raise pupils' self esteem with considerable success. Clear rules, called 'The Golden Rules', are displayed in all classrooms. All members of staff consistently promote very good behaviour in accordance with the school's discipline policy. Pupils also have time to reflect on the part they play in making the school a friendly and supportive community. 'Circle time' activities (where pupils sit in a circle with the teacher and discuss matters of mutual concern) provide good opportunities for pupils to discuss issues and establish codes of behaviour, which clearly have a positive influence on relationships. For example, Year 6 pupils were asked to identify something they liked about the person sitting next to them in the circle as they worked to develop an understanding of prejudice. The school has also developed co-operative playground activities. These, and the high visibility of staff on the playgrounds, result in good behaviour being maintained throughout the school and throughout the day.
41. The school provides good opportunities for pupils to develop socially and increase their understanding of living in a community. Within classrooms and around the school, pupils carry out a range of tasks that encourage them to take responsibility and help each other. Older pupils have added responsibilities such as refereeing the football games on the playground and operating the overhead projector in assembly. The school council also makes a good contribution to the life of the school, providing opportunities for pupils to take part in the decision making process. All pupils are encouraged to work harmoniously together. This was seen in many lessons in the inspection period, such as the Year 4 music lesson in which pupils worked in pairs to compose rhythmic patterns. Pupils are also encouraged to take responsibility for their own learning and to acquire independence in learning. The very good provision for extra-curricular activities provides further opportunities for pupils to work together and to take part in inter-school sporting activities. All adults in the school provide

good role models and work positively with pupils, which makes the pupils want to co-operate with them. Pupils are engaged in a range of fundraising activities each year, such as “Operation Christmas Child” when they fill decorated shoeboxes with gifts for the needy.

42. There is satisfactory provision for pupils to appreciate their own cultural traditions and the richness of other cultures; this has improved since the time of the previous inspection report. Visitors to school, including musicians, storytellers and theatre groups, extend this provision and support pupils’ cultural development soundly, as do extra-curricular activities such as country dancing. In geography, pupils learn about life in the immediate locality and in contrasting localities in India and Kenya. Religious education, art and music also make a satisfactory contribution to pupils’ understanding as they learn about faiths, music and art from their own and other cultural traditions. The school also provided rich experiences during a ‘multicultural week’ of activities, recorded in a colourful display. Resources have improved and include drums from around the world and artefacts to support the work on India. However, there is a lack of books in the library to inform about a range of cultural traditions. The school is aware that opportunities to weave learning about their own and other cultural traditions throughout the curriculum are missed, or not fully developed, and is planning to review progress in addressing this issue.

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

43. As at the previous inspection, the pastoral care arrangements for pupils are good, overall.
44. Procedures to promote and assure pupils' welfare are good. The headteacher and staff have clearly identified difficulties experienced by individuals and groups of pupils and work effectively to address them. The school has good arrangements for the induction of pupils to Year 3 and other classes. Transfer arrangements to secondary school are well established and appropriate. Pupils confirm that they are well cared for when they are ill or otherwise distressed. There are good links and involvement with outside agencies, such as social and health services.
45. Child protection procedures are good. All adults in the school know the procedures to follow and who is the designated responsible member of staff. Pupils are made appropriately aware of this issue as part of their personal and social education.
46. Procedures to ensure pupils' health and safety are good. Teachers make pupils aware of health and safety issues in lessons, such as in information and communication technology in relation to e-mails and safe use of the Internet. An important emphasis is placed on pupils taking responsibility for the safety of themselves and others. This effectively contributes to the development of a safety conscious attitude among them. Health and safety forms an important part of the governing body’s deliberations. All necessary tests and drills are carried out regularly. First aid arrangements are well established and appropriate.
47. Procedures to monitor and promote good behaviour and discipline are very good, with the main emphasis on recognising and rewarding good behaviour. Nearly all pupils respond positively to the ‘Golden Rules’, which are supplemented with classroom rules created by pupils, and the merit and detention systems that provide a coherent code for pupil behaviour, discipline and personal development. The practice of employing teaching staff in the playground at lunchtime also contributes positively to the maintenance of good order. Measures to create and maintain discipline are appropriate and consistently applied by staff.

48. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are good. The small minority of pupils with significant behaviour difficulties are clearly identified and behaviour improvement plans are used well to support them. There is a clear and proportionate set of sanctions to regulate classroom and playground behaviour. The efforts of the lunchtime staff are effective and are supported well by teaching staff and the headteacher. Parents are involved very effectively where concerns arise. Pupils confirm that they feel comfortable reporting the rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually effective. Nevertheless, despite teachers' best efforts, Year 6 pupils speak of derogatory name-calling, teasing of pupils who are not good at spellings and boasting about possessions being the practice of a small minority of pupils, mostly boys.
49. Procedures to monitor and improve attendance are satisfactory. The school contacts parents after pupils have been away for a week with no explanation. The small minority of pupils with significant absence are clearly identified and their attendance is carefully monitored. When absent, pupils are given work in response to parents' requests but this is not routinely initiated by school.
50. Procedures to monitor and support pupils' personal development are very good. Informed by the 'Merit' system, pupils and their needs are very well known to staff. Good attitudes and achievements both in and outside of school are celebrated in monthly assemblies. This recognition provides pupils with public confirmation of what is good in their lives and helps raise their self-esteem. Parents are very positive about the school's part in helping pupils become mature and responsible and the fully rounded education it provides.
51. The school's systems for assessment are very good, overall, and are a major factor in pupils' good levels of achievement. They have improved significantly since the appointment of the current headteacher, who has a very good grasp of performance data. The systems form a consistent and coherent approach and have improved significantly since the last inspection. The information gained from assessment is analysed very well to provide information about pupils' levels of attainment and the progress made by individuals, groups and cohorts, and to enable the school to set targets for further improvement for pupils and in curriculum provision.
52. Procedures in English and mathematics are very good. Pupils undertake annual tests, based on national guidance. The information gained from these tests is used to identify which pupils need extra help and to group them into sets for teaching purposes. They are also used to identify areas of improvement for the school as a whole. For example, in mathematics the need to focus on aspects of algebra was one identified from the results of annual testing, as was the need to improve provision for pupils to write at length in English. These whole-school targets are included in the 'school mark book' and form a focus for assessment tasks for every teacher, which is a potent tool for improvement.
53. In addition, in English there are tests in reading and spelling each term, as well as assessments every three weeks in both English and mathematics on what pupils have learned in that period of time. The results of this battery of tests are now, since the appointment of the current headteacher, being analysed in great detail to show whether pupils' achievements are high enough and to set targets for continued improvement for individuals for the subsequent period of time. This setting of targets, therefore, is now more securely based on the available statistical evidence.

54. Procedures in other subjects, including science, are good. Opportunities for assessment are identified for every unit of work in each subject and pupils' attainment is graded simply and effectively, building up to a useful profile of what they have achieved and what they need to do next. The extent of progress is checked annually when co-ordinators undertake their sampling of pupils' work. Assessment for personal, social and health education is now being introduced.
55. The assessment of pupils with special educational needs and with English as an additional language is careful, detailed and systematic. The information gained provides a very good body of data that is used very effectively to devise work that matches individual needs extremely closely. The targets on pupils' individual education plans (IEPs) focus very closely on what pupils need to do to improve and are eminently attainable within the time span identified. Because the IEPs are genuine working documents that are monitored frequently, in the event of pupils achieving their targets before the due date further targets are set as soon as necessary. This tight and coherent system ensures that all pupils make at least good, and occasionally very good, progress.

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

56. There is a very good partnership with parents, which makes a significant contribution to the quality of education provided and the standards achieved. Informed by annual surveys of parents' views, the school has worked systematically to address the needs and concerns of parents, in recent years. The partnership works very well on the basis that the school and parents have key roles in a shared enterprise.
57. Overall, parents are very positive about what the school provides and achieves. Over a third of parents replied to the questionnaire and seven attended the pre-inspection meeting. Nearly all confirm that their children like the school and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and the attitudes and behaviour of nearly all pupils. Most feel comfortable approaching school with suggestions, questions or concerns. They are positive about the current leadership and management, which they consider shows an absence of complacency by regularly consulting and responding to their concerns. There is a strikingly low level of dissatisfaction shown in the responses to the questionnaire.
58. Links with parents make a very good contribution to pupils' learning. Parents are consulted annually, using a questionnaire, based on the one used for this inspection. As a result, the school has very successfully responded to parents' concerns about arrangements for, and inconsistencies in, homework levels and the amount of extra-curricular activities, for example. Parents value the accessibility and approachability of staff. Pupils have good 'homework records', which are routinely used to provide a clear outline on what homework has been set and how to support it; they also act as a good routine medium of communication between school and home. Parents are fully involved where there are concerns about pupils' progress, behaviour or attendance. Good arrangements are in place to help with the transition when pupils join and leave the school. Teachers work very effectively to ensure that all pupils are included in parents' evenings by holding reviews on pupils' progress at times to suit the family, and that they are able to do their homework by holding homework clubs at school.
59. The quality of information to support pupils' progress is very good. Termly parents' evenings create regular opportunities for dialogue about individual progress or concerns. The quality of pupils' written annual reports is very good; they convey a clear sense of what pupils are doing and give a clear indication of the progress they are making. Areas for improvement

are systematically identified in all subjects, together with areas for improvement in attitudes, if appropriate. The innovative practice of issuing the reports in the spring term, for Years 3 to 5, ensures that the subsequent parents' evening, attended by the pupil as well as the parents, is then used as the basis for a target-setting session. As a result, all concerned have a clear understanding of the key areas for development while there is still time to influence progress. Termly curriculum information provides parents with a good advance idea of what their children will be studying.

60. The parents of pupils with special educational needs (SEN) are involved fully in the review of their children's individual education plans (IEPs). Initially, provision is made for them to meet the co-ordinator for SEN as part of the regular parents' evenings held each year. The co-ordinator makes a special effort to contact those parents who do not make appointments and, should this prove unsuccessful, ensures that new IEPs are posted home.
61. The quality of other information is also very good. Regular newsletters, supplemented with many other letters and notes, keep parents well informed about school life. The prospectus gives a very clear outline of school's expectations and ethos. The governors' annual report clearly informs parents on the work of governors, whilst presenting the results of pupils' performance in national tests in a very clear way, using simple bar graphs, for example.
62. Parents' involvement with the work of the school makes a very good contribution to pupils' learning and the life of the school. Parents are keen for their children to do well and ensure that pupils attend school in good numbers. Nearly all parents respond to individual requests to discuss issues, such as their child's progress, behaviour and attendance. Discussions with pupils indicate that nearly all have somebody at home who checks that their homework is done; teachers confirm that almost all pupils regularly complete their homework. However, there is scope to improve the frequency with which pupils are required to read at home. Many parents attend and enjoy Christmas performances, class assemblies, sports days and sporting fixtures during the year. In most classes, a few adult helpers support in art and design and design and technology lessons, in the library and by listening to readers. The parent teacher and friends' group provides good support by organising a range of social and fundraising events, such as, fairs, beetle drives and discos for the pupils. These activities also help to establish and maintain very good informal links between staff, parents and pupils. The events also contribute well to pupils' wider social and personal development and the positive sense of community that prevails.

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

63. The leadership and management of the school are very good. Action taken since the last inspection has been effective and the quality of leadership and management has improved. Monitoring and evaluation procedures are well established and coherent, with the clear aim of improving standards.
64. The headteacher manages the school very well and has put in place effective systems to maximise results and raise standards in teaching and learning. He has the respect of all his staff because he values their work and contribution to the life of the school; as a result of this all adults are motivated by the desire to do the best possible for the pupils. He has a very good grasp of the available statistical evidence and his analysis of information is thorough and insightful, leading to improvements in provision and pupils' achievements. Together with the key staff and governing body, the headteacher provides the school with a very clear educational focus and direction. Strong and effective teamwork is evident among senior staff

and in all year groups. The commitment to shared goals is very strong and the school is very well placed to improve still further.

65. The headteacher and deputy headteacher work well together. The deputy head works hard and is clear about his duties, which, among other things, includes supervising the playground during the lunchtime. This has proved effective in improving and establishing an ethos of good behaviour throughout the school but is a heavy workload.
66. The senior management team is a very strong body that supports the headteacher ably. They provide a high performing team of teachers and through, for example, their monitoring of actions identified in the school improvement plan, this is leading to the improving standards.
67. The senior staff and subject co-ordinators make a very good contribution to the management of the school, especially in ICT and special educational needs. Roles and responsibilities are clearly established and fully understood. Co-ordinators have release time to develop their subject because a 'floating' teacher has been appointed. Co-ordinators monitor planning and support teachers in the classroom. They have yet to develop a system of monitoring strengths and weaknesses of teaching and learning from direct observation of lessons. They analyse a sample of pupils' work annually and produce 'curriculum guidance', which identifies strengths and areas for whole-school improvement and is, in effect, a subject development plan. This feeds into the overall school development process, providing a coherent and continual cycle of improvement and ensuring that the school meets its targets increasingly well.
68. The school improvement plan is of good quality and provides a very clear direction to the work of the school for the forthcoming year. It is appropriately focused on raising standards and improving the teaching and learning conditions within the school. Teachers and the governing body are appropriately involved in the production of the plan and progress is monitored regularly through governing body meetings and senior management meetings. The headteacher is aware of the need to develop a longer-term view and develop a three-year or five-year plan to run alongside the one-year plan.
69. The new self-evaluation policy is being fully implemented. It clearly identifies the continuous process of analysis of school performance and identifies areas for improvement. All adults working in the school, pupils, governors and parents are consulted and their views are considered.
70. The leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator has a thorough grasp of the new Code of Practice and all necessary amendments to practice have been made. Funds for special educational needs are used well and pupils' interests are foremost when planning the budget and funding allocation. The co-ordinator supports pupils and teachers very well throughout the school and keeps very clear records to show evidence of the good progress made by these pupils. She is committed to providing the best possible support for all pupils with special educational needs and is very well supported by a very good team of learning support staff. Together they form an effective partnership that is the foundation of very good provision. Resources for special educational needs are good and are carefully targeted to support those pupils who need it most. The school has appropriate plans to extend the information and communication technology provision for these pupils in classes.
71. The aims of the school appropriately emphasise the provision of a full curriculum and the achievement of high standards. A full range of policies reflects the aims and provides clear

guidance to all teachers. The main impetus behind recent changes has been to improve standards and to raise the level of attainment of the pupils. It is clear from inspection findings that the school's aims are being translated well into practice.

72. The work of the governing body is very good. All statutory duties are fulfilled and the business of the governing body is well organised. There is an appropriate range of committees with clear terms of reference. The governors are kept well informed about the work of the school through the headteacher's report and through the analysis of test results. They are supportive of the school but also challenge and set appropriate targets for the headteacher and key staff. These targets are reviewed annually and further targets set. The governors are very well aware of the strengths and weaknesses of the school and what needs to be done to improve. Individual governors are attached to classes and all meet with subject co-ordinators once a year. The governing body are an experienced group who have all undertaken training in self-evaluation. They have taken appropriate steps to address weaknesses identified in the previous report.
73. Financial planning is very good and supports educational developments fully. The headteacher and financial administrator are responsible for the preparation of the annual budget and the financial administrator prepares reports to monitor expenditure, keeping governors well informed about the school's financial situation. The school applies the principles of best value effectively to all its spending decisions, which are always closely linked to educational priorities. Whilst there is a large carry forward figure, this too is clearly linked to priorities identified in the school improvement plan, such as helping to raise standards in numeracy and literacy through the appointment of a 'floating teacher' to enable smaller groups to be taught according to ability in mathematics throughout the school. The school makes good use of specific grants and additional funding.
74. The school has a good number of well-qualified and enthusiastic teachers with a very good range of age, gender, experience and expertise. The school makes appropriate use of expertise that exists among the staff, for example, to support colleagues with planning and in the classroom. This helps to overcome the isolated instances of insecure subject knowledge. The provision of class support and support for pupils with special educational needs and those for whom English is an additional language is good. The learning support assistants are well qualified and experienced and make an effective contribution to the quality of learning. All staff are clear about their roles and responsibilities. The school provides good opportunities for the professional development of all staff. All learning support assistants are invited to attend in-service training. The school secretary and bursar are very effective in supporting the day-to-day routines of the school. The school uses the management and information systems efficiently; computers are replaced every three years.
75. New teachers, including those who are newly qualified, have an appropriate structure of support. There is a detailed policy for performance management and areas of responsibility are clearly identified. The performance management cycle is securely established.
76. The accommodation is good, enabling the effective delivery of the National Curriculum and religious education. The library is situated in a central position and is easily accessible for all classes. The recently established computer suite provides the opportunity for groups of pupils to work together as a whole class to develop their ICT skills. Classroom provision is good and meets the requirements for the number of pupils on roll. The outdoor space is good; there is a large playing field and playground area. Both the playground and the grass areas are well marked out for games activities. Displays of pupils' work, pictures and artefacts in classrooms and corridors create an interesting environment to stimulate pupils' learning. The



fabric of the building is carefully maintained by the cleaners and monitored by the senior management team and the governors.

77. Overall, resources are good and easily accessible. They are well cared for and often helpfully labelled in boxes. The school has worked hard to improve resources for ICT. Resources are very good and very well organised in design technology. Resources in religious education and music are satisfactory but variable in quality and quantity. The fiction library is a bright and attractive area but the non-fiction section is not easily accessible in lesson time, as it currently has to be used as a classroom.

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

78. In order to improve standards, especially in mathematics, still further, the headteacher, staff and governors should now:
- (1) Improve the level of challenge for higher attaining pupils.  
(Paragraphs: 12, 25, 62, 91, 96, 98, 106, 126, 139 and 156.)
  - (2) Develop pupils' speaking, writing, numeracy and information and communication technology skills in other subjects.  
(Paragraphs: 9, 23, 30, 88, 92, 99, 105, 120, 126, 132, 137, 138, 144, 152 and 156.)
  - (3) Refine further the structure of the school day.  
(Paragraphs: 13, 31, 145 and 147.)
  - (4) Provide regular opportunities for subject co-ordinators, especially of English, mathematics and science, to monitor the quality of teaching regularly and evaluate it rigorously.  
(Paragraphs: 67, 92, 100, 108, 116, 128, 133, 140, 146, 153 and 158.)

### **In addition, the governors should also consider:**

- Improving provision for pupils' cultural and spiritual development.
- Improving the precision with which teachers identify what pupils are expected to learn and their questioning techniques, and, where necessary, their subject knowledge and the length of introductory parts of lessons.
- Developing a longer-term plan for the school's direction.
- Improving pupils' spelling.  
(Paragraphs: 18, 27, 39, 42, 68, 74, 84, 86, 88, 91, 98, 106, 107, 116, 132, 143 and 146.)

## 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

54

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	24	19	0	0	0
Percentage	2	24	41	33	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

239

Number of full-time pupils known to be eligible for free school meals

17

*FTE means full-time equivalent.*

#### **Special educational needs**

Y3 – Y6

Number of pupils with statements of special educational needs

10

Number of pupils on the school's special educational needs register

64

#### **English as an additional language**

No of pupils

Number of pupils with English as an additional language

4

#### **Pupil mobility in the last school year**

No of pupils

Pupils who joined the school other than at the usual time of first admission

1

Pupils who left the school other than at the usual time of leaving

9

### *Attendance*

#### **Authorised absence**

	%
School data	4.3
National comparative data	5.5

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.4

*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)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	30	30	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	25
	Girls	23	18	28
	Total	40	36	53
Percentage of pupils at NC level 4 or above	School	67 (78)	60 (56)	88 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	24
	Girls	23	19	26
	Total	41	38	50
Percentage of pupils at NC level 4 or above	School	71 (47)	66 (64)	86 (73)
	National	73 (72)	74 (74)	82 (82)

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

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

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	229	1	0
White – Irish	0	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	0	3	1
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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
Number of pupils per qualified teacher	23.6
Average class size	29.5

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

Total number of education support staff	6.0
Total aggregate hours worked per week	103

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/02
	£
Total income	485 795
Total expenditure	479 608
Expenditure per pupil	2 033
Balance brought forward from previous year	51 073
Balance carried forward to next year	57 260

***Recruitment of teachers***

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	4.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
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	236
Number of questionnaires returned	85

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	5	0	1
My child is making good progress in school.	47	45	6	0	2
Behaviour in the school is good.	27	68	2	1	2
My child gets the right amount of work to do at home.	33	54	12	0	1
The teaching is good.	51	42	5	0	2
I am kept well informed about how my child is getting on.	50	39	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	28	8	0	0
The school expects my child to work hard and achieve his or her best.	59	37	2	0	2
The school works closely with parents.	41	46	8	5	0
The school is well led and managed.	50	42	6	1	1
The school is helping my child become mature and responsible.	41	53	6	0	0
The school provides an interesting range of activities outside lessons.	43	50	7	0	0

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

### **ENGLISH**

79. In the national tests in 2002, standards were well below the national average and those for schools in similar contexts. This is because the proportions of pupils achieving the expected level have dropped, as they have at the higher levels. This result was adversely affected by a significant proportion of boys who achieved low results in the writing element of the test.
80. The school had long been recognised this cohort as being a comparatively poor year group in English. Consequently, the school did not meet its challenging targets in 2002.
81. In the five-year period to 2002, the school's trend of improvement in English has been broadly in line with the national picture, although there has been a deterioration since 2000.
82. In five of the last six years, boys have not performed as well as the girls. This disparity in performance has led to recent changes in curriculum provision. Guided reading has been given a higher priority by being moved out of the literacy hour and becoming a daily event. The library has been improved and many new books bought. There is a whole-school emphasis on providing opportunities for extended writing, both in English lessons and in other subjects. Initial indications are that these measures are increasing boys' awareness of the importance of reading and writing and are beginning to have a beneficial effect.
83. The findings of this inspection are that all pupils, including the considerable number with special educational needs (SEN) and those for whom English is an additional language (EAL), are making good progress, overall, and that, by Year 6, standards are average. Overall standards are adversely affected by the large proportion of pupils on the school's register of special educational needs. There still tend to be more boys in the lower sets than girls and fewer in the upper sets. In addition, there are almost three times as many boys as there are girls on the school's SEN register for learning difficulties, which are nearly all language-related.
84. Pupils' standards of speaking are satisfactory, as they were at the time of the last inspection, although there is evidence of mature thought and careful explanations by higher attaining pupils throughout the school and good progress in some Year 6 lessons, for example in religious education. Generally, pupils express themselves audibly and accurately. Many younger pupils and lower attainers throughout the school tend to answer in single words or short phrases in group or class sessions. There is scope for teachers to develop pupils' speaking skills more by posing questions that demand a fuller explanation and by probing and challenging pupils to explain their answers. A good example of this happening was in a Year 6 lesson in which the teacher really probed pupils' understanding of 'The Wind in the Willows', the characters of Mole, Rat, Toad and the horse and of the descriptions given. This led them to understand, for example, that "the dusty wake of the car" referred to the dust in the road left by the car's passing. However, such questioning is not widespread and teachers more often only ask those pupils who volunteer or accept uncritically the first correct answer given. In small groups and pairs, pupils talk in appropriate language and hold reasonable discussions.
85. Pupils' listening skills develop well as they get older and, by Year 6, are good, which is better than during the last inspection. Because of the very good relationships throughout the school,



teachers' good management of behaviour and the lively pace of nearly all lessons, almost all pupils pay good attention and concentrate well when the teacher is talking. Sometimes, attention is rapt, as in a Year 3 science lesson when the teacher personified types of rock to help the pupils' understanding. Listening skills are developed well, for example, in a Year 5 English lesson when the teacher used 'The Hobbit', which is rapidly becoming a favourite book for the class, to focus pupils' attention on how to begin their own stories, requiring them to listen more carefully and interpret what they hear more critically.

86. In many lessons and subjects, teachers emphasise the correct technical vocabulary well, for example in the introduction to a Year 6 writing lesson where the terms "monotone" and "phrase" were clearly explained. This helps pupils to widen their vocabulary and improve their speaking and listening skills. Nevertheless, in some lessons teachers do not correct pupils' spoken inaccuracies, as in a Year 5 lesson in which one pupil said, "Mum drivred the car" and was not challenged. This was a lost opportunity to improve language.
87. Pupils' reading skills are satisfactory and develop well as they pass through the school. Good emphasis is put on developing this aspect of the subject; the practice of having guided reading sessions daily and separate from the literacy hour appears, at this early stage, to be successful. Pupils questioned about the arrangement felt that they were meeting a good range of reading opportunities. However, few homework books showed sufficient evidence of pupils, especially the lower attainers, reading regularly at home. In Year 3, pupils read with appropriate accuracy and confidence, although lower attainers are somewhat hesitant. Year 4 pupils develop more confidence in reading aloud and higher attainers read with some expression. Expressive reading is more in evidence in Year 5 and some higher attainers skim and scan text effectively. By Year 6, average attainers are accurate and fluent when reading and higher attainers compare books and authors with confidence. Almost all pupils have a good idea of how a book works; for example, they use contents and index pages confidently to locate information and know how the school's non-fiction library is organised.
88. Pupils' writing develops satisfactorily. Throughout the school, pupils have an appropriate knowledge of the structure and techniques of writing that is based securely on the guidance of the National Literacy Strategy. There is little evidence in the scrutiny of pupils' work from last year of any writing at a suitable length, except in Year 3. This inhibits the development of a mature writing style with interesting choice of word and phrase and has been recognised as such by the school. In addition, there is too little evidence of work in other subjects making a systematic contribution to the development of pupils' writing skills. The school has already recognised this weakness because of its good systems of self-evaluation. As a result, there is now a whole-school emphasis on extending opportunities for all pupils in a range of subjects to develop their writing styles more fully. It is too early in the term to see evidence of the effects of this focus. Last year's work, however, was characterised by the lack of a joined-up handwriting style, poor presentation, insecure punctuation and spelling and a mundane choice of words and sentence structure for the majority of pupils, especially in Year 6. A further development in curriculum provision to address this weakness is the establishment of a spelling focus at the beginning of each literacy lesson. Many of the strategies employed are imaginative and motivate pupils to work hard to improve. However, the need to improve pupils' spelling remains as much of a priority as it was at the time of the last inspection.
89. The quality of teaching is good, which is an improvement since the last inspection. Of the ten lessons observed, teaching and learning were satisfactory in five and good in four. One lesson was very well taught with the result that learning was swift. In addition, the support that SEN pupils receive from the co-ordinator when withdrawn from lessons to work with her

is highly effective in addressing their specific and detailed needs, resulting in very good progress in these sessions and good progress, overall. Pupils with EAL make good progress in relation to their prior attainment because work is carefully matched to their developing needs and they are supported well by adults and by their classmates, some of whom talk to them in their mother tongue to explain tasks.

90. Where teaching is most effective and learning is at its swiftest:

- Pupils are managed very well and relationships are very good. Consequently, pupils are willing to listen for, sometimes, long periods of time politely and to work hard with a minimum of fuss when required to do so.
- Teachers use the results of recent assessments well to match the tasks to what pupils need to develop and to interest them. An example of this was in Year 4, where the teacher had built up a story from the work of a number of pupils to illustrate spelling and grammar mistakes and to use this as the stimulus for further work on redrafting text.
- Lessons are prepared thoroughly so that all the resources are readily accessible, which means that no time is lost and pupils' attention and enthusiasm are sustained.
- Teachers' subject knowledge is secure. As a result, teachers answer pupils' queries easily and correctly and concentrate on the main focus of the lesson. For example, in Year 5 the teacher used pupils' suggestions well and dealt sensitively with those who were incorrect without losing the lesson's primary focus on story openings.
- The needs of all pupils are fully met through good lesson organisation and the deployment of learning support workers (LSWs) who are well-briefed and talented individuals. For example, in Year 3 both hearing-impaired pupils are in the same class and benefit from the services of a qualified signer. Also, in Year 5, where there is a heavy concentration of SEN pupils as well as four pupils with EAL, the learning support workers' allocation of time is such that support for pupils and the teacher is virtually full-time. This is highly effective in establishing a good environment for learning as well as specific, focused support for those who need it most.

91. Less successful aspects of teaching are:

- Over-long initial sessions when the teacher talks too long, as in one Year 5 lesson in which pupils listened politely for half an hour before becoming restless. This limits the time for pupils to work individually to develop their skills.
- Shallow questioning that does not probe understanding and challenge pupils to explain their ideas in detail, thus developing their oracy skills.
- A lack of precision in planning throughout the school that fails to identify exactly what different groups are expected to learn in a session. In teachers' weekly plans, general and appropriate objectives are always identified for the week. However, the subsequent planning for each day's group sessions identifies activities to be completed rather than exactly what groups with different needs are to learn in the session. This tends to lead to a lack of challenge, especially for potentially higher attaining pupils.

92. The leadership and management of the subject are good. Through regular scrutiny of pupils' work and teachers' planning, as well as thorough analysis of annual tests, the co-ordinator has built up a good idea of many of the strengths and weaknesses in the subject. She is less sure of the impact of teaching on pupils' learning because she has not had the chance to watch her colleagues' teaching before evaluating it with rigour. Nevertheless, many appropriate developments have taken place, as outlined in previous paragraphs, as the result of robust analysis of pupils' standards and teachers' planning. These developments have resulted in good levels of improvement in the subject since the last inspection. The

procedures for assessing pupils' attainment and the use to which the derived information is put are very good and have improved significantly since the last inspection. A good proportion of the school's planning is done using computers, which enables work to be amended easily to suit changing contexts; this is a good use of new technology. Resources have been improved and are now good, particularly the fiction library, which has been adapted to become a lively and bright area. Although all classes are timetabled to use the ICT suite for literacy lessons, little use was made during the inspection of the computers in the classrooms to reinforce or extend pupils' learning in either English or ICT. Teachers are well matched to the demands of the curriculum and share a common determination to improve provision and standards; they are well placed to do so.

## MATHEMATICS

93. In the 2002 National Curriculum tests at the end of Year 6, attainment in mathematics was well below the national average and that for similar schools. Although the percentage of pupils achieving at least the nationally expected level 4 was slightly above the national picture, far too few pupils achieved the higher level of attainment. Results have declined each year over the last four years, with boys scoring particularly poorly in each of the last two years. The school did not meet its targets in 2002. The school is aware of the need to raise standards and has worked hard to ensure initiatives contribute to improvements.
94. Inspection findings indicate that pupils make satisfactory progress and, by Year 6, are achieving the standards expected for this time in the academic year. Pupils with special educational needs and those with English as an additional language make good progress. There is no significant difference between the performance of boys and girls. Since the last inspection the standards pupils achieve have been maintained.
95. The school has made the raising of standards in mathematics a priority and teachers are aware of the need to match work more closely to pupils' needs. A comprehensive raft of measures has been introduced to address the problem; these initiatives are having a positive effect and are helping to drive standards up:
  - A 'floating teacher' has been appointed to enable pupils to be taught in smaller groups.
  - Pupils are now taught for numeracy in groups according to their prior attainment.
  - 'Booster' and 'springboard' classes have helped targeted pupils to improve.
  - Lower attaining pupils and pupils with special educational needs are supported in mathematics in class or through individual support, depending on need.
  - A new and improved scheme of work has been introduced.
  - Assessment procedures have been improved and are now very good.
  - Test results are analysed thoroughly and appropriate group targets are identified.
  - Pupils are assessed very regularly against their group targets.
  - Attainment is monitored formally and records of achievement are conscientiously recorded, so that individual progress can be tracked over time.
  - The school has improved resources and all classes are now timetabled for a numeracy lesson in the ICT suite.
96. By the age of eleven, higher attaining pupils have a sound understanding of number and place value. They square numbers and explain square root and inverse operation correctly. They are developing confidence in multiplying by 100 and 1000. In a very good lesson, there was a good level of challenge and pupils could all multiply by 10000, 100, 50 and 10. Most pupils use an adequate range of strategies to multiply four digit numbers by one digit, for example 4346 times 8. Pupils know and explain the simpler method and the one they prefer to use

because the teacher gave very clear explanations, for example, of how to use the grid and the standard method. Lower attaining pupils are developing confidence in rounding numbers up and estimating. The majority of lower attaining pupils can produce a grid to multiply two digit numbers by a single digit number. Challenge for most pupils is appropriate but a few higher attaining pupils found the work easy and would benefit from further challenge. In the more effective lessons the mental starters are conducted at a brisk pace and pupils respond accordingly. In many lessons, however, pupils have a slow recall of basic arithmetic facts, which adversely affects their progress and standards. This problem was identified at the time of the last inspection and has not been addressed effectively.

97. A scrutiny of pupils' work from last year indicates that higher attaining pupils are secure in their tables and have adequate opportunities for problem solving tasks. They securely convert fractions to decimals. Average attaining pupils have a sound understanding of quadrilaterals, drawing and writing about parallelograms and trapeziums accurately. They find the correct perimeters of simple shapes and use and interpret pie charts and bar and line graphs accurately.
98. The quality of the teaching is good, overall, with very good teaching in Year 6; teaching has improved since the last inspection. Teachers work hard and have a sound knowledge of the requirements of the National Curriculum and the National Numeracy Strategy. Generally lessons are well planned but planning does not always identify precisely what pupils and groups are expected to learn in a given session. Where teaching is most effective, for example in Year 6, teachers use a wide range of strategies and interact with pupils well, using questions skilfully to explore knowledge and understanding. Lessons proceed at a brisk pace and this contributes to positive learning. Work is marked regularly and homework is well used to support lessons. Marking is very good in Year 6 and sets further challenges to help pupils improve. Most teachers share the learning intentions with pupils at the start of lessons and reflect on what has been achieved at the end of lessons. A weakness occurs in teaching when the mental oral work is not always rigorous enough to challenge and extend all pupils, especially the potentially higher attainers. Teachers sometimes tend to follow the scheme of work and teach the requirements of the scheme rather than respond to weaknesses in the pupils' learning.
99. Numeracy is used effectively in subjects such as ICT but is not always used in other subject areas. This is an area for development. Key vocabulary is identified in most lessons, which helps to develop pupils' language skills and ICT makes a sound contribution to mathematics.
100. The co-ordinator leads the subject well, which is an improvement since the last inspection. She has specialist knowledge and has produced a clear action plan for development, linked to the school development plan, with a clear time scale for improvements and appropriate success criteria. The coordinator has worked hard to identify strengths and weaknesses. She gives good support to teachers during team-teaching sessions but has not monitored and evaluated strengths and weaknesses in teaching in lessons. Resources are good and are easily accessible.

## SCIENCE

101. The proportion of pupils who attained the standard expected for 11 year olds in the national tests in 2002 was very similar to that nationally, as was the proportion attaining the higher levels. When compared with attainments in similar schools, the standards attained were also average. Over time, attainment in science has improved, and has exceeded the improvement made nationally, although improvements have been less swift in the last two years. Boys

performed less well than girls in 2002 but pupils with special educational needs made good progress.

102. Inspection findings confirm that attainment in science in Year 6 is average, overall, with a significant number of pupils working above the expected level. All pupils, including those with special educational needs and those with English as an additional language, make good progress from their starting points in a range of scientific studies over the year, and from year to year.
103. Pupils often have good opportunities to develop investigative and experimental skills and so increase their scientific knowledge through practical activities. Their scientific enquiry skills are good. This strength was noted in the previous inspection report and has been maintained since that time. During the inspection week, for example, Year 3 pupils were reaching appropriate conclusions about the properties of materials; they showed keen observation skills when investigating the hardness of different rocks by scratching them with nails and collecting the dust. When pupils talk about what they observe or have done in lessons, they usually show a sound grasp of the lesson content and concepts taught. For example, Year 6 pupils talk knowledgeably when they describe work done in relation to the growth of plants and the conditions needed for healthy growth. Year 4 pupils could recall and explain clearly previous work on friction. Pupils predict outcomes sensibly and plan and test out ideas correctly. They show a good understanding of what constitutes a fair test, as seen in a Year 4 investigation into water resistance acting on different shapes.
104. Pupils' recorded work is carefully presented in all year groups. The standards of the recording and presenting of results in science are appropriate, with higher attaining pupils working above expectations and pupils with special educational needs working in line with their prior attainment. For example, the higher attainers' work on physical forces shows an increasing understanding that stationary objects reveal a balance in forces.
105. Science is used effectively to consolidate and extend pupils' development of basic skills in literacy. Pupils often write extended accounts of their investigations and present information in a range of ways. However, opportunities to develop numeracy skills are not fully exploited, for example, the Year 6 work shows limited use of line graphs to record and interpret results. There is some evidence in wall displays of information and communication technology being used to support learning in science, such as the Internet research into planets carried out by Year 5, but more use could be made of ICT in science generally.
106. The quality of teaching in science is good, overall, with the lessons seen during the inspection ranging from satisfactory to excellent. Teachers' planning and organisation impose a good structure on lessons, which effectively helps pupils to reinforce and build on earlier learning. Teachers use their good subject knowledge well to explain ideas clearly to pupils. They generally make the purpose of the lesson clear, often drawing effectively on pupils' prior learning through brisk question and answer sessions. However, sometimes questioning is not as effective as it could be because it does not challenge potentially higher attaining children to explore matters more deeply or to justify their opinions. In most lessons pupils undertake the same activities, which also means that higher attaining pupils are not always sufficiently challenged. An exception was a Year 6 lesson in which the higher attaining pupils were given the problem of finding a way in which the plants in their investigation could be given high levels of constant light but only the appropriate amount of heat. Teachers assess pupils' understanding well during lessons and adapt their plans in the light of their judgements. Marking is satisfactory overall but there are too few examples of teachers' comments being clearly related to the lesson objectives or being used to set targets for further development.

107. Pupils' attitudes and enthusiasm for science are particularly good because teachers use effective teaching methods to create interest and curiosity. For example, the teacher in a Year 3 class tipped out a rock collection dramatically at the beginning of an excellent lesson during which pupils learned the properties of different rocks through listening with rapt attention to the teacher's imaginative story telling. Pupils concentrated well throughout most of the lessons seen during the inspection and the pace and effort of their work was satisfactory. Occasionally teachers spent too long talking to the children, which limited the time for them to take an active part in their own learning.
108. The co-ordinator for science provides effective leadership and support for his colleagues. He has a good understanding of the subject matter and of his role and responsibilities. He monitors planning and samples work regularly but he is not currently involved in monitoring classroom teaching and learning practices and so has no real overview of how to improve either of these as a means of raising standards. Planning is based on national guidance, which has been appropriately adapted to match the needs of the pupils in the school. Medium-term plans identify opportunities for developing pupils' spiritual, moral, social and cultural awareness but sometimes in terms that are too general to be helpful to teachers. The co-ordinator is developing the subject consistently by using assessment well to track individual progress and analysing performance in national tests to inform curriculum developments. Teachers also assess and track individual progress in science closely using the school's effective system of focused assessment tasks. Resources are sufficient and are used effectively. They are efficiently organized and stored. There are some stimulating displays around the school, further enhancing the subject and extending pupils' learning.

## **ART AND DESIGN**

109. Standards in art and design at the end of Year 6 are in line with those expected nationally. All pupils including those with special educational needs and those who have English as an additional language make satisfactory progress. Standards in attainment and the quality of teaching and learning have been maintained since the last inspection.
110. Teachers follow national guidelines for their planning and this ensures that there is the required coverage of each strand of the subject. They work hard to ensure work is presented well and finished products are valued. Displays are of good quality and attractive, enhancing the environment. There are appropriate links with other subjects such as geography, history, ICT and literacy.
111. Progress in art is evident throughout the school. Pupils in Year 3 develop their drawing and observation skills well, recording, for example, features they see on their journey to school. There are good opportunities for pupils to use their imagination. They explore and develop a satisfactory awareness of different techniques, using their pencil to create a range of textures such as rough, soft and curly. Pupils are encouraged to identify and write about what they have created and the teacher extends their awareness of vocabulary skilfully. Pupils develop a sound understanding of line and colour in their work on journeys. They learn how to use the side of the pastel to create and blend different background colours. Average attaining pupils explain clearly how they add features such as trees and houses to their background picture by using a string printing device that they have made. In Years 5 and 6, pupils use smudging and shading effectively in their line drawings.
112. Three-dimensional work is developed well; pupils make good progress in their work with clay. Pupils in Year 5 have a good understanding of how to make containers and explain clearly

the difference between coil and thumb methods. They design and make a container, using tools confidently. Higher attaining pupils add features to their pots, such as lids, handles and bases. There are good opportunities for pupils to evaluate their own work and that of others, for example when the teacher encourages them to evaluate the difference between their pots and someone else's. Pupils add suitable finishing techniques to their work and higher attaining pupils explain clearly how they have done this.

113. Evaluation of art is well developed. A scrutiny of pupils' work shows that they have a sound understanding of the skills needed to produce pop art. Pupils write about how their pop art could be improved, for example, suggesting making the features bigger and making the painting neater to improve the overall design.
114. The works of professional artists are used appropriately to show different techniques. For example, Year 4 pupils use the works of Escher and Dali as a stimulus to help them learn how to use the brush in a variety of ways in their paintings of stalks and leaves. Year 6 pupils use the work of Andy Warhol as an appropriate stimulus for their art.
115. Teaching is good and lessons are well organised; this has improved since the last inspection. Pupils enjoy their art because the work is made interesting. Teachers have a good understanding of the subject and plan each lesson well. They try to integrate work with other subjects as much as possible while still maintaining a clear progression in the skills, knowledge and understanding of the subject. Teachers challenge pupils well, for example, to consider the pattern, textures and shape of their design, for example in a Year 3 lesson exploring notions of texture in the background of photographs. Teachers give clear instructions and manage activities effectively. Questions are used well to check on understanding and encourage closer analysis of information. Assessment is well organised and pupils' work is assessed closely against clearly identified criteria, linked to the scheme of work.
116. Management of the subject is satisfactory. The co-ordinator for art is enthusiastic and eager to develop art within the school. There is no plan to develop the subject and the co-ordinator has not monitored teaching and learning in lessons. There is a good range of resources to support teaching and learning.

## **DESIGN AND TECHNOLOGY**

117. Standards reached by the end of Year 6 in design and technology are above the standard expected for this age because teachers have high expectations for pupils' work. Attainment and achievement for most pupils, including those with special educational needs and those with English as an additional language, are good in all year groups. There is no significant difference between the performance of boys and girls and all pupils are fully included in all activities. The good standards in provision, attainment, progress and teaching noted at the time of the previous inspection have been maintained and the development of regular assessments is an improvement. The subject alternates with art and design on a half-termly basis and is soundly planned using national guidance.
118. From examining teachers' planning, talking to pupils, looking at their recorded work and finished products and at a photographic portfolio of work in progress throughout the year, it is clear that pupils experience a good range of activities. These are well planned to develop the stages of research, designing, making and evaluating. Year 6 pupils talked enthusiastically about their previous year's work designing and making biscuits and musical instruments. They clearly enjoyed the activities and evaluate the results thoughtfully. For example, one boy recognized that his original design for a biscuit in the shape of a football shirt was too

ambitious for the material he was using. Others explain rationally why aspects of their musical instruments were not successful and suggest how they would improve their designs next time. Many Year 6 pupils were achieving above the level expected for their age when working from their own detailed plans for making model bridge structures and adapting them where necessary. Similarly, Year 4 pupils worked above the level for their age when generating ideas for designing photo frames by collecting information from a range of sources. Pupils with special educational needs work with more structured support from their teachers and make good progress in relation to their prior attainment.

119. Only two lessons were seen during the inspection week because of the timetabling arrangements. The quality of teaching and learning in both lessons was good because teachers planned the work carefully, explained it clearly, conducted the lessons at an appropriate pace and had high expectations for the quality of pupils' work. Year 4 pupils used rulers and scissors accurately to make a range of folds and springs with paper and card in preparation for making pop-up books for younger children. Most pupils understood the importance of planning and designing before making and many gave good attention to the needs of the user, like the boy who explained that the monsters in his book needed to be funny rather than scary. Year 6 pupils were learning how to pin paper patterns onto material and cut them out. Nearly all pupils worked purposefully because the teacher provided good support to individuals and used good examples to illustrate what she expected.
120. Design and technology is used soundly to develop basic skills in both literacy and numeracy as pupils record their research, plans and evaluations and measure in a range of units when making products. Information and communication technology is used to support the subject in a limited way but more control boxes are needed to support the current work and some opportunities to use ICT are missed. Pupils' social skills are developed through their group and paired work; current plans to take part in a challenge for local schools will extend this aspect further.
121. The co-ordinator for design and technology leads the subject well. She ensures a clear direction and is aware of development that is needed. For example, she plans to tackle the current over-use of glue guns by supporting teachers in developing different ways of fixing to improve the quality of pupils' work. She monitors planning and gains an overview of standards through regular discussions with pupils, sampling recorded work and collecting a photographic record of work in progress and finished products. Teachers' assessments are made against criteria set out in the scheme of work and are recorded termly to track individual progress; this is a good system. The co-ordinator is currently developing 'unit reviews' to evaluate the provision for, and progress of, pupils with special educational needs. Accommodation is generous, with areas for working outside the classrooms and a dedicated room for food technology. Resources are good in range and quality and are very well organized and stored to support teachers' planning.

## **GEOGRAPHY**

122. One of the key issues in the last inspection report was to improve standards by raising teachers' knowledge and confidence. This has been accomplished; improvements have been good. The standards pupils are now reaching are satisfactory and all pupils, including those with special educational needs and those with English as an additional language, achieve satisfactory results in relation to their prior attainment. This is a result of good teaching.



123. Because of the school's timetabling arrangements, geography was only being taught in Years 4 and 5 during the inspection period. Judgements on pupils' work in Years 3 and 6 are, therefore, based on a scrutiny of work from last year and discussions with pupils.
124. Year 3 pupils read maps accurately at a range of scales, using symbols securely. They appreciate the different ways that land is used and know that this has changed over time. They have a reasonable understanding of the effects of climate on, for example, what clothes we wear to keep warm and on the food that can be grown. They make reasonable links to mathematics when they read temperature scales and produce a bar chart of where pupils go in their leisure time. Year 4 pupils extend their map reading skills satisfactorily when they plot the route to be taken on a subsequent visit to Bristol Docks and correctly identify some likely differences between their own locality and the one they are to visit.
125. Year 5 pupils use a good range of photographs to identify differences between Cam and a village in India. They make sensible deductions from the evidence about climate and human occupations, using the correct terms, such as climate, monsoon and vegetation. Some higher attaining pupils explain accurately why rice is grown nearby and use descriptive language to good effect, talking about "wilting trees". Lower attaining pupils need constant help to grasp what is beyond simple observation. This part of their studies contributes soundly to the development of their cultural understanding. Year 6 pupils know the basic reasons for establishing settlements include the ready proximity of water and food sources. They give four-figure map references accurately. From their study of mountain environments, they know that mountains are caused when continents collide but there is little further exploration of plate tectonics. They have a secure grasp of the erosion and deposition caused by glacial action and know that the weather in mountains has a profound effect on vegetation and human life.
126. Much of the work scrutinised from last year, especially in Year 3, was completed as a class with very little opportunity for individuals to show their understanding of what has been studied. There is too much emphasis on the completion of worksheets or copying from what the teacher has written. This results in a lack of challenge for the potentially higher attainers and work that is too hard to understand for the lower attainers. It also fails to provide opportunities for pupils to practise or extend their literacy skills. Little use was seen of computers being used to reinforce or extend pupils' geographic or ICT skills.
127. The quality of teaching and learning in lessons was good, overall, although only two lessons were seen. Teachers placed a good emphasis on developing pupils' geographic skills through the interpretation of photographic evidence. They showed good understanding of the subject, used the correct vocabulary constantly and insisted that pupils did not make vague statements. Their expectations of pupils' performance and application to work were high, which resulted in them achieving good results in relation to what they had known previously. Their management of learning and of pupils' behaviour was good and so pupils worked carefully and collaborated well. In both classes, pupils worked willingly and concentrated well in response to the high quality of relationships.
128. The curriculum has been adapted soundly from national guidance and uses appropriate features in the locality well to make the subject relevant for the pupils. Assessment procedures are thorough and are an integral part of the planning process; the information gained from them is used well to show how highly pupils and groups have achieved. Resources are now good and are usefully stored in topic boxes. The co-ordinator leads and manages the subject well. She monitors teachers' planning regularly and scrutinises a sample of pupils' work annually, which enables her to gain a good understanding of strengths and

weaknesses in the school and to produce curriculum guidance for her colleagues. However, she has not had the opportunity to evaluate her colleagues' teaching, and so is unable to judge what impact the quality of teaching is having on the rate of pupils' learning.

## HISTORY

129. Because of the school's timetabling arrangements, it was only possible to see history being taught in Years 3 and 6; other judgements are made on the basis of a scrutiny of a sample of pupils' work and from discussions with pupils. Standards in Year 6 match those expected nationally. All pupils, including those with special educational needs and those with English as an additional language, make sound progress in relation to their prior attainment. These judgements match those made by the last inspection team.
130. Year 3 pupils develop their understanding of chronology satisfactorily through a study of their own family tree, and relate this to the family tree of Queen Victoria. Although nearly all name the relationship between father, daughter and grandparents reasonably accurately, only a small minority of higher attainers knew the term 'great grandparent'. They understand that there are many sources of evidence about the past and name simple differences between the past and life today, for example describing a little Victorian girl's dress as 'puffy'. Year 4 pupils develop their understanding of chronology satisfactorily when they use a timeline correctly to show the main events of the Tudor period. They develop their research skills soundly, for example using inventories to infer what life was like in a Tudor household. They have a growing sense of cause and consequence, realising that if no crops were grown people would starve, and of changes that take place within an historical period, such as the growth of towns. By Year 6, pupils investigate evidence closely, drawing sensible conclusions about features of life in Roman times from, for example, a comb of the period. They describe the main events of the period with reasonable accuracy and name some of the main characters. Occasionally, they give plausible reasons for why characters, such as the Emperor Claudius, acted as they did and their grasp of the reasons for invasion is secure. However, in the sample of work from the previous year's pupils, there is little interpretation of the facts and little consideration of changes within a period in history.
131. The quality of teaching is good, which compares favourably with the judgement of "variable" at the time of the last inspection. The strengths in teaching include:
- Good subject knowledge, which enables the basic skills of, for example, chronology to be taught clearly and pupils' questions and misconceptions to be dealt with promptly and accurately. It also enables teachers to give pupils interesting and relevant information, such as the fact, given in a Year 6 lesson, that we only know about the Celts because of what their enemies, the Romans, wrote about them.
  - A clear identified purpose for the lesson and a good structure, so pupils know what is expected of them and the extent to which they have met the objectives. A good example of this was in Year 3, where the teacher showed them at the beginning of the lesson what she expected them to learn and returned at the end of the lesson to check the extent of their learning and to extend it by reference to Queen Victoria's family tree.
  - Good relationships and management of pupils, so that they are confident to have a go and willing to work hard.
  - High expectations of pupils' application to work and behaviour. As a result, pupils have a clear idea of what is and what is not acceptable behaviour and develop good attitudes to their learning.

132. Teachers' lesson planning shows that they are clear about what they want the class to learn from each lesson. However, it does not identify with any precision what different groups of pupils are expected to achieve. Nor does planning at any level always identify how pupils' numeracy, literacy, oracy or ICT skills might be exploited.
133. The subject is led and managed well. The co-ordinator has a clear idea of the main strengths and weaknesses through a regular monitoring of teachers' plans and pupils' work. However, she does not have the opportunity to evaluate the quality of her colleagues' teaching and the impact this has on standards. Assessment procedures are good; the information gained from them is used well to show how well individuals and groups of pupils achieve. Resources are good, which is better than during the last inspection, and are helpfully arranged into boxes for each topic.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Standards at the end of Year 6 are in line with those expected nationally. Pupils, including those with special educational needs and those with English as an additional language, are making good progress in their learning.
135. Since the last inspection standards and the quality of teaching have been maintained. The school has made good progress in the provision for ICT and has created a computer suite. All classes have weekly access to the suite and additional time is allocated for flexible use. The computer suite is well equipped with PCs as well as a lap-top computer and an interactive white board. Resources are good and the school has increased the range of hardware and software to support all subject areas. The school has a digital camera and all classrooms have a computer and printer. The school feels that the training from the New Opportunity Fund (NOF) was not effective, but it has benefited from input from a consultant.
136. Throughout the school pupils show increasing confidence in their use of computers. Pupils in Year 6 make good progress learning about multi-media presentations. Average attaining pupils know, explain and record the links made between multi-media presentations. They understand and know that a multi-media presentation can communicate information through text, pictures and sound. Higher attaining pupils create their own pages of a multi-media presentation. Scrutiny of work indicates that pupils have a sound grasp of how to control devices and record the procedures for a repeating lighthouse programme. Average attaining pupils produce simple procedures to turn lights on and make a sound. They use the digital camera and insert pictures with text. In Year 3 pupils know the meaning of terminology, such as "text" and "graphics", and they explain accurately what it means. Pupils confidently change the style and size of the font they are using. They know the font styles are arranged alphabetically.
137. The use of ICT to enhance other subjects is developing well but has the potential to be much stronger. The school has identified this as an area for development. In mathematics, Year 6 pupils enter formulae to find the perimeter of a rectangle and they produce bar graphs and pie charts. They use spreadsheets to show tables and create graphs accurately. Scrutiny of work shows that higher attaining pupils use spreadsheets and correctly explain the effect of changing data. The computer is used for persuasive writing. Pupils write about ICT and Year 6 pupils record correctly in long hand how to change the font size and to insert pictures and text. They record the correct process to send e-mail. Pupils have a good awareness of the importance of ICT in the wider world.

138. Pupils research information from the Internet and use what they find in their studies. In a Year 6 class, for example, pupils recall facts about the Tudors and Henry VIII from their use of a multi-media package. In geography Year 5 pupils use the computer to research information about Chembakoli and to identify its location in India. The computer is used appropriately to help pupils with special educational needs improve and gain confidence in their spelling but the potential for supporting pupils with special educational needs is not yet fully developed.
139. Teaching is good. Teachers have worked hard to develop their own ICT skills and are using the ICT suite and inter-active whiteboard well to enrich teaching and learning. Lessons are well planned and teachers give clear demonstrations and explanations. Pupils share the computers sensitively although there is currently no check to ascertain if all pupils have equal access. Teachers use questions well to check learning and understanding. Planning identifies learning and activities well but does not always identify specific work for higher attaining pupils. As a result, these pupils are not always sufficiently challenged.
140. The co-ordinator has made a highly significant contribution to the development of the subject so far and has an excellent vision for further development. He has ensured the computer suite is used efficiently and has been responsible for developing the good range of software and hardware resources within the school. Technical problems are identified immediately and dealt with swiftly. The co-coordinator monitors planning and works alongside other teachers. He has not yet monitored teaching and learning in lessons. There is a very good action plan to develop the subject and to ensure ICT enriches all curriculum areas. Assessment procedures are good and the information gained from them is used well to ensure that pupils build securely on what they already know, understand and can do.

## MUSIC

141. Pupils reach standards in line with those expected by the age of eleven, overall, although their singing is below the standard expected. All pupils make satisfactory progress, including those with special educational needs and those for whom English is an additional language. In some lessons pupils achieve good standards. This is similar to standards of attainment in music at the time of the last inspection. Although curriculum provision for music has improved since the last inspection and the subject is becoming more significant in the life of the school generally, it does not yet contribute sufficiently to pupils' creative development.
142. Year 3 pupils repeat simple clapped rhythmic patterns but find it difficult to maintain a steady beat as they pass a beater around the circle. Year 4 pupils compose rhythmic patterns and maintain them securely over the teacher's steady beat. Singing in the Year 5 class was mainly in tune but without much expression, which was true more generally of the singing heard in assemblies and lessons during the inspection week. Pupils in Year 6 describe different kinds of music they have listened to using appropriate vocabulary such as 'opera' and 'saxophone' but they find it difficult to compare and evaluate these.
143. The quality of teaching and learning seen in music lessons was satisfactory overall with one very good lesson. Teachers explained new ideas clearly, based on their secure understanding of the subject matter. For example, the clear explanation of musical phrases given by the Year 5 teacher led to good acquisition of new knowledge and vocabulary for many of the class. Planning and organization of lessons were satisfactory, although sometimes pupils were asked to stay on the same activity for too long leading to restlessness and deterioration in the quality of their work. Some teachers varied the methods they used effectively, like the

Year 4 teacher who asked her pupils to work in pairs and built the lesson up very effectively towards a whole class performance in two halves. Year 6 children showed enthusiasm for music in discussion. They were keen to talk about the instruments they have played and performances they have attended. However, they could not discuss the music they were listening to in assembly during the inspection week in any depth because the periods for listening and reflecting are too brief.

144. The provision for instrumental music tuition, which includes brass, strings and woodwind, is good. The peripatetic teachers are helping to raise the profile of the subject in school. There are also extra-curricular clubs for recorder players and choir. More performers visit school now, such as the auto harp player who conducts a workshop once every two years. However, musical opportunities are still limited for some pupils and music is under represented in displays around the school. There is no evidence that information and communication technology is used to support learning in music. The school would benefit from continuing to explore ways of making music a more significant part of school life, recognizing the important contribution it can make to the creative development of all pupils.
145. The subject is allocated a satisfactory amount of time but the single weekly lessons are too long for pupils to sustain their concentration and too far apart for them to build securely enough on the learning in the previous lesson. This means progress is not as fast as it might be, particularly for the younger pupils. The scheme of work for music has been reviewed and amended and is now based on national guidance. It has been gradually introduced in different year groups since 2000, starting with the youngest pupils. The new scheme provides a broad and balanced programme of performing, composing and appraising skills mapped out over the year.
146. Although she has promoted the role of music in the life of the school, the co-ordinator recognizes that there is more to do. She understands her responsibilities well, monitoring planning regularly and offering advice and support. The school's use of assessment tasks each year to track and record individual progress is good. She is committed to developing the subject and has some knowledge of where such development is needed. For example, she is aware that some colleagues lack confidence in teaching composing skills. However, she does not monitor and evaluate teaching and learning across the school and so has no knowledge of how the quality of teaching contributes to pupils' learning, although she has attempted to use tape recordings for this purpose. Music contributes satisfactorily to pupils' learning about their own cultural traditions and those of other cultures, and resources such as the new collection of drums support this. The school benefits from a dedicated music room although it is used for teaching numeracy during the morning and also houses the reference library. Resources are satisfactory, overall, but variable in quality; some are not readily accessible.

## **PHYSICAL EDUCATION**

147. By the end of Year 6, all pupils, including those with special educational needs and those with English as an additional language, achieve the standards expected nationally. They make satisfactory progress in their learning throughout the school, but standards and achievement could be better if more time was allocated to physical education. Pupils experience fifty minutes physical education each week plus eight weeks swimming per year. This is considerably below the nationally recommended time of two hours a week. Although the curriculum includes all areas of activity, pupils experience only one activity per week for most of the year. As a result, standards are not as good as they could be as progression is limited

by lack of time. Pupils with special educational needs are appropriately supported in lessons. There is no difference in the standards between girls and boys.

148. Since the last inspection, pupils' standards and the quality of teaching and learning have been maintained. During the inspection lessons were observed in games only and pupils went swimming, although this lesson was not observed. No lessons were observed in gymnastics or dance, although a scrutiny of teachers' planning indicates these activities take place. During the residential trip in Year 6 pupils experience a range of outdoor adventure activities.
149. The school achieves well in inter-school sporting competitions. Extra-curricular clubs make a significant contribution to personal development and these are well attended even though most clubs are held on the same night. The school has developed sound opportunities for pupils to improve their physical skills, co-ordination and confidence by providing a range of playground equipment such as skipping ropes for use at playtimes.
150. By the age of eleven, pupils have developed a satisfactory range of skills and are beginning to apply them in a game situation. Pupils throw and catch with confidence and reasonable accuracy. Higher attaining pupils combine a chest pass and change direction using pivoting but the majority have not learnt to move into a space after passing the ball. Most pupils have not yet learnt attack and defence strategies but planning identifies this skill as needing to be taught later in the term. Pupils work co-operatively and sensitively with a partner. By the time pupils leave the school the majority can swim 25 metres.
151. There is insufficient emphasis on the importance of activity and the effect of exercise on the body. When asked about the effect of exercise most pupils give superficial answers such as, 'Exercise keeps you fit and warm ups prevent you pulling muscles. Pupils know a range of country dances and teachers' planning indicates that pupils experience an appropriate range of other dance activities.
152. The quality of teaching is satisfactory overall with instances of good teaching in Year 6. Discipline is firm and teaching points are given clearly. All lessons are well planned with clear teaching points to guide improvement. Teachers are good role models and change appropriately for lessons. In the most effective lesson the teacher maintained good levels of physical activity and gave pupils opportunities to evaluate their own and others' work. Demonstrations and explanations, for example of how to perform a chest pass in netball, were clear. On occasions pupils are not always given sufficient time to practise a skill and consolidate their learning and are over-challenged. In a Year 4 lesson, for example, pupils were placed into competitive small-sided team games before they had practised throwing and catching skills. Most teachers observe well in lessons and give helpful feedback to pupils to help them improve their performance. Assessment is good and is linked securely to the scheme of work. Literacy skills are developed well and teachers identify key vocabulary in their planning. The use of ICT and numeracy is less well developed.
153. The co-ordinator provides strong leadership and has worked hard to improve the focus of physical education. She has done as much as she could considering the majority of classes have only one lesson of physical education per week. The co-ordinator is very well organised and has worked hard to establish links with local sporting bodies. The school benefits from links with the local hockey, cricket, rugby and athletics clubs. There have been visits from coaches in orienteering, cricket and football. The co-ordinator monitors planning but has not observed lessons. There is a clear action plan for the development of the subject. The co-ordinator is a good role model who has worked hard to improve planning. Resources and

accommodation are good. The school has a good size playing field and playground and both are well marked out for games.

## **RELIGIOUS EDUCATION**

154. Pupils' attainment at the end of Year 6 is broadly in line with the expectations of the locally agreed syllabus. The school has worked successfully to improve teachers' knowledge and understanding in this subject, which has addressed a key issue of the last inspection report and has led to significant improvement in standards since the time of the previous inspection. Pupils in all groups, including those with special educational needs and those with English as an additional language, make satisfactory progress. A particular strength is the reflection and discussion work in lessons, which promotes good thinking skills and high quality responses in all year groups.
155. By the age of eleven, most pupils have a secure awareness of the three different religions they study. They know that each has different customs but shares other features, such as having holy books: the Bible, Qur'an and Torah and places of worship: churches, mosques and synagogues. Most pupils understand that many religious stories convey important messages about good and evil. For example, Year 5 pupils understand the qualities shown by the characters in the story of the prodigal son. Year 6 pupils show an increasing understanding of Judaism and they record critical points in the life stories of important religious figures from past and present, such as Mother Theresa. Year 4 pupils explain that the Ten Commandments are special rules that God gave to Moses and Year 3 children relate their own special books to the special nature of the Bible for Christians. Pupils are well aware of the role of feelings, such as caring, fairness and being thankful. They respond thoughtfully and sensitively to others' views on religious and moral issues and discuss sensibly why people believe certain things are right and wrong.
156. The quality of teaching and learning in lessons is good, overall, ranging from satisfactory to very good in the lessons seen. Lessons are carefully planned and teachers have secure understanding of the subject matter. This enables them to make difficult ideas clear, such as the symbolism of water in faith, which was effectively illustrated with links to the Bible during a Year 6 lesson. Teaching methods are more variable. Some teachers used a limited range of discussion and recording activities whilst others used group work and open, probing and challenging questioning that promoted deep exploration of issues and thoughtful responses. An example of good practice was the discussion in a Year 4 lesson that built securely on pupils' ideas about familiar symbols and used the story of Moses receiving the Ten Commandments to develop thinking about symbolism. Pupils' work is presented well and is sometimes marked well by teachers with comments that offer pupils feedback on their success in achieving the learning intention. However, all pupils complete the same tasks and these do not always provide enough challenge for the higher attaining pupils. The subject is helpful to the teaching of literacy as well as being the main way pupils' spiritual development is enhanced. There is little evidence of information and communication technology being used to support learning in religious education.
157. Nearly all pupils show a positive attitude in lessons, contributing to discussions and settling quickly to tasks. They enjoy sharing their thoughts and show respect for what others have to say. Lessons that conclude with periods for quiet reflection, such as the Year 3 reflection on something special in their own family lives, successfully develop pupils' spiritual awareness.
158. Subject co-ordination is satisfactory. The co-ordinator has a clear view of her role and has developed it well in a relatively short time. The issues that arose in the previous inspection

report have been addressed systematically leading to changes in the time allocated to the subject and the scheme of work, and increased importance being given to periods for reflection. Planning is now based firmly on the agreed local syllabus, which the previous co-ordinator helped to devise. Monitoring of planning and work sampling is good and leads to curriculum adaptations when necessary. Assessment takes place regularly and individual progress is recorded and tracked well. The co-ordinator has not yet had the opportunity to attend relevant training courses or to gain an overview of standards in teaching and learning through monitoring lessons and evaluating colleagues' practice. Resources are variable in quality and range but satisfactory overall. They include artefacts for each of the three faiths studied; however, visits to places of worship and visitors representing the faiths do not yet include Islam and Judaism.