

## INSPECTION REPORT

**ST JOHN'S ROMAN CATHOLIC VOLUNTARY AIDED  
PRIMARY SCHOOL**

Baldock

LEA area: Hertfordshire

Unique reference number: 117487

Headteacher: Mrs Lillian Parker

Reporting inspector: Mrs Jayne Clemence  
22629

Dates of inspection: 7 – 10 July 2003

Inspection number: 247793

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Roman Catholic Primary School

School category: Voluntary Aided

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Providence Way  
Baldock  
Hertfordshire

Postcode: SG7 6TT

Telephone number: 01462 892478

Fax number: 01462 892683

Appropriate authority: Governing Body

Name of chair of governors: Mr Peter Westley

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22629	Jayne Clemence	Registered inspector	Foundation Stage curriculum  Science  Music  Educational Inclusion	How high are standards?  How well are pupils taught?  How well is the school led and managed?
9770	John Baker	Lay inspector		Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with the parents?
1224	Graham Todd	Team inspector	Mathematics  Information and communication technology (ICT)  Art and design  Design and technology (DT)  Special educational needs	
31838	Martyn Williams	Team inspector	English  Geography  History  Physical education (PE)	How good are the curricular and other activities

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>13</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St John's is a Roman Catholic Voluntary Aided Primary School situated in Baldock, Hertfordshire. There are currently 224 pupils on roll between the ages of three and eleven. Twenty-one children attend the nursery part time for mornings only. The vast majority of pupils have a White British heritage and a small minority are White Irish. A very few pupils are from an Asian heritage. A very small minority of pupils has English as an additional language, though not at the earliest stage of learning to speak the language. Approximately two per cent of the pupils are known to be eligible for free school meals. Sixteen per cent of the pupils are identified as having special educational needs, and one quarter of those pupils are at the higher level of support. A very small minority of pupils has a Statement of Special Educational Needs. All these figures are much lower than those found nationally. Attainment on entry to the school is above average. Pupils come from a wide area geographically in order to gain an education within the Roman Catholic faith. The school has had difficulty recruiting staff and though there was a full complement during the inspection, this may be difficult to sustain. A high proportion of teachers at the time of the inspection were either newly qualified or appointed more recently to the school.

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

St John's provides a sound education for its pupils. The school has a number of strengths and some key areas for improvement. There is sound leadership and management, and satisfactory teaching overall. Standards have risen noticeably between 2002 and 2003, though trends over time have been below the national average. The school provides satisfactory value for money.

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

- The early years provision (nursery and reception) is effective and children have a positive start to school life; they learn very good work habits
- The good teaching in the early years, Years 1, 2 and 6 is having a positive impact; standards have improved between 2002 and 2003 in mathematics, science and information and communication technology
- Pupils achieve well in English and attain well above average standards; as a result, they access other subjects more readily
- Pupils with special educational needs achieve well; their needs are assessed effectively and work matched appropriately
- Learning support assistants are very effective and make a strong contribution to the pupils' learning
- There are very effective links with parents, and very good quality information that ensures they are fully informed of their children's progress

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

- Strategies for monitoring and evaluating teaching, learning, behaviour and achievement are unsatisfactory, and not sufficiently systematic to eradicate current weaknesses; some subject leadership roles are underdeveloped
- Standards could realistically be higher in Years 3 to 5; teaching is only satisfactory overall, and occasionally unsatisfactory or poor; pupils' learning varies unacceptably between classes
- Numeracy skills across other subjects of the curriculum are not planned for systematically, and there are missed opportunities to practise these skills further
- A significant minority of pupils are restless and disrespectful because policies, procedures and strategies for managing pupils' behaviour are not sufficiently robust or applied consistently, and some teachers' expectations for them to improve are too low
- The pupils' personal and social skills are underdeveloped by the school; there are insufficient opportunities to make decisions, follow enquiry independently and evaluate their own learning

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

The senior management has previously identified three out of the five areas for improvement. Three are already included in the School Improvement Plan

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in 1997. Within this judgement, there is a mixed picture. In some aspects of school life, improvements have been good, whilst in others, there has been a decline from previous judgements. Standards have improved more recently, though the trends over time have been below the national average. There has been significant improvement in the early years provision and for ICT. The leadership and management, and pupils' attitudes and behaviour, previously judged as good are now satisfactory overall. The school has had a high turnover of staff in the last two years that has slowed the pace of change.

## STANDARDS

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

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

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

Standards are improving, and pupils achieve satisfactorily over time. Children in reception are on course to exceed the Early Learning Goals by far. This represents good achievement in relation to their starting points. In the national test results in 2002, by the end of Year 2, standards compared with all schools were average in reading, above average in writing and below average in mathematics. Teachers' assessments in science showed standards to be average. By comparison with similar schools, standards were below average in reading, writing and science, and well below average in mathematics. Pupils' achievements over time in Years 1 and 2 are therefore satisfactory. By the end of Year 6 in 2002, pupils reached standards in the top five per cent nationally in English, and average standards in mathematics and science. Trends show an uneven and variable picture historically, with wide variations in standards. In 2002, although many pupils reached the higher level (Level 5) in English, many of those pupils did not reach the higher levels in mathematics and science. This indicates underachievement at that time by some pupils in relation to their starting points. Pupils in Years 3 to 6 achieve satisfactorily over time.

Standards show a significant improvement in national test results between 2002 and 2003 by the end of Years 2 and 6. Many more pupils reached the higher levels in English, mathematics and science than the previous year. At the time of the inspection, the national figures were not available for the purposes of making a comparison. Inspection evidence found the pupils achieving satisfactorily by the end of Years 2 and 6 in relation to their starting points. The pupils' achievements are satisfactory and not good overall due to the weaknesses in teaching in Years 3, 4 and 5. Pupils with special educational needs achieve well, as they are well supported. Higher attaining pupils could achieve more in parts of the school, and in particular Years 3, 4 and 5, if they were challenged more rigorously. The school's targets are realistic and challenging and based on secure assessment information from pupils' previous achievements. The effective strategies for developing the pupils' literacy skills are having a positive impact as they are able to access other subjects more readily. The pupils' numeracy skills could be



developed further, if opportunities were planned for more systematically across other subjects of the curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall; pupils are enthusiastic to come to school, and keen to learn in most classes
Behaviour, in and out of classrooms	Satisfactory overall; pupils understand the boundaries, though some do not adhere to them consistently
Personal development and relationships	Satisfactory; pupils grow in confidence and maturity as they move through the school
Attendance	Very good; pupils attend regularly and arrive punctually; school starts promptly and the pupils' attendance ensures continuity in their learning

Pupils' attitudes, values and personal development are sound overall. In parts of the school, they are good and very good. Attitudes and behaviour vary unacceptably between classes, and the positive foundation laid in the nursery is not built upon systematically as they move through the school. The pupils' personal development is sound, though opportunities for making decisions, following independent enquiry and evaluating their own learning are underdeveloped, and similar to that reported at the previous inspection.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory and having a sound impact on the pupils' achievements. Teachers include all pupils fully and they show sensitivity to their wide ranging needs. Whilst teaching and learning in Years 1 and 2 are good, the pupils' achievements are currently satisfactory, and there has been some underachievement over time.

### Strengths in teaching and learning include:

- effective teaching in English and literacy enabling pupils to make good gains in their literacy skills;
- very effective use of learning support assistants; pupils make good gains in their learning as a result of their contribution;
- good teaching for pupils with special educational needs; work is appropriately modified and they learn effectively as a result;
- good teaching and learning in the nursery and reception (Foundation Stage) give children a very positive start to school life.

### Areas for improvement in teaching and learning include:

- more systematic development of the pupils' numeracy skills across other subjects, and ensuring a higher proportion of good or better teaching in mathematics, where currently it is only satisfactory;
- greater challenge in some lessons for higher attainers;
- more rigorous strategies for managing the pupils' behaviour;
- the match of work, pace and expectations, where teaching is satisfactory, could be more rigorous and demanding;
- including pupils more fully in evaluating their own learning and identifying areas for further improvement.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the curriculum is broad, balanced and relevant to the pupils
Provision for pupils with special educational needs	Good; pupils are identified swiftly and supported effectively; they achieve well in relation to their starting points
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision for moral, social and cultural development, and good provision for developing their spiritual awareness, as this aspect permeates all aspects of school life
How well the school cares for its pupils	Good; pupils' welfare is a priority; assessment procedures are good ensuring that pupils' progress and achievements are tracked closely

The school works very well with parents. There is a strong partnership between home and school that supports the pupils in their learning. The curriculum for literacy is good. The curriculum for numeracy is satisfactory though it could be improved further by more systematic planning for numeracy across other subjects. The curriculum for children in the Foundation Stage is very well organised, ensuring that they have a wide range of good quality learning experiences.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher provides sound educational direction and is ably supported by senior managers, including the deputy headteacher
How well the governors fulfil their responsibilities	Sound; the governing body is ably led by the Chair of governors and they fulfil their responsibilities diligently
The school's evaluation of its performance	Unsatisfactory; strategies for evaluating the impact of the school's actions on standards, teaching and learning are not sufficiently rigorous or robust
The strategic use of resources	Satisfactory; people, resources and time are used efficiently

The headteacher and deputy headteacher have brought stability and consistency to the school over a long period, and have minimised the impact of staff changes over time. Almost half the teachers are either newly qualified or more recently appointed to the school. The headteacher and senior management are working hard to support and improve teaching and learning. The leadership of subjects is variable. In the best examples, including English, ICT and music, it is systematic and effective in leading and identifying priorities. Some subject leaders are very new to their posts and have not had time to monitor standards. Leadership for science is unsatisfactory and does not set sufficiently high standards for leading the subject. There is a suitable number of staff and the accommodation is satisfactory, though becoming increasingly cramped. Resources are good and in good condition. The school has a bright, attractive learning environment where pupils' work is displayed and celebrated carefully. The school applies the principles of best value satisfactorily to its decision making, and as a result, operates efficiently.

## 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 expects their children to work hard and do their best</li> <li>• Their children like school</li> <li>• They would feel comfortable approaching the school</li> <li>• The teaching is good</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more activities outside lessons</li> <li>• Some felt the amount of homework is not right</li> <li>• A minority felt the school does not work closely enough with the parents</li> <li>• A minority said they are not well enough informed about their child's progress</li> </ul>

Inspectors agreed that children like coming to school and recognise the school is open and welcoming to them. Inspectors agree, to some extent, about the other strengths, but consider some children could be expected to work harder and do better, that teaching is satisfactory and not good overall, and that the school is led satisfactorily. The level of activity outside lessons was considered to be good, and homework appropriate for their age, and set regularly. Inspectors judged the school to work very closely with parents and to provide very good quality information about the children's progress.

## **PART B: COMMENTARY**

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

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

1. Standards are improving and pupils achieve satisfactorily. Standards show a marked improvement in national test results between 2002 and 2003 by the end of Years 2 and 6, with a significantly higher proportion of pupils reaching the higher levels in English, mathematics and science. Improvements in standards have been satisfactory since the previous inspection, though trends show an uneven and variable picture. Trends in the school's national test results were below the national trend in 2002, and there were variations in standards reached by pupils. In 2002, for example, although many pupils reached the higher level (Level 5) in English, many of those pupils did not reach the higher level in mathematics and science. Trends indicate underachievement by some pupils in relation to their starting points. This trend has improved in the latest national test results, and inspection evidence shows a more positive picture overall.
2. Many children start school in the nursery with a wide range of skills, and their attainment on entry is above average. They settle swiftly into school life and achieve well during their time in the early years. By the time they leave the reception class, most children have met and exceeded the Early Learning Goals by a long way. The children achieve well because of the wide range of appropriate activities that develop their skills systematically. The skills they bring to school are developed further and at the same time, they acquire very positive attitudes towards school life. Children follow well-established routines and understand there are expectations of them and their behaviour.
3. The school sets realistic and challenging targets, and there is an appropriate emphasis upon raising standards further for specific groups of pupils. The senior teacher has responsibility for raising achievement for pupils with special educational needs and those pupils achieve well in relation to their individual starting points. Learning support assistants are very effective in supporting individual pupils and groups in their learning. They know the pupils very well and understand what to do in order to help them further.
4. By Year 2 in the national test results in 2002, standards compared with all schools were average in reading, above average in writing and below average in mathematics. Teachers' assessments in science showed standards to be average. When compared with similar schools, pupils by Year 2 reached standards that were below average in reading, writing and science, and well below average in mathematics. Inspection evidence, and early indications of the national test results in 2003 show a more favourable picture. At the time of the inspection, the national figures were not available for the purposes of making comparisons. In the 2003 national test results, a significantly higher proportion reaching the higher Level 3 in reading, mathematics and science than the previous year. Almost half the pupils reached the higher Level 3 in reading, mathematics and science, where previously the figure had been less than one third. Although there were fewer pupils reaching the higher Level 3 in writing, there was a steady, though more modest, improvement. Pupils achieve satisfactorily over time in Years 1 and 2.
5. By Year 6 in the national test results in 2002, standards compared to all schools were very high in English and average in mathematics and science. When compared with similar schools, pupils by Year 6 reached standards well above average in English, below average in science and well below average in mathematics. Inspection evidence and indications from the recent national test results show that high standards have been sustained in English, and almost half the pupils reached the higher Level 5. In mathematics, more than one third of the pupils reached the higher level, where in the previous year, the figure was only one quarter. In science, half the pupils reached the higher level, where in the previous year, one third of the pupils reached the higher level.
6. Inspectors found the pupils achieving satisfactorily in many areas in relation to their starting points. Pupils achieve satisfactorily rather than well, because the quality of teaching in Years 3, 4 and 5 is only satisfactory rather than good, and at times, there is evidence of unsatisfactory and poor teaching in those year groups. This means that the pace of learning is not sustained

consistently through the school. The pupils' attitudes towards their work are not as positive as elsewhere in the school, and their efforts decline. This in turn restricts their rate of progress and overall achievements. Pupils achieve well in English and music throughout the school, and in mathematics and science in Years 1, 2 and 6. In all other subjects, the pupils' achievements are satisfactory in relation to their starting points.

7. Pupils with special educational needs achieve well due to their swift identification and effective individual support. They learn well in lessons because of the focused support they receive, both individually and in groups. Individual targets are reviewed and revised regularly, and most are precise and measurable, assisting their individual tracking over time. Higher attainers achieve well in parts of the school, and they make rapid progress in Years 2 and 6 because of the strong teaching in both those year groups, and the high level of challenge and expectations. Higher attainers in particular are not sufficiently challenged in Years 3, 4 and 5 due to weaknesses in the quality of teaching.
8. There is a significant minority of pupils whose behaviour hinders their learning. The school does not have robust enough strategies for managing their behaviour or ensuring that they are challenged systematically with work appropriately matched to their needs. Their behaviour and attitudes are variable, and dependent upon the quality of teaching. Some of those pupils are higher attainers and appear bored in some instances by the level of work expected of them. Where teachers are secure in their management of behaviour, set consistent boundaries and have high expectations, most pupils in turn respond positively and put effort into their work.
9. Children achieve well in the nursery, reception, and Years 2 and 6. They achieve particularly well in Years 2 and 6, as the teaching in those year groups is very effective in setting high standards, and ensuring that the pupils achieve as they should. Standards and achievements are not sustained consistently in Years 3, 4 and 5, and valuable learning time is lost as a result. The very positive outlook established when children start school is not developed systematically, and their efforts and attitudes to school work are reduced as a result. Where teaching is strong, the teachers make up for lost learning, and ensure that gaps in the pupils' knowledge are filled.

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

10. Pupils' attitudes to the school are satisfactory overall. Virtually all pupils like school, regardless of their individual differences or backgrounds, and take part enthusiastically in the good range of extra-curricular activities provided. Attitudes to learning are good in the Foundation Stage and Years 1, 2 and 6, which results in the pupils in these classes achieving well. However, in Years 3 to 5, when teaching is not of a high quality, a significant number of pupils rapidly lose interest and their achievements are hindered as a result.
11. Behaviour is satisfactory overall and good in the Foundation Stage and Years 1, 2 and 6 lessons where pupils conform well to discipline, creating an environment conducive to learning. However, in Years 3 to 5 a significant minority of pupils is restless and disrespectful which, on some occasions, causes disruption to lessons and has an adverse effect on learning. Behaviour is good overall in all other areas of the school. Pupils play harmoniously together at playtimes, when there is some boisterous play, but no signs of aggressive behaviour. Pupils move sensibly around the school and show due reverence in assembly. The school's emphasis on spiritual aspects of life is reflected in the pupils' outlook and attitudes as they reflect and think on issues beyond their immediate experience. There are places in all classrooms for quiet reflection, sometimes called 'special places' where the pupils may go to sit quietly and think. This opportunity is used sensibly by many pupils. There have been no exclusions in the past year, which is an improvement since the last inspection.
12. Relationships between pupils are satisfactory. Most work well together in pairs or groups and play harmoniously together. Relationships between pupils and staff are, for the most part, satisfactory and in some instances good or better. However, in Years 3 to 5 on some occasions pupils are disrespectful and do not readily conform to instruction.

13. Pupils' personal development is satisfactory overall. In reception and Years 1 and 2, pupils take on a good range of responsibilities in the classroom, which makes a significant contribution to their personal development. Pupils in Years 3 to 6 undertake classroom responsibilities appropriate to their age and older pupils undertake whole-school responsibilities such as setting up the hall for assembly and summoning year groups for lunch. These responsibilities make a satisfactory contribution to pupils' personal development. The school is aware of the need to give pupils more responsibility and is planning to set up a school council. Pupils take some responsibility for their own learning, but opportunities are limited.
14. Levels of attendance are well above the national average, there is no unauthorised absence and punctuality is excellent. These factors have a positive effect on attainment and progress. Registration is carried out in accordance with legal requirements.
15. Attitudes and behaviour are not as good as they were at the time of the last inspection when they were judged to be good. Also relationships are not as good since they were previously judged to be very good. The decline in these judgements is linked to the strategies for managing the pupils' behaviour; currently these are not sufficiently rigorous to ensure that pupils behave acceptably and develop positive attitudes consistently as they move through the school. Attendance has improved and punctuality is now excellent.

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

16. The quality of teaching and learning over time is satisfactory overall. In well over one third of lessons observed, teaching was satisfactory and a similar proportion of teaching was good. In just under one fifth of lessons, teaching was very good. A small minority of teaching was excellent. A small, but significant minority of teaching was either unsatisfactory or poor. Teaching in the nursery and reception was good overall, with very good features in the nursery. In Years 1 and 2, teaching was good. In Years 3 to 6, teaching was satisfactory, with examples of very good and excellent teaching in Year 6, and unsatisfactory and occasionally poor teaching elsewhere. The weakest teaching was observed at the lower end of Years 3 to 6. At the time of the inspection, the Year 2 teacher was unexpectedly absent after the first morning, due to entirely unexpected circumstances. Judgements on the quality of teaching and learning in this year group, therefore, relied heavily upon scrutiny of work, discussions with the pupils and outcomes of the most recent national test results.
17. In Years 1 to 6, teaching is satisfactory in ICT, art and design, geography, history and PE. Teaching is good in English and music. Teaching in mathematics and science is good in Years 1 and 2, and satisfactory overall in Years 3 to 6, though in Year 6, the high quality of teaching and learning means that teaching in this year group in these subjects is at least good. There was insufficient evidence to judge teaching in design and technology. Teachers plan to use ICT in a number of different contexts and subjects. This is a useful strategy and helps to develop the pupils' ICT skills systematically as they move through the school.
18. Areas of teaching and learning where the school is particularly effective include:
  - good teaching of the National Literacy Strategy and English, enabling pupils to make good gains in their literacy skills; this in turn is having a direct impact on their learning and progress in other subjects, as they are able to read, write and communicate their ideas more readily. In a very effective literacy session in Year 6, pupils collaborated most effectively in writing a review of a text for a real audience. The teacher's detailed plans and very secure knowledge of the subject ensured that the pupils' skills were developed rigorously and systematically. There were very good opportunities for independent learning, and the frequent 'bursts' of paired or group discussions added energy and focus to the learning, whilst at the same time helping the teacher to assess the pupils' understanding and progress within the lesson;
  - very effective use of learning support assistants; they understand clearly their contribution, and, as a result, make a strong impact on pupils' learning in lessons; evidence from scrutiny of the learning assistants' notebooks and files show meticulous observations of the pupils' learning and responses during lessons, that are passed on regularly to the teachers as part of their assessment records;

- efficient questioning of the pupils to assess their knowledge, and effective recapping of their understanding at the end of lessons, in order to emphasise key learning points. In good teaching in mathematics in Year 2, there was a sharp start to the lesson, and focused questions to assist the pupils' learning further. As a result, all pupils made good gains in the use of mathematical language, and were interpreting mathematical data accurately by the end of the lesson;
  - good teaching for pupils with special educational needs, where tasks were appropriately modified, enabling them to learn effectively. In a good science lesson in Year 1, where pupils were learning that objects could be moved other than by humans, the activity developed to identify what is needed to make a windmill move. The effective support and attention for pupils with special educational needs enabled a pupil who otherwise struggled to understand the idea to offer spontaneously, "use your hand and push the windmill round". This provided a secure starting point for further work in explaining how wind might move the windmill as well. All pupils achieved well and gained much pride in their efforts as a result of the good teaching.
19. Characteristics of the most effective teaching and learning included:
- dynamic delivery of the lessons, excellent relationships between the pupils and teacher and high expectations of what could be achieved during the lesson. In a very good science lesson in Year 6, the teaching built coherently on previous learning, as pupils planned an investigation using a given set of equipment; the open ended tasks had sufficient challenge for higher attainers, and appropriate modification for those pupils with special educational needs; as a result, pupils were enthused, absorbed, and eager to continue, even when the lesson had come to an end. Homework was set as a matter of course, and the pupils offered their own ideas eagerly as to how the activity, and their contributions, might be developed further in the future. There was particularly effective emphasis upon recording, conclusion and evaluation, and pupils listened to one another's contributions carefully and politely in the process.
20. Areas of teaching and learning where the school could improve include the following:
- the match of work, pace and expectations, where teaching is satisfactory could be more rigorous and challenging, in order to increase the amount of learning in lessons, and maintain the pupils' interest more effectively. In a mathematics and numeracy lesson in Year 5, there was good planning and reinforcement at the end of the lesson, however, pupils sat for too long on the carpet and became restless and bored in the process; strategies for managing the restless behaviour were not sufficiently rigorous, and higher attainers in particular could have achieved more in the time available;
  - developing the pupils' numeracy skills more systematically across other subjects of the curriculum; there are missed opportunities for pupils to use their numeracy skills, for example, in science, in order to extend their learning further;
  - ensuring a higher proportion of good or better teaching in mathematics for greater impact on the pupils' learning and achievements;
  - including the pupils more fully in evaluating their own learning and identifying areas for further improvement.
21. Characteristics of the least effective teaching included:
- poor explanation of the task and muddled instructions for the pupils to follow; expectations for their behaviour were too low, and strategies for managing poor attitudes and behaviour ineffective. In a poor science lesson in Year 3, the pupils' attention declined and although most stayed involved at some level, the class were fractious and chaotic and several pupils became tearful. The teacher's control and discipline were poor, and any attempts, including blowing a whistle on two occasions, made little difference to the pupils overall. The learning was poor, and pupils were not helped to develop any sense of pride or satisfaction in their efforts.
22. Improvements in teaching and learning have been satisfactory since the previous inspection overall. There has been significant improvement in teaching in the nursery, where previously there were many weaknesses. There is now less unsatisfactory teaching than at the time of the last inspection, and weaknesses in the assessment of pupils have been largely eradicated.



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

23. The school provides a broad and balanced curriculum and a satisfactory range of learning opportunities to meet the needs of its pupils and fulfil the requirements of the National Curriculum. This is a similar picture to that found at the last inspection. As a church school it follows the diocesan requirements for religious education. This provision is inspected separately.
24. Provision for children in the Foundation Stage is now very good. The curriculum is thoroughly well organised and ensures much continuity for children as they move from the nursery to reception. For pupils from reception to Year 6 there are policies and appropriate schemes of work in place, providing consistent guidance to teachers in all subjects. The sound curricular planning, based on these, ensures that pupils' skills, knowledge and understanding develop in a satisfactory way. This is an improvement since the last inspection when the direction given to the teaching of subjects such as mathematics, information and communication technology, and history was insufficiently detailed.
25. The school adapts the National Literacy strategy well so that it has a good impact on pupils' learning and achievement over the time that they are in school. In all subjects, planning takes account of literacy, and pupils' skills are regularly reinforced. In consequence, pupils achieve well and reach standards that are well above average. Strategies for teaching numeracy skills are less effectively implemented and result in satisfactory achievement. Numeracy skills are not planned for systematically and there are missed opportunities throughout the curriculum to bolster these skills.
26. The range of extra-curricular activities to enrich pupils' studies is good. There is a varied programme of visitors and educational visits both in the locality and local community and further afield to enhance learning and enrich pupils' experiences. There are residential visits each year for older pupils. All pupils benefit from theatre visits and visiting performers so that they experience different varieties of music, dance and drama. There is a good range of sports clubs, which help to provide teams for the regular competitions and matches the school plays with a variety of schools within the area.
27. Equality of access and opportunity is satisfactory overall for both girls and boys, including those with special educational needs. This is generally provided by teaching methods and materials that allow everyone to contribute and be included in lessons, and by the overall satisfactory procedures for monitoring and supporting pupils' academic progress and personal development. All pupils have satisfactory access to the curriculum. The inconsistent match of work to needs, particularly in Years 3 to 5 means that not all pupils regularly have the challenges they need to develop their learning to its fullest extent.
28. Provision for pupils with special educational needs is good. All procedures are in place and meet requirements. Pupils achieve well over time as their needs are identified effectively and work is matched appropriately. The curriculum in most classes is adapted and modified effectively to meet pupils' special educational needs and they are adequately prepared for the next stage of their education. The school is implementing the Code of Practice well and all identified pupils have individual education plans. All pupils are fully included in lessons. The small amount of withdrawal is well structured and very effective in helping pupils to improve their literacy and numeracy skills.
29. There are no pupils who are at an early stage of learning to speak English. The needs of any pupil who might benefit from closer support for communication are met through the normal provision for English as a core subject, and especially through the consistent focus given to key vocabulary in all subjects.
30. Satisfactory provision is made for pupils' personal, social, and health education (PSHE) through a programme of discrete lessons for pupils of all ages, from the reception class to Year 6. This includes citizenship. Some lessons follow guidance from the Qualifications and Curriculum Authority and others follow the guidance of the local education authority. In consequence, there is no clear overview of what is actually covered. The governors have decided that sex education

should form part of the curriculum and this is delivered through the PSHE, RE and science curriculums.

31. The school has satisfactory links with the local community. Parents regularly contribute to school life, for example, by helping pupils read. Local residents share their experiences to enhance history and geography lessons.
32. The school has broadly typical relationships with other schools, including the secondary schools to which most pupils move at the end of Year 6. The transition from primary to secondary school is helped by regular liaison and by a full day's visit for Year 6 pupils to their new school. The school also takes secondary pupils on work experience, and nursery nursing and other students from the local college and further afield. These connections help to broaden pupils' experiences.
33. The provision for pupils' spiritual, moral, social and cultural education is satisfactory overall, although there are no clearly planned opportunities across the curriculum to explore these areas so they are not systematically developed. The provision for pupils' spiritual development is good. There are opportunities for prayer and reflection at the end of each session of the school day, promoting a calm atmosphere prior to lunch and going home. Assemblies provide opportunities for pupils to share and consolidate their spirituality. Displays show that pupils have considered aspects of spirituality in, for example, Islam, Buddhism, and Judaism as well as Christianity, helping them to appreciate other faiths. There are examples of moments of reflection within lessons, such as opportunities to pray for valued friends, inspired by hymn singing during a music lesson for Years 1 and 2.
34. Outcomes show that there is satisfactory provision for pupils' moral and social development overall. The values presented in the school's mission statement and in its behaviour code are not consistently reinforced in all years, so pupils' behaviour in certain classes often lacks responsibility and respect. An opportunity for Year 6 pupils to use 'thinking hats' to reflect on the many different aspects of an issue has contributed to a high level of courtesy and consideration with adults and between pupils themselves. Regular sports and residential activities encourage a sense of teamwork. The PSHE programme encourages pupils to think about social responsibilities. The school regularly invites senior citizens to its Harvest Thanksgiving services. Pupils raise funds for local and national charities. Pupils have opportunities to take on duties as monitors, for example, Year 6 pupils help with the lunch club for younger pupils. Within the PSHE programme there are opportunities for 'circle time' where pupils may discuss openly a range of issues, which affect them in order to resolve them amicably. There is no school council so pupils make no direct contribution to the running of the school.
35. The provision for cultural development is satisfactory. There is satisfactory provision for learning about western and world traditions, for example, through literature, music, art and geography. There have been visits from a group of African dancers thanks to links made with a temporary teacher at the school. Through religious education pupils learn about major world faiths. They learn about life in Africa through studies in geography. The school also has strong links with a partner school in Gambia. Pupils have pen pals and these links help them to appreciate widely different cultures and hence help them to prepare for life in a multicultural society. They are encouraged to develop an awareness of cultures in their own country that differ from their own, and many understand the importance of tolerance and respect for people who may do things differently, for example, in their religious beliefs, celebrations, clothes and traditions.

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

36. This is a caring school that has good procedures overall for ensuring pupils' welfare, health and safety. Child protection procedures are good. The designated person keeps up to date through attending training courses and disseminates information to staff at staff meetings. All staff have a copy of the child protection policy, which gives them a clear understanding of signs and symptoms, how to act and the procedures to be followed. Liaison with other agencies is good.

37. Health and safety procedures are very good and provide a safe working environment. All routine testing is up to date, and health and safety inspections are carried out termly by the premises committee. The governing body takes a very active part in health and safety and ensures that any issues are resolved with appropriate urgency. The headteacher and deputy headteacher have clearly defined day-to-day health and safety duties and the caretaker is very diligent in carrying out his role. First aid provision is satisfactory, careful records are kept of any accidents and accident locations are inspected by senior staff to ensure that there are no inherent hazards. Pupils' personal safety, personal hygiene and general well-being are covered satisfactorily through the personal, social and health education curriculum and through the science curriculum. In addition, pupils' safety and, in particular, 'stranger danger' is addressed very thoroughly through the school's child security policy.
38. Procedures for monitoring and promoting attendance and punctuality are good. Registers are checked daily and parents are contacted by 9.30am if they have not notified the school of the reason for their child's absence. In addition to monitoring reasons for absence this also establishes children's whereabouts and ensures that they are safe. Parents are reminded of the importance of regular attendance and punctuality in the prospectus, at the meeting for new parents and through newsletters at the start of the year.
39. Procedures for monitoring and promoting good behaviour are unsatisfactory overall. There are systems in place for rewarding good behaviour, for example, awarding house points, and there is a range of sanctions available for correcting unacceptable behaviour. However, these procedures are not sufficiently robust or consistently applied to be effective with a significant minority of pupils. The school lacks a rigorous overall strategy for managing behaviour and relies on individual teachers to introduce their own, some of which are very effective. For example, the 'Golden Time' group points system for Year 1.
40. Procedures for monitoring and eliminating bullying are satisfactory. All incidents are recorded and dealt with immediately. The bully and victim agree a strategy to resolve the issue and this is effective since incidents do not occur again between the same pupils. However, a few pupils with challenging behaviour do continue to be unpleasant to others and the procedures need strengthening to eradicate this.
41. Pupils are satisfactorily supported and guided in their personal development. Looking after pupils' personal and emotional needs is the responsibility of class teachers, most of whom, together with support staff, know their pupils well and are thus able to provide appropriate support and guidance. The overall sound, and sometimes good relationships between most pupils and their teachers encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. However, some pupils prefer to raise any concerns with the headteacher knowing she will be fair and understanding.
42. Since the last inspection, procedures for monitoring attendance have improved significantly and are now good. Good child protection procedures have been maintained. However, procedures for promoting good behaviour have deteriorated and are now unsatisfactory.
43. The procedures for assessing pupils' attainment and progress are good and have improved significantly since the last inspection. However, the use of assessment to raise standards, improve work and presentation are only satisfactory. The marking of pupils' books is variable, and in several classes there is much room for improvement. In some cases, work is just ticked with a brief comment. Where marking is best it contains comments to help pupils to improve their work. In some classes, the presentation of work is careless and untidy, for example, in mathematics books some pupils are being allowed to put two or three digits in one square.
44. This year a much closer analysis of test results in Years 2 and 6, pinpointing strengths and weaknesses that needed to be addressed in teaching, helped to raise standards to a point where they are above average. However, assessment for pupils in Years 3, 4 and 5 lacks rigour to systematically track pupils' progress. The school has a great deal of test data available to them; a

better analysis of this data, for pupils in these classes, would help to focus teachers on where strengths and weaknesses lie, and what needs to be taught.

45. The teaching assistants make a very positive contribution to assessment with their systematic recording of observations that are shared with the teachers. They are involved in reviews and target setting and have a wealth of knowledge about individual pupils.
46. The identification and assessment procedures for pupils with special educational needs are good and fully meet the requirements of the Code of Practice. The targets on pupils' individual education plans are good and, a useful tool with which to measure progress. The pupils are carefully monitored; their assessment records and tracking by the special educational needs co-ordinator and teaching assistants indicate that the majority are making good progress. Records are thorough and well kept.

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

47. Parents have very positive views about the school. Virtually all consider that their children like school, teaching is good, and feel that the school is well led and managed. Also virtually all feel that their children are making good progress, the school expects their children to work hard and is helping them to become mature and responsible. The vast majority express satisfaction with all other aspects of the school, apart from the amount of homework and the provision of extra-curricular activities.
48. The inspection team supports some of the parents' positive views, namely children like school, information parents receive about children's progress, the school's approachability and its close working relationship with parents. However, it disagrees with some other views expressed by parents. Pupils' progress, behaviour, teaching, expectations and personal development are only satisfactory overall across the school, although they are good in the Foundation Stage and Years 1 2, and 6. Leadership and management are satisfactory. The team also disagrees with the significant number of parents who expressed dissatisfaction with homework, which the team considers to be satisfactory, and with the provision of extra-curricular activities, which the team considers to be good.
49. Parents are very well informed about the school through the prospectus, the governors' annual report, fortnightly newsletters and frequent correspondence on specific events. Also parents are very well informed about the curriculum through the prospectus and termly year group newsletters that are excellent in Early Years 2 and Key Stage 1.
50. Parents are very well informed about their children's progress through consultation evenings and very good annual reports. These reports clearly indicate what pupils can do in all subjects as well as giving attainment levels and targets in English, mathematics and science. The reports from all year groups, bar one, comment on progress in English and mathematics, some year groups comment on progress in science and there is some reporting on progress in other subjects. Since the last inspection the school has consulted parents far more about the identification and assessment procedures for pupils with special educational needs. The school makes every effort to involve them in the review of individual education plans.
51. Parents make a very good contribution to their children's learning at school and at home and this has a significant effect on attainment and progress. There is good, much valued parental help in the classroom and there is very good support on trips and visits. Parents also raise very substantial funds for the school through the parents' association. The vast majority of parents help their children with their homework and there is an exchange of information through homework diaries and the reading record books. All parents attend parents' evenings and there is very good attendance at all school events. All parents have signed the home/school agreement. This massive support from parents indicates to their children the importance their parents place on education. The school has the full confidence of all communities that are represented.

52. The school strongly welcomes parents' support and involvement in the school. For example, parents' views are sought through a biennial questionnaire and acted upon. Since the last inspection the partnership with parents has improved significantly and is now very good overall.

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

53. The leadership and management of the school are satisfactory. The headteacher provides sound leadership, and ensures that the school has a clear educational direction, focused on raising standards further and improving the quality of teaching and learning. The senior managers, including the deputy headteacher and senior managers have complementary skills. The headteacher and deputy headteacher are long-standing members of the team and have a wealth of experience and knowledge of the children, their families and the community. This feature has brought stability and consistency where there has been a relatively high turnover of staff over recent years. There is a clear emphasis upon including all pupils regardless of their individual differences or backgrounds. The school is active in promoting tolerance and respect for one another, including racial equality.
54. The school is relatively small, and almost half the teachers are either newly qualified or more recently appointed to the school. Many subject leaders are, therefore, relatively new to their posts. The headteacher and senior management are working hard to support those staff new to the school and new to their roles. All subject leaders understand the priorities for their areas, though some have not had opportunities to track standards first hand as they have only just taken on their areas of responsibility. Monitoring in these circumstances for some subject leaders is understandably embryonic. There are weaknesses in subject co-ordination for science where leadership is not currently modelling good practice in teaching, or marking of the pupils' work. Subject leadership is good in English and very good in ICT and music.
55. The special educational needs co-ordinator provides very good leadership and makes a positive impact on the provision for pupils with special educational needs. Pupils with special educational needs are identified efficiently, and parents included fully in the process. Targets and plans are clear and to the point, and they are reviewed and revised regularly. Learning support assistants are kept very well informed about the needs of individual pupils, and given relevant training and guidance, in order to keep up to date in their own skills and knowledge of issues. The responsible governors for inclusion and special educational needs are well informed and give regular and useful support.
56. The role and contribution of the governing body is satisfactory. The governing body is ably led. Committees are organised efficiently and effectively to maximise the governors' strengths. Many governors have expertise that is relevant to the school, for example, in business, finance and technology. Governors use these skills strategically to track specific areas of school life. Governors report that they are valued and able to make best use of their time in school. Governors require a more robust and realistic evaluation of the school's current strengths and weaknesses though in order to hold it to account more rigorously.
57. The senior managers have a schedule for monitoring the quality of teaching, though the strategy has yet to address some fundamental weaknesses in teaching in Years 3 to 5. The schedule and timescale for monitoring requires greater rigour in order to eradicate these weaknesses fully. The systems for monitoring teaching, learning, behaviour and achievements are unsatisfactory as they are not sufficiently systematic to secure the required improvements and eradicate current weaknesses. Some of the monitoring activities are not well timed currently. The scrutiny of pupils' workbooks by the headteacher takes place too late in the summer term to address areas of weakness rigorously, and to address any emerging issues. The three-year cycle for evaluating subjects is too long in some cases to address areas of weakness, for example, it is not sufficiently frequent to evaluate science only once every three years.
58. The school's evaluation of its own performance is carried out regularly. Its formal judgements are currently unrealistic and overly generous in the circumstances. The school's self-evaluation judges pupils' achievements to be excellent, and teaching and learning overall very good. Leadership and

management are rated as excellent. During the inspection, discussions with the headteacher and deputy headteacher showed they have a more realistic overview of the school's strengths and weaknesses than is documented formally.

59. The school's priorities for further development are appropriate and sound. Senior managers are up to date with more recent initiatives. The quality and impact of performance management is satisfactory, though strengths and weaknesses are finely balanced. The school has comprehensive information about the pupils' achievements, though its interventions where achievement is unsatisfactory are not sufficiently swift. There is a sound level of commitment amongst staff and a shared capacity to improve. Staff are willing to learn and develop further their own professional practice. More recently appointed staff are supported regularly by more experienced staff, and there is a systematic schedule to ensure that they have time out of their classes.
60. There is good use of resources, and satisfactory deployment of staff. Finances are used efficiently and accommodation utilised to the full. The school has responded quickly to any recommendations from auditors over time. The budget is allocated carefully and ensures that there is a close match to current educational priorities. Grants are used appropriately, and any finances carried forward are entirely appropriate and marked for specific purposes. The accommodation is bright, attractive and well cared for, but has very limited space for group work or additional activities outside the classrooms. The outside learning area for nursery and reception children is very well laid out and makes a strong impact on their learning opportunities. The more recently developed ICT suite is well furnished and used regularly for the benefit of all pupils throughout the school. There is good use of new technology that helps to minimise bureaucracy wherever possible. Resources are good overall, well cared for and stored efficiently.
61. There are a suitable number of well qualified teachers, though the school has experienced difficulties in recruiting staff. There was a full complement of staff at the time of the inspection, though the school anticipates that this may be difficult to sustain in the future.
62. The judgements for leadership and management since the previous inspection have declined from good to satisfactory. The main reasons for this are linked to weaknesses in the quality of monitoring, the unsatisfactory strategies for evaluating the impact of actions on standards, teaching and learning, and the variable quality of subject leadership in the core subject of science.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(\* indicates that this is already identified in the school's improvement plan)

- (1) Improve leadership and management of the school by:
  - establishing a more rigorous schedule for monitoring and evaluating teaching, learning, and pupils' behaviour and achievements over time;
  - developing the role of subject leaders and ensuring that science is led effectively.  
*(paragraphs 54, 56-59, 87, 89, 93, 98, 104, 110, 114, 132)*
  
- \* (2) Raise standards by:
  - improving the quality of teaching and learning in Years 3 to 5;
  - setting higher expectations of what the pupils could achieve.  
*(paragraphs 7, 9, 10, 11, 16, 20, 21, 27, 42, 44, 81, 84, 89, 92)*
  
- (3) Raise standards in mathematics by:
  - planning systematic opportunities to develop the pupils' numeracy skills across other subjects of the curriculum;
  - improve the quality of mathematics teaching in Years 3 to 5 to ensure a higher proportion is good or better.  
*(paragraphs 20, 25, 84, 87)*
  
- \* (4) Improve pupils' attitudes and behaviour by:
  - establishing effective strategies for managing the pupils' behaviour;
  - setting suitably high expectations for pupils' behaviour in class and around the school.  
*(paragraphs 6, 8, 10-12, 15, 34, 39, 42, 57, 84, 93, 131)*
  
- \* (5) Develop the pupils' personal and social skills by:
  - providing more opportunities for pupils to make and influence decisions in their school life;
  - enabling pupils to be involved more fully in evaluating their own learning;
  - establishing more opportunities for pupils to undertake enquiry independently.  
*(paragraphs 13, 20, 30, 34, 98, 104, 120)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	15	15	2	1	0
Percentage	2	17	37	37	5	2	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	224
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	35

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4

#### Unauthorised absence

	%
School data	0



National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	15	14
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	87 (90)	90 (86)	87 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	15	15	15
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (86)	93 (90)	93 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	12	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	10
	Girls	11	9	11
	Total	22	18	21
Percentage of pupils at NC level 4 or above	School	92 (76)	75 (76)	88 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	11	9	11
	Total	21	20	22
Percentage of pupils at NC level 4 or above	School	88 (83)	83 (79)	92 (83)
	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	181	0	0
White – Irish	7	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	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	3	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes**

**Financial information**

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24
Average class size	29

Financial year	01/02
----------------	-------

**Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	134

	£
Total income	537,344.20
Total expenditure	526,071.47
Expenditure per pupil	2,398
Balance brought forward from previous year	34,194.48
Balance carried forward to next year	45,467.21

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	1
Total aggregate hours worked per week	42
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	214
Number of questionnaires returned	75

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	55	44	1	0	0
Behaviour in the school is good.	41	51	5	0	3
My child gets the right amount of work to do at home.	30	46	21	1	1
The teaching is good.	56	41	0	0	3
I am kept well informed about how my child is getting on.	41	48	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	57	37	3	3	0
The school expects my child to work hard and achieve his or her best.	65	29	1	0	4
The school works closely with parents.	36	51	9	3	1
The school is well led and managed.	56	40	1	1	1
The school is helping my child become mature and responsible.	53	45	1	0	0
The school provides an interesting range of activities outside lessons.	23	51	15	0	11

**Please find additional comments under the section of parents' and carers' views of the school.**

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

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

63. The Foundation Stage, comprising the nursery and reception, is referred to by the school as early years 1 and 2. Children attend school part time, mornings only when they start school in early years. The majority of children are on course to far exceed the goals expected for their age in most areas of learning. They achieve well overall in relation to their starting point. On entry to the nursery, the development of many children is above that expected for their age. As a result of the good provision in the nursery, children learn effectively, understand school routines quickly and develop very positive attitudes. These strengths provide secure foundations for children. Overall the quality of teaching and learning is good in all areas of the Foundation Stage curriculum, and there are examples of very good teaching in the nursery. The provision in the nursery has improved significantly since the previous inspection where many areas of weakness were identified. Improvements in the Foundation Stage have been very good overall. The curriculum is very well planned and children, including those with special educational needs have their needs met effectively.

**Personal, social and emotional development**

64. Children achieve well in their personal, social and emotional development. All adults are very sensitive to the children's needs. There are very positive relationships between children and adults, and, as a result, children arrive happily at school, settle quickly and move with confidence between activities. The nursery ensures a balance between support for the children and encouraging them to be as independent as possible. The very effective organisation of activities and resources ensure that children ask questions, make decisions and solve problems. There is much good listening that takes place between children and with adults that promotes good learning.

65. In reception, the children develop a growing awareness of their own and others' needs. During snack times, children organise and share the food, make sure there are sufficient plates and cups, and pass the appropriate utensils around the tables. There is much purposeful conversation that takes place during these times, whilst also creating a time for everyone to share and develop their social skills. Children are increasingly able to dress and undress for PE with little assistance from adults.

66. Children far exceed the Early Learning Goal for their personal, social and emotional development as they show high levels of involvement and persist for extended periods of time on activities of their choice. They demonstrate considerable independence and confidence in what they do, where to go next and in how they become involved with others. They are able to express their likes and dislikes and understand that adults are there to help them.

**Communication, language and literacy**

67. Children achieve well in their communication, language and literacy skills and many far exceed the Early Learning Goal. Many children are self-assured and confident in a range of different settings. They take turns in conversations and work happily on tasks that require discussion such as construction. In the nursery, conversation is a natural element of all activities and in most instances, the children themselves talk easily with one another. Children understand that their ideas and contributions are valued from an early age.

68. In reception, the children enjoy listening to and using both spoken and written language, and listen attentively to stories. They respond very positively to stories, noticing detail in the print and illustrations as the story emerges, as well as words that rhyme and start with the same sound. Many children can give their own ideas of how a story might end, and retell their favourite stories, such as 'Goldilocks and the Three Bears' accurately. Children are particularly confident in speaking clearly, with confidence and control, and show a growing awareness of their audience.

## **Mathematical development**

69. Children achieve well in their mathematical development and are on course to exceed by far expectations for their age in this Early Learning Goal. They become absorbed in activities that help them understand order and number in practical everyday situations. In the nursery, the activities are arranged whereby a maximum of four children usually at any one time may be involved. This requires them to develop an awareness of number from an early age.
70. In reception, children use a range of language such as 'more than' and 'less than' and compare numbers and quantities. They use everyday words to describe position and many develop simple ideas and methods to solve problems. They count forwards and backwards to ten, and match the correct number of items to children, for example, during snack time. Many children record and write numbers legibly and collect the correct amount of apparatus for PE when required.

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

71. Children achieve well in developing knowledge and understanding of the world around them and many are on course to far exceed this Early Learning Goal. The nursery is particularly well organised encouraging children to explore their environment, observe their surroundings and discuss what is happening around them. The nursery environment is bright, attractive and interesting, and children become quickly absorbed in the activities available. The water tray is changed regularly and two occasions during the inspection had green and blue coloured water. Children were fascinated by the objects in the water, including interesting shaped rocks and fish. Children use musical instruments to explore the similarities and differences between sounds and many can identify the source of sounds, and their direction.
72. In reception, children notice the changes in their surroundings, noting the weather, seasonal changes and the growth, for example, of flowers and trees. They are curious to explore the world around them and notice details both inside and outside the classroom. They ask questions continuously about why things work and how, and thoroughly enjoy the regular opportunities to use the ICT and computer facilities from an early age. Pupils develop a growing awareness of their own family backgrounds, including identifying what they remember from the past.

## **Physical development**

73. Children achieve well in their physical development and many far exceed this Early Learning Goal. In the nursery, children move around the room carefully. They hold and use pencils and scissors with care and control, and use a range of small and large apparatus with growing precision. Many children made models of their pets using clay, and glazed their models with fine paintbrushes, paying attention to details such as eyes, feet and tails. The end results were both recognisable and a good match to the original photographs of their pets. The outside space is very well used and children play safely on wheeled toys and in most instances avoid crashes with one another.
74. In reception, children understand that when they exercise, there are changes to their bodies. They understand the importance of keeping a safe space between themselves and others when running in the hall, and many can imitate and mirror actions modelled by an adult.

## **Creative development**

75. Children achieve well in their creative development and use their imagination to increasingly good effect. Teachers are skilful in extending the children's thinking. In the home corner, children learn to use their imagination creatively. They quickly become absorbed in their imaginary world. They use paints carefully and have a good range of materials, including paints, paper, dough and clay to explore further. Children have good opportunities to sing and learn to use simple percussion instruments.
76. In reception, children develop further their imagination and initiate their own ideas, for example, in printing, making models and creating stories with themselves as the characters. They work

confidently with new materials, tools and equipment and organise themselves, often quite independently of the adults. They discover the impact and outcomes of mixing a variety of paints, and express their thoughts quite fluently in the process. Children sing songs, copy rhymes and clap appropriately, displaying strong and accurate listening skills.

## ENGLISH

77. Standards are well above average by the end of Years 2 and 6. Standards reflect pupils' performances in National Curriculum assessments in Year 6 and show an improvement over the latest published results for Year 2. Most pupils are well above average in speaking and listening, reading and writing by Years 2 and 6, although writing is a little less strongly developed than the other skills. On balance, pupils' achievement in all skills is good because their attainment on entry is above average. Both boys and girls contribute to lessons to much the same extent. They behave well because they have a genuine enjoyment of English and an enthusiasm for literature. Pupils' good achievement is the result of a well-structured curriculum and good use of the National Literacy Strategy, adapted to meet the pupils' needs, whereas at the time of the last inspection medium-term planning was inconsistent and unsatisfactory. There are now good procedures to track pupils' progress so work matches the needs and abilities of all pupils well. These improvements continue to have a positive impact on pupils' learning.
78. Standards in speaking and listening are well above average by Years 2 and 6. In Year 2, they understand and respond to a variety of everyday classroom and other familiar instructions, statements and questions. Their ability to respond in clear speech, using Standard English, is well above average. Most pupils use a wide vocabulary and generally speak in properly constructed sentences. Higher attainers are very attentive in conversation and make pertinent contributions, taking the views of others into account. Average and lower attainers tend to focus more on their own viewpoint. By Year 6 pupils have very good listening skills because teachers insist on a high standard of listening, whether to adults or to each other. In one Year 6 lesson pupils listened attentively to their classmates so that their contributions to discussions, whether in pairs, groups or in whole-class activities, were relevant and focused. Pupils were encouraged to speak clearly and to take the initiative in putting forward their views. They engaged constructively with each other because of the consistently good example their teacher gave to them. There is an increase in the breadth of vocabulary as pupils move through the school. This is partly a result of targeted vocabulary being consciously planned by teachers, an aspect of lessons in all subjects. Teachers regularly use good strategies for promoting speaking and listening, for example, good questioning to promote discussion, oral summaries and games.
79. Pupils' standards in reading are well above average by Years 2 and 6. In Year 2, lower attaining pupils, including those with special educational needs, read sentences accurately, give opinions about characters in the books they read and point out their preferences from the text. They are beginning to make predictions about how a story might end. Average and higher attainers offer reasoned opinions on events and characters and are now starting to consider as well the ideas they find in the books. A sample of pupils of all abilities explained correctly how to use the library, but in practice, lower attainers tended not to follow the library catalogue system and applied their knowledge of alphabetical order to shelves selected at random. Pupils of all ages regularly make effective use of the Internet to locate information. In Year 6 pupils read with much fluency and accuracy. Although lower attainers hesitate more than is usual when reading aloud, they comment clearly on the text. Average attainers are beginning to identify the different factors that make a book effective, and higher attainers are also beginning to appreciate some of the ways in which characters are developed. The range of books read independently includes authors such as Judy Blume, Jacqueline Wilson and JK Rowling.
80. Standards in writing are well above average by Years 2 and 6. The majority of pupils write in a clear, intelligible script by Year 2. Handwriting is usually joined. Work in books shows increasing accuracy over time. Lower attainers in Year 2 produce short letters, stories and reports with well-linked ideas. Spelling and punctuation are satisfactory. Average attainers link their ideas into longer and more varied pieces, including examples of vivid descriptions. They punctuate their work well using full stops, commas and question marks, but confuse spellings such as 'there' and



'their'. Higher attainers have a developing appreciation of the effect of the words they choose in order to engage their readers. Opportunities to write for a variety of different purposes throughout the school are good. By Year 6 there are good opportunities in many subjects such as geography and history for pupils to write factual accounts and they recount events well. There are increasing opportunities for creative writing and particularly poetry. Year 6 pupils produce good examples of extended writing, showing a good sense of register. The vast majority of pupils are competent writers who are becoming aware of the power of words and using them to very good effect. For example, in an adventure story an average attainer wrote, "Wings, scales, flame-breath", I said sarcastically, "are usually the signs of a dragon!". There are many examples of competent word-processing, which supports pupils' drafting skills well. There are planned weekly lessons for all classes in the ICT suite so that pupils' skills develop systematically.

81. The quality of teaching and learning is good overall in the school and results in good achievement over the time pupils are in school. Teachers plan lessons well to include suitably demanding tasks in order to extend and develop the skills of pupils of all abilities. Learning support assistants work well alongside teachers so pupils, especially those with special educational needs, have the benefit of more individual attention to further their learning. Effective questioning and constructive criticism help pupils to think hard about what they do well and what they need to do to improve. In Years 3, 4 and 5, however, the quality of marking is not as useful as that found in other classes. Whilst in most cases teachers' written feedback identifies and praises much of what has been done well, it is less effective in pointing out the next steps in learning and setting clear targets. This limits its effectiveness in strengthening pupils' achievement, particularly in writing. Additionally, classroom management in these classes is less secure, so the pace of lessons is inclined to slip and pupils work less constructively and enthusiastically. Pupils' attitudes to learning, including the presentation of their work, vary according to the quality of teaching, but are good overall. Thanks to a strong focus on the development of literacy in all subjects throughout Year 6, pupils achieve well.
82. The leadership of the subject is good. Since the last inspection standards have risen and pupils now achieve well. Documentation is thorough and there has been good monitoring of teaching, although the inconsistencies in marking and managing behaviour remain to be addressed. Good assessment systems have been established, which allows the school to track each pupil's progress carefully through the school. The information gained from assessments is used well and contributes to the good achievement in English. Resources are good, with many new reading books and effective class libraries. The school library is suitably catalogued using the Dewey system, which helps to develop pupils' research skills.

## **MATHEMATICS**

83. Inspection evidence shows that standards have improved significantly between 2002 and 2003. In Years 2 and 6 pupils' attainment is above average. This is because of the high quality teaching in these two classes. The pupils identified as having special educational needs make good progress as they move through the school, and they achieve well. In a large part this is due to the very good support they receive from teaching assistants.
84. Teaching and learning is good in Years 1 and 2, and satisfactory in Years 3 to 6. Teaching is satisfactory overall in mathematics. Pupils achieve satisfactorily by the end of Years 2 and 6. Although standards are above average in Years 2 and 6 they could realistically be higher if the teaching was of a better quality in Years 3, 4 and 5. Although the teaching is satisfactory in these classes it is not good enough to raise standards and build upon the work done in earlier years. The reason for the underachievement is inconsistency in implementing the National Numeracy Strategy. In some classes the beginning of lessons are too long and the pace slow; this results in pupils becoming restless and leads to unsatisfactory behaviour. In other lessons they could make better use of the resources available; for example, number fans and pupils' white boards. Marking of work is inconsistent and although comments such as 'Good work' and 'Well done' are encouraging they do not really help pupils to improve their work. There are, however, some very good examples of marking that could be used as examples of exemplary practice. Assessment procedures in Years 2 and 6 are good. This enables the teachers to plan their lessons and adapt

the curriculum to meet specific needs. The close analysis of data and tracking in these classes has helped to raise standards this year. This needs extending to other year groups in Years 3 to 6 in order to ensure that the work for higher attaining pupils is challenging enough. The use of ICT is developing well. The work scrutiny showed good examples of data collection and the interpretation of information. The use of spreadsheets to analyse data is also being effectively taught.

85. During the inspection, pupils in Year 2 were learning to sort data by using a table. The teacher had planned the lesson in great detail and it built very successfully on previous work in ICT. Pupils enjoyed completing the table by putting different numbers into columns; for instance, odd numbers, single-digit numbers and multiples of five and ten. The higher attaining pupils were able to work independently, set out their work well and used much bigger numbers. Language of mathematics was developed very well when teaching words such as 'horizontal', 'vertical', 'column' and 'row'. The plenary session was effective in reinforcing the learning objects, interpreting the data and assessing how well the pupils had understood.
86. In Year 6, excellent teaching was challenging all the different groups of pupils within the class. A very sharp mental arithmetic session involved setting pupils time limits to solve multiplication problems by using and applying previously learned methods. The pupils responded enthusiastically to the teacher's questions and they listened and concentrated very hard. In the main part of the lesson, outstanding teaching helped the pupils to develop strategies for solving complex problems. Although the pupils read confidently, their interpretation of the mathematical questions showed that they did not fully understand what was required. The teacher focused on this weakness with questions such as, "What operations do we need to use?" and "What is the question really asking?". The teacher made very good use of resources, using the overhead projector to analyse and break down the questions. Excellent questioning and the effective use of pupils' responses helped to clarify pupils' thinking and their understanding in relation to problem solving. Two higher attaining pupils used a spreadsheet to work out a problem. They were able to work independently and apply formulae effectively.
87. The management of mathematics is satisfactory. Improvements since the last inspection include the introduction of a scheme of work, good assessment procedures and much better use of ICT. However, the use of homework is still inconsistent and is not given as often as it should be. Currently the monitoring of the National Numeracy Strategy is not rigorous enough to improve the quality of teaching and raise standards in Years 3, 4 and 5. The use of numeracy across other subjects of the curriculum is not planned for systematically, and, as a result, there are missed opportunities to develop the pupils' skills rigorously.
88. Improvement since the last inspection is satisfactory.

## **SCIENCE**

89. Standards have improved over time, with more pupils reaching the higher levels in Year 2 in teachers' assessments, and in Year 6 in the most recent national test results in 2003. Almost half the pupils in Year 2 reached the higher level (Level 3) in science, compared with less than one quarter the previous year. In Year 6, half the pupils reached the higher level (Level 5) in the national test results, compared with one third the previous year. Standards in science are above average by Years 2 and 6. Pupils achieve well in Years 1, 2 and 6. Their achievements overall are only satisfactory due to weaknesses in standards and teaching in Years 3, 4 and 5. Improvements in science from the previous inspection have been unsatisfactory due to the weaknesses in leadership and management of the subject.
90. Inspection findings showed pupils by Year 2 conduct accurate investigations to find out what happens to chocolate when it melts. They are able to make an electrical circuit work, and understand there are many sources of light. Lower attainers achieve well in Years 1 and 2 because the work is adapted carefully, for example, by providing a framework in order to complete the task, with useful key words and illustrations to help their learning. Higher attainers by Year 2 demonstrate sharp thinking skills in science, for example, in debating why living things are suited to their environment. They show good awareness of the principles of forces, and how they change

the position of objects. Their science investigations are completed with an emerging hypothesis, and pupils' findings are recorded with care and accuracy. Scrutiny of work shows that work is marked consistently with useful comments for further improvement. Activities are modified systematically for lower attainers, and tasks prepared for higher attainers to challenge and extend their scientific thinking.

91. By Year 6, pupils use a wide range of scientific vocabulary in appropriate contexts that demonstrate their understanding. Lower attainers understand how to use and interpret a bar chart, and know that some microbes are used to produce food. They also understand that human bodies need energy from food in order to keep healthy. All pupils know that plants need air, water and sun, and that animals need food to grow, and for activity, repair and maintenance of the body's functions. They are aware that tobacco, alcohol and other drugs can have a harmful and long lasting effect on their bodies. Higher attainers articulate their ideas clearly and identify a wide range of options they might pursue when challenged to develop their own scientific enquiries.
92. Overall, teaching is good in Years 1 and 2. In Years 3 to 6, teaching is satisfactory, though within this judgement, there is a wide variation from very good to poor teaching. The pupils' achievements are satisfactory rather than good due to weaknesses in teaching and learning in Years 3 to 5. Pupils make rapid gains in their learning in Year 6 due to the high quality teaching. This is characterised by secure subject knowledge, meticulous planning and excellent use of resources. Pupils are challenged and expectations are high for them academically and socially. The pupils' science books in Year 6 show carefully marked work, and well-established work routines. Pupils take care and pride in their presentation and respond well to suggestions from the teacher as to how they might improve their ideas and work further. In poor science teaching, the lack of clear instructions, low expectations for pupils' behaviour and weak organisation of resources resulted in poor learning, unacceptable behaviour and a loss of overall discipline. The quality of marking is variable and inconsistent. In the best examples, work is marked regularly. In some instances, the pupils' books have few comments and much work left unmarked for long periods of time. The pupils' learning and achievements, whilst satisfactory, could be further improved if the teaching were more consistently good and weak teaching eradicated.
93. Pupils have good attitudes when the teaching is effective. Their attitudes and behaviour decline sharply when teaching is poor. There is satisfactory use of ICT in science, for example, in presenting findings, drafting work and interpreting data from bar charts previously formulated. The subject leadership is unsatisfactory and is not setting a suitably strong model for science teaching. Monitoring is underdeveloped, and although there is some checking of science books, standards and expectations are too low. The subject is monitored and evaluated on a three-year cycle. This is not regular enough to identify issues and address emerging weaknesses.

## **ART AND DESIGN**

94. Since the last inspection standards have improved and are above average by the end of Years 2 and 6. There are a few examples where pupils attain standards well above the national average; for example, the masks in Year 6 showing incising and slip decoration. Overall, pupils' achievement is satisfactory. The pupils identified as having special educational needs are very well supported and they achieve well in relation to their ability.
95. During the inspection, it was only possible to observe two lessons. The judgement made about pupils' attainment is, therefore, based mainly on the scrutiny of pupils' work and conversations with teachers and the subject co-ordinator. The pupils' work covers all the attainment targets in the National Curriculum, but observational drawing and three-dimensional work require more emphasis. Some very good collage work was displayed by Year 2 pupils; based on Rousseau's picture, 'Tropical Storm with Tiger'. Planning shows work related to other great artists such as Kandinski and Van Gogh. In Year 6, pupils had produced high quality observational pencil sketches of fruit. Sketchbooks are generally well used throughout the school and provide good evidence of how design is being taught.

96. The teaching is sound overall. Teachers plan well and often link their work to other subjects. Examples of this are the work on Egypt and models of the Nile Valley in Year 4 and sketches of the Bayeaux Tapestry in Year 5
97. In a very good Year 6 lesson, pupils looked at Andy Goldsworthy's work and discussed how he used natural materials in his sculptures. They were able to talk about their work and the effects they were trying to create with stones, leaves and petals. Very good questioning by the teacher helped them to think more about the tone and colour of their sculptures. For example, "What would happen if the tone went from light to dark, instead of from dark to light?". The digital camera was used to record their achievements. The teachers are using ICT increasingly; for example, paint programs, research and the recording of work and displays.
98. The management of art and design is satisfactory. Since the last inspection a scheme of work has been introduced and assessment is now in place, however, this requires some improvement particularly pupils' self-evaluation of their work. Teachers' planning and assessment are monitored, but no time is allocated for the monitoring of teaching and learning.
99. There has been satisfactory improvement since the last inspection.

### **DESIGN AND TECHNOLOGY**

100. Standards in Years 2 and 6 are above average. The design aspect of the work in Years 1 and 2, which was a weakness at the time of the last inspection, has improved significantly. Throughout the school pupils achieve satisfactorily, but in Years 1, 2 and 6 they make particularly good progress with their learning. Pupils with special educational needs are fully included and records show that they make good progress and are very well supported.
101. Only one lesson was observed during the inspection. Judgements about standards and achievement are based upon teachers' planning, a close scrutiny of pupils' work, photographic evidence and conversations with the co-ordinator and teachers.
102. In the one lesson observed in Year 4, pupils were making a money container based upon their designs from previous weeks. Sound questioning by the teacher caused pupils to think about the practicality of their designs. Would they be strong and big enough to hold money? Pupils were able to talk about the different materials and considerations that had been taken into account at the initial design stage. Good emphasis was placed on safety and pupils were reminded not to move around the room with scissors and needles.
103. The school now has an appropriate scheme of work and the National Curriculum requirements are fully met. The work covers developing, planning and communicating ideas, working with tools and materials and evaluation. The Internet is being used to develop ideas and the digital camera to record achievement. Links are being successfully made with other subjects. For example, in Year 3, the making of healthy sandwiches and in Year 6, the units of work on shelters and controllable vehicles; both contain strong scientific elements.
104. The management of design and technology is satisfactory. However, there is currently no time allocated to monitor the quality of teaching and learning; the same position as the last inspection. Procedures for assessment are satisfactory, but in several year groups in Years 3 to 6 there needs to be a greater emphasis on pupils' self-evaluation of their work.
105. There has been satisfactory improvement since the last inspection.

### **GEOGRAPHY**

106. Standards at the end of Years 2 and 6 are above average. The achievement of both boys and girls of all abilities, including those with special educational needs, is satisfactory. This is because pupils' attainment on entry to the school is above average.

107. By the end of Year 2 pupils describe and contrast some of the physical and human features of Majorca and their home area. They use this information to explain effectively in simple terms why they judge one holiday destination preferable to another. Using the Internet, they research and compare different places both within Britain and abroad. Lower attainers need more support such as writing frames to help focus their thoughts in order to come to conclusions. Higher attainers demonstrate a greater independence both in research and in their thinking. They are starting to make more detailed evaluations of changes such as the effects on Scottish island society of replacing ferry services by bridges, but overall, pupils' understanding of how people try to sustain or improve environments is not well developed.
108. By the end of Year 6 pupils use geographical terms correctly, for example, in their research into the proposed Baldock bypass. They have applied relevant investigative skills when studying maps, using the Internet and interviewing people in order to collect evidence. Pupils have a good grasp of the importance of location in understanding places and they are now starting to describe geographic patterns, for example, through their linked historical studies of the Indus valley. Their perception of the connections and relationships that make places interdependent is underdeveloped. The work of pupils of different abilities is largely distinguished by the quality of their English and the detail of their explanations rather than their basic geographical knowledge and understanding.
109. The quality of teaching and learning is satisfactory overall and this leads to satisfactory achievement in the longer term. Teachers tend to give greater emphasis to the development of pupils' literacy skills rather than to the geographical skills of investigation and analysis. There are signs that this is changing. For example, in a very good Year 1 lesson there was a strong focus given to questioning and discussion so pupils thought hard about the different forms of transport that would be appropriate for different journeys, and offered reasoned explanations. Pupils' attitudes to the subject are satisfactory overall, but where pupils have greater stimulation to explore, investigate and analyse they are good.
110. There has been satisfactory improvement since the last inspection. Planning and assessment are now satisfactory thanks to the adoption of a nationally recognised scheme of work. The leadership and management of the subject are satisfactory. The co-ordinator has only recently taken on the role. With the support of more experienced colleagues she is beginning to identify some areas for improvement. She is currently completing an audit of resources. These are already good and will be enhanced by further ICT software. She has planned a programme of lesson observations in order to develop strategies to raise pupils' achievement, but this has not yet begun.

## **HISTORY**

111. Standards at the end of Years 2 and 6 are above average. The achievement of both boys and girls of all abilities, including those with special educational needs, is satisfactory. This is because pupils' attainment on entry to the school is above average. By the end of Year 2 pupils have developed a good sense of the passing of time and know some key facts that indicate this. They comment on changes in seaside holidays and describe the similarities and differences between different periods. Year 2 pupils draw, for example, Victorian clothes, and understand how they differ from the present day. Work in their books indicates a good factual knowledge of events such as the Great Fire of London and of the accomplishments of people such as Florence Nightingale. Literacy development is well supported throughout, for example, by activities based on Samuel Pepys' Diary. There are, however, limited opportunities for pupils to sustain higher levels of attainment through explaining and suggesting the consequences of the main events or changes they study.
112. Pupils in Years 3 to 6 study a good range of people and events. These include the Ancient Egyptians, Greeks and Romans, aspects of Britain in the Roman period, such as Boudicca's revolt, moving through the Tudors and Henry VIII and his wives, the Victorians and World War Two. Pupils write well, showing good factual recall and some skill in linking cause and effect. History makes a positive contribution to their literacy and also to their personal development through studies of the work of Victorian social reformers. Pupils demonstrate empathy for the plight of

others, including poor children. For example, one Year 6 pupil produced an articulate and particularly poignant account from the point of view of a 19<sup>th</sup>-century cotton mill girl, exposing very well the pain and tragedy of the child's life. However, there are few examples of higher level work that require pupils to evaluate critically different information sources and pupils are insufficiently encouraged to offer explanations for different interpretations of the same events.

113. Lessons and samples of pupils' work indicate that teaching and learning are satisfactory over time, representing a balance of strengths and areas that require development. Teachers cover a wide range of topics, literacy skills are well supported and opportunities are planned that promote personal development. However, there is limited emphasis placed upon the higher-level skills of historical interpretation. Teaching in the lessons observed ranged from satisfactory to very good. Very good use was made of ICT to motivate Year 6 pupils who were involved in a study of their town. The teacher had prepared good resources to help pupils to interrogate the 1861 census and compare its findings with those of 1891. Pupils worked with enthusiasm and by the end of the lesson about half the class had begun to think about additional areas they wanted to pursue. They are, however, still at an early stage in linking the data to trends and appreciating its wider significance. In a Year 5 lesson, the impact of good planning and guidance to pupils concerning effective investigation of CD-ROM and Internet resources on Ancient Greece was reduced by difficulties in classroom management. This resulted in high noise levels, which impeded learning. Pupils' attitudes to learning vary according to the quality of the teaching they receive, but are satisfactory overall.
114. The co-ordination of the subject is satisfactory. The new co-ordinator has begun to assume responsibility only over the past two months. As a qualified specialist in the subject he has accurately identified areas for improvement, but has not yet had time to address them. The development of the subject since the last inspection has been satisfactory. Planning and assessment are now satisfactory thanks to the adoption of a nationally recognised scheme of work. Resources are now satisfactory because the school has a range of relevant books, makes effective use of the Internet and regularly borrows artefacts and other materials from the local museums loan service. Detailed monitoring of teaching and learning has yet to be fully established.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Standards in information and communication technology (ICT) are above average by the end of Years 2 and 6. Much of the improvement has happened recently and is due to vastly improved facilities with the new computer suite, the training of staff and subject management. Throughout the school achievement is satisfactory, although some of the higher attaining pupils achieve high standards; for example, the work in Year 6 using a spreadsheet for calculation when solving problems.
116. The impact of the training can be seen throughout the school. The majority of pupils enjoy ICT and they treat the computers with respect. The scrutiny of pupils' work shows a significant improvement in the teaching of basic computer skills. Pupils in Year 1 had used the Internet to find out information about how people had lived in the past. Other work showed data collection and tallying about the colour of pupils' hair. This data was analysed and simple questions asked. In Year 4, firework posters combined text and graphics and linked with work in art and design. The use of ICT in different subjects of the curriculum is developing well, for example, work in Year 5 linked to the study of the Greeks. National Curriculum requirements are now fully met.
117. Overall, teaching is satisfactory and teachers use the word-processor effectively to prepare their lessons. In a very well prepared Year 1 lesson, the teacher had based her planning on 'The Owl Babies', a 'big book' that the pupils had been studying in literacy. Good questioning of pupils reinforced facts about the setting of the story and the main characters. Pupils were able to make up sentences from the prepared word bank. The higher attaining pupils were able to add their own words and develop new sentences and print their work without prompting.

118. In Year 3, the teacher had planned to use the Internet and send an email. However, there was a good deal of unsatisfactory behaviour. For instance, talking at the same time as the teacher, refusing to stop talking, calling out and moving around on the computer chairs. This meant that a great deal of the lesson time was wasted.
119. The quality of teaching is best in Year 6. ICT is very effectively used by pupils as a learning tool. In a history lesson, for example, pupils were looking at a database relating to the 1891 Victorian census and studying changes that happened within that era.
120. Subject management is very good. The co-ordinator has ensured that the school is better placed to move forward. Members of staff are more confident using ICT and in demonstrating skills to pupils. There is now a need to increase the monitoring of teaching and improve the software base. Procedures for assessment are good; the portfolio of pupils' work shows the range of work and how the school is starting to level pupils' work. The next stage is to get pupils to evaluate their own work. Effective use is being made of the digital camera to record achievement and the Internet is being used for research purposes.
121. There has been good improvement since the last inspection.

## **MUSIC**

122. By the end of Years 2 and 6, pupils reach well above average standards in music, and well above average standards in singing. Pupils achieve well in music. Pupils with special educational needs achieve well, and similarly to others in their groups.
123. By Year 2, pupils sing tunefully and perform their own rhythmic patterns using a range of percussion instruments. They create different moods by altering the speed and volume of their playing. By Year 6, pupils demonstrate understanding of musical vocabulary, such as 'pitch', 'dynamics', 'tempo' and 'beat'. They develop skills of composing, conducting and appraising their own and others' work. Pupils learn about a wide range of music from other cultures.
124. There is a strong tradition and commitment in the school to music and there are many opportunities for pupils to sing in assemblies, and to celebrate festivals. They take part in performances regularly with other schools and practise with a great deal of pride and commitment in preparation for such public occasions.
125. Teaching in music is good overall, and very good when taken by the music specialist. The curriculum is detailed and well planned and ensures that all strands of music are taught over time. Pupils respond very well to the wide-ranging opportunities to sing and perform, and the music teacher sets suitably high expectations of them in their work, attitude and behaviour. Pupils rise to the challenge and are a credit to the school when performing in public.
126. The subject leadership is very effective in maintaining a high profile for the subject, assisting other staff who may not have musical skills themselves and enthusing pupils for the subject. Pupils sustain much interest in music throughout the school as a result of the subject leader's motivation to inspire them and encouragement to continue; for example, in the choir and orchestra.
127. Strengths identified at the previous inspection in music have been sustained and the subject has continued to be central in the life of the school. The subject has a special and valued place at St John's Primary School and adds to the overall quality of provision, particularly in the pupils' spiritual development.

## **PHYSICAL EDUCATION**

128. Owing to the school's timetabling arrangements it was not possible to evaluate standards in all strands of the subject. The school's swimming records and the small range of games and athletics lessons observed indicate that standards in physical education are above average by the end of Years 2 and 6. This represents satisfactory achievement for boys and girls of all abilities, including

those with special educational needs. This is because pupils' physical development is above average when they enter the school.

129. By the end of Year 2 pupils explain the importance of warming up before an activity and the benefits to health of physical exercise. They demonstrate good levels of co-ordination and control when using plastic tennis practice bats and balls. They vary speed, force and direction well. A small group of higher attainers have very good co-ordination. These pupils also talk knowledgeably about tennis because they play regularly outside school. Both boys and girls also showed good football shooting skills when observed practising outside. Whilst pupils make some observations about differences in their own and others' performances, on balance they do not apply these in order to improve their own skills and techniques as well as they should.
130. By Year 4 the vast majority of pupils meet or exceed the national expectation for Year 6 of swimming 25 metres unaided. The school ensures that every pupil in Year 3 begins a programme of lessons with the aim of learning how to enter the water safely and efficiently, float and tread water, swim at least 25 metres, using a range of suitable strokes. If a pupil does not accomplish this in Year 3, then lessons are continued in Year 4. By the end of Year 6 pupils evaluate their own and others' performances well; for example, to improve their skills in relay racing. A small number of lower attainers made faltering exchanges because they did not move with consistent precision, but no baton was lost and no pupil ran outside the appropriate lane. There was no opportunity to judge the extent of pupils' knowledge of strategy and tactics.
131. The quality of teaching and learning throughout the school ranges from unsatisfactory to good. It is satisfactory overall. Good use is made of the expertise, for example, of a professional cricket instructor. His brisk and focused approach made good use of the available time, and pupils' attitudes and behaviour were very good because they saw how well their own accuracy was developing. Pupils' attitudes are satisfactory overall, but where teachers lack sufficient expertise to keep them actively engaged, then pupils fail to learn as well as they should and become disaffected. Teachers generally pay very good attention to matters of health and safety. Whilst teachers regularly include warm-up and cooling down routines they occasionally miss an opportunity for pupils to discuss the effects of exercise on the body and talk about the value of exercise to health and fitness. Pupils with special educational needs do as well as everyone else because they receive the same individual attention. Pupils learn to express themselves and discuss work using appropriate terminology because key words are emphasised. Numeracy skills are also reinforced as pupils measure and keep scores. Extra-curricular opportunities extend learning well. The range includes netball, football, cricket, athletics and dance. Several teams regularly compete against other schools, but so far without significant success.
132. The subject is managed satisfactorily. The quality and quantity of resources is good. The multi-purpose hall is suitably equipped to support the curriculum. The planning and assessment issues identified at the last inspection have been resolved by the adoption of a nationally recognised scheme of work. The quality of teaching, however, though satisfactory, is no longer consistently good. The newly appointed co-ordinator has not had time to monitor lessons in order to take practical steps to address the issues.