

# INSPECTION REPORT

**WILLIAM MACGREGOR PRIMARY SCHOOL**

Tamworth

LEA area: Staffordshire

Unique reference number: 124219

Headteacher: Clair Hanks

Reporting inspector: Rob Crompton  
7230

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

Inspection number: 248569

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Glascote Road Tamworth Staffordshire
Postcode:	B77 2AF
Telephone number:	01827 475705
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Allan Barratt
Date of previous inspection:	January 2002

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rob Crompton 7230	Registered inspector	Mathematics Information and communication technology Music	What sort of school is it? How high are standards? <i>The school's results and achievements</i> How well are pupils taught? How well is the school led and managed?
Ann Taylor 19743	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents?
Christine Canniff 18703	Team inspector	English Religious education Special educational needs	
Trudy Cotton 3751	Team inspector	The Foundation Stage Art and design Design and technology	
Stephen Parker 23658	Team inspector	Science Geography History Physical education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than other primary schools nationally, with 156 boys and girls aged from four to eleven. Pupils mainly live locally. Attainment on entry to the school is below that typical of four year olds. About a fifth of all pupils have special educational needs, most of whom have learning or behavioural difficulties. This is in line with the national average. Three pupils have statements of special educational need, which is above the national average. Almost all pupils are white. No pupils are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is broadly average. Classes are made up of single year groups in Years 1, 2 and 3. Years 4, 5 and 6 are taught in year groups in the morning only. Pupils are grouped by prior attainment for mathematics in Years 3 to 6. Following the retirement of the previous headteacher, a temporary headteacher led the school for a year until the appointment of the new headteacher in January 2003.

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

This is an improving school. Standards in mathematics have risen and are now satisfactory. The quality of teaching and learning is now good and, although below average, attainment in English and science is rising. The recently appointed headteacher has already inspired the confidence and trust of pupils, parents and staff. The governing body fulfils its responsibilities well and has provided stability during an unsettled period. Parents are happy with the school and make a good contribution to its work. The school gives satisfactory value for money.

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

- The headteacher provides very good leadership
- Good teaching and learning is having a positive impact on standards, especially in mathematics and information and communication technology (ICT)
- Good provision for personal development contributes to pupils' good attitudes and behaviour
- Governors support the school well
- Parents have positive views of the school and provide good support for the school's work

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

- Standards in English, science and religious education
- The use of assessment to monitor pupils' progress and to help teachers when they plan their lessons
- The overall rate of pupil attendance
- The availability of accommodation when pupils have lessons in literacy and numeracy

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

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

There has been good improvement since the last inspection in January 2002. The serious weakness in leadership and management has been overcome. The quality of teaching is more closely monitored and has improved, particularly in the Foundation Stage<sup>1</sup>. Better account is taken of pupils' prior attainment in planning work. Pupils' behaviour has improved and is now generally good.

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<sup>1</sup> The Foundation Stage is between a child's third birthday and the end of the reception year. During this period, the basis of children's learning is on fostering, nurturing and developing personal, social and emotional well-being, skills in language and literacy, mathematics development, knowledge and understanding of the world, and physical and creative development.

## 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	C	C	D
Mathematics	E	E	D	D
Science	D	D	E	E

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

As children enter the school many have not developed the speaking, listening and early numeracy skills usually found at this age. Most now make good progress in the reception class. They are on course to meet expected levels at the end of the year in relation to their personal, social, physical and creative development, and in language and communication and numeracy skills.

The results of National Curriculum tests for 7 year olds last year were well below average in reading, but average in writing and mathematics. Pupils in Year 2 are now doing better in reading, but standards are still below average. Their writing skills are also below average. Attainment in mathematics is broadly average. Pupils are now making at least satisfactory progress in basic skills because the quality of teaching has improved.

Overall results in the National Curriculum tests for 11 year olds were below average in 2002. Current Year 6 pupils are making satisfactory progress. Many are on course to do reasonably well in the 2003 tests but overall results in English and science are unlikely to match the national picture. Attainment in mathematics is better than in English and science. Most pupils work at the nationally expected standard, and potentially higher attaining pupils are on course to exceed it.

Pupils make steady progress and achieve satisfactory standards in other subjects with the exception of religious education, where attainment does not meet expectations by Year 2 or Year 6.

Although the school's results have been below average over recent years, they have improved at a similar rate to those achieved nationally. The school has set appropriate targets for future performance. As the quality of teaching is good and pupils have positive attitudes, there is every chance that the targets will be met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are enthusiastic about the opportunities it offers them.
Behaviour, in and out of classrooms	Good. Most pupils behave well in class and around the school.
Personal development and relationships	Good. Pupils respect one another and are ready to listen to and appreciate the views and opinions of others.
Attendance	Unsatisfactory. It compares unfavourably with similar schools. Parents often take their children out of school for holidays during term-time, or for reasons other than the child's illness.

## TEACHING AND LEARNING

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

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

Children make a good start in the reception class because the teaching is effective. Good teaching in Years 1 to 6 builds well on this and is leading to better standards. Very good relationships make a significant contribution to teaching and learning. Teachers manage behaviour well and successfully motivate most pupils to work hard and try their best to improve. The teaching of mathematics and science is good. Teachers know these subjects well and plan lessons in detail. They are clear about what they expect pupils to learn and use questions skilfully. Support staff make a valuable contribution to most lessons. Numeracy is taught effectively and integrated in other subjects but, although the teaching of English is satisfactory, more could be done to help pupils practise and improve their literacy skills in other lessons. Pupils with special educational needs benefit from good teaching but the skilled learning assistants could make a stronger contribution if their support was more effectively co-ordinated. Higher attaining pupils are given harder work in mathematics but are not sufficiently challenged generally, particularly in English and science. Although the overall quality of teaching is good, it needs to be better than satisfactory in English if pupils are to make rapid progress.

Pupils concentrate well in most lessons and sustain their interest. They work independently and are increasingly aware of what they need to do to improve because teachers make this clear during lessons. Pupils work at a steady pace but, in some lessons, teachers could encourage them to increase their productivity.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. ICT is integrated well but pupils have limited opportunities to practise and extend their literacy skills in other subjects. Planning is sound, although work set for higher attaining pupils can lack sufficient challenge. There is a good range of extra-curricular activities
Provision for pupils with special educational needs	Satisfactory. Pupils are supported well in lessons but additional support is too thinly spread to be completely effective.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The school successfully helps pupils to develop socially and instils appropriate moral values. Pupils' spiritual development is fostered during assemblies and through creative activities, such as music. Good opportunities are provided in lessons to understand the lives of people in different countries. Plans are in hand to raise pupils' awareness of the cultural diversity within Britain.
How well the school cares for its pupils	Satisfactory. Staff care about the children and are attentive to their welfare. Procedures for monitoring and promoting good behaviour work well. Assessment systems are sound but more use could be made of the information available to monitor pupils' progress and to decide what to teach next.

Relationships with parents are sound and improving. Encouraged by the welcoming approach of the headteacher, more parents are helping in class.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very strong leadership and is supported well by the acting assistant head. Subject co-ordinators are increasingly effective in the drive for better standards.
How well the governors fulfil their responsibilities	Good. The governing body is well informed. The chair of governors provides very good leadership and works in close partnership with the headteacher. Governors have supported the school effectively during a period of instability.
The school's evaluation of its performance	Governors have a clear idea of the school's strengths and areas for improvement because they have much day-to-day contact with the school.
The strategic use of resources	Funding is carefully allocated and resources are used well. Financial planning and administration are good.

The school is adequately staffed to meet the demands of the curriculum. Resources for teaching are satisfactory. The accommodation is satisfactory overall, although there are not enough classrooms to enable pupils to be taught in separate year groups. Part of the hall has to be used every morning and this is not an adequate teaching space. The school seeks best value when making decisions about spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

(Six parents attended the pre-inspection meeting and 43 of the 156 parental questionnaires – 27.5 per cent – were returned).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Staff are approachable and friendly</li> <li>• Teaching is good</li> <li>• Staff have high expectations</li> <li>• Children make good progress</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents do not feel there is a good range of activities outside lessons</li> <li>• A small number do not feel well informed about their child's progress</li> </ul>

Inspectors agree with parents' positive views but judge that the range of extra-curricular activities is now good, with a variety of musical and other clubs running at lunchtimes and after school. Inspectors agree that the information given to parents about their children's progress could be improved.

## **PART B: COMMENTARY**

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

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

##### ***The Foundation Stage***

1. In previous years many children had weak language and number skills and were socially immature as they started school. The attainment of children in the current reception class was more typical of four year olds when they started at the beginning of the year. Due to good teaching, they are making good progress and most children are on course to meet the early learning goals<sup>2</sup> by the end of the year.

##### ***English, mathematics and science***

2. The results of National Curriculum tests for 7 year olds last year were well below average in reading, but average in writing and mathematics. The proportion of pupils achieving the higher levels in writing was average, but not enough higher attaining pupils reached their potential in reading, mathematics or science. All pupils achieved the expected level in the mathematics tests and science assessments, which was in the top 5 per cent nationally. However, the lack of higher scores meant the average results matched the national picture, rather than exceeded it. When compared with those of similar schools<sup>3</sup>, overall results were below average. Current work in Year 2 indicates that pupils are now doing better in reading but standards are still below average. Their writing skills are also below average. Attainment in mathematics is broadly average. Pupils, including those with the potential to achieve good standards, are now making at least satisfactory progress because the quality of teaching has improved.
3. Test results for 11 year olds in 2002 indicated that many pupils were underachieving. Although the number of pupils attaining the expected levels in mathematics was above average, results in English and science were well below average. Conversely, the proportion of pupils achieving the higher levels in English was average but well below average in mathematics. When results are compared with those of similar schools, overall performance was well below average. The previous inspection, which took place a few months before pupils took the tests, found that pupils' behaviour, particularly that of boys, was hindering progress. The performance of Year 6 boys in mathematics and science has been much weaker than that of girls over the last four years, and this has had a significant impact on the overall results. Behaviour is now good and pupils have attitudes that are far more positive. Although standards in English and science are still below average, pupils are making better progress because teaching has improved and pupils are trying harder to do well.
4. Speaking and listening skills are generally weak across the school. Most pupils read and write at an appropriate level for their age but few develop above average skills. Some higher attaining pupils should be doing better in English. More could be done to draw on pupils' literacy skills in other subjects, such as history and religious education. Pupils' numeracy skills are developing well because teachers use the national strategy effectively and often provide opportunities for pupils to practise and consolidate these skills in other subjects. The emphasis on practical work in science is leading to better standards.

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<sup>2</sup> The early learning goals are the levels in all the areas of learning that children are expected to reach by the end of the reception class.

<sup>3</sup> This is based on the number of pupils known to be eligible for free school meals.

### ***Other subjects***

5. Standards in religious education are below those outlined for 7 and 11 year olds in the locally agreed syllabus. This is mainly because there is not enough time spent in teaching the subject, so all aspects cannot be covered in sufficient depth. In all other subjects, standards are in line with those expected. Pupils make better progress in subjects such as art, music and physical education, which do not rely on their literacy and numeracy skills.

### ***Achievement of different groups of pupils***

6. Higher attaining pupils do reasonably well in mathematics, mainly because they are taught in groups based on prior attainment (sets). They do not progress as quickly in literacy and science because some of the teaching is not challenging enough. Pupils who have special educational needs generally make satisfactory headway in class because work is set at appropriate levels of difficulty. Girls have outperformed boys in recent years but this is evening out because boys are now better motivated. The few pupils from ethnic minority groups do as well as other pupils. The school has identified a small number of pupils with specific gifts or talents and these pupils make satisfactory progress.

### ***Trends and targets***

7. Performance in national curriculum tests has varied considerably in recent years. Results in reading in Year 2 have dropped significantly, whereas there has been a sharp rise in writing and mathematics results. From a very low point five years ago, the standards have risen dramatically, despite last year's performance being below average. The overall upward trend has matched the national picture. Fluctuations are less likely now that teaching and learning have improved. The general scene is calm and purposeful, with none of the disruption observed during the last inspection. Challenging targets have been set for future years. If the school can sustain the current momentum and increase attendance levels, there is every likelihood that they will be achieved.

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

8. Pupils have good attitudes to school, behaviour is good and relationships in the school are very good. These are clear school strengths that are helping pupils to learn. The positive picture seen during the previous inspection is still very much the case.
9. Pupils enjoy coming to school and parents agree this is true. They are pleased to see friends and staff in the mornings and enjoy the activities in lessons. Pupils are well motivated and are eager and keen to please their teachers. Older pupils are good at taking responsibility for their work. This was clear from looking at the good quality geography project work on different countries they have completed at home. During the inspection, pupils' attitudes and behaviour were at least good in nine out of ten lessons seen, often very good and, occasionally, excellent.
10. These good attitudes were clearly seen in a short religious education lesson about the Easter story. The teacher engendered positive attitudes because pupils were given opportunities for independence, in deciding for themselves who were to be the characters and the crowd. Pupils listened carefully, organised themselves quickly with no fussing, despite having to re-enact a crowd scene of Jesus entering Jerusalem, and having to place palm leaves in Jesus' path. Pupils' responsiveness, their willingness to step into character and organise themselves quickly, meant that they made good progress in understanding the story.

11. The behaviour of pupils throughout the school is good. Parents are much happier and pleased with the standard of behaviour than they were last time round. Year 6 pupils explained that they recognise how behaviour has improved when compared with how it was last year. They told inspectors that they are 'trying to do their best'. Pupils understand the school's golden rules and keep their own class rules. Pupils make significant progress in lessons because their behaviour is good.
12. Bullying is rare and, when it does occur, is handled well by staff. Pupils confirmed this was the case and explained it is mostly some pupils 'being a bit rough and falling out' at times. One pupil was involved with a small number of fixed-term exclusions last year, leading to a permanent exclusion from school. Use of exclusions is very similar to that at the time of the previous inspection.
13. Relationships within the school are very good and pupils make significant progress in developing their social skills. The school is a happy, friendly place in which to learn. Pupils contribute enthusiastically to the life of the school and community. For example, older pupils undertake telephone and door duties, they look after younger ones when it is wet play and most pupils have classroom monitor roles. There are good levels of respect and consideration for others.
14. Pupils with special educational needs enjoy their work. They learn to concentrate for longer and longer periods and they work hard in lessons when they receive focused adult support. They generally do their best for their teachers and the support assistants, who encourage independence and determination. Pupils whose social behaviour is a concern make good progress towards a calm approach to work and sensible attitudes in class.
15. The level of overall attendance at the school remains unsatisfactory. Although it rose sharply in the year after the previous inspection, it then fell again even lower than before. Last academic year it was well below the national average. Figures for this academic year are more encouraging and show a gradual increase once more, confirming the school is on the right path to improve.
16. The proportion of pupils absent without good reason (unauthorised) is high and well above the national average. Some of these authorised absences are due to excessive amounts of days for holidays, over and above that which has been originally authorised by the school. Unsatisfactory attendance is mainly attributed to the growth in holidays during term time, combined with some parents being more inclined to keep their child off than sending them to school. This current pattern of attendance is depressing standards, and attendance is a key issue for the school to improve.

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

17. Good teaching in most classes means pupils progress well. Four out of five lessons observed were good or better, with about a quarter being very good.
18. Teaching in the reception class has improved dramatically since the last inspection, when it was found to be weak. Teaching is now good and often very good. The teacher has a high level of expertise. She knows how young children learn and organises activities accordingly. The learning assistant is experienced and confident. She provides very good support, which means that children are often taught in small groups and benefit from sustained adult attention. Relationships are warm and children soon learn how to behave appropriately. A delightful atmosphere permeates the classroom, with children fully absorbed in the variety of tasks set out for them. The teaching provides a good foundation for children's personal and intellectual development.

19. Teachers in Years 1 and 2 plan lessons carefully and use resources well to support learning. They have very good relationships with the pupils. Lessons move at a brisk pace. The specific things that pupils are meant to learn are made clear at the beginning of lessons and then reviewed at the end. This means pupils are becoming aware of the progress they are making and what they need to do to improve. Teachers use this feedback to adapt subsequent lessons. Basic skills are generally taught well and pupils' attainment in writing and mathematics is improving as a result. Reading is taught regularly in class but pupils' individual reading is not checked regularly enough to ensure that they are moving on at an appropriate rate.
20. Pupils in Years 3 to 6 benefit from much effective teaching. This is an improvement since the last inspection. Teachers structure lessons carefully and pupils respond well to the high expectations in regard to effort and behaviour, although expectations in English are not all that they might be. There is a broad range of teacher expertise, with good lessons seen in many subjects. Teaching in the Year 6 class is very good. Pupils respond very well to the teacher's lively approach. They are interested in most lessons because the teacher uses a variety of resources to sustain their attention and involvement. The interactive white board<sup>4</sup> is used in many lessons to illustrate ideas and to actively engage pupils in the learning. Teaching mathematics in sets works well for both the higher and lower attaining groups. Teachers are able to pitch the work at appropriate levels and to adapt resources to enable pupils to work at a good pace. Homework is used reasonably well to consolidate and extend learning, particularly in English and mathematics.
21. Literacy and numeracy are taught well in English and mathematics lessons in Years 1 and 2, although teachers need to create more opportunities for pupils to practise and consolidate these basic skills in other subjects. Although the teaching of reading is sound overall, pupils' progress needs to be more systematically monitored by hearing them read individually more regularly in order to increase the pace of learning. In Years 3 to 6, pupils progress well in numeracy because they use these skills in other subjects. In contrast, teachers do not ensure that there are sufficient opportunities for pupils to practise and develop reading and writing skills when studying other subjects. Teachers are confident in teaching ICT and successfully use computers and associated devices such as digital cameras, scanners and sensors to support learning in subjects such as science and history.
22. The teaching of pupils with special educational needs is satisfactory. Pupils are sometimes taught as part of the usual classroom programmes while others are given more specialist teaching. Planning for pupils' learning in the withdrawal groups is good and work is closely matched to pupils' individual education plans. Learning support assistants give effective support to their individual charges and, where possible, to others who are experiencing difficulties. However, the support assistants' time is thinly spread across the classes and, as a result, is not used as effectively as it might be.
23. Teaching in all subjects is at least satisfactory. Very good lessons were seen in mathematics, ICT, geography, music and physical education. The quality of marking is inconsistent. There are some good examples, where teachers specify how a piece of work could be improved, but some comments do not provide enough guidance for pupils. Pupils' work is assessed regularly using formal tests and by noting their responses in lessons. Teachers are increasingly using this information to plan subsequent work. More use could be made of it to identify those pupils who could cope with more challenging tasks as higher attaining pupils to often mark time in lessons.

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<sup>4</sup> This allows a computer image to be projected onto a large screen. The teacher and pupils can interact with the program by touching the screen rather than using the computer keyboard.

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

24. The school offers a satisfactory curriculum. Planning from year to year ensures that pupils in mixed-age classes do not repeat the same topics. The National Strategies for Literacy and Numeracy have been adopted effectively. Standards in mathematics are rising because work is planned in detail to take account of the needs of pupils in the two sets in each of Years 3 to 6. Standards in literacy are also improving, but not as quickly because opportunities to develop reading and writing skills are not given enough emphasis in the planning of other subjects.
25. Too little time is given to science. All required elements are taught and they are linked well through a programme of practical investigations. However, pupils do not have enough opportunity to record and review their findings in depth and detail or extend their understanding through reading and research. Provision for religious education is guided by the locally agreed syllabus, but standards are not high enough because the syllabus is not taught in full.
26. The use of ICT is developing well in several subjects, notably mathematics, science and geography. For example, new equipment has extended a local study in geography to include monitoring of traffic noise, and Internet searches have considerably widened the information available to pupils studying overseas countries.
27. There is a satisfactory programme of study for personal, social and health education. Teachers are guided by a scheme of work that includes relevant aspects of citizenship, health education and drugs awareness. Sex education is taught with the assistance of a school nurse and the approval of the governing body and parents.
28. The school ensures that all pupils have equal opportunity to take part in the curriculum, and provision is satisfactory overall. Pupils with special educational needs have equal access to all aspects of the curriculum. They receive additional specific guidance from support assistants through a combination of in-class support and withdrawal in small groups or as individuals. The individual education programmes have clear targets and planning in both class and withdrawal sessions is linked to pupils' needs. However, the organisation of the support staff's timetable means that support is not always available in lessons such as English.
29. Planning in each subject focuses on the expected level or below for each age group, but there is little planning for pupils who might reach the higher level. This means that higher attaining pupils are generally given the same instruction and tasks as others, but the work is often not difficult enough to challenge them. Over time, they do not reach their potential. The exception is in mathematics, where opportunities to challenge pupils up to the higher level are planned much more consistently.
30. Staff have worked hard to develop a broad range of out-of-class activities. These are of good quality and there are firm plans to widen the range. There are clubs for football and netball, and pupils take part in a cross-country competition for local schools. A professional football club and a sports equipment firm run coaching sessions. There are clubs for gardening, geography, recorder and textiles, and this broad range encourages many pupils to take part. All pupils are involved in end-of-term music and drama performances for parents and the public. Pupils in Year 6 meet new challenges on a residential visit, when they take part in several outdoor activities.
31. Satisfactory use is made of the community to extend the curriculum. Pupils study change and development in the locality during geography and history excursions. They visit places

of interest, such as an art gallery, museum and church. A visit to the town hall gave Year 3 an insight into how the community is run. A range of visitors from the church and other walks of life present positive role models of citizenship. The school takes part in local festivals and competitions.

32. Contacts with the neighbouring nursery and the high school are satisfactory and developing. Pupils in reception use the outdoor play area and equipment of the adjoining nursery each week. Staff of the main receiving high school visit to meet Year 6 leavers to ensure they make a smooth transfer to the next stage in their education.
33. The good provision for pupils' personal development has been successfully maintained since the previous inspection. Assemblies contribute to pupils' spiritual development by fostering a sense of belonging, especially during the celebration assembly, when they create shared enjoyment with pupils receiving awards. Playing different kinds of music (South African during the inspection week) and the encouragement pupils receive to sit quietly and listen help to create a spiritual atmosphere. This is also felt when pupils sing enthusiastically, and in harmony, to favourite hymns. Collective worship complies with legal requirements and assemblies focus on the important values of life. Parents appreciate the work the school does in fostering positive attitudes and values in their children.
34. Moral and social development is good and provision remains very much as described in the previous inspection report. Staff have worked hard to improve the quality of pupils' behaviour in recent months and they have been successful. Three golden rules form the basis of the school's code, and classrooms rules discussed and formulated by pupils support the golden rules. In one class, leaves are placed on a kindness tree each time someone does something thoughtful. This is helping to generate an atmosphere of support and friendship. The class also votes daily for the person who they feel has made the most improvement. This is encouraging them to value hard work and aim high. The very good relationships between pupils and staff are helping pupils' social development. The school council continues to provide good opportunities for pupils to influence school improvement and change. Their views were used when planning the new Jubilee Garden and playground markings.
35. Pupils are provided with good opportunities to understand the lives of people in different countries. This is especially strong in geography. An excellent lesson on Indonesia, taken by a teacher who had worked in the country for some time, gave pupils privileged insights into village life, enhanced by a wealth of Indonesian resources including rod puppets, gamelan music and batik work clothes. Another example is the 'Talking Textiles' work, where pupils have completed collages illustrating stories from seven different cultures. Raising their awareness of the different cultures living in Britain is not so well developed, although poised to improve through a new link with a multi-cultural school in Birmingham.

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

36. The procedures for child protection, safety and welfare are firmly in place. The quality of this aspect of the school's work remains similar to the time of the previous inspection. Teachers are very aware of and are sensitive to the personal and home circumstances of each pupil, and child protection procedures are satisfactory.
37. Health and safety procedures are also satisfactory. The chair of governors is aware of health and safety requirements and takes part in checks of the premises to help the headteacher to identify areas of concern. The health and safety policy is out of date and in need of review. There are good procedures for dealing with accidents. A number of staff hold first aid qualifications and are properly trained to look after pupils in the modern, purpose-built medical room.

38. The procedures for monitoring and improving attendance are satisfactory. In the past, the school has allowed the numbers of parents taking their children out of school on holiday to rise unchecked. One fifth of all absences are for individual days off or holidays. Parents need to be made aware of the detrimental effect this is having on their children's progress in school. Attendance data is currently not yet sophisticated enough to analyse patterns or spot growing trends. There is now a clear commitment to improving attendance, evident since the arrival of the new headteacher. She has raised the profile of this area of the school's work and, in consultation with the attendance officer and educational welfare officer, has produced a clear plan to aid improvement. First-day cover, where parents are telephoned on the first day their child is absent, is already starting to make a difference. Rewards, including certificates and end-of-term visits, are given to pupils who attend regularly.
39. The procedures for monitoring and promoting positive behaviour are good. Improving behaviour has been a focus for the school over the last year, with staff training and more importance given to creating a school code, classrooms rules and more encouragement from staff in praising and rewarding good behaviour. The school helps create a happy atmosphere that promotes good behaviour and self-discipline. Any unsatisfactory behaviour is managed well and not allowed to interrupt lessons. Staff take any reports of bullying seriously and deal with them effectively.
40. There are satisfactory procedures for monitoring and supporting pupils' personal development. These are largely characterised by the very good relationships between pupils and staff and the interest staff show in pupils' well being. Individual comments written by teachers on pupils' annual reports show they have a fair insight into how pupils are developing and maturing.
41. The school has satisfactory systems to identify, support and monitor the needs of pupils with special educational needs. Target setting is specific and pupils' progress is regularly monitored against the targets. The school responds well to the requirements as outlined in statements of special educational need, and the quality of the support for these pupils is good.
42. The procedures for assessing pupils' attainment and progress are satisfactory but they are not working effectively enough. Teachers use data from mathematics tests to reorganise the classes into set groups for mathematics. They also use the outcomes of assessments to identify pupils who need some additional support and who might benefit from the range of intervention strategies operating in the school, for example the Additional Literacy Strategy. However, the recording of information to enable teachers to track pupils' individual performance in reading, writing, mathematics and science over time lacks coherence. The school does not carry out sufficient analysis of results to identify strengths and weaknesses in pupils' answers or to compare the performance of different groups of pupils. A start had been made in identifying group targets, but pupils do not have a clear understanding of their learning because they are not yet involved in the process. In addition, teachers do not use the results of assessments sufficiently to help them plan work that more accurately matches the needs of pupils of differing levels of attainment.

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

43. Parents have a positive view of the school. They feel it is improving and inspectors agree. The popularity of the school is growing and numbers entering the reception class were high this year. There was a good response to the inspection questionnaire, with over 27 per cent of all parents replying. Nearly all replies were positive.
44. The school has successfully maintained the satisfactory relationship with parents mentioned in the last inspection report. However, the appointment of a new headteacher who shows herself to be welcoming, enthusiastic and approachable, bodes well for the future. Already, there are more parents helping in class because they have been given extra encouragement to come in. Attendance is a key area where a minority of parents do not support their child's learning as well as they could.
45. The quality of information sent to parents is generally satisfactory and there are termly opportunities for parents to meet with teachers. The quality of reports is not sharp enough, with inconsistencies between year groups. For example, some comments for mathematics are helpful and detailed whilst others are very brief and only include the pupils' approach to homework and attitude to the subject. Parents are not given a clear idea of how their child is progressing in relation to what is expected for the year group. Some focus on areas to improve, but others do not.
46. Parents of children with special educational needs are kept informed of the targets in individual education plans and the steps being taken to support these pupils. Most attend the termly reviews of pupils' progress.
47. Parents make a significant contribution to the life and work of the school. In particular, their work on the Jubilee Garden has paid dividends, as it is a lovely feature for both pupils and staff to enjoy. The Friends Association provides good support and works hard to raise money, used recently for library books and to help with school visits. The headteacher has started to invite those parents whose children are receiving an award to the weekly celebration assemblies, and the numbers attending are encouraging. There has been a coffee afternoon and an open session for parents of children in Year 2 showing them how literacy is taught. These are all positive moves.

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

48. Despite being in post for only seven weeks, the headteacher is providing good leadership and is inspiring staff and pupils. In the relatively short time she has been there, she has secured the commitment of all who work in the school to a vision that is focused on raising achievements and improving pupils' personal development through high quality teaching and learning. Pupils, staff, parents and governors testify to the strength and clarity of leadership in this key post, which is providing them with the direction to improve standards throughout the school community.
49. The overall quality of leadership and management is good. The acting assistant headteacher provides good support to the headteacher. She provides an important link between the previous management and the current leadership. The role of subject leaders in raising standards has improved since the last inspection. Some have monitored pupils' work and a programme of classroom observation is being introduced so that co-ordinators can evaluate the quality of teaching, identify methods that work best and share them with colleagues.
50. Relationships between the governors and senior managers are excellent and productive. The governing body plays a positive role in the strategic management of the school and

fulfils its statutory duties well. Governors have a clear idea of the school's strengths and areas for development because they have much day-to-day contact with the school. Priorities in the school development plan have been identified through a systematic process of self-evaluation since the last inspection, when the serious weakness in leadership and management identified by a previous inspection report remained. Good progress had been made under the leadership of the acting headteacher and chair of governors. The various initiatives to improve the achievement, behaviour and personal development of the pupils were successful. The impetus for improvement has accelerated since the appointment of the new headteacher. Development planning now has a sharper focus. Staff and governors recognise the central importance of the school development plan and they are very committed to making it work.

51. Financial resources are administered well and used effectively. The school follows the principles of best value to good effect. It now compares performance results with those of schools in similar circumstances. Specific grants are used efficiently and effectively. However, although the management and organisation of the provision for pupils with special educational needs is satisfactory, the co-ordinator uses release time for administrative purposes only and is not directly involved in supporting the learning of these pupils. The deployment of classroom assistants is not always as effective as it might be to ensure that it has the most impact on pupils' progress.
52. The range of teachers' skills and staffing levels are appropriately matched to the requirements of the school. There is a good number of teachers, although fewer classroom assistants than usually seen. Support staff are well qualified and experienced and make a valuable contribution to pupils' education. Staff are clear about their roles and responsibilities and there is a strong sense of teamwork.
53. Professional discussions recently conducted by the headteacher gave staff the chance to highlight training needs and areas for their own development. Support staff had not had this opportunity previously and they appreciated being included. There has been a good amount of training over the last couple of years that has particularly helped to improve the quality of teaching, learning and behaviour management.
54. Overall, the accommodation is satisfactorily matched to meet the current demands. It is not adequate during the mornings, however, when classes are taught in year groups for literacy and numeracy. This means one class is taught in the hall, which is unsatisfactory. The school knows the number of children due to start school in the next few years and anticipates major difficulties in accommodating them in the available space. The fabric of the building has been greatly improved over the last year, with toilets refurbished and new windows fitted. The building is clean and well maintained. Displays of pupils' work are carefully prepared and include work from a wide variety of subjects, such as pupils' research on countries, completed at home.
55. The quality of the outdoor accommodation is good. It includes a nature area, spacious fields and a very well designed 'Jubilee Garden', which has walkways and benches and a fenced pond for use in environmental studies. Although the reception playground has recently been enlarged, there is no separate play area for children in the reception class.
56. Learning resources are sufficient to meet the needs of the curriculum. They have improved since the previous inspection, especially in ICT, where they are now good and helping to improve standards in this subject. However, there is not enough climbing equipment or wheeled toys for children in the reception class.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve standards, the school should:

- (1) improve standards in English (paragraph 75) by:
  - raising teachers' expectations of the quantity and quality of pupils' written work;
  - ensuring that planning in all subjects identifies opportunities to develop pupils' reading and writing skills;
  - ensuring a more systematic approach to teaching reading in Years 3 to 6;
  - improving the quality and consistency of marking;
- (2) raise standards in science (paragraph 87) by:
  - increasing the proportion of time given to teaching science;
  - ensuring that higher attaining pupils in every class are consistently given more challenging work;
- (3) improve standards in religious education (paragraph 127) by ensuring that:
  - the curriculum is taught in full;
  - more time is given to teaching the subject;
  - teachers raise their expectations of what pupils are capable of achieving in the subject;
- (4) review assessment procedures (paragraph 42) to ensure that information is used to:
  - plan what to teach next;
  - help pupils to understand what they are learning and what to do to improve;
  - track pupils' progress from year to year;
  - ensure that parents know how their children are progressing against national expectations;
- (5) improve attendance (paragraph 15) by:
  - implementing the strategies in the recently devised Attendance Action Plan;
  - reducing the number of holidays taken in term time by making parents aware of the effects on pupils' performance when they take them out of school at such times;
  - improving the use of data to identify attendance patterns and trends;
- (6) seek to improve accommodation (paragraph 54) so that pupils can be grouped as the school wishes.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	7	23	5	0	0	0
Percentage	3	19	64	14	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	156
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	7.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	15
	Girls	10	11	11
	Total	20	24	26
Percentage of pupils at NC level 2 or above	School	77 (88)	92 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	15	15
	Girls	11	11	11
	Total	21	26	26
Percentage of pupils at NC level 2 or above	School	81 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	6
	Girls	6	7	7
	Total	11	14	13
Percentage of pupils at NC level 4 or above	School	65 (68)	82 (64)	76 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	7	7	6
	Total	13	13	12
Percentage of pupils at NC level 4 or above	School	76 (59)	76 (73)	71 (77)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	152	5	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.8
Number of pupils per qualified teacher	20
Average class size	26

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

Total number of education support staff	6
Total aggregate hours worked per week	113

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2
	£
Total income	401,260
Total expenditure	369,085
Expenditure per pupil	2,158
Balance brought forward from previous year	64,350
Balance carried forward to next year	32,175

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
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 27.5%

Number of questionnaires sent out	156
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	35	58	7	0	0
My child gets the right amount of work to do at home.	37	58	5	0	0
The teaching is good.	65	33	2	0	0
I am kept well informed about how my child is getting on.	47	37	14	0	2
I would feel comfortable about approaching the school with questions or a problem.	77	19	2	0	2
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	37	51	7	0	5
The school is well led and managed.	42	53	0	0	5
The school is helping my child become mature and responsible.	58	35	2	0	5
The school provides an interesting range of activities outside lessons.	21	28	19	0	32

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

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

58. Children start the reception class on a full-time basis at the beginning of the school year. Presently, there are 25 children in the class. More than half of the children are still four years of age, and there are more boys than girls.
59. Many children have attended the nursery adjacent to the school, which has close links with the school. Parents are very happy about the high level of care in the reception class, and the way in which young children settle in and make good progress. Teachers build on this positive start by creating a stronger partnership between learning at home and in school.
60. Children entering the reception class in previous years had below average language skills and their understanding of early mathematical ideas was not well developed. As children started this year, their level of attainment was more typical of four year olds. They are making good progress and are on course to reach the early learning goals in all areas of learning by the end of the reception year.
61. Experiences in the reception class are exciting, appropriate for young children and planned with the areas of learning in mind. The exceptions are the provision for the children's physical development and outside experiences. Planning for these experiences is not clear enough and does not ensure regular access for the children.
62. There is a good balance between the activities children choose themselves and those requiring teacher support. Children are encouraged to make decisions and to experiment with their learning, and so quickly gain in confidence. Monitoring of the activities children choose is not yet tight enough and teachers' ongoing assessment of children's learning in these activities is sparse.
63. There is a clear focus on learning through first-hand experiences. A visit to the local post office was linked well to classroom work. Children took part in role-play, heard the story of the Jolly Postman in literacy time and wrote postcards to their family. Those capable of doing so work towards National Curriculum levels and this ensures good progress in their learning.
64. The quality of teaching in the reception class is good and, on occasions, very good. The staff team works and plans well together. Relationships with the children are very good. Children are encouraged to work confidently and to 'have a go' and try new things. Staff quickly respond to any children with special educational needs and draw from expertise and support from outside the school. Boys presently account for 60 per cent of the reception class and, whilst some activities are monitored, they tend to dominate the sand-play area and construction toys.
65. The Foundation Stage is managed well, but general resources need updating. There is no provision for large outdoor toys. There are plans to provide resources that reflect a variety of cultures in order to widen and enhance experiences.

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

66. Teaching is good and the children are well settled and happy. Teachers encourage children to join in lessons and, because their contributions are valued, they respond confidently and are keen to learn. Children learn how to take turns and share equipment, for instance when playing in the post office, stamping letters and delivering post. They act as monitors at fruit and drinks time, and take responsibility for tidying away. They are polite and say 'please' and 'thank you'. The children are kind to each other and learn to understand right from wrong. This was evident when a child responded to someone who was upset by saying, 'Don't worry, I'll take care of him'. Children listen to each other and begin to concentrate for greater lengths of time. Their behaviour is very good.

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

67. Children make good progress in developing speaking and writing skills. The teacher's effective use of questioning encourages children to talk about their experiences. Most children respond in simple sentences. In sand-play, a group of boys used talk to negotiate as they dug holes and mended roads. They interacted well with each other, taking turns and giving instructions. More confident speakers make good progress with their communication skills as they begin to sequence and clarify their thinking. This was evident when one child suggested, 'A dolphin and a shark live in the sea, but a dolphin is different - It has got a beaky nose and jumps out of water'.
68. Teachers make good use of exploring stories and sharing poems and rhymes to develop skills in speaking and reading. Children handle books carefully, hold them the correct way up and turn over pages. They retell stories using pictures for cues, whilst some pupils recognise letters of the alphabet and simple, everyday words. Words that children will encounter at the early stages of reading are taught regularly. However, although capable of reading simple books from a reading scheme independently, few children are given the opportunity to do so. This is setting a ceiling to their learning.
69. In addition to 'pretend writing', children recognise and write their own name and learn to recall and write their address. One or two younger children struggled with making their letters small enough to fit onto the 'postcard' provided and larger card would be better for them to use. Learning is moved on well in the reception class, where links between the spoken and written word are taught effectively. There are examples of children writing for a range of different purposes, as they label, make lists and sequence events in order. The basic skills are taught well and children are beginning to use their knowledge of letters and their sounds when writing independently.

### ***Mathematical development***

70. Incidental learning is used well to develop mathematical understanding. Children count the children in class and suggest how many boys and girls are present. They use their mathematical knowledge across all areas of experience. For instance, they count letters in the post office or sort and match objects by colour and shape in child-chosen activities. They begin to handle and recognise 1p, 2p and 5p coins and respond well to mathematical language such as 'how many' and 'more'. Children learn how to form numbers correctly and count and order to 10 and above.

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

71. Children make good progress in finding out about the world around them, through visits to local shops and the post office. They understand what happens to letters in the post and make their own post vans. Children decided that a van needed wheels and a steering wheel because 'if it hasn't got one it can't go round corners'. They experimented, making vans with construction kits and produced simple vehicles with wheels. Discussions with the children showed that they learn about how living things grow and change, and that plants and animals need food and water to live. Two children were able to make comparisons about sharks and dolphins. Children use the computers regularly and develop their ICT skills well, as they click onto icons and control the mouse successfully.

### ***Physical development***

72. Most children are on course to reach expected levels in physical development. However, access to regular planned outdoor experiences and the use of large outdoor toys is restricted. The children make use of the local nursery outdoor play facilities once each week, use and guide small, wheeled toys, and learn to work and move together in a large space. They have access to the school hall and, in a very effective lesson, they made very good progress, combining hopping and skipping into sequences. Children balanced well and had a good sense of their own movement and awareness of others around them
73. Children gain in dexterity as they use scissors and fine tools to cut and join. They make good progress with pencil skills, gaining greater control over the size and shape of letters and numbers.

### ***Creative development***

74. Children explore a range of creative and imaginative experiences. A group of children made choices of the materials they were going to use when making different types of vehicles. They made steady progress as they cut, joined and glued different materials. Children enjoy painting pictures of their family and learn how to apply paint with increasing dexterity. They listen to music and join in with their favourite songs and rhymes. The role-play area is changed regularly so that children may engage in creative and imaginative play. Although adequate, resources in some areas of creative experience could be enhanced. For instance, only a few children can paint regularly because there are too few resources.

## ENGLISH

75. Standards are below average by the end of Years 2 and 6. The majority of pupils achieve within the expected level for their age, as at the time of the last inspection, but not enough of them attain the higher levels. Teachers have worked effectively to improve the planning of work to meet the needs of different groups of pupils, so most are now making satisfactory progress in reading and writing but some higher attaining pupils should be doing better. Pupils with special educational needs make sound progress in lessons. Other pupils who need extra help are gaining from the school's adoption of national programmes for boosting the confidence and attainment of these pupils.
76. Speaking and listening skills are below those expected by the end of Years 2 and Year 6. Although pupils' speaking skills improve as they move through the school, they sometimes have difficulty in finding the words to express what they wish to say, or to make the connections between ideas. For example, Year 6 pupils found it difficult to recollect vocabulary associated with the Easter story or go beyond simple statements of facts when attempting to give reasons for the event. All pupils are encouraged to answer questions, and teachers try to draw the less confident into discussions. Teachers use effective, open-ended questions to stimulate pupils' thinking. They are generally good at giving pupils time to marshal their thoughts, often by giving them opportunities to discuss ideas with a partner before sharing with the class. However, pupils too often respond to questions with one-word answers or short phrases rather than structured sentences.
77. Standards in reading in Years 2 and 6 are below average. Most pupils achieve within the expected levels, but many only just reach this level and too few pupils attain the higher than expected levels. Pupils read regularly in group reading sessions and, although they are encouraged to take books home, teachers do not check to see if they are reinforcing their learning through regular reading practice. Older pupils, in particular, are reluctant readers, choose from a narrow range of reading matter and do not read at home as a matter of course. The school has recently purchased a wider and more appropriate range of Year 6 reading materials, which pupils say they like. Pupils in Years 1 and 2 are becoming more confident in trying to work out words by sounding out letters because teachers use a systematic programme to teach basic skills effectively. In all classes, the group reading books are, for the most part, matched to the different attainment groups. However, in Years 3 to 6 there is no structured reading programme to reinforce these skills during quiet reading or when reading at home. Pupils increase their levels of independence at a satisfactory rate, though some still lack expression when reading aloud by Year 6. They can retell the main parts of a story. Some are more confident in recognising how characters are presented and at hazarding a guess as to what might happen next. Most pupils know how to find books in the school library and use their knowledge of the contents and index to locate a topic quickly. However, pupils make little use of the library for individual research.
78. Standards in writing are below average. Many Year 2 pupils have a reasonable understanding of how to structure story and sequence events in order but few use words other than 'and' to link ideas. Most Year 6 pupils know that paragraphs help to break up a story into different ideas and events, times and places. They understand that they need to use adjectives and more interesting verbs than 'said' to hold the reader. For example, one Year 6 pupils wrote, *"We won, Phillip", screamed Dad. Phillip jumped for joy.* Teachers in Years 1 and 2 teach spelling patterns effectively. This is leading to improvement, particularly for pupils in Years 1 to 4. Older pupils have gaps in their knowledge and make many basic errors in spelling and grammar because they are uncertain about spelling rules and the structure of more complex sentences. For example, they do not double the 'p' in

'stopped' and muddle the past and present tense of some verbs. Not enough emphasis is placed by teachers on correcting these and other errors.

79. Pupils write for a range of purposes, including stories, poetry, character sketches, letters and instructions. They have some opportunities to use their literacy skills in other subjects, as when the Year 4/5 class wrote about the Hindu gods in religious education but, in general, there are too few opportunities for pupils to extend and practise their skills in other subjects. This limits their progress. Pupils word process their work competently and know how to vary layout and font, and incorporate pictures to attract the reader.
80. Teaching is satisfactory overall with some good features in all lessons. Teachers have a sound grasp of the subject and make it clear to pupils what they are going to learn in each lesson. Good pace is evident in the introductory part of the lessons when teachers share information well using a combination of questions, getting pupils to think carefully and draw on previous experiences. During independent work, the pace tends to slow because teachers are not clear about how much work they expect pupils to do, particularly higher attaining pupils. In some lessons, teachers make good use of the final part of the session to evaluate pupils' learning to help plan what to teach next, but this is not done as a matter of course. Marking is generally inconsistent. Although teachers pick out some spelling errors, pupils are not encouraged to copy them out so that they can learn from their mistakes. In addition, teachers' own writing contains some errors. However, there are some good examples of teachers indicating how pupils could improve their work. There are too few opportunities for pupils to practise literacy skills in other subjects.
81. The subject co-ordinator has a sound grasp of what is happening in Years 1 and 2 but has not got a complete overview of how changes to the curriculum are working in Years 3 to 6. Assessment procedures are improving but the information is not used as effectively as it might be to track the progress of individuals and groups. However, teachers are beginning to set targets for groups and to use assessment information to provide support programmes and booster sessions to help pupils improve.

## **MATHEMATICS**

82. Standards have improved since the last inspection, when they were below average. Pupils are now making good progress and achieving average standards by the end of Year 2 and Year 6. Pupils with the potential to achieve good standards are generally doing so. These improvements are the result of very strong leadership, better teaching and the more positive attitudes of pupils.
83. Practical work is a strong feature of work in Years 1 and 2. For example, pupils gain a sound understanding of weight by using balances and scales to sort objects into those weighing more or less than 500 grams. Working with shapes, they identify the properties of regular shapes, being able to recall the number of edges, corners and faces on three-dimensional shapes such as cubes and cones. By Year 2, pupils' numeracy skills are good. They correctly identify the multiples of five in a random series of numbers, and higher attaining pupils confidently tackle open-ended questions such as, 'If 12 is the answer, what was the question?'
84. Pupils' books contain a good range of work, particularly in numeracy. For example, Year 6 pupils have a good grasp of the relationship between fractions, percentages and decimals. They use this knowledge to work out the price of discounted items. Higher attaining pupils extend these number skills well by tackling more complicated calculations. They develop a good understanding of probability by constructing frequency tables recording the outcomes of tossing coins and choosing marbles from a bag. Graph work features strongly in lessons. Pupils in the lower Year 6 set rose to the good level of challenge as they learnt

about averages, particularly the median value of a set of numbers. More confident pupils in the upper set were given more difficult tasks, finding out the median, mode and mean. Here was an excellent example of the teacher using the interactive white board, as she revealed different parts of a spreadsheet as the lesson progressed. This held pupils' attention and provided a very clear illustration of the three kinds of averages under consideration. Higher attaining pupils in this upper set were further challenged as they chose a football team by calculating individual goal scoring records.

85. The quality of teaching is good overall and often very good. The drive to implement the National Numeracy Strategy more consistently has resulted in well-structured lessons. Teachers adopt a lively pace at the beginning of lessons, asking quick-fire questions, which draw an enthusiastic response. Pupils are motivated by the interesting work they are given. For example, Year 6 pupils were fascinated as the results of their science investigation into changes in temperature, light and sound were displayed. They gained very good insight into how a 'continuous variable' graph can be used to interpret and predict changes in the environment. Teachers' skills in generating interest in mathematics were also illustrated in a Year 2 lesson when pupils' excellent attitudes meant they learned new methods of addition very quickly. There is some room for this enthusiasm to be built on further by providing more demanding work for higher attaining pupils in Years 1 and 2. Teachers are sensitive to the individual needs of pupils. Less confident pupils are given good support, often with the help of a learning assistant. Pupils who are gifted in mathematics but not more socially advanced than their peers are given more difficult work, but are rightly not singled out for too much attention in class.
86. The subject is led and managed very well. Thorough analysis of pupils' tests results and class work is helping teachers to identify strengths and gaps in pupils' learning. Very good use is made of ICT to track progress and predict future attainment. Good links with other subjects are helping pupils to see the relevance of mathematics to many aspects of life. Homework is successful in helping pupils to practise and consolidate work covered in lessons.

## SCIENCE

87. Standards are below average at the end of Year 2 and Year 6. However, there are signs that standards are rising because the emphasis on practical investigations is catching pupils' interest and new resources for ICT are leading to more demanding work. There are still instances where boys do not cooperate as efficiently in group tasks as girls, but their attitudes have improved since the last report and they generally want to do well. Pupils make satisfactory progress overall, including those with special educational needs. However, more could be expected of pupils with the potential for higher attainment. Through the school, they do not consistently work on more difficult tasks, explain their findings in more detail or extend their understanding through focused reading.
88. Pupils in Year 2 have a sound understanding of how science affects their everyday lives. For instance, they list the many uses of electricity at home and school, and classify different foods that make up a healthy diet. They understand the principle of a fair test when finding out which toy car goes furthest down a ramp. Their experiments with batteries and bulbs show sound understanding of electrical circuits. It is a good feature that this study has a practical purpose when pupils build working headlights into their model cars for a design and technology project.
89. Pupils in Year 6 have sound factual knowledge across a range of topics. They use technical terms correctly in their commentaries. Higher attaining pupils draw accurate and detailed diagrams, for instance of the heart. However, frequent changes of topic mean that work is often not developed for long enough or linked closely enough to earlier work. As a

result, the learning of lower attaining pupils in particular can be superficial. Regular practical work means that pupils learn to carry out investigations systematically. Nevertheless, they need more opportunities to learn how to design and run their own investigations. They use numeracy skills effectively when taking measurements and drawing graphs. Written accounts follow a logical sequence, making good use of charts, tables and graphs. However, conclusions are generally too brief to develop pupils' understanding. For example, when some results do not match their predictions, they do not explore possible reasons.

90. Teaching is good. Lessons are clearly structured. Teachers use questions effectively to probe what pupils have remembered and understood from earlier lessons. The board is used to good effect in summing up main points, using pupils' contributions. Instruction on new content is well focused, with an emphasis on correct scientific terms. Tasks are adjusted to match the abilities of different groups, and this is an improvement on previous practice. Teaching assistants help lower attaining pupils and those with special educational needs to take a full part in activities. Pupils enjoy their work and are keen to take accurate measurements, for instance in timing the fall of propellers of different dimensions. One lesson ended with a class discussion of their findings, which was a very effective way of reinforcing learning.
91. The subject is led and managed well. All aspects of the subject are taught but the time allowed is lower than that recommended and this significantly reduces the depth of coverage. The co-ordinator helps teachers with their planning, but has not had the opportunity to observe lessons in other classes. There has been significant staff development since the last inspection, with an emphasis on assessment, which has given staff confidence in teaching towards the expected standards through the school. Nevertheless, further monitoring is needed to ensure that instruction and tasks consistently meet the needs of all pupils, particularly across the wide range of ability found in classes that contain two year groups. New technology is used well to record results of investigations. Regular opportunities to collaborate with others in practical work are making a good contribution to pupils' personal development.

## **ART AND DESIGN**

92. No lessons were observed in art because of timetable organisation. Evidence from previous work, displays and discussions with pupils indicated that standards are in line with those expected by Year 2 and Year 6. Pupils say they enjoy art, because they are able to use their imagination and create something new for themselves.
93. There are pockets of interesting work in all year groups, where pupils are encouraged to use their ideas and feelings and to create imaginatively. Work in collage and textiles, linked to stories such as George and the Dragon, are of a good standard and finely worked. Drawings and paintings focused on the study of famous artists, such as Monet and the surrealists, reflect new ideas and techniques. Older pupils explore abstract forms and use their sketchbooks successfully to try out ideas of texture and pattern.
94. Guidelines help to ensure that skills are taught progressively through the school. Good links with other subjects, such as design and technology and ICT, add to the standards of work produced. An example is looking at pattern and texture to enhance decorations to the 'Mad Hatter's Hats' in a design and technology lesson. The assessment of pupils' work and skills is at an informal level and does not yet help to guide planning for learning.
95. The subject co-ordinator has the commitment and expertise to provide the way forward in the subject. Uneven coverage of the subject in the past has meant there are gaps in pupils'

skill development and learning. New guidelines and clearer assessment tasks should help to alleviate this.

## **DESIGN AND TECHNOLOGY**

96. No lessons were observed in design and technology because of timetable organisation. Evidence from pupils' past work, displays and discussions with pupils shows that, by the end of Year 2 and Year 6, standards are in line with expectations. Standards are improving over time because of clearer subject guidelines for teachers to follow. Pupils' skills in design and technology lessons now develop in a more progressive way year on year and so progress is more even. However, aspects of work in food technology are hindered by the lack of resources in the subject.
97. By Year 2, pupils try out using cogs and axles and draw effectively from learning about simple circuits in science to make 'working' headlamps for their vehicles. They use basic paper patterns to help guide work with puppet making. Steady progress in the development of skills is evident in Years 1 and 2.
98. In Years 3 to 6, planning is more regularly linked with making and pupils begin to identify step-by-step procedures. This is evident in work on the production of chairs and when pupils take regard of the decoration and comfort of the finished product. In Year 6, pupils designed hats for the 'Mad Hatter's Tea Party', planning, making and evaluating their finished products. Due to uneven coverage in the past, some skills are not as well developed as they could be. For example, in textile work, pupils are practising similar sewing techniques to younger pupils in the school. Teachers' expectations of the quality, neatness and precision in pupils' planning could be higher.
99. The subject manager has the expertise and enthusiasm to take the subject forward. There is a need for further monitoring to identify strengths and gaps in the provision and to establish better links with other subjects. Records are not used consistently to record progress and attainment. Resources need closer monitoring to ensure availability in lessons.

## **GEOGRAPHY**

100. Standards meet national expectations at the end of Year 2 and Year 6. Pupils record their understanding in a variety of ways, including diagrams and paintings, and this ensures that all are fully involved and make sound progress. However, the amount of recorded work varies considerably between classes and, in general, not enough use is made of the subject to develop reading and writing skills.
101. Year 2 pupils successfully interpret maps, atlases and globes to find their own home in relation to the school and the world beyond. Their map drawing skills are good and pupils with low attainment in literacy achieve well in drawing a simple map of their journey to school. Higher attaining pupils add detail of features such as traffic lights or a garage on the route. They follow on a world map the journeys of the school's soft toys who go on holiday with families. They show sound understanding of how landscape, weather and way of life in a tropical country, such as Indonesia, is different from their own experience.
102. Study of other countries develops well in Years 3 to 6. Pupils in Years 4 and 5 choose a country to study for an extended homework project. This is very effective in stimulating detailed study of a range of countries. It is particularly helpful in giving well-motivated pupils the opportunity to do well, even if they are not the highest attainers. By Year 6, pupils have a sound understanding of characteristics of life in an Indian village, and the impact of modern development on traditional culture. They are confident in finding significant information in charts and photographs as well as through fieldwork, for instance when they visit a nearby village. They interpret maps in different scales, though their skills in drawing maps are underdeveloped.

103. Teaching is good overall and occasionally outstanding. Lessons are well planned and resourced so that pupils are interested and learning is well focused. In an excellent lesson in Year 2, the teacher excited very strong interest by playing the role of an Indonesian child preparing to go to a puppet play. Pupils' attention was captured by beautiful objects such as musical instruments made of bamboo, different kinds of puppet and batik textiles. They had prepared their questions beforehand so were confident and keen. In other lessons, pupils needed more guidance in how to set out their written work and firmer expectations for its quantity and quality.
104. The subject is led and managed well. The use of ICT is developing well, notably Internet research and the use of a sensor to measure noise pollution. Effective use is made of fieldwork to give pupils practical experience in applying their knowledge and skills. A recently formed geography club offers a very useful extension of learning, with a current focus on Jamaica. The subject makes a good contribution to pupils' personal development through the study of other cultures and the promotion of strong personal views and beliefs in response to environmental concerns.

## **HISTORY**

105. Standards meet national expectations at the end of Year 6. Not enough evidence was available to make a secure judgement on standards at the end of Year 2.
106. By the end of Year 1, pupils have a sound understanding of some changes over time in the context of their own families and everyday life. For example, they compare toys of former times with those of their own experience. They note in good detail the differences shown in pictures between living rooms of the Victorians and those of today. Pupils in Year 2 study the lives of famous people, such as Florence Nightingale, and significant events such as the Great Fire of London. The approach is mainly through discussion and little of pupils' learning has been set down on paper.
107. Pupils in Year 6 have a sound understanding of a range of historical periods. They identify the main features of cause and effect when commenting on major events. They make reasoned deductions in interpreting evidence from a range of sources. For instance, their detailed study of the 1841 census of Glascote shows a good understanding of features of life at the time, such as occupations and the size of families compared with today. Through imaginative writing, they contemplate the lives of people in the past, and there are good examples of this approach in Year 4 work on the Anglo-Saxons. Overall, though, current standards are limited by pupils' weak writing skills and much of the recorded work seen is brief. Throughout the school, commentaries by pupils with potentially higher attainment lack the detail needed to reach the higher levels for their age.
108. No lessons were timetabled during the inspection so no judgement can be made on the quality of teaching. Evidence from pupils' books indicates that teachers' expectations are not consistent through the school. The approach taken is usually interesting and well resourced, but not enough is expected of pupils with the potential for higher attainment. Too often they are given the same tasks as other pupils, with no evidence that they are expected to produce more or better work. They need more opportunities for independent study using reference books and other resources.
109. Resources are satisfactory, with good classroom displays of books, photographs and objects from the past. Not enough use is made of assessment information to plan appropriate work for pupils of differing prior attainment. There are sound links to other subjects, such as geography and art. Visits to museums extend pupils' knowledge and enjoyment of the subject, which contribute to their cultural development.

## INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards are in line with expectations by Year 2 and Year 6. Provision has much improved over the last few years. New equipment has been acquired and staff have had extra training. As a result, teachers are more confident in using ICT in other subjects and in helping pupils to develop computer skills progressively through the school.
111. Due to timetable arrangements, it was only possible to observe one lesson. Evidence about the overall quality of teaching, pupils' attitudes and attainment levels was gathered by looking at pupils' work and discussing it with them.
112. Pupils in Years 1 and 2 learn how to use computers for a range of purposes. For example, they gain confidence in selecting 'tools' in a painting program and are introduced to word processing. Pupils in Year 1 added captions to digital photographs, selecting the font size and changing the colour of the text. Lessons on simple bar charts pave the way for later work. Year 2 pupils extend their skills and are happy to save and retrieve work independently. Early ideas of control technology are explored as pupils enter a sequence of instructions into a floor robot so that it follows a specific route, such as a square. This activity supports work on angles in mathematics. Pupils are keen to discuss their ICT work. They have a good understanding of the advantages of using a computer. 'It's quicker...you can use the fill tool to make Mondrian pictures...you can use rainbow colour.'
113. In Years 3 and 4, pupils are introduced to early desktop publishing activities, using a professional level program to insert pictures into text. They copy images from clipart files and paste them into their documents. When practising writing for different purposes, pupils learn how to use bullet points appropriately, for example to create a list of instructions for searching the Internet. Database skills are developed further in Year 5 science lessons when pupils use a spreadsheet to record the time taken for various objects to roll down a slope. They extend their proficiency in using the Internet when they enter key words into 'search engines' to find information quickly.
114. Year 6 pupils spoke knowledgeably about the use of the microchip in everyday objects, such as mobile telephones, televisions and washing machines. They made sensible comments about the pros and cons of using computers. In the classroom, pupils in the higher attaining mathematics set offered insightful comments as they discussed graphs recording the results of their data logging experiments. Sensors had been set up to monitor changes in temperature, light and sound in the school office overnight. The teacher drew on pupils' existing knowledge very effectively and extended their skills in interpreting continuous variable graphs. The excellent data projection facility enabled her to 'zoom in' on various sections of the graph to show small blips in the data and to explore why these had occurred. Pupils' previous work included some very good efforts using multimedia packages to create presentations. Further use of ICT in communication was illustrated by pupils' word-processed commentaries on current events. For example, highlighting text had been used to good effect in accounts and opinions about the outbreak of foot and mouth disease.
115. The subject is led and managed well. The recently appointed co-ordinator has achieved a great deal so far. She has a very good knowledge of the subject and provides strong support for colleagues. A useful assessment system has been introduced which provides a cumulative record of pupils' progress in each aspect of ICT. Good links have been established with other schools and the wider community. For example, the co-ordinator has produced a CD ROM of activities relating to the local football club, which has been distributed to all schools in the area.

## MUSIC

116. Standards in Year 2 and Year 6 are broadly in line with expectations. Due to timetable arrangements, very little music teaching was observed. However, discussions with pupils and evidence from singing in assemblies, together with displays around the school, were used to form a view about attainment.
117. Year 2 pupils talked enthusiastically about music. They know a range of songs and can identify orchestral instruments. They know how the sound is produced and altered on string, brass, woodwind and percussion instruments. Pupils demonstrated a good sense of rhythm as they clapped and tapped out different rhythmic patterns. In assemblies, their singing was tuneful and reasonably expressive.
118. Pupils in Year 6 were equally keen to discuss music activities. They were full of praise for the visiting music specialist, who teaches all classes regularly. They discussed a range of music, including work by Vivaldi, Holst and Mozart, together with modern forms such as that played by Kula Shaka. Pupils have a good knowledge of musical vocabulary such as the *coda* – ‘It’s like a PS’ – and *crescendo*, *presto* and *allegro*. They know that these words are Italian in origin. Pupils in Years 5 and 6 had been composing music to accompany fairy tales or jungle scenarios. They made a good attempt at writing their compositions down using ‘graphic notation’, using pictures and squiggles to indicate instruments, speed and dynamics.
119. A specialist teaches most music. It was not possible to observe these lessons because they took place outside the inspection period. However, the enthusiasm shown by pupils and their knowledge and understanding indicated that the subject is managed well and that the teaching is very successful. Teachers also lead their own music lessons to follow up and consolidate work with the specialist. A very good lesson was observed in Year 6. The teacher’s good knowledge of the subject helped pupils to make rapid progress in their understanding of standard notation. They composed and recorded rhythm patterns using the conventional staff, crochets and quavers. Looking at a *slur* symbol, one pupil correctly remarked, ‘You can’t clap a slur’.
120. Music makes a good contribution to pupils’ knowledge of other cultures. For example, the headteacher played music by an African composer/performer and discussed his background, encouraging pupils to find out more by searching the Internet. Spiritual development is supported as pupils gain obvious pleasure from singing together, such as their tuneful and sensitive interpretation of a hymn during an assembly. The high level of commitment of pupils in taking part in musical productions indicates the success of music in supporting their personal development.
121. The subject is led and managed well. The recently appointed co-ordinator has worked hard to develop the subject. She has drawn up an appropriate action plan, which includes ambitious but realistic aims for the future. Plans are in hand to form a school orchestra from the current pupils who are learning instruments. Currently, 12 pupils are learning to play the violin, eight are learning brass instruments and seven have recorder tuition.

## PHYSICAL EDUCATION

122. Lessons observed in gymnastics and outdoor games indicate that standards meet expectations at the end of Year 2 and Year 6. The curriculum includes all required elements, but no judgement can be made on aspects of the subject not observed during the inspection. Older pupils follow a programme of swimming taught by instructors at a local pool and the school reports that almost all reach the expected standard. Pupils in Year 6 are introduced to an interesting range of outdoor activities, such as canoeing and

hiking, during a residential experience. Pupils with special educational needs are included in all activities and helped to make similar progress to that of other pupils.

123. Pupils have generally good levels of fitness, agility and coordination, and take energetic part in activities. By Year 2, they have learned a sequence of warm-up exercises, which they carry out confidently with little need for direction. They concentrate hard to improve their technique in floor exercises in the gym. All develop a sequence of different movements, including jumps and turns. Higher attaining pupils put together a challenging series of contrasting movements, performing them accurately with a developing sense of style.
124. Pupils in Year 6 understand why it is important to stretch and warm up before exercise and to cool down afterwards. Many run with determination and enjoy competing with others. Their stick control of a hockey ball is sound and they pass with reasonable accuracy, though few receive a pass consistently. They work well with partners, respond positively to coaching and try hard to improve their performance. When asked to evaluate their own performance and that of others, they show sound appreciation of strengths and weaknesses in technique.
125. Teaching is good overall and one very good lesson was seen. Lessons have a clear purpose and are planned around well-balanced stages of instruction, demonstration, practice and evaluation. This ensures that pupils have time to recover and consider what is expected of them before they try again to improve their performance. Challenging activities are taught at a good pace and this holds pupils' interest well. They make good progress because they listen carefully and respond willingly to instructions. During the very good lesson in Year 2, energetic instruction, together with changes of pace and activity, held pupils' attention. Coaching of specific skills was very well focused. As a result, even those who began the lesson showing clumsy movements made very good progress to produce a convincing performance. In other lessons, pupils are given strong encouragement to improve but are not always shown exactly how to do so.
126. A detailed procedure for assessing pupils' strengths and weaknesses in swimming guides instructors in planning suitable activities for pupils at different stages of development. However, there is no such procedure for other activities. Staff from a professional club and a sports equipment firm run high quality football coaching sessions. Some pupils represent the school in cross-country races and participation in other competitions is planned for the future. The subject makes a good contribution to pupils' personal development.

## **RELIGIOUS EDUCATION**

127. Pupils do not reach the standards for Year 2 and Year 6 pupils outlined in the locally agreed syllabus. Pupils do not retain enough knowledge nor develop sufficient understanding because they have too few lessons in the subject and, in some classes, coverage of the subject is superficial. In addition, pupils do not always record the work they have done or produce work of sufficient depth because of undemanding expectations on the part of the teachers. Opportunities for pupils to use and develop their literacy skills are missed.
128. As they move through the school, pupils become gradually aware of the importance of religion in the world. Assemblies regularly led by visitors from local churches play an important part in developing pupils' understanding of beliefs and values and make an effective contribution to pupils' religious education. However, by Year 6, pupils' knowledge of Christianity and other world religions is weak.
129. Year 2 pupils have some knowledge of Christianity. They know that people go to church to pray. They understand that Jesus is an important person who loves and cares for others.

Pupils are aware that stories in the Bible tell of his miracles, but they cannot recall any without strong prompting. Religious education makes an effective contribution to pupils' personal development. Pupils in Years 1 and 2 become aware of special people, starting with pupils' own families. They understand ways in which they can help each other and how to show that they care about others. This plays an important part in developing pupils' understanding of relationships. Year 6 pupils have a hazy recall of facts about Hinduism and Islam and are unclear about which religion they relate to. They learn about the key festivals of the Christian calendar and know about the Easter story through the events on Palm Sunday, Good Friday and Easter Sunday. They are beginning to recognise how these events may be reflected in present day Christian practices, such as giving up something one likes for Lent.

130. Not enough teaching was observed to judge its overall quality but the level of underachievement indicates a lack of confidence. The quality of teaching in the one lesson observed was satisfactory. The lesson was clearly focused and built on earlier learning. It began purposefully and the question and answer session encouraged pupils to be conscious of key events relating to the Resurrection and the nature of Christian belief.
131. The new headteacher has taken on the management of the subject and, although she has only been in the school a few weeks, has identified what needs to be improved and drawn up an action plan to address the issues. The school has good links with Christian churches and visits to the church enhance pupils' learning. It is forging links with other religious communities and arrangements have been made for visits to a Sikh temple and a mosque.