

INSPECTION REPORT

HUMBERSTONE JUNIOR SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120013

Headteacher: Mrs Carole Jefferson

Reporting inspector: Mr A Calderbank
7979

Dates of inspection: 25th – 28th November 2002

Inspection number: 248076

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Main Street Humberstone Leicester
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Telephone number:	0116 276 7248
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Canon Peter D Taylor
Date of previous inspection:	November 24 th – 28 th 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7979	Mr. A. Calderbank	Registered inspector	Geography History Physical education English as an additional language	What sort of school is it? How high are standards? What should the school do to improve further?
9736	Mr. J. Brasier	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
32263	Mrs. C. O'Neil	Team inspector	Science Information and communication technology Religious education	How good are curricular and other opportunities offered to pupils?
11922	Mrs. J Watkins	Team inspector	English Art and design Design and technology	How well are pupils taught?
2465	Mr. G. Yates	Team inspector	Mathematics Music Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Humberstone Junior School is an above average sized junior school for boys and girls aged seven to eleven years. It is situated in Humberstone, on the north east edge of Leicester in an area of mixed private and public housing. There are 329 pupils on roll. Nearly all pupils transfer from the infant school that shares the same site. Overall standards when children join the school are similar to those found nationally. Fifty children (about 15 per cent) are known to be eligible for free school meals, which is just below the national average. Altogether the school has ten pupils with statements of special educational needs (SEN), a figure well above the national average. Most of these pupils have specific learning difficulties, emotional and behavioural difficulties and physical disabilities. A further 44 pupils receive additional SEN support, a figure close to the national average. Thirty two per cent of pupils come from a range of minority ethnic groups, with the vast majority coming from an Indian background. Twenty pupils need extra help speaking and understanding English. There is a high level of pupil mobility.

HOW GOOD THE SCHOOL IS

Humberstone Junior School provides its pupils with a satisfactory standard of education. Standards in English, mathematics and science are still below the national average but they are improving, and more children are likely to achieve the expected standard by the end of Year 6. The headteacher has been successful in creating a caring and supportive climate in which all members of the school community are valued. As a result all pupils, including those from ethnic minorities, are well integrated into all aspects of school life. Teaching is satisfactory overall but there are examples of good teaching in every age group. Pupils behave well and their social development is very good. The school provides satisfactory value for money.

What the school does well

- There are examples of good teaching in every year group.
- Pupils are responsible and mature and behave well.
- Pupils have very good attitudes to learning and are friendly and polite to visitors.
- The relationships between adults and pupils are strong.
- It is very successful in ensuring that pupils respect individual differences.
- Pupils' welfare is given a very high priority and as a result pupils feel secure.
- It provides parents with good information.
- Pupils' spiritual, moral and cultural development is good. Their social development is very good.

What could be improved

- The opportunities for pupils to use and apply their writing and numeracy skills and to undertake scientific investigations for themselves.
- Standards in information and communication technology.
- The impact of the senior management team on curriculum leadership.
- The quality of teaching to bring it up to that of the best in the school.
- The quality of pupils' handwriting and presentation skills and the way their work is displayed in some parts of the building.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the inspection in November 1997. Standards of attainment are significantly better now in design and technology but insufficient progress has been made in raising standards in information and communication technology. Much work has been done to improve boys' reading skills throughout the school. The quality of teaching is better and a programme has been put in place to ensure that it is monitored and evaluated. The length of time pupils spend in some lessons has been reviewed to ensure that they do not become bored. The school has ensured that pupils are taught higher order reading skills. Pupils now have more opportunities to take on responsibilities and to become independent. The school is in a sound position to move forward.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	E	D	E	D
Mathematics	D	E	E	D
Science	E	D	D	D

Key

Well above average A
 above average B
 Average C
 Below average D
 Well below average E

The grades originally published showing the comparison with similar schools have been changed. This is to reflect the above average number of pupils with special needs and those who speak English as an additional language.

Inspection evidence shows that standards in English, mathematics and science have improved this year but are still below average. The school is likely to achieve its target for Level 4 attainment in English and mathematics in the 2003 national tests. The school has recently improved its resources for information and communication technology but they have not been in use long enough to raise the below average standards in the subject. Overall standards in religious education and in all other subjects inspected are in line with those found in most schools. It was not possible to make a judgement about standards in geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and want to do well.
Behaviour, in and out of classrooms	Good. Pupils behave well. They work co-operatively during lessons and play well together during playtimes and lunchtimes.
Personal development and relationships	Very good. Children of all ages and different ethnic backgrounds get on very well with and care about each other. They carry out jobs in school responsibly and sensibly.
Attendance	Satisfactory. The school works hard to maintain and improve pupils' attendance levels.

The pupils are enthusiastic about school.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	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 is satisfactory overall. There are examples of good teaching in all age groups. During the inspection only one lesson was unsatisfactory. This is an improvement since the last inspection when teaching was found to be unsatisfactory in fifteen per cent of the lessons seen.

Teachers have built the National Literacy and Numeracy Strategies into their planning. The basic skills of reading, writing, spelling and number are taught satisfactorily. However, more opportunities need to be made for pupils to use their writing skills in other subjects. Pupils' handwriting and the presentation of their work need improving. An appropriate emphasis is placed on developing pupils' knowledge and understanding of number but they need more practice to improve the speed and accuracy with which they solve mathematical problems. The setting of pupils by attainment in mathematics has led to a gradual improvement in standards and enables teachers to meet pupils' needs, including those with special needs and who speak English as an additional language. In science, pupils need more opportunities to set up their own investigations. Teachers still lack confidence in teaching all aspects of information and communication technology. Teaching was good in physical education and religious education. It was not possible to make a judgement about teaching in geography because only one lesson was seen.

Where teaching is of a good quality, the learning objectives are shared with children, work is well matched to their needs and the lessons move along at a good pace. When teaching is occasionally unsatisfactory, not enough attention is given to ensuring that pupils complete the work they have been given.

Pupils with special educational needs and those who are in the early stages of speaking English as an additional language make satisfactory progress because work is matched to their ability. Teaching assistants support pupils well in the time available.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum meets national requirements. All the National Curriculum subjects and religious education are taught. However, some children miss out on parts of their lessons when they are withdrawn from class.
Provision for pupils with special educational needs	Satisfactory. Pupils are provided with appropriate support to reach the targets in their individual education plans and to grow in self-confidence.
Provision for pupils with English as an additional language	Satisfactory. The pupils who receive this support make the same progress as their peers. Great care is taken to involve them in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good attention is paid to fostering pupils' spiritual, moral and cultural development. Provision for social development is of a very good quality. Staff expect pupils to show good manners, to do the right thing and to consider others at all times. Assemblies contribute well to pupils' spiritual development and to the ethos of the school. Pupils gain a good sense of the responsibilities involved in being part of a multicultural community.
How well the school cares for its pupils	Good. The staff know each child well and show care and concern for their well being and safety. Pupils' personal development is very well supported and monitored. Test results in mathematics and English are being used well to track pupils. However, the school does not always use the information from day-to-day assessments well enough to decide the next steps in pupils' learning.

The school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has the well being of every child at heart. She has successfully created an ethos in which every child is respected, no matter what their background. Whilst co-ordinators have been given more responsibilities in directing their subjects, the senior management team is not sufficiently involved in curriculum leadership.
How well the governors fulfil their responsibilities	Governors fulfil all their legal responsibilities. Committees deal efficiently with school matters. They are effectively involved in setting targets for improvement.
The school's evaluation of its performance	Satisfactory overall. The school has identified appropriate priorities for development and put in place effective systems for evaluating teaching and learning throughout the school. However, it does not make sufficient use of this information to drive up standards.
The strategic use of resources	Satisfactory; funds are used effectively to support the school's priorities. The strategic use of resources is sound overall. Budget decisions are linked well to the school's educational priorities contained in the school development plan. Money allocated to special educational needs and English as an additional language is used appropriately.

Staffing levels are adequate for the school's needs. There are satisfactory resources overall for all subjects. Five classes are housed in temporary accommodation that lack toilet facilities. Pupils work is not always well displayed. Whilst good improvements have been made to the administrative block to create a good working environment, other parts of the building are in need of refurbishment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good. Their children are happy and like school. They would feel comfortable in approaching the school with problems. Children are expected to work hard and as a result make good progress. Children behave well and the school helps them to become mature. 	<ul style="list-style-type: none"> The range of activities offered outside lessons. The work that pupils are expected to do at home. The links between school and families.

The inspection team agrees with most of the parents' positive views. However, the team thinks that teaching is satisfactory overall though there are examples of good teaching in all age groups. Inspectors think that the range of activities offered outside the school day is satisfactory overall and the amount of work that pupils are expected to do at home is similar to that given by most other schools. The school tries hard to work closely with parents. It keeps parents well informed about school events and the children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Nearly all pupils transfer from the neighbouring infant school at the end of Year 2 and have average attainment overall. However, the school population is not very stable and a significant number of pupils leave and join the school other than at the normal times. For example, nearly half of the pupils who took the national tests in 2002 at the end of Year 6 had not been in the junior school for the full four years. In addition, the numbers of pupils with statements of special educational needs and who speak English as an additional language are well above average. It is difficult therefore to compare the school's results with those of similar schools.
- 2 The results from the 2002 national tests taken by Year 6 tell that standards were well below the national average in English and mathematics and below average in science. Pupils' attainment was also below the average of schools in similar circumstances. However, when the test results of those pupils at the end of Year 6 are compared with those achieved at the end of Year 2, you find that they made satisfactory progress.
- 3 Over the last five years, the school's test results at the end of Year 6 have improved at the same rate as national results. During this period, there has been no significant difference in the performance of boys and girls. Boys and girls demonstrated similar standards during the inspection. At the time of the last inspection, boys were not performing as well as girls in reading. The school has addressed this issue. Overall, pupils from minority ethnic backgrounds achieve as well as their classmates.
- 4 At the time of the previous inspection, it was found that standard in English, mathematics and science were in line with the national averages. These standards have not been maintained and pupils' achievements are now below those found in most schools. However, they are beginning to get better because of improved planning, better teaching and a sound analysis and use of assessment in English and mathematics.
- 5 Pupils' literacy and numeracy skills are below average and pupils do not achieve as well as they could. This is because they are given too few opportunities to develop the full range of skills throughout the curriculum.
- 6 By the end of Year 6, most pupils are confident speakers and listen well to others. Reading standards are satisfactory but pupils' writing skills are below average. Opportunities are missed in subjects such as geography, history and religious education for pupils to use their writing skills. Standards of handwriting and presentation vary between classes and are unsatisfactory overall.
- 7 Pupils' attainment in mathematics is showing signs of improvement. These improvements are due mainly to the satisfactory use being made of assessment information to plan further work and the fact that pupils are taught in groups set according to their prior attainment. However, in all year groups a significant number of pupils do not work out the answer to problems fast enough and there are too few opportunities for them to practise their number skills in other subjects, such as, science.

- 8 There is evidence that standards are improving in science but are still below those found in most schools. Teachers do not provide pupils with enough opportunities to set up their own investigations. As a result, higher attaining pupils are not given the chance to develop at a faster rate or work in more depth.
- 9 Though the National Curriculum requirements are now met in information and communication technology (ICT), standards remain below average. The school has very recently improved the quality and range of its ICT resources and provided staff with relevant training. As a result, standards are showing signs of improvement but insufficient use is made of ICT in other subjects and some teachers still lack confidence in the control and modelling aspects.
- 10 Standards in religious education are in line with the expectations of the locally agreed syllabus by the end of Year 6. There was insufficient evidence to make a judgement about standards in geography. In all other subjects inspected, pupils' attainments meet national expectations.
- 11 Pupils with special educational needs throughout the school make satisfactory gains in their learning and the school helps and encourages them well in their work. They are provided with appropriate support in lessons and small group work and this has a positive impact upon their levels of attainment. The pupils with special educational needs are an integral part of the life and work of the school.
- 12 Thirty two per cent of pupils are learning English as an additional language. A small number of pupils who enter school are not fluent users of English and need additional support to access the curriculum. They make satisfactory progress in becoming fluent in English. This has a positive impact on their attainment and achievement in all areas of the curriculum.

Pupils' attitudes, values and personal development

- 13 Attitudes and relationships are very good, and behaviour and personal development are good. These judgements are an improvement on those made at the time of the last inspection.
- 14 Pupils enjoy school. They are very enthusiastic in lessons and get on well with their teachers and other adults. They are welcoming to visitors and take an interest in them. Once in class, they move about sensibly and start work quickly when given a task. They usually show much interest in their work, especially in answering questions. This was particularly evident in a personal and social education lesson on what constitutes stealing, where the pupils were very free with their opinions and were able to justify their views. These positive attitudes are due to the very good relationships between pupils and teachers and the enthusiasm shown by teachers for their subjects.
- 15 Behaviour is good. It is good around the school and at lunchtime and in almost all lessons. It is also good on the playground, although records show that problems do arise from time to time. There are no exclusions. At lunchtime, pupils talk to each other socially. Oppressive behaviour in the forms of racism and bullying are relatively rare occurrences. The deputy headteacher works hard to track down the causes and find solutions. As a result, most pupils play harmoniously together, oblivious of ethnic origin.
- 16 Personal development is good. There are many opportunities for older pupils to take responsibility, such as membership of the anti-bullying group or the team of

playground helpers. All pupils have positions of responsibility within their own classes. They also take on responsibility for picking litter or acting as the telephone monitor during the lunch-hour. There are, however, few opportunities provided for pupils to carry out independent research in the library or in their own time.

- 17 Relationships are very good. Teachers know their children well and enjoy working with them. For example, in a drama lesson, pupils were collaborating extremely well in fine-tuning their performances. They were very happy to perform in front of their peers, who watched with respect. When one pupil overcame a particular difficulty successfully the pupils celebrated the achievement with applause. In a religious education lesson, groups of pupils collaborated well in producing an acrostic poem based on the word Diva. Some of the results were quite inspired. Pupils are very tolerant about other pupils' beliefs, cultures and background. The school works hard to promote good race relations.
- 18 Attendance is satisfactory and slightly better than at the last inspection. Unauthorised absence is high, but this is because the school does not authorise holidays unless pupils have already achieved 95 per cent attendance. The school day starts on time and there is good timekeeping throughout the day. Daily registration is efficient.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 19 The overall quality of teaching is satisfactory. This judgement take account of National Curriculum test results, the quality of pupils' work, both in their workbooks and in displays around the school, the use teachers make of day-to-day assessment, and the effectiveness of homework. Improvements in the quality of teaching have been made since the previous inspection. Current findings are that almost all the teaching observed was satisfactory or better and the proportion of good and very good teaching has increased. There are examples of good teaching in every year group. There is a need to ensure that the good practices which already exist are shared. During the inspection, fifty-six per cent of the lessons seen were good or better and nearly twenty per cent were very good. Only one lesson was judged to be unsatisfactory and this was not typical of any one class or subject.
- 20 Most teachers plan their lessons carefully and identify learning objectives, but there is variation in the effectiveness with which these are used. The most successful approach involves both teachers and pupils keeping the main purpose of the lesson firmly in mind throughout and concluding with a further reminder about what has been learned. All teachers manage their pupils well and very good relationships feature strongly. They have high expectations of pupils' behaviour but are less consistently demanding in respect of the quality and quantity of work they expect pupils to undertake. Most teachers have good subject knowledge about what they are required to teach, except in ICT where there is still lack of confidence in teaching some of the strands.
- 21 The teaching of English is satisfactory overall and there are examples of good teaching in every year group. Teachers have a secure knowledge of the National Strategy for teaching literacy and the approach to planning lessons is consistent throughout the school. Pupils are grouped by attainment within their own classes and appropriate support is given to pupils who need it. In the most successful lessons, teachers are skilled in asking questions that make pupils think deeply and extend their speaking skills by giving longer reasoned answers. In some classes drama is used effectively to increase skill in speaking to an audience. Though

reading is taught to a satisfactory standard, comments in teachers' reading records do not focus closely enough on what needs to be improved so that pupils make their best progress. Nevertheless, younger pupils are taught to attempt familiar words by breaking them up into manageable parts and older pupils to infer and deduce meaning and to skim and scan text for information. However, there is a need for more direct teaching of handwriting, and for teachers to have higher expectations of the quality of presentation of pupils' written work. Teachers do not make sufficient use of the opportunities in other curriculum areas such as religious education, history and geography for pupils to practise their writing skills.

- 22 Mathematics is taught soundly. Most teachers have a good subject knowledge, which they apply successfully using the National Numeracy Strategy. However, many pupils of all ages are still not quick enough in recalling number facts. The grouping of pupils in 'sets' by attainment is successful in ensuring that work is suitably matched to pupils' abilities. Though there are some examples of mathematical skills being used in subjects such as science, design technology and art, this practice is not consistent throughout the school.
- 23 The quality of teaching in science is satisfactory overall but varies within year groups. Some very good teaching was seen in Year 5 and 6, where there was a good balance between the teachers' explanations and the practical activity carried out by the pupils. However, in general teachers do not provide pupils with sufficient opportunities to set up an investigation for themselves. This over-reliance on the teacher to provide all the learning opportunities does not give higher attaining pupils the chance to work in more depth.
- 24 Though the teaching of ICT has improved since the previous inspection, some teachers still lack confidence in the use of digital cameras, scanners and in control and modelling. Teachers do not give pupils enough opportunities to practise their ICT skills in other subjects.
- 25 Teaching is good in physical education and religious education. The quality of teaching in all other subjects is satisfactory overall with some significant strengths displayed by individual teachers in some lessons. For example, subject expertise, enthusiasm and effective use of resources in art and religious education improved the quality of learning in lessons. Teachers make good use of role-play in history to make lessons more interesting and a thorough approach to the teaching of design and technology has helped to improve standards. No judgement can be made about the quality of teaching in geography.
- 26 Lessons are sometimes interrupted for a variety of reasons, which interfere with pupils' concentration and interest. In some art and design lessons there is insufficient time available to complete the work set. A homework policy is in place but there are variations in the way teachers succeed in using homework to raise standards.
- 27 The quality of marking is unsatisfactory overall. The best examples show that effective use of assessment is taking pupils' learning forward. When marking is less thorough pupils' progress is limited.
- 28 Teachers spend extra time supporting pupils with special educational needs (SEN) as they move around groups during lessons. Help in general from teachers and other adults is satisfactory but when pupils are taken out of class they sometimes miss important parts of the lesson. The progress of all pupils on the SEN register is well monitored and staff are very sympathetic to their needs.

- 29 The school does not have the expertise of a specialist teacher for those pupils who are in the early stages of learning English. A classroom assistant provides sound support for pupils during lessons. Clear and appropriate targets are set for them, and as a result most are successful in moving to independent learning. Emphasis is rightly placed on supporting the development of their literacy and numeracy skills but they are also given satisfactory support to fully extend their thinking and understanding in other subjects. Assessment procedures need to be more rigorous so that teachers can focus more sharply on pupils particular language difficulties.

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

- 30 The quality and range of learning opportunities for pupils are satisfactory overall. All subjects of the National Curriculum are taught as well as religious education. National Curriculum requirements are met in all subjects. This is an improvement from the time of the previous inspection when it was reported that ICT did not meet requirements. However, sometimes pupils are given insufficient time to complete their work in art and design. Satisfactory arrangement has been made for the teaching of sex education and drugs awareness through the science curriculum and pupils' personal, social and health education.
- 31 Since the previous inspection, satisfactory progress has been made to incorporate national guidance into the school's schemes of work and long term curriculum planning. Teachers within year groups co-operate together with planning to ensure a satisfactory degree of consistency between classes.
- 32 The implementation of the National Literacy and Numeracy Strategies is satisfactory, although greater emphasis needs to be placed on mental recall in numeracy and on the quality and presentation of writing in literacy. Teachers do not provide pupils with sufficient opportunities to write in other subjects such as history, geography and religious education. Additional literacy support, which is delivered by trained classroom assistants, is used soundly to support lower attaining pupils.
- 33 The school has developed a good racial equality policy, which is implemented effectively. It provides each pupil with varied experiences and promotes equal access to all parts of the curriculum. The school analyses performance by ethnic origin to ensure that no group is disadvantaged. It very effectively challenges racism. The racial mix is represented in the governing body and in the parents who help in the school. There is also a strong focus on equal opportunities and pupils of all abilities and all levels of fluency in English are soundly provided for. However, aspects require further consideration. Some of the otherwise admirable extensions to pupils' experience, such as gardening with experts from the local wild life society, take them away from normal lessons and hence they miss part of the National Curriculum.
- 34 Provision for pupils with special educational needs is satisfactory, as it was at the time of the previous inspection. Pupils with special educational needs (SEN) are fully included in all aspects of school life. Teachers make use of the targets in their individual education plans to match the curriculum to the needs of these pupils and help them to grow in self-confidence. The school's special educational needs co-ordinator manages the needs of this group of pupils effectively ensuring there are regular reviews of each individual pupils' progress in accordance with the revised SEN Code of Practice. Pupils with a statement of educational need are provided with

an education which reflects their requirements and are helped appropriately by classroom assistants.

- 35 Provision for pupils for whom English is an additional language is satisfactory. They are fully included in all aspects of school life. Great care is taken to celebrate cultural and religious differences in school; for example, through subjects such as literacy, art, music and religious education.
- 36 The provision for extra-curricular activities is sound overall. There is a satisfactory range of after-school sporting activities. Pupils can choose to spend additional time in 'options', which include physical education, food technology, design technology, and art, but these take place during the school day and not outside normal lesson times. Visitors to school and educational visits add to the quality and range of the curriculum. For example, pupils visit local places of worship, theatres and museums. The school has made known its homework policy to parents. However, it is left to individual teachers to determine the amount and timing of homework and this has led to some inconsistencies across the school. A homework club operates after school two evenings per week in the local library next to the school, but this has not been well attended.
- 37 Overall, the links with other schools are satisfactory. There are sound induction programmes for pupils entering in Year 3 from the infant school and for pupils transferring to secondary school at the end of Year 6. Visits to new schools help to prepare pupils for the move. Curriculum co-ordinators work in close partnership with other schools in the Scraftoft Development Group to share information and expertise and to draw up policies. Curriculum co-ordinators liaise effectively with colleagues from the infant school to agree a consistent approach to teaching and learning in their subjects. Good links are particularly evident in subjects such as science and physical education. The local community is used well to extend pupils' learning in subjects such as history, English and religious education. For example, classes visit the library and local places of worship.
- 38 The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' social development is very good and a particular strength of the school. This is an improvement since the last inspection.
- 39 The provision for pupils' spiritual development is good. Assemblies provide appropriate opportunities to discuss and reflect on important aspects of life. Statutory requirements for collective worship are met. Pupils develop insights into values and beliefs through collective acts of worship and through other subjects such as science, art, music and religious education. They are encouraged to reflect on their own feelings in a way which develops their spiritual awareness, for example, developing a sense of awe and wonder in response to natural history photographs or in the school's butterfly garden. Pupils are encouraged to reflect on moods and feelings experienced in response to music or art.
- 40 Good provision is made for pupils' moral development. A high priority is given to providing pupils with a clear set of moral values and teaching them the difference between right and wrong. An anti-bullying group has been developed to support this. All staff, including support staff and lunchtime supervisors, model the principles they promote, including fairness, respect for property and caring for others. They expect pupils to show good manners and consider others at all times. The school is a calm and orderly community. There is a good work ethic and most pupils' work well. Staff provide positive role models demonstrating respect and care for others and

commitment to their work. The moral development of pupils is a strength of the school.

- 41 The provision for pupils' social development is very good. The school provides very well for the development of pupils' self-esteem, enabling them to develop a strong sense of their own skills and talents. Pupils are encouraged to take responsibility and develop independence. For example, older pupils answer the school telephone at lunchtime. Pupils' ability to co-operate and collaborate are developed very effectively, for instance when provided with opportunities to work with partners to input data onto a database in ICT or through being team leaders in science. The school actively participates in both local and national events, including fundraising, and these encourage the pupils to think about the community they live in as well as those of others within the wider world. The close and mutually caring relationships of adults and pupils make an important contribution to the ethos of the school. Those from minority cultures are well integrated and participate fully in all aspects of the school's life. Boys and girls work happily together when required.
- 42 The school provides good opportunities for pupils' cultural development. Pupils are encouraged to appreciate their own cultural traditions and diversity as well as the richness of other cultures, through subjects such as art, literacy, music and history. Assemblies and collective acts of worship also provide opportunities for pupils to develop a cultural awareness. For example, in an assembly on thanksgiving, pupils learned about the culture of North American Indians. An appreciation of growing up in a multi-cultural society is also developed through the teaching of religious education, when pupils are given the opportunity to learn about the world's major religions including Christianity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 A high quality of pastoral support pervades every aspect of the school. This is consistent with the last inspection. Pupils with special educational needs or of minority ethnic origin are well integrated into school life.
- 44 The school is a safe environment, with all the expected safety measures in place and regular safety inspections that are recorded and acted upon. All staff are trained in first-aid, and regular health and safety checks and risk assessments are carried out. Internet safety is in place.
- 45 Child protection procedures are very good, with good practices and very good attention to training. The headteacher is the nominated person. She is experienced in child protection, and has good contacts and knowledge of local procedures. Pupils who have difficult home circumstances, or are looked after by carers are shown an extra interest and where appropriate are offered extra help. The headteacher is well informed about the circumstances of all pupils and anticipates possible future difficulties and ways of solving them.
- 46 This is a school where all pupils are expected to tell people in authority of any misdeeds that come to their notice. Topics and issues covered in the personal and social education programme help pupils to look after themselves. They also play a significant part in the school's good procedures to counter harassment, along with assemblies. Any kind of harassment is minutely examined to ensure that those responsible appreciate why their action is inappropriate and victims are given good advice on how to avoid such difficulties in the future. These are very good procedures.

- 47 Welfare is very good. Staff are trained in medical procedures for handling potential problems such as nut allergies. The school nurse trains staff in all the medical procedures they need to know.
- 48 The procedures for the promotion of attendance are good. Gold, silver and bronze certificates are awarded for attendance. Each year the governors award prizes (books) to pupils for 100% attendance. These are presented by the chair of governors on the last day of term. Telephoning home to make enquiries if no message has been received is the procedure for a small number of pupils with attendance problems. The education welfare officer collaborates well with the headteacher and they work together on analyses of attendance performance. Each class is notified of its attendance performance and there is competition to be the best class.
- 49 The procedures for promoting good behaviour are very good. Adults model the behaviour expected from children. Praise is offered far more frequently than criticism. The school and playground rules are simple, well known and adhered to. There is a very good commitment by all adults to emphasise rewards, to follow the behaviour policy consistently, to treat the children in the way they are expected to treat adults and to make school enjoyable. Midday supervisors are trained in behaviour management. The awareness of parents and children of the school's behaviour expectations is seen as very important.
- 50 Personal development is very good. Support mostly comes from teachers' close observations of progress and their keen interest in pupils' success. They talk sympathetically about their pupils, especially the ones causing them concern. All are supported equally well in lessons, in accordance with the school's policy on racial equality, and all are free to approach any member of staff when they need help with a personal problem.
- 51 The pastoral support and guidance offered to pupils who have a special educational need is good. The school is a very caring community which promotes pupils' self-esteem well. Pupils with special educational needs are provided with additional support and encouragement so as to enable them to take part in all school activities and to accept and exercise responsibilities. The quality of liaison with support agencies is good and parents of pupils' with statements are invited to attend reviews. Pupils are provided with suitable targets for improvement on their individual educational plans.
- 52 The school has developed a sound assessment and recording policy. A satisfactory baseline profile has been introduced in Year 3 for pupils starting school from the infants. Optional National Curriculum tests are used in all age groups. The results are used satisfactorily as a means of recording pupils' progress at specific stages in their schooling in mathematics and English. Assessment procedures in other subjects are being reviewed in consultation with a group of neighbouring schools. However, the school does not always use the information from day-to-day assessments well enough to decide the next steps in pupils' learning.
- 53 The school is beginning to carefully analyse its national and optional test results to identify main areas of weakness. It has, for example, noted the need to improve writing standards and is taking appropriate action.
- 54 The assessment procedures for pupils for whom English is an additional language are satisfactory overall, though the school has identified this as an aspect it wants to improve. It is in the process of reviewing its procedures in order to identify more

precisely those pupils who need help to improve their language acquisition in terms of vocabulary extension and understanding of grammar. The classroom assistant keeps detailed records indicating pupils' performance and their progress in the acquisition of English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 55 Parents have a higher opinion of the school than they had at the last inspection, but there are still areas of dissatisfaction. Overall the parents' opinion of the school is satisfactory. Parents particularly appreciate the progress made by their children and the good teaching they receive. They much approve of the way their children mature while attending the school. They think behaviour is good and that children work hard. They would feel comfortable in approaching the school with a problem. The inspection team agrees with the parents, except that, although there is good teaching in all age groups, the evidence from pupils' work is that teaching is satisfactory overall. One parent in five of those who answered the questionnaire feels that it would be good to see more activities outside lessons. The team thinks that extra-curricular activities are satisfactory overall. Despite some parental dissatisfaction, the inspectors' view is that homework, including reading and spelling, is similar to that set in most schools and that the school does what it can to work closely with parents.
- 56 The school provides good information for parents. There are four evenings per year when they are invited to discuss their children's progress. In addition parents can come to school to talk about end of year reports. Estranged parents are offered appointments on separate days if that's what they wish. A translator fluent in the languages used in the Indian community attends these meetings. There is a very good prospectus and good newsletters. Children's school reports are friendly and the summaries represent the children well. Attainment levels are provided and there are targets for all pupils couched in language that enables parents to help at home. These are good practices. Curriculum information is provided regularly for each class and parents are made aware of some targets. The school takes care to include all parents; for instance if they are living at separate addresses, both are sent information.
- 57 Parents support for the school is satisfactory. It is good in some areas, such as helping on trips and supporting assemblies, but disappointing in others such as helping with homework and reading. Parents are welcome to help in school at any time. For example, one parent helped recently by presenting a Hindu wedding and another helps the Muslim children with their prayers during Ramadhan. These are very good ways in which parents do support the school.
- 58 Parents are invited to school performances. The parent-teacher association provides valuable finance for the school and is very active. Parents are consulted through questionnaires and some have helped to review policies and advisory leaflets. These are good aspects of a partnership that is satisfactory overall.
- 59 Parents of pupils who speak English as an additional language are kept well informed of their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 The overall leadership and management of the school are satisfactory. The previous inspection report found the headteacher provided sensitive leadership which had at its basis the care and consideration of all members of the school community. This

continues to be the case. She has been successful in ensuring that all pupils, no matter what their background, are fully integrated into the school. Since the previous inspection, lesson observations have been undertaken and feedback given to teachers. These observations have given her a good knowledge of teaching strengths and weaknesses. This was reported as being lacking at the time of the previous inspection.

- 61 The school runs smoothly on a day-to-day basis despite having significant problems with its accommodation. The two school secretaries work very hard to ensure that procedures are followed and visitors made very welcome. Sound management systems are in place in most areas but there are some unsatisfactory elements. For example, the timing of assemblies on certain days means that lessons are interrupted. Also the overall management of pupils' withdrawal from class is ineffective in ensuring that they do not always miss the same lessons. There are no systems in place to ensure that the hard working teaching assistants are deployed effectively.
- 62 The school's senior management team is insufficiently involved in ensuring the curriculum leadership in the school brings about an improvement in standards. Though standards in English, mathematics and science show some signs of improvement, they remain below average. There is very little evidence that the senior management team ensures that strategies put in place to raise standards are as effective as they might be. All subject co-ordinators work hard in leading their subjects. They are given time to evaluate their curriculum areas and all co-ordinators have a sound working knowledge of the strengths and weaknesses in their subjects.
- 63 Satisfactory progress has been made in addressing most of the key issues raised in the last inspection report. Standards in teaching have improved. Boys' reading standards are higher than they were. Pupils are now given satisfactory opportunities to use their reading skills, for instance by searching books for information. Standards in design and technology have improved and are now satisfactory. However, insufficient progress has been made in raising standards in ICT, which remain below national expectations.
- 64 The governing body meets all legal requirements and has in place all the requisite committees. At the time of the previous inspection it was found that the governors' leadership of the school suffered because of differences of opinion about the priorities that the school should adopt and the level of support the school merited. This is not now the case. Governors have a good knowledge of the school's strengths and weaknesses and are becoming increasingly involved in strategic management issues. Performance management systems have been fully implemented. The governors have approved a racial equality policy for the school. In practice, the policy confirms what is already a very good aspect of school life. A key strength of the school is the high level of racial harmony within its community.
- 65 The headteacher's sound awareness of the school's strengths and weaknesses has led to suitable priorities for the school's development and satisfactory planning of the initiatives necessary for school improvement. These priorities are appropriately outlined in the school's development plan.
- 66 Financial planning and management are satisfactory. The headteacher, bursar and other administrative staff conscientiously follow clear financial procedures. The school's last audit report found systems to be effective. The headteacher and governors show a good understanding of the need to obtain value for money. The

money allocated to the school to support pupils with special educational needs and those who speak English as an additional language is used satisfactorily.

- 67 The deputy headteacher is the designated member of staff appointed to co-ordinate the provision for pupils for whom English is an additional language. She is in the process of reviewing the provision. The satisfactory deployment of the classroom support worker is having a sound impact on the quality of pupils' learning. Although there is almost always more than one member of staff in each class, they are not always able to focus specifically on pupils' linguistic needs to improve progress and ensure pupils reach the standards of which they are capable.
- 68 Staffing is satisfactory. It is more stable than at the last inspection and communication difficulties have been overcome. There is a good spread of qualifications and experience among the teaching staff. Ancillary staff attend a wide range of training courses. Staff development is driven primarily by the development plan, with secondary input from individuals' development needs as perceived through performance management. Staff are entitled to one course per annum for their own personal development. There are good arrangements for the induction of newly qualified staff, who receive all their entitlements and a very friendly welcome. Staff are highly committed and work together as a team, although there is scope to use the talents of the teaching assistants more effectively. This was mentioned at the last inspection.
- 69 The quality of the accommodation is unsatisfactory overall. There are potential problems with pupils being taught in six different buildings. The demountable classrooms are cramped and lack toilet facilities, which results in excessive loss of taught time for pupils, as they need to be accompanied to the main block. The administration block has recently been improved substantially and some of the deficiencies noted at the last inspection have been overcome. Vandalism has been eliminated by better fencing. The premises officer and his team of cleaners work hard to keep the building bright and clean.
- 70 Resources are satisfactory overall. A few areas are well equipped, particularly religious education and personal, social and health education. Computer resources have recently been increased.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

a. Increase the number of opportunities that pupils are given to use and apply their writing and numeracy skills and to undertake scientific investigations for themselves :

- ensuring that planning in other subjects clearly identifies appropriate opportunities to use and apply their writing and numeracy skills;
- providing more opportunities for pupils to set up their own investigations;
- monitoring pupils' work to ensure consistency in practice across the school;

(See paragraphs 5-8, 21-23, 32, 76, 88, 91, 93 and 109 in the main report)

b. Raise pupils' attainment and progress in information and communication technology by :

- continuing to provide appropriate in-service training to develop staff confidence and knowledge in teaching information and communication technology;
- ensuring that regular lessons are planned in which skills are taught directly;
- providing suitable opportunities for pupils to develop and apply their skills in other subjects;
- ensuring that teachers have the necessary range of software to ensure appropriate opportunities in all subjects.

(See paragraphs 9, 20, 24, 63, 80, 88 and 114-122 in the main report)

c. Improve the work of the senior management team in the leadership and management of the curriculum by :

- ensuring that all members of the senior management team focus on raising pupils' attainment and achievement;
- ensuring that subject co-ordinators report regularly to senior managers on the outcomes of their evaluations;
- insisting that agreed policies with regard to issues such as handwriting, presentation of work and how it is to be displayed, are carried out conscientiously by all members of staff.

(See paragraphs 62 in the main report)

d. Improve the quality of teaching by :

- ensuring that the good practices that already exist in every age group are shared;
- making sure that marking identifies what pupils need to improve on;

(See paragraphs 19-29 in the main report)

In addition the school should also

- make sure that pupils do not miss out on National Curriculum subjects when they are withdrawn from lessons.

(See paragraph 19 in the main report)

- review the timetable so that lessons are not interrupted.

(See paragraphs 26 and 61 in the main report)

- Improve as planned the assessment procedures for pupils who speak English as an additional language

(See paragraphs 19, 54, 67 and 71 in the main report)

- continue to work with the local authority to improve the accommodation.

(See paragraph 69 in the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	23	22	1	0	0
Percentage	0	18	41	39	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	329
Number of full-time pupils known to be eligible for free school meals	N/A	50

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	10
Number of pupils on the school's special educational needs register	N/A	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	42	43	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	34
	Girls	31	26	34
	Total	55	50	68
Percentage of pupils at NC level 4 or above	School	65 (71)	59 (64)	80 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	22
	Girls	24	28	27
	Total	43	51	50
Percentage of pupils at NC level 4 or above	School	50 (68)	59 (69)	58 (74)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
223	0	0
0	0	0
1	0	0
0	0	0
2	0	0
0	0	0
0	0	0
87	0	0
3	0	0
2	0	0
0	0	0
4	0	0
2	0	0
0	0	0
0	0	0
5	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	23.2:1
Average class size	27.4

Education support staff: Y3 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	180

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	717,489
Total expenditure	690,546
Expenditure per pupil	2,055
Balance brought forward from previous year	28,524
Balance carried forward to next year	55,467

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	6

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	329
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	2	1	1
My child is making good progress in school.	49	43	6	1	1
Behaviour in the school is good.	41	55	3	0	1
My child gets the right amount of work to do at home.	30	50	15	2	3
The teaching is good.	51	44	0	0	5
I am kept well informed about how my child is getting on.	33	53	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	51	42	5	2	0
The school expects my child to work hard and achieve his or her best.	57	40	2	0	1
The school works closely with parents.	26	55	17	2	0
The school is well led and managed.	28	57	5	1	9
The school is helping my child become mature and responsible.	40	51	5	0	5
The school provides an interesting range of activities outside lessons.	32	47	16	2	3

Percentages are rounded to the nearest integer and may not total 100.

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

ENGLISH

- 71 Inspection evidence shows that standards in English by the end of Year 6 are below those expected nationally but are improving. In 2002, the school did not reach the target set for the subject. However, this year more pupils are likely to achieve the expected standard by the time they leave the school. The most recent test results showed standards to be well below the national average. Writing was a particular weakness. In 2002, there was a gap between the performance of boys and girls which was due mainly to the significant number of boys with special educational needs. Inspection evidence shows no significant difference between the performance of boys or girls. Overall attainment of pupils whose first language is not English is similar to that of other pupils. However, assessment procedures need to be more rigorous so that teachers and classroom assistants can focus more precisely on pupils' individual language difficulties.
- 72 Most pupils enter the school in Year 3 having achieved the nationally expected level (Level 2). The majority of pupils make satisfactory progress. Pupils with special educational needs have detailed individual education plans, which are updated regularly and new targets are set. This enables most pupils to make satisfactory progress.
- 73 Pupils' speaking and listening skills are satisfactory. This is because most teachers speak clearly and provide interesting whole-class teaching sessions. Opportunities for pupils to discuss with a partner are widespread. This successfully increases the verbal confidence of most of them and also contributes to their social education. Some teachers use skilful questioning techniques, which require pupils to give extended, reasoned answers. There is scope for all teachers to adopt these successful strategies and to have similarly high expectations. Drama continues to be used effectively in some classes to improve pupils' skills in speaking to an audience. During the inspection, a visit to the theatre by younger children provided a good opportunity for them to listen to professional actors.
- 74 Standards in reading are satisfactory. Overall attainment in national tests has improved in the last four years. The school has successfully addressed the key issues of the previous inspection. Much work has been done to improve boys' reading skills throughout the school and to ensure that both boys and girls use their reading skills well. For example, high attaining pupils in a Year 3 class were competent in classifying written information under headings. A group of Year 6 pupils showed a sound ability to skim and scan text in order to retrieve information they required for making notes. They also showed considerable enthusiasm for reading, and some use the public library on their own.
- 75 The school has benefited from its involvement in the 'Chatterbooks' project, run by the library service to develop enjoyment in reading by the higher achievers. Successful teaching of phonic skills is demonstrated in the ability of younger pupils of all attainment levels to attempt new words by breaking them up into manageable parts. Older, more able pupils use inference and deduction to help them make sense of what they are reading. An appropriate range of literature and non-fiction is available for pupils to read in shared, guided and individual reading sessions. They are encouraged to take books home. There are suitable opportunities for them to judge the quality of what they have read, for example by writing book reviews.

Teachers' reading records are conscientiously maintained but they do not always contain comments which will help to guide individual improvement.

- 76 Standards in writing are below the national average. Following their analysis of test results, the school has identified the need to improve pupils' achievements in writing. Examination of pupils' work shows that, whilst pupils write for a range of purposes, the amount of writing accomplished by many is insufficient, and there is a reluctance to write. Pupils are most successful when they have a particular purpose or specific audience in mind. For example, the literacy co-ordinator was overwhelmed with "letters of application" when she advertised for child librarians. Some teachers use literature well to foster writing skills. For example in one lesson pupils were able to adapt powerful images in a C. S. Lewis novel as a basis for writing their own short character descriptions. There is a need to extend this good practice and to provide more opportunities in other subjects for sustained writing. Teachers place insufficient emphasis on drafting, making improvements, proof reading and the production of clear, accurate, well-presented finished copy.
- 77 Standards in handwriting are below those found in most schools. There is a clear policy about handwriting style and some time is set aside for handwriting practice in most classes. Nevertheless greater rigour is needed. For example, more direct teaching and demonstrations by teachers of how to form and join letters, and closer observation of individual pupils to see that they carry this out correctly. There is a need to set aside time for more frequent and regular practice in order to reinforce what has been learned, and to establish a universally high expectation about the quality of the presentation of written work. Satisfactory procedures are in place for the teaching of spelling and punctuation. Dictionaries and thesauri are used appropriately.
- 78 The quality of teaching is satisfactory overall. This judgement takes account of evidence in written work in pupils' workbooks, the quality of teachers' marking and the use made of homework by individual teachers. The quality of teaching was good or better in almost two out of every three lessons seen during the inspection and no unsatisfactory teaching was observed. This represents an improvement on the findings of the previous inspection. Teachers' have good subject knowledge. Some have a particular love for the subject. For example, one teacher's enthusiasm for her 'all time favourite metaphor' was infectious. It ensured that the discussions centered around the metaphors in Alfred Noyes 'The Highwayman' were of a very high quality and led to pupils using imagery in their own written work. All teachers identify learning objectives for their lessons, but there is variation in the effectiveness with which they are used. In the most successful lessons they are shared with pupils, kept in focus throughout the lesson and reviewed as part of the conclusion.
- 79 Relationships are very good in all classes. All teachers manage their pupils well, but there is a difference in their levels of expectation about what individuals can achieve. The quality of marking is not always satisfactory. The best examples are very detailed and demonstrate very clearly the effective use made of assessment to take pupils' learning forward. Pupils are told which level of attainment they have achieved in spelling, punctuation and handwriting. They are given very clear pointers for improvement, which most heed by improving future work. In the worst examples inferior work is ticked, comments are bland and pupils make less progress because they often repeat earlier mistakes. There is considerable variation in the quality of display to promote and reflect pupils' learning. For example, more use could be made of displays of imaginative vocabulary for children to incorporate into their own writing. Not all work is displayed to best advantage and to celebrate achievement. In

some classes, writing is too high up to read. In others, written work by pupils does not feature as part of the learning environment.

- 80 Some use is made of ICT to support work in English though this could be extended. Pupils sometimes use word processing for writing tasks, and older pupils use the internet for information retrieval.
- 81 The new co-ordinator has made a good start to carrying out her role. An updated policy is in place, which takes good account of the National Literacy Strategy. Analysis of pupils' academic performance in English is detailed. Monitoring of teaching and learning is carried out but better use could be made of the information to improve standards.

MATHEMATICS

- 82 Inspection evidence shows that, whilst standards are improving across the whole school, they remain below average at the end of Year 6. This is an improvement on the previous year when standards were well below the national average. Standards are adversely affected by the number of pupils with special educational needs, the high number leaving or entering the school during the year, and the well above average number of pupils who speak English as an additional language. There have been sound improvements since the last inspection, which have led to a better match of work for the higher attaining pupils, a sound analysis and use of assessment information, better teaching and improved planning.
- 83 Progress for pupils of all attainment groups is more consistent than at the time of the previous inspection and is satisfactory. The results of national tests at the end of Year 6 in 2002 were well below the national average in relation to all schools and below those found in similar schools. However, they show that pupils made satisfactory progress compared with their standards on entry to the school. Inspection evidence shows no significant differences between girls' and boys' results. Pupils who speak English as an additional language make the same satisfactory progress as other pupils in developing their mathematical skills.
- 84 On entry to Year 3, standards are broadly average but inspection evidence shows that pupils are not good at setting out their work in a formal way. Pupils make satisfactory progress in developing basic skills because they are taught soundly. In Years 3 to 6 they develop their understanding of the four rules of number and all other aspects of mathematics. They develop a sound understanding of shape and space, and they measure competently. However, in all year groups significant proportions of pupils do not have the mental agility to work out the answers to problems quickly enough. For example, they know how to find the perimeter of a shape but the actual calculation takes too long, with some older pupils still relying on counting on their fingers to arrive at the answer. In all age groups higher attaining pupils can apply their numeracy skills well. For example, in Year 6, they can quickly and accurately work out the answer to questions related to calculating percentages.
- 85 The quality of learning is at least satisfactory and often good in most classes because pupils behave well, work co-operatively when asked to do so and soon settle to their work. Where the quality of learning is good, teachers make sure that work is interesting and challenging. For example, in a lesson related to developing data handling skills, pupils were not only asked to say what were the most expensive or inexpensive items on sale but to work out how many items could be bought with £10. They were then challenged to make up their own questions related to the data available. Pupils find such tasks interesting and they are keen to come up with

questions that their partner will not find easy to answer. When the quality of learning is occasionally unsatisfactory, pupils become bored and distracted because the work set does not interest them.

- 86 Teaching is satisfactory overall, though examples of good teaching were seen in all age groups during the week of the inspection. Where teaching is good, work has a sharp focus and provides pupils with opportunities and enough time to think things out themselves. In these lessons, work is well matched to pupils' needs and promotes good learning. Pupils are told what they are going to learn and this helps them to understand what is expected of them. A good example of this was seen in a Year 6 lesson during the week of the inspection when pupils, with minimum of fuss, worked at a good pace to carry out work related to developing their use of decimals. They remembered to *estimate first and check their answers after*. In the less effective lessons, teachers do not place enough emphasis on improving the speed at which pupils use their number knowledge to solve problems. In these classes, evidence from previous work shows that pupils' work is untidy and sometimes unfinished.
- 87 Pupils in each year join others of a similar standard for teaching in mathematics. This use of ability groups (called 'sets') is successful because it enables teachers to really target the level of work where it is most needed. Teachers do not assume that because pupils are in sets they should all do the same work, and so tasks are matched to pupils' individual needs. However, in one unsatisfactory lesson during the week of the inspection, the teacher did not ensure that pupils carried out the work they had been set and as a result they did not make the progress they should. Pupils with special educational needs receive additional benefit from having additional support from teaching assistants. Work is matched to the needs identified on their individual educational plans and they make satisfactory progress. Pupils who speak English as an additional language make the same satisfactory progress as their classmates.
- 88 Teachers do not make sufficient use of ICT for pupils to practise and further develop their mathematical skills, and there are too few examples of numeracy being used in other subjects. However, where ICT is used it has a good effect on what is being learned. For example, because their graphs are well presented and clearly show the difference in times of sunrise and sunset over a week, pupils can easily and quickly glean information from them. Likewise, when pupils do use their numeracy skills in other subjects the quality of their learning is improved because they are able to use and consolidate their mathematical skills. In art and design, for example, pupils carefully measured their arms, legs and shoulder width before sketching well proportioned drawings of themselves.
- 89 Leadership and management of the subject are satisfactory overall. The National Numeracy Strategy has been implemented soundly and promoted improvements in both learning and teaching. The school has introduced a good programme of assessments and records so that groups and individuals can be highlighted for extra support. The co-ordinator is hard working and has good subject knowledge. She has been given some time to monitor standards in the subject and is aware of the need to improve the speed with which pupils recall and use their numeracy skills.

SCIENCE

- 90 Standards of attainment in science by the end of Year 6 are below the national average. At the time of the previous inspection, standards were in line with national averages. Results in the national tests at the end of Year 6 in 2002 were well below the national average in relation to all schools and below those found in similar

schools. Nevertheless, they show that pupils made satisfactory progress overall based on what they achieved at the end of Year 2. There is no significant difference between the performance of boys and girls. Pupils with special educational needs and those who speak English as an additional language make the same progress as the rest of the class.

- 91 Pupils cover a broad range of science topics. In Year 3, pupils study different sources of light and have a reasonable understanding of how shadows are formed. In Year 5, pupils extend their knowledge of materials by dropping lemon juice on to different rocks to observe how they responded to acid. Older pupils construct their own electrical circuits. However, standards are below average overall in scientific enquiry, and pupils do not have sufficient understanding of how to vary one factor while keeping others the same. For example, some Year 6 pupils could not explain why a bulb becomes dimmer as the number of bulbs in a circuit is increased. There was no evidence available of pupils being provided with opportunities to set up their own investigations.
- 92 The quality of teaching in science is satisfactory overall but varies within year groups. During the inspection no unsatisfactory teaching was observed and some very good teaching was seen in Years 5 and 6. When teaching is very good, teachers' planning is thorough, the learning outcomes are clearly communicated to pupils at the beginning of the lesson and resources are both appropriate to support the learning and well prepared in advance. In these lessons the importance of science knowledge to their everyday lives is carefully explained to pupils, expectations are high and practical investigations build upon pupils' previous knowledge. There is also a good balance between explanation by the teacher and practical activity by pupils.
- 93 All teachers have at least satisfactory subject knowledge and some have considerable expertise to share. In most lessons, sound use is made of classroom assistants and volunteer helpers to support pupils with special educational needs and those who speak English as an additional language. As a result, these groups of pupils are fully included in every part of the lessons. Clear explanations, the encouragement of appropriate scientific vocabulary (such as *series circuit*, *opaque*, *translucent*, *impermeable*) and the use of the outdoor environment to study habitats, capture pupils' interest and promote learning. Teaching is less satisfactory when there are too few opportunities for experimental and investigative work.
- 94 Good progress has been made since the previous inspection to ensure topics taught in science are not repeated and that there is more progression in the teaching of skills. Teachers plan science lessons in year groups to ensure a consistent approach across the school and full coverage of the science curriculum. Homework makes a satisfactory contribution towards pupils' achievements. Provision for higher attaining pupils has improved since the previous inspection. More able pupils have the opportunity to take part in a science club for able and talented pupils at the secondary school to which the majority of pupils transfer at the end of Year 6.
- 95 Assessment procedures are not used consistently to chart pupils' progress and the available information is not used effectively to improve planning. As a result, teachers' expectations of the standards that many pupils can achieve are not high enough. Teachers make effective use of questioning to assess pupils' learning, for example, to ensure that they fully understand *translucent*, *transparent* and *opaque*, but they do not consistently use the information to modify teaching. However, an evaluation of pupils' individual responses to science questions in the national tests has been useful in identifying areas which are causing pupils most difficulty. This

has been effective in providing more focused teaching in, for example, the measurement and comparison of temperatures.

- 96 Marking is not always effective in indicating to pupils what they should do next to improve. Analysis of pupils' work in their science books shows that teachers are not consistent in setting high standards of organisation of recorded work. For example, some pupils' books contain undated, untitled and unfinished work. In the best lessons, teachers model the high standards of organisation and recording expected of pupils. There is good practice in some Year 3 and Year 5 classes where pupils are told clearly how they got on and what they need to do to improve but this is not consistent in all classes in each year group or across the school generally.
- 97 The attitudes and behaviour of pupils in science lessons is a strength of the subject. The majority of pupils are interested in science and apply themselves well to the work they are set. Most are attentive to instructions, keen to respond and willing to work independently. For example, pupils in Year 6 listen attentively to each other as they predict what will happen to each bulb as more bulbs are added to a circuit.
- 98 In most lessons there are very good opportunities for pupils to develop their speaking and listening skills, and for speakers of English as an additional language to practise their spoken English and to make effective use of appropriate scientific vocabulary. Pupils in this group make impressive contributions to class and group discussions. For example, in Year 5, they confidently described the properties of rocks to their teacher using appropriate vocabulary, such as *porous* and *non-porous*, *permeable* and *impermeable*, *waterproof* and *absorbent*.
- 99 Relationships in science lessons are very positive and another strength of the subject. Pupils collaborate very well on tasks and co-operate very effectively to share equipment and ideas. In most classes, teachers encourage pupils to work independently. When working in groups, a chair person or team leader is appointed. This is a particularly effective strategy in developing pupils' personal and social skills. It is a useful management tool in ensuring the teacher can support one group at a time without interruption from other pupils. Care is taken to ensure science groups are mixed ability with a good balance of boys and girls in each group. Pupils demonstrate genuine tolerance and respect for each other as they share their ideas in group discussions.
- 100 The management and leadership of science are satisfactory. The subject co-ordinator has good subject knowledge and manages resources well. The school is in the process of reviewing its policy for teaching science and there are plans to modify the current scheme of work in line with national recommendations. Good relationships and close liaison has been established with the neighbouring infant school, and termly meetings have taken place between the science co-ordinators in both schools to ensure continuity and progression in pupils' learning. The co-ordinator monitors teachers' planning to ensure coverage of the science curriculum. There are also planned lesson observations and sampling of pupils' work through which the co-ordinator can monitor the quality of teaching and learning.

ART AND DESIGN and DESIGN AND TECHNOLOGY

- 101 Standards of attainment in art and design and design and technology meet national expectations and pupils make satisfactory progress. Standards in design and technology have improved since the last inspection when they were found to be below national expectations and pupils were making unsatisfactory progress.

- 102 By the age of eleven, pupils have successfully explored and developed their ideas in art and design through experiencing a variety of media. These include the use of pencils, crayons, pastels, various types of paint, fabric and clay. They record from direct observation. For example, during the inspection Year 3 pupils used their visit to a performance of 'The Witches' as a stimulus to record the movement of characters using collage. Year 6 pupils used different media to create their own landscapes in response to looking at the work of a range of artists from different cultural backgrounds. These lessons contributed positively to pupils' cultural development.
- 103 Evidence in sketch books shows a clear progression through the year groups in skill acquisition and a development in understanding of elements such as proportion, pattern, texture, tone and colour. Work in printing and clay is often of a high standard.
- 104 In design and technology, pupils' ideas and skills have been successfully developed using a range of ideas, tools, equipment, materials and components to make satisfactory finished products. These range from packaging and money containers to sandwiches and biscuits, moving pictures and torches. Sketch books indicate a thorough approach to the design and making process. This includes product analysis, investigation of materials, initial design, making and modification and evaluation of finished products.
- 105 The quality of teaching in both subjects is satisfactory overall with some good features. These include good subject knowledge, enthusiasm and individual expertise. Resources are well organised and used well to provide appropriate learning opportunities. There is a high expectation for pupils to do their best, share materials and work amicably together, which reflects in the good attitudes to the subject and the very high quality of relationships. The quality of learning in both subjects has some unsatisfactory elements because time constraints limit pupils' progress. In all but one of the art lessons observed and in one of the design and technology lessons, pupils could not benefit fully from the opportunities provided. This was because of interruptions by pupils being taken out to pursue other activities or because there was insufficient time to accomplish the tasks properly within the lesson. In one case one group of pupils left a good but shortened art lesson to join another optional art activity.
- 106 Both subjects link appropriately with English and mathematics. For example, discussion forms an integral part of lessons. In design and technology, pupils record some of their observations and evaluations in writing. In art, proportion and symmetry are frequently considered. In a Year 5 class, pupils planned their figure modelling using geometric shapes. Some good use is made of ICT. For example, in another Year 5 class, very effective images, from a digital camera, produced resources for the study of tone. There are plans to use ICT more extensively.
- 107 Both subjects are well led. Each co-ordinator is well qualified and knowledgeable. The design and technology co-ordinator is currently seconded but was available to explain the developments which have taken place since the previous inspection. Both subjects have policies, which are of good quality. They offer supplementary information for delivering effective lessons and list a satisfactory range of resources. Appropriate guidance for assessment in design and technology is in place. In art and design, pupils are encouraged to evaluate their own work. There are some examples of art being used effectively in display; interactively, for example, by encouraging

pupils to observe and respond to a Henry Moore sculpture. There is scope to extend this good practice throughout the school and to other subjects.

GEOGRAPHY AND HISTORY

- 108 During the inspection, history lessons were observed in Years 4, 5 and 6 but only one geography lesson was seen. This is because the school plans the teaching of these subjects so that they take place at different times of the year. There was insufficient evidence to make a judgement about standards in geography. Pupils aged eleven attain the standards expected nationally for pupils of their age in history. All pupils, including those with special needs and who speak English as an additional language, make satisfactory progress. These findings broadly reflect those made at the time of the previous inspection.
- 109 The quality of planning and teaching of history is satisfactory and meets the needs of pupils of different abilities. Teachers are beginning to make links between different subjects to make better use of time. However, the literacy skills that pupils have developed in English lessons are not used sufficiently in these subjects. As a result, pupils copy too much work when they are often quite capable of writing interesting accounts of events, and recording their opinions and views. Research skills are not as well developed as they could be because pupils tend to copy information rather than interpreting it.
- 110 Pupils throughout the school enjoy their lessons in history. Evidence from lessons and samples of pupils' work show that most pupils have a sound knowledge of important events related to the topics they have studied, such as life in Roman and Tudor times, Ancient Greece and the Victorians. For example one pupil in Year 3 wrote, "A Roman soldier was very fit. He could walk a long way and carry a heavy vest." Teachers use a good range of techniques in lessons to motivate pupils. This was evident in a very good lesson with a Year 4 class when the teacher used role-play very effectively to explore the reasons why Henry V111 married six times. The pupils were highly enthusiastic and the lesson made a significant contribution towards their personal and social development as they worked collaboratively, formulating opinions and discussing their views. When given the opportunity, pupils can use an increasingly sophisticated range of resources such as ICT to find and check information. For example, pupils with special needs in a Year 6 class worked with a classroom assistant on the computer using an appropriate program to illustrate the Nile in flood.
- 111 In geography, pupils in Year 5 look at how water is used in a less developed country like Ethiopia, and compare this to the United Kingdom. Pupils in Year 6, have undertaken a study of the River Lin. The work produced meets national expectations. Pupils know that erosion occurs when the water flows fast and the power wears away the sand and stones, which are deposited further down the river. In this study, satisfactory links were made with mathematics and art as they drew graphs to show the depth of the water and created a river scene using their knowledge of the famous impressionist painter, Monet.
- 112 Teaching in history has improved since the last inspection. It is satisfactory overall with examples of good and very good teaching. In most lessons observed, there was a good balance between developing pupils' skills as historians and enabling them to acquire historical knowledge and understanding. Most teachers displayed a secure knowledge of the subject. In both history and geography, procedures for assessing pupils' knowledge and understanding at the ends of units of work are satisfactory. However, evaluations of their learning lesson by lesson are not sufficiently detailed to

ensure that the work set takes account of the progress individual pupils have made in the development of their skills. All teachers manage pupils' behaviour well and as a result there was no evidence of the disruptive behaviour observed during the last inspection. However, not all teachers display pupils' work in an interesting and stimulating way.

- 113 The management of history and geography is satisfactory. Work surveys are undertaken and the history co-ordinator has identified weaknesses that need addressing. This is good practice. For example, she has noted that comments made when teachers mark pupils' work could more closely reflect the lesson's learning objectives and that sometimes teachers let pupils get away with copying information. The school's senior management team need to draw on such information in order to raise standards. The policy for history has recently been rewritten and that for geography is being reviewed. The school has adopted nationally agreed guidance for both subjects and these provide satisfactory support for teachers when planning units of work. Teachers make good use of educational visits, for example, to a local museum to view Egyptian artefacts and to Cropston Reservoir when undertaking a river study. Resources are satisfactory in history and geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 114 The previous inspection found that standards of attainment by the end of Year 6 were well below average and the subject did not meet National Curriculum requirements. Though satisfactory progress has been made in addressing some of the weakness identified in the last report, pupils' levels of attainment are still below national expectations at the end of Year 6. However, provision for the subject does now meet requirements.
- 115 By the end of Year 6, pupils of all abilities including those with special educational needs and those who speak English as an additional language can use word processing and desktop publishing packages to select fonts, borders and backgrounds to present their poems and posters. In Year 3, pupils are taught how to edit text but the effectiveness of demonstrations is limited by inadequate equipment. For example, a full class of Year 4 pupils had to crowd around a 14 inch screen for a demonstration of how to use the spell check tool to amend a text. Some of the school's classroom based resources are old or inadequate and hinder pupils' progress. The lack of a multi-media projector means pupils do not fully benefit from teachers' class demonstrations of skills involving the use of icons and keyboard.
- 116 Pupils respond well to ICT. They are enthusiastic about using the equipment and confident in their approach to tasks. They work collaboratively, often in pairs, and are willing to support one another, sharing resources sensibly. A significant number of pupils have computers at home and enter school in Year 3 with a good knowledge and skill level. However, the school has not conducted an audit of pupils' skills and experience, though this would make it a lot easier for teachers to plan the next stages of learning.
- 117 Based on the few lessons observed during the inspection, the quality of teaching in ICT is satisfactory overall. Since the previous inspection the subject knowledge and confidence of teachers has improved as a result of nationally specified training undertaken this academic year. However, a number of teachers still lack confidence in the use of digital cameras, scanners and in control and modelling.
- 118 Teachers sometimes set tasks which do not increase pupils' skills or knowledge; for example, using computers to word process writing copied directly from English

books. Teaching in ICT is hampered by the absence of e-mailing facilities in the school. Pupils are unable to exchange information and ideas with others by e-mail, which limits the progress they can make in this area. Pupils collect information from web sites and are therefore building up their knowledge in the use and application of computers. For example, pupils in a Year 3 and Year 6 class used the internet to find additional information to develop their knowledge of light sources and of life in Ancient Egypt.

- 119 Recently purchased equipment is now sufficient to enable teachers to deliver whole class lessons where all pupils can be actively involved, sharing one laptop between two pupils. This is an improvement since the last inspection. However, little direct teaching of skills to access or use ICT was observed during the inspection. Attempts are made, in some classes, to use the computers whenever possible but in other classes there is little evidence of ICT being used to support learning in other subjects.
- 120 Subject leadership and management are satisfactory. The school has appointed an assistant co-ordinator to support the leadership and management of the subject. The co-ordinator monitors teachers' planning for ICT and is released every other week to observe in classes.
- 121 There has been an improvement in ICT resources since the previous inspection. There is now an adequate range of software available in the school but CD ROMs and other computer programs are not sufficiently planned for to ensure progression between Years 3 to 6. Software is not carefully linked to other subjects to enable teachers to support pupils' learning more widely. A published scheme of work has recently been purchased to assist teachers in delivering the ICT curriculum. However, knowledge and understanding of control technology and data logging skills are still not taught consistently across the school.
- 122 Assessment is inconsistent. In some classes, teachers record the ICT experience that pupils have but teachers do not assess pupils' attainment in terms of National Curriculum levels. The subject co-ordinator is aware of the need for a systematic and consistent approach to the assessment of pupils' skills and progress across the school.

MUSIC

- 123 Standards of attainment have been maintained since the time of the previous inspection and meet national expectations by the end of Year 6. The school has improved the range of pre-recorded music. As at the time of the previous inspection, there is a good range of musical instruments but they are not stored well. Pupils of all ages benefit from being able to receive instrumental tuition on a range of orchestral instruments.
- 124 The school has ensured that the time available for the subject to be taught is in line with that recommended. As a result, pupils receive a well-balanced curriculum. Weekly singing lessons for each age group as well as class music lessons that focus on other aspects of the subject provide pupils with satisfactory opportunities to develop their skills. Pupils of all attainment levels, including those who speak English as an additional language, make satisfactory progress.
- 125 Pupils develop good singing skills. During the week of the inspection, Year 6 pupils gave a very good performance of some songs from *Jonah man jazz*. The school makes good use of a visiting pianist to accompany weekly singing lessons for all age

groups. This ensures that teachers can concentrate on improving the quality of pupils' singing. During the week of the inspection, the quality of learning in one lesson was improved because the teacher insisted on correct posture and on pupils giving of their best. As a result, the quality of singing improved from mediocre to a good level.

- 126 During the week of the inspection, teaching was satisfactory overall. All teachers have good intentions but occasionally do not provide enough opportunities for pupils to take part in practical activities. For example, in one lesson during the week of the inspection, only four pupils were given the opportunity to play an instrument and as a result the majority of the class began to lose interest. However, the same was not true in another class where good teaching prompted all pupils to work in groups with untuned instruments to produce their own compositions in 8-beat time. Good teaching in Year 4 gave pupils the opportunity to match their interpretation of four pictures with suitable music. This not only developed their musical skills but allowed them to use their speaking and listening skills well. One child justified her choice of music by saying that it reminded her of a funeral.
- 127 The co-ordinator has not been involved in monitoring or evaluating standards in the subject. The school is using a new commercial scheme in one age group but it is too early to judge its success. It is important, that if successful, a scheme of this type is used to support teachers who are not confident in their subject knowledge. Currently there is no system for assessing pupils' music skills and knowledge to enable teachers to plan a good match of work and to check that pupils make sufficient progress. The school library does not have an adequate number or range of books about the subject.

PHYSICAL EDUCATION

- 128 During the inspection, lessons were seen only in dance and games. Swimming and water safety activities are provided for in all year groups. All pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress overall throughout the school and achieve the standards expected for their age. This is similar to the situation found at the time of the previous inspection.
- 129 Pupils in Year 6 showed precision, control and fluency as they responded to a piece of music. They enthusiastically pretended to be aliens travelling to earth who changed into anything they looked at. The teacher gave constant directions and identified areas for improvement as the pupils moved to the music, imagining themselves as eagles or dolphins. Throughout the school, pupils are becoming increasingly more adept in ball skills and are developing a sound understanding of the strategies associated with 'attack' and 'defence' games. Pupils in Year 5 demonstrated satisfactory skills as they controlled and passed the ball accurately to one another using a hockey stick. There was no significant difference between the performance of boys and girls.
- 130 The quality of teaching is generally good. The planning of lessons is good and teachers are clear about the learning objectives to be achieved. Close attention is given to warming up and cooling down before and after activities. These are usually carefully managed and provide a good starting point for lessons. Games lessons contain well structured activities and pupils are provided with appropriate opportunities to repeat and practise their skills in order to improve them. All teachers have good control over behaviour and as a result pupils respond well during lessons and have a strong desire to do well. Learning is good in lessons because teachers

choose individuals to demonstrate and ask the rest of the class to evaluate the performance. This has the effect of improving standards because pupils rise to the challenge of trying to reach and better the achievements of their peers. This is an improvement from the time of the last inspection when it was reported that pupils needed more time to evaluate their work. Teachers take care to ensure safe working practices.

- 131 The management of the subject is satisfactory. The co-ordinator is currently reviewing the policy. The school has co-operated with the infants to produce a scheme of work which ensures that skills are being developed as pupils move through both schools. This is a good example of how the two schools can work well together for the benefit of the children. The attainment of each pupil is recorded at the end of each year. Resources and equipment are satisfactory overall. There is a satisfactory range of after-school sporting activities which includes football and netball.

RELIGIOUS EDUCATION

- 132 Pupils throughout the school attain standards in religious education that are in line with those set out in the locally agreed syllabus. An effective scheme of work is in place to support the teaching of religious education and the co-ordinator acts as a valuable source of expertise and advice for colleagues. By Year 6, pupils are increasingly confident in their understanding and knowledge of a range of world faiths. An examination of pupils' books indicates that religious education is given the appropriate time and emphasis throughout the school year.
- 133 The progress made by all pupils, including those with special educational needs and those who speak English as an additional language is satisfactory. In accordance with the scheme of work, pupils in all year groups are taught about the principles and precepts of different world faiths. For example, Year 3 pupils learned about Divali as a festival of light. In Year 5, pupils are able to identify the five pillars of Islam. Religious education lessons also regularly include the exploration of relevant moral issues such as tolerance and honesty.
- 134 The quality of teaching was good overall during the inspection. This represents an improvement on the previous inspection. Teachers have good classroom control and as a result, pupils' behaviour and attitudes towards religious education are good. They are interested and enthusiastic learners. They concentrate well and show their motivation by their eagerness to answer teachers' questions and to discuss their own thoughts or feelings with a partner. Teachers' own subject knowledge and understanding are good, lessons are well planned, and resources to support learning are of a high standard. Teachers make good use of opportunities to link learning in religious education to pupils' own spiritual development, for example, through a period of silent, reflective thought during the lighting of the Diva lamp in Year 3. The teacher linked this well to the lighting of candles in the Christian faith. However, teachers do not provide enough opportunities throughout the year for pupils to write reflectively in order to explore their own ideas and to raise questions.
- 135 The marking of pupils' work varies. In some year groups and in some classes, teachers make summary comments at the end of work. However, these evaluations concentrate on pupils' attitudes to work rather than specific religious knowledge and understanding.

- 136 The subject is well led by an enthusiastic co-ordinator. The religious education curriculum has improved since the previous inspection and it is now good. A number of successful initiatives have been introduced, including visitors to talk to pupils about their own faiths. The subject is a major factor in the strong spiritual and cultural development provided by the school. The co-ordinator looks at planning, reviews the work in pupils' books and monitors the quality of teaching and learning in religious education. As at the time of the last inspection, assessment procedures in religious education are inconsistent across the school and do not contribute to the planning of the next stages of learning.