

# INSPECTION REPORT

**ST MARY QUEEN OF MARTYRS RC PRIMARY  
SCHOOL**

Hull

LEA area: Kingston-upon-Hull

Unique reference number: 118052

Head teacher: Mrs M McClelland

Reporting inspector: Mr M H Whitaker  
1424

Dates of inspection: 7<sup>th</sup> – 10<sup>th</sup> October 2002

Inspection number: 250836

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:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Nidderdale Sutton Park Hull
Postcode:	HU7 4BS
Telephone number:	01482 825625
Fax number:	01482 820276
Appropriate authority:	The governing body
Name of chair of governors:	Mr K Neal
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1424	Mr M Whitaker	Registered inspector	Science	What sort of school is it?
			Physical education	The school's results and pupils' achievements.
			Educational inclusion	How well are pupils taught?
			Special educational needs	How well is the school led and managed?
				What should the school do to improve further?
9652	Mr C Herbert	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
21397	Mrs I Bradbury	Team inspector	Mathematics	
			Information and communication technology	
			Music	
10782	Mr H Moreton	Team inspector	English	How good are curricular and other opportunities offered to pupils?
			English as an additional language	
			Geography	
			History	
24031	Mrs I Idle	Team inspector	Art and design	
			Design and technology	
			The foundation stage	
			Citizenship	

The inspection contractor was:

Eclipse Education (UK) Limited  
14 Enterprise House  
Kingsway  
Team Valley  
Gateshead  
NE11 0SR.

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33 Kingsway  
London  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Mary Queen of Martyrs RC is a voluntary aided school for boys and girls aged 3-11 years. Since it was last inspected it has been re-named and has been located on a single site. There are currently 320 pupils on the roll of the school and 46 children attend the nursery on a part-time basis. Approximately 30 per cent of the pupils travel to the school by bus from outside the immediate locality. The intake represents a broad social background with about sixty per cent being Roman Catholic. The school has a very strong Christian ethos. The entitlement to free school meals is broadly average although a significant number of families are entitled to Family Credit. The percentage of pupils with special educational needs, including those with statements, is near the national average. The attainment of children when they enter the nursery is below average with a significant number having poor speaking and listening and social skills. The vast majority of pupils are of white United Kingdom origin and there is only one pupil for whom English is an additional language. The school is part of the local Education Action Zone.

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

St Mary Queen of Martyrs RC is an effective school. When children enter the nursery many have difficulties in speaking and listening and personal and social development. They now make rapid progress in these areas and by the time they enter the main school they have at least reached the standards expected in all areas of learning. In some areas a significant number of children exceed these levels. During the infant and junior years progress continues and by the age of 11 standards are usually broadly in line with national averages in English, mathematics and science. The trend in the school's results has broadly followed the national trend. Despite a fall in results in 2002 when standards fell below national levels because of a high percentage of special needs, pupils of all abilities make good progress. The standards achieved are the result of good teaching throughout the school and the effective leadership and management, particularly from the head teacher. The school provides good value for money.

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

- Achieves high standards in reading throughout the school and high standards in science by the age of 11.
- Enables pupils of all abilities to make good progress in English, mathematics and science.
- Enables children in the nursery and reception classes to make very good and rapid progress particularly in speech and language and personal and social development.
- Has excellent procedures for knowing what pupils can do and uses this information to plan future learning.
- The leadership of the school, particularly from the head teacher, has established a very positive ethos where pupils are keen to learn. Links with the community are excellent. Teamwork is a major strength of the school and relationships are very good.
- The moral, social and cultural development of pupils is very good. Spiritual development is excellent.

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

- The proportion of pupils reaching the higher level in writing and in science by the age of seven and the proportion of pupils reaching the higher level in English and mathematics by the age of 11.
- Teaching could be improved by ensuring that good practice is shared.
- Teaching time is not always used as effectively as it could be because of the length of lessons.

- The environment of the library could be more inviting.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since it was last inspected in March 1998. It has now located on a single site, a new suite for information and communication technology has been developed and the reception class has been relocated next to the nursery to provide a coherent start to children's learning. This has all had a positive effect on the standards reached. A considerable amount of energy has gone into staff development, including work through the Education Action Zone, a local sports college and training in literacy and numeracy. The learning opportunities for pupils have been enhanced as a result and progress has been enhanced. Links with the community have been developed further as have the school's assessment procedures, both of which are excellent.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	B	D	E
mathematics	B	D	D	E
science	B	C	D	D

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

The standards achieved by pupils in the national tests for 11 year olds fell below the national average in English mathematics and science in 2002. When compared to schools with a similar level of free school meals standards were below average in science and well below average in English and mathematics. The school was aware of this as this group of Year 6 pupils contained a higher than usual percentage of pupils with special educational needs. However, although the results were low they represented good progress for this cohort. Challenging targets were set for them to drive up standards and they were met or exceeded. The school's trend in recent years has followed the national trend. Standards at the end of Year 2 represent good progress.

Children enter the nursery achieving standards below those normally expected in a number of areas. In some areas standards on entry are poor. They make rapid gains in the nursery and reception years and by the time they enter Year 1 standards are similar to those found nationally. Standards achieved in the other subjects are in line with those expected at the ages of seven and 11. Standards in reading are particularly good throughout the school and the present Year 6 are achieving high standards in science.

The number of pupils achieving at the higher levels at the end of both key stages needs to be increased if standards are to be raised further. This is a challenge for the school since they are already making good progress and achieving well in relation to their starting point.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They enjoy school.
Behaviour, in and out of classrooms	Behaviour in and around school is good although a number of pupils, particularly in Year 3 present challenging behaviour on occasions.
Personal development and relationships	Relationships throughout the school are very good and pupils receive very good opportunities for personal development, to show initiative and take responsibility.
Attendance	Attendance is consistently good.

The quality of relationships is a key strength of the school. There is a very positive ethos where people enjoy coming to school and working together. This has a very positive impact on the standards achieved.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.*

Teaching is good overall. It is very good in the foundation stage where, as a result, children make rapid progress, often from a low starting point. The planning and the relationships between staff throughout the nursery and reception are key features.

English and particularly reading is taught well throughout the school. The literacy and numeracy strategies have been effectively developed and teaching is good. The use of assessment is a particularly strong feature of teaching throughout the school. As a result, effective learning takes place because work is well matched to the different levels of attainment. This means teachers can meet the needs of all pupils.

Planning throughout the school is very thorough and this again ensures that teachers are clear about how pupils can build on their learning in a logical way. Teaching and learning is sometimes affected because lessons are too long. When this happens learning is very effective to begin with but pupils lose interest and cannot sustain concentration and momentum is lost.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Links with the community, extra-curricular activities and the use of visits and visitors enhance the opportunities for pupils.
Provision for pupils with special educational needs	Good. These pupils are supported well in class and in work outside the classroom.
Provision for pupils with English as an additional language	Good, although there are very few pupils for whom this is necessary at present.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is excellent and social, moral and cultural development is very good.
How well the school cares for its pupils	The school provides very good care and support for the pupils. Assessment procedures are excellent.

The school has very effective links with parents. They work well as partners and this has a very positive effect on pupils' progress. The excellent assessment procedures ensure that work is well matched to the needs of the pupils who are well aware of how well they are doing and what they need to do to improve further. Excellent links with the community considerably enhance pupils' opportunities to be involved in a wide range of activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides particularly effective leadership for the school. Management systems are effective and ensure the school runs effectively.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well although they could be more actively involved in monitoring the work of the school.
The school's evaluation of its performance	Good systems are in place for evaluating the performance of the school. There is a very strong shared commitment to school.
The strategic use of resources	Good. Resources are targeted well and effective links with the Education Action Zone promote learning.

Staffing levels in the school are good. Teamwork is a significant strength with support assistants making an important contribution to pupils' learning. The accommodation is now on one site and is good. The relocation of the reception classroom has improved learning in the foundation stage. Resources are good. Leadership and management are very effective. Strengths and weaknesses are carefully analysed and appropriate action is taken to raise standards. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school helps children to become more mature</li><li>• The quality of teaching</li><li>• The leadership and management of the school</li><li>• The school has high expectations</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside school</li></ul>

Inspectors agree with the positive comments of the parents. The school does have high expectations, pupils become more mature and progress is good. This is the result of good teaching and very good leadership and management. The inspectors do not agree with parents about the range of out of school activities; they found them to be very good.

## **PART B: COMMENTARY**

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

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

1 The standards achieved by the school in the 2002 national tests in English, mathematics and science at the end of Year 6 were below the national averages. When compared to results from schools with a similar level of free school meals, results were below average in science and well below average in English and mathematics. Despite this, assessment information shows that pupils made good progress and achieved well to reach these standards given their performance in 1998 at the end of Year 2. This particular year group contained a high percentage of pupils with special educational needs, almost one-third, and the school's results exceeded the challenging targets set by the governors in consultation with the local education authority.

2 The standards achieved by the school in recent years at the end of Year 6 have been broadly in line with national averages and the school's trend has followed the national trend. The present Year 6 pupils are reaching standards at or above those expected for their age in English, mathematics and science. This represents good progress and pupils are achieving well. If standards are to be improved further the school will have to work hard to increase the number of pupils reaching the higher levels.

3 Pupils in the present Year 2 are making good progress and are reaching standards at least in line with the standards expected for their age in English, mathematics and science. This follows the overall trend in recent years although results do fluctuate because of the different abilities of different year groups. The school's excellent assessment procedures clearly identify the needs of pupils and set challenging targets, which ensure that progress can be demonstrated despite overall attainment results. If standards are to be improved further the number of pupils reaching the higher levels will need to be increased, particularly in writing and science. When children enter the nursery attainment is below that expected for their age. The majority are below average in the development of their communication, language and literacy skills and their personal and social skills are poor. Children make very good progress in these areas and good progress in other areas including mathematical development. As a result, children now leaving the foundation stage are exceeding the standards expected for their age as they move into Year 1. This represents an improvement in the rate of progress in recent years and is the result of the very good teaching, particularly in the nursery and the school's creation of a coherent foundation stage with clear progression between nursery and reception. The decision to re-locate the reception class next to the nursery and joint planning is paying dividends.

4 The school has implemented the National Literacy and Numeracy Strategies well and this has had a positive effect on the standards achieved. Teachers use the strategies well, using excellent assessment procedures to modify and adapt tasks to enable pupils of all abilities to make good progress. All pupils have individual targets linked to their previous achievement in the front of their mathematics books for example. They are easily referred to by pupils who are able to explain what they have previously learnt, what they are currently doing and what they need to do next. This is a powerful motivation for pupils and they talk about it with enthusiasm, having a very positive impact on their learning. Speaking and listening skills are developed very well throughout the school with teachers planning many opportunities for pupils to read aloud or role-play. As a result, by the age of 11 standards are high. This also promotes pupils' interest and enthusiasm for reading. Comprehensive records charting pupils' progress are kept and parents are encouraged to listen to their children reading. As a result, by the age of 11 standards are high. These good reading skills together with effective teaching enable good progress to be made in writing – here too standards are high.

5 In information and communication technology (ICT) standards are broadly those expected for seven and 11 year olds. Developments in the resources for ICT both in terms of computers and programs have had a very positive effect on pupils' achievements and they make good and rapid progress as a result. Standards in the other subjects of the National Curriculum are similar to those expected of seven and 11 year olds.

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

6 The attitudes of pupils to school and to their learning and their behaviour in and around school continue to be a strength. However, there is a marked difference between pupils' attitude and behaviour in the playground, when moving around school or in assembly to the attitude of a significant minority of pupils in years 3 and 4. Relationships between all members of the school community and the initiatives and personal responsibility taken by pupils are very good and have been maintained since the last inspection. These aspects of school life are closely linked into the very good provision of moral and social development provided by the school. A very high proportion of those parents who completed and returned the questionnaire or who attended the meeting also expressed very positive views about behaviour in school. A number of adults in school described the pupils as being very polite and very friendly.

7 In the classroom the attitudes and behaviour of pupils are good overall. There are a significant number of pupils in Years 3 and 4 who become restless and display immature behaviour in their lessons. This is well managed and does not have a negative impact on their learning or that of others. Standards of behaviour in the playground, when moving around the school corridors or in assembly or Mass are very good. All pupils were very polite and well mannered towards visitors. However, noise levels in the dining room at lunchtime are excessive and do not provide as good a social experience as they could. There was no indication of any racist behaviour whatsoever during the inspection. There have been no exclusions during the last reporting year.

8 Pupils generally have a very good understanding of right and wrong and always show respect towards all members of the school community. There was no evidence of graffiti or vandalism in or around school. The vast majority of pupils enjoy coming to school and they talk about it enthusiastically. They are keen to participate in class activities. For example, in a Year 2 ICT lesson pupils were trying hard to correct text by using the back space or delete commands. They broke into spontaneous applause when the corrections had been completed. Additionally, in a Year 6 numeracy lesson, pupils were very enthusiastic and enjoyed the experience of working with the concept of probability.

9 Relationships between pupils and one another, and pupils and all adults, are very good overall and the vast majority of pupils collaborate very well in all aspects of school life and enjoy working and playing together. For example, in Year 4/5 science lesson, pupils were actively involved in discussing their findings when they had squeezed sponges under water and then out of the water. In the playground pupils entered into conversations with visitors about their support of different football teams. Boys and girls play together well in playground activities and enjoy the participation of staff in games such as skipping. The quality of these relationships has a very positive impact on pupils' learning, as they are all included in all school activities.

10 The opportunities for pupils to take responsibility in school are very good. Pupils enjoy taking responsibility in assembly, where they set out equipment and in Mass, where they lead prayers and play an integral part in the service. Additionally, through the Guardian Angel scheme pupils take care of each other during play and ensure that no one is left on their own. Year 6 pupils were particularly

proud of the improvements they had made to the storage and tidiness of the physical education storeroom. The school also expects pupils to contribute to the assessment of their own learning and this takes place in a separate paragraph within the annual report on progress. Pupils are also aware of the needs of those less fortunate than themselves and make generous donations to a variety of charities such as CAFOD, Holy Childhood, Poppy Day and the shoe box appeal for Operation Christmas Child. The school council has recently been set up and elections for class representatives will take place shortly. This will give pupils a further opportunity to get involved in school life. All these activities have a very positive impact on pupils' personal development.

11 Levels of attendance have improved slightly in the last year. They are now good and above the national average. Unauthorised absence is higher than the national average but this is because the school has very strict rules about absence authorisation. Where it remains unexplained by parents it remains as unauthorised. Punctuality to school is very good.

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

12 Teaching is good overall. As a result of the good teaching, learning is effective and all pupils make good progress, achieving well in relation to their abilities throughout the infants and juniors. Teaching is very good in the nursery and reception classes enabling children to make rapid progress so that they are well prepared for Year 1. Children enter the nursery with attainment levels below those expected. In some areas attainment is poor, particularly in personal and social development. The very good teaching raises standards very effectively creating a very secure platform for future learning.

13 The leadership and management of the school are very effective in setting clear expectations of what should be achieved by different groups. This, coupled with the excellent assessment procedures enables challenging but realistic targets to be set. Teaching is therefore very carefully focused. Planning is very thorough identifying learning objectives at three different levels for every lesson. These are enhanced by individual education plans for pupils with special educational needs. As a result teachers know very clearly what they want pupils to know and pupils are clear what they are expected to learn. Learning in a Year 5/6 numeracy lesson, for example, was very good because the teacher used her knowledge of pupils' attainment to challenge them to improve. As a result, all pupils, of different ages and abilities improved their knowledge of fractions and percentages. Similarly, the same group made very good progress in a literacy lesson when working on autobiographies because they were matched well to different abilities. Very good use was made of staffing in this lesson enabling year groups and abilities to be split between two teachers and a support assistant.

14 In all lessons pupils are very clear about the objectives and are able to evaluate their own learning. At the end of lessons teachers and pupils together review what has been learnt. In a Year 1 /2 literacy lesson a very effective plenary session enabled pupils to consolidate their learning. High quality questioning tested pupils' understanding of the story they had read and the use of full stops and capital letters was tested. Vocabulary was enhanced by challenging pupils to provide alternative words. "How did the man feel?" - "He felt mad" - "Do we know other words for mad?"

15 Classroom management is a good feature of the teaching. Routines are very well established and pupils are able to get on with their work. Expectations about learning and behaviour are clear and good instructions are given. In a Year 6 science lesson pupils were able to organise and manage their investigation into the strengths of different paper. They could organise themselves into groups, get their resources and get on with their experiment. Different strategies are used with a potentially difficult Year 4 class where opportunities for independence are restricted, but expectations are clear and effective learning results.

16 Occasionally, potentially good teaching suffers because lessons are too long, momentum is lost and pupils' interest wanes. In these circumstances learning is not as good as it could be. This is sometimes the case in the numeracy lessons where 75 minutes can be too long, particularly for younger pupils.

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

17 The quality and range of opportunities for learning provided by the school are good. There is a high value placed on the needs of individuals. The curriculum is broad and balanced and meets the requirements of the National Curriculum in all subjects. Visits to local places of interest and visitors to the school enhance subjects across the curriculum such as history and geography. The equality of opportunity and access to the curriculum is satisfactory. There are occasions when some pupils with special educational needs are withdrawn from lessons for more intensive support and this is an effective use of staff.

18 The quality of the curriculum for the children in the foundation stage is very good. The very thorough planning shows that teachers and nursery staff have a very good understanding of the needs of young children. The very appropriate activities provided ensure that all the areas of learning are covered. Provision is carefully planned to enable children to play purposefully, to interact very regularly with adults and experience an integrated learning programme. The daily routines provide a very good balance between activities that the children choose for themselves and those that are led by adults.

19 The provision for pupils with special educational needs is very good. The school has developed very good procedures for the identification and assessment of pupils with special educational needs. It is well supported by the local education authority service. In-class support and withdrawal sessions are well managed and, as a result, pupils make good progress. Classroom support staff make a significant contribution to this.

20 The school has successfully implemented both the National Literacy and Numeracy Strategies and curricular planning in English and mathematics is good. Both medium and short-term planning are thorough and well allied to the strategies. This has impacted well on standards in English and mathematics. Long and medium term planning in all other subjects is also good. The school effectively uses national guidelines in these other subjects to inform their curriculum planning and this ensures that all aspects of subjects are suitably covered. Teachers are careful to plan for the needs of pupils in the mixed aged classes.

21 The provision of extra-curricular activities is very good. The activities offered are well attended by pupils and include a range of lunchtime clubs and after school sports. Pupils' personal development is effectively enhanced as they learn to co-operate with one another and build friendships in these activities, which are valued by many parents.

22 The school has established very good relationships with the community and its partner institutions in order to enhance pupils' learning. It makes good use of the local specialist sports college. The school has very strong links with the local church and these support very well pupils' spiritual development and religious education. Visits from representatives from the local uniformed services help to develop pupils' understanding of their place in the community and effectively enhance pupils' personal and health education. Good links exist between the school and its main receiving secondary schools and this supports well pupils' smooth transition into their next phase of their education.



23 The community provides an excellent contribution to pupils' learning and there has been an improvement in this aspect of school life since the last inspection. Pupils make numerous visits to local places of interest such as The Deep, Hull Daily Mail and the National Railway Museum at York. Additionally, through the sponsorship of the Education Action Zone, Year 6 pupils visited the Millennium Dome in London. Community visitors include representatives from the fire and police services and theatre and representatives from St Mary's College. Overseas links are developed when the much-travelled 'Oswald Rabbit' sends postcards to school from China, Spain and Canada. The school links all these activities clearly into the curriculum and they have a very positive impact on pupils' learning and development. In addition to being an integral part of the Parish the school is used by the Dorchester Community Sports Initiative every day of the week and many thousands of young people use these facilities each year. Very good links exist with St Mary's College, the school to which most pupils transfer at 11 and Winifred Holtby High School. These strong links ensure the smooth transition of pupils into Year 7. Business links, which are co-ordinated through the Education Action Zone, are very strong.

24 The overall provision for pupils' personal development is very good. Provision for pupils' spiritual development is excellent and is an improvement since the last inspection. The school is very aware of its impact on pupils and the importance of its provision to prepare them for their part in the wider world. The whole belief of the school centres round the fact that it ensures that everyone is special and belongs to this caring and spiritual environment. Pupils are valued, nurtured and know that they all have special talents. They have a lovely opportunity to share these talents with everyone, in a very informal assembly. Pupils themselves decide whether to take part and what talent they wish to share with others. Some show their skills when dribbling a football or by showing a piece of work they feel they have done well at home. Personal, social and health education, circle-time and art and design lessons give pupils opportunities to think about their feelings and those of others. Younger pupils showed real surprise and wonder when they predicted correctly, and found out by testing, that an object will float in their science lesson. Pupils willingly take part in role-play during the homily at Mass to illustrate a Scriptural message, and show awe and wonder when they open parcels and see the contents. In collective acts of worship, a very spiritual atmosphere is created. All pupils are fully involved when praying and show a very reverent attitude. Good opportunities are planned for pupils to reflect on the help they have been given in lessons and also to ask God to help them to show their talents and do their best.

25 Provision for pupils' moral and social development is very good. The school states clearly what it expects from its pupils. Pupils are supported and encouraged to have the confidence to believe in themselves and stand their ground if they are wrongly accused. Time is given to developing the importance of listening to others, valuing their views, and the success of this is seen in the way pupils work together, both in class and in the playground. Pupils clearly understand the results of their actions on others. They show maturity and know what is right and wrong. As a result, they are considerate and behave very well. Through their playing in the school orchestra, pupils are encouraged to develop their confidence to work in groups and to perform in front of others. Participation in a range of sports activities helps pupils to develop team spirit and learn the ways to co-operate with their peers. Pupils form very good relationships with their peers and with all adults in school. They are polite, helpful, confident and happy to help others. Older pupils show responsibility when acting as a 'Guardian Angel' to support a pupil who finds it hard to manage some aspects of his or her behaviour. They play games with them at break and lunch times and act as a good role model. A part of the very good school provision is that teachers make sure that, if a difficulty has arisen with a pupil during the day, this is resolved before the pupil goes home. Social education is enhanced through extra-curricular activities and educational visits. These activities and visits have been greatly improved since the last

inspection as the school is part of the 'Education Action Zone' project and has strong links with the Dorchester Community Sports Initiative.

26 Provision for pupils' cultural development is very good and has improved since the last inspection. A theatre group visits the school each year and performs to the whole school. Pupils sing Aboriginal and African songs as part of their music lessons and play instruments from a range of countries. In art and design, pupils study the work of number of artists but these are mostly from European culture. They have the opportunity to work in the design studio of a local brick designer. A visiting sculptor works in school with Year 6 pupils and they also visit the local secondary school to extend their skills in design and technology. All pupils learn about their own local culture through visits to "The Deep" in Hull. Good use is made of the local community to help pupils to learn about libraries, hospitals, health centres and museums. Pupils have the opportunity to develop an understanding of the attitudes, values and traditions of the Sikhs, Islam and Judaism through their Big Book stories and text books on other Faiths. 'Oswald Rabbit' has had a very busy time travelling on holiday to Vancouver, Indiana, China and the Pyrenees. The post cards and pictures sent to school as a result of these visits extends pupils' understanding of the wider world.

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

27 The school continues to provide very good care and support for its pupils. It maintains very good records for first aid, fire drills, accident recording and the emergency contact of family and friends in case of an emergency. The procedure for child protection is very effective and the designated teacher ensures that all members of staff have an appropriate understanding of its contents. The governing body fulfils its responsibility for health and safety well and it has an appointed member, who is also the site manager, involved in all day-to-day aspects of school safety. The local education authority also carries out external audits and risk assessment is carried out appropriately.

28 The school supervises pupils very well in the playground but the noise in the dining hall at lunchtime needs to be controlled in a more effective way. The procedures for monitoring and promoting the development of pupils with special educational needs are very good. The school has responded well to the new code of practice. Individual and group education plans are effective and guide teaching well to enable pupils to make good progress.

29 The school promotes and monitors attendance well. Tracking and monitoring of attendance takes place on a regular basis for both individual and class records. This has had a positive impact on attendance rates, which have improved slightly in the last year. The school also promotes and monitors behaviour well through the provision of moral development and the way that teachers manage it. In almost all cases standards are applied consistently and the vast majority of pupils have a good understanding of how the school expects them to behave. The procedures for monitoring and supporting pupils' personal development are very good and are underpinned by the very good knowledge that staff have of their pupils and the very high quality of relationships within the school community.

30 There are very good procedures to monitor and support the personal development of pupils, which are based on the teachers' good knowledge of individual pupils. Teachers use the information to develop the personal attributes of pupils such as confidence, initiative, social skills, moral skills and the making of choices. Personal, health and social education lessons have a positive impact on personal development in areas such as healthy living and drugs and sex education. These lessons help pupils to become increasingly independent, self-confident and knowledgeable about themselves.

31 Procedures for assessing pupils' attainment are excellent. National Curriculum tests for seven and 11 year olds as well as non-statutory tests in Years 3, 4 and 5 are used to develop an overall picture of pupils' progress throughout the school. Teachers closely analyse pupils' attainment in order to set clear group and individual targets for pupils in the future. Assessment books are rigorously maintained which indicate coverage of the National Curriculum programmes of study. These records clearly highlight what pupils know or what they need to do next in all subjects. The school has spent a lot of time refining this particular documentation, which is school specific, and it has been time very well spent. Assessment information is used to give more focused support to pupils, including those with special educational needs, to enable them to make further progress. Every teacher maintains detailed records of work covered, and this is consistently done on a weekly basis. These records are monitored by the head teacher in a rigorous and supportive way. Through reading them it is easy to see how well individual pupils are progressing, and also how well the teachers know them.

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

32 The school promotes itself very well to its parents. Those who responded to the questionnaire, or who attended the meeting or who were spoken to in school have very positive views about all aspects of school life. The vast majority consider that they are very well informed about their children's progress and that the school works closely with them. Parents hold the school in very high esteem. The very high quality of this partnership has been maintained since the last inspection.

33 Parents are very keen to help out in school, particularly in the foundation stage and throughout the infants. Additionally, there is no shortage of parents to help out on visits into the community. Parents are very supportive of the Parent Teacher and Friends Association (PTFA) whose hard working committee arranges many events for pupils. The money that is raised is generously donated for the purchase of resources to be used in school or for the provision of school trips. For example, during the last year the PTFA have paid for the school trip to the Rope Walk Art Gallery and provided safety bark for the courtyard garden area. Parents are also very keen to increase their knowledge of how they can help with their children's learning. There are many who support the various initiatives in school such as the 'Share Project', and some parents are taking their learning further towards accreditation and qualification as classroom assistants. The school values all this support and it has a positive impact on pupils' learning.

34 The information produced by the school for its parents is now very good and has improved since the last inspection. The Record of Assessment booklet, which contains the annual report on progress, is excellent. Annual reports are seen as a three-way communication between teachers, parents and children and they contain personalised information written by staff in a very friendly, yet meaningful and helpful way.

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

35 Leadership and management are very good with the head teacher providing a particularly strong lead. This has been maintained since the last inspection. The leadership and management have maintained the very strong Christian ethos evident in the school at the last inspection and this continues to have a significant impact on the attitudes pupils have to learning and their determination to improve. Staff, pupils and parents share a common vision of creating a secure, happy learning environment coupled with high expectations of what can be achieved. Teamwork is a major strength and the management systems in place enable the leadership vision to be achieved. The capacity to continue to develop is therefore very good.

36 All staff are involved in identifying the priorities for development. Results are very carefully analysed and action is taken to tackle any perceived weaknesses. The excellent assessment procedures ensure that teachers know the pupils very well and are therefore able to divert resources to areas of greatest need. The priorities identified are the most appropriate and the available finance is used effectively to raise attainment. As a result, pupils of all abilities make good progress. For example, the use of support staff is very carefully thought through to address the areas of greatest need; the reception class base was relocated to improve continuity with the nursery and a particularly challenging group were located with the deputy head teacher and additional support was provided for a period of time.

37 Subject leaders have clearly delegated responsibilities, which they discharge well. The head teacher carefully monitors all short-term planning to ensure that work is appropriate and that assessment procedures have been used effectively to challenge different groups of pupils. The literacy and numeracy leaders monitor teaching in their subjects, including lesson observations, and developmental feedback is provided to improve teaching. Performance management has been integrated well into the monitoring procedures of the school. It is welcomed by staff as an important vehicle for staff development and improved standards. The school tries very hard to allow all staff to watch others teach. Financial constraints have reduced this opportunity but it has provided opportunities to share best practice.

38 The governing body fulfils its responsibilities and is very supportive of the school. Governors are involved in training to enable them to fulfil their duties more effectively and the Chair of Governors, in particular, rightly wants to develop their role more actively. The school uses finances available well. Monitoring procedures and controls are effective and the school benefits from the services of a peripatetic bursar. Results are thoroughly analysed and the value for money achieved evaluated. The governors consider financial decisions very carefully and the implications for the school are carefully evaluated. Grants are used well and links with the Education Action Zone and the local sports college are very beneficial to the school. Principles of best value are applied well and the school provides good value for money.

39 Staffing levels in the school are good. Teaching staff has been reduced recently because of financial constraints but the demands of the National Curriculum can still be met. Staff development is promoted very well to meet identified priorities. The support staff are of high quality and make a significant contribution to learning. Care-taking and administration staff ensure the school runs smoothly and allow teaching staff to concentrate on their major job.

40 The quality of the accommodation is satisfactory. The classrooms are of a good size and there is a well-equipped room for ICT. Though spacious the hard play areas lack stimulating marked play areas or activities. The library is adequate and has been catalogued well but it is uninviting for pupils. The whole school environment is maintained well by the caretaker and the cleaning staff.

41 The level of resources to support the pupils' learning is good overall; this is a good improvement since the last inspection when they were judged to be adequate. Resources to support the teaching of English, mathematics, art and design, design and technology, physical education and music are good, as are those which support learning in the foundation stage. The resources for ICT are now very good, computers in the suite are now all the same and have a good range of suitable programs and the introduction of two interactive white boards have a positive effect on pupils' access and learning. Resources for history and geography are satisfactory, but the library is an area which is in need of development to support the pupils' learning across the curriculum.

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

- 42 In order to improve further the head teacher, staff and governors should;
- (1) Improve the overall standards achieved by the school by increasing the proportion of pupils achieving the higher levels in writing and science by the age of seven and in English and mathematics by the age of 11.  
(Paragraphs 2, 3, 68)
  - (2) Develop the good quality of teaching by;
    - a) providing opportunities for teachers to share good practice;
    - b) reviewing the structure of the school day and the length of lessons.  
(Paragraphs 16, 37, 72, 77, 87, 93, 113)
- 43 In addition to the above, the school should consider improving the environment of the library.  
(Paragraphs 40, 41)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	27

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	20	20	0	0	0
Percentage	2	28	35	35	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 more than one percentage point.*

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	297
Number of full-time pupils known to be eligible for free school meals		53

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	64

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

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

#### **Authorised absence**

	%
School data	5.1
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.7
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	24	16	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	20	24
	Girls	15	15	15
	Total	38	35	39
Percentage of pupils at NC level 2 or above	School	95% (77%)	88% (70%)	98% (81%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	19
	Girls	15	15	15
	Total	35	38	34
Percentage of pupils at NC level 2 or above	School	88% (77%)	95% (81%)	85% (77%)
	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	35	22	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	32
	Girls	16	16	18
	Total	40	42	50
Percentage of pupils at NC level 4 or above	School	70% (86%)	74% (74%)	88% (96%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	24	29
	Girls	14	16	16
	Total	29	40	45
Percentage of pupils at NC level 4 or above	School	51% (n/a)	70% (n/a)	79% (n/a)
	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	296	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	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	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25
Average class size	27

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

Total number of education support staff	8
Total aggregate hours worked per week	193

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	2
Total aggregate hours worked per week	65

### *Financial information*

Financial year	2001-2002
	£
Total income	769,422
Total expenditure	777,864
Expenditure per pupil	2,494
Balance brought forward from previous year	48,803
Balance carried forward to next year	40,361

Number of pupils per FTE adult	8
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*FTE means full-time equivalent.*

***Recruitment of teachers***

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.0

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

*FTE means full-time equivalent.*

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

### Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	198

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2	1	1
My child is making good progress in school.	81	18	1	0	1
Behaviour in the school is good.	77	19	2	1	2
My child gets the right amount of work to do at home.	65	31	2	1	2
The teaching is good.	89	11	0	0	1
I am kept well informed about how my child is getting on.	71	23	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	84	14	1	1	1
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	69	25	3	1	3
The school is well led and managed.	89	10	0	1	1
The school is helping my child become mature and responsible.	90	9	1	0	1
The school provides an interesting range of activities outside lessons.	59	29	3	3	6

## **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**

44 Children are admitted to the nursery on a part-time basis until they enter the reception class when they attend full-time. When they start the nursery, their attainment is below that expected for their age. The majority begin with communication, language and literacy skills that are below average and their personal and social skills are poor. Children make very good progress in these areas and, as a result, the majority exceed the Early Learning Goals by the time they enter Year 1. The majority of children make good progress in their mathematical development and exceed the Early Learning Goals by the time they enter Year 1. In their creative development, knowledge and understanding of the world and their physical development, the majority of children make good progress and achieve the Early Learning Goals by the time they enter Year 1. The foundation stage is a strength of the school.

45 All children, including those with special needs, make good progress because the teaching they receive is very good. Teachers' planning is very good. This focuses clearly on the Early Learning Goals and offers a wide range of exciting learning activities closely linked to a weekly theme. All the staff know the children very well and very good planning allows children to work closely with adults, both in small, medium and larger groups. The staff work very well together as a team and the re-location of the reception class means those opportunities to work more closely have improved. Children sing and make music together and share circle time. A new 'outdoor classroom' has recently been created, with support from the Education Action Zone project, and this offers a wider range of learning opportunities for children in reception. Excellent assessment of children's learning is in place and this also helps them to make good progress.

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

46 The level of personal, social and emotional development of the majority of children when they start school is below that expected of their age. The teaching in this area of learning is very good and children's very good relationships with adults help them to make very rapid progress. This means that they exceed the Early Learning Goals by the time they reach Year 1.

47 The calm, caring atmosphere created in the foundation stage helps children to settle quickly and develop a sense of belonging. There is a very strong focus on caring for each other and the children understand that they are all special. Time is given for children to think quietly about how they have been helped to do their work and this is reinforced in many of the songs they sing. The children have very positive attitudes and are keen and enthusiastic in all they do. They are confident to talk to adults and visitors. They understand that only three children work in the sand and water areas at any one time and that they must wear aprons. Circle time helps children to understand the need to take turns and gain the confidence to contribute their ideas in a larger group. They know that their ideas and efforts are valued and appreciated. Carefully planned activities encourage them to develop the social skills of greeting each other, shaking hands and wishing each other 'Good morning' as they exchange places in circle time.

48 During shared time, activities, such as making clay bowls for the Three Bears, making porridge and snack time help them to begin to work together. Children develop independent skills early by taking the responsibility to give out milk and straws. Their behaviour is very good. They get on well together and are beginning to work well in pairs, particularly when matching letter cards to the alphabet mat in the reception class. The majority of children concentrate and listen but the older children still need reminding to put up their hands when answering the teacher. These children show

that they stay on task for extended periods of time when they create an environment for their plastic animals. The animals are arranged in pairs and the explanation for this is “that they are getting married because they’re the same animals.” All the staff have very good relationships with parents and this has a very positive impact on children’s learning.

## **Communication, language and literacy**

49 On entry, the majority of children have below average skills in communication, language and literacy. The very good teaching and planning means that they make very good progress and exceed the Early Learning Goals by the time they enter Year 1.

50 Children have plenty of very good opportunities to develop their speaking and listening skills. They confidently take the role of one of the characters in the 'Three Bear's Kitchen' and describe clearly their pictures of Goldilocks. For example, a child responded "She is going in the bear's house but she's not gone in yet. I'll draw a house to remind you." In circle time they share their ideas well with others and even the youngest children are confident to take part. On-going assessment of children's progress ensures that carefully planned activities extend their speaking and listening skills. All staff have high expectations and are very good role models. Their very good questioning skills encourage children to think carefully and respond well.

51 Many of the older children in nursery recognise their own name and write their first name. The younger children overwrite and join dots to form the letters of their first name successfully. They hold and control their pencils well. Children are given very regular opportunities and support to practise their writing and this helps the quality of their emerging 'writing.' In the nursery, children remember the letter 'x' in their previous work, offer the words 'box' and 'fox' to show their understanding and know that these words rhyme. They know that the letter 'z' is at the end of the book and 'at the end of the alphabet'. They really enjoy catching the teacher out because "the apron has an 'x' on it and it should be a 'z'." Older children in the reception class write both their names successfully and are beginning to write simple sentences. They form their letters well when writing and have good opportunities to practise letter shapes by using their fingers in thick paint on their table tops and by forming letter shapes in the air.

52 Children in nursery enjoy listening to stories and have very good opportunities to hear different versions of the "Goldilocks" story. They identify that "her skin is white" in one book and that "her skin is another colour" in another book. Children in both classes enjoy looking at books. They turn the pages from left to right and enjoy sharing books with adults. They know the difference between text and pictures and talk happily about what is happening in the pictures. Children in reception are beginning to read individually with increasing confidence. They identify the first letter and sound of simple words and understand that pictures can help them to read the text. The sample of work seen shows that, by the time children enter Year 1, they are writing simple sentences with confidence. They use their writing skills well when creating postcards. They label drawings of parts of the body accurately in science and write very simple instructions about what a plant needs to make it grow. The majority of children use capital letters and full stops in their writing and make good attempts to use their knowledge of phonics to spell words. Parents of children like them to take their toy library bags and their library books home on a regular basis. They also value opportunities to help their children when they take their phonic and number work home.

## **Mathematical development**

53 Children make good progress in this area of their learning and this enables them to exceed the Early Learning Goals by the time they enter Year 1. Teaching is very good and every opportunity is taken by all staff to develop children's understanding of numbers. When they work in the computer suite, the younger children count the twelve computers that are switched on successfully and match objects to numbers correctly on the screen. Activities in songs such as 'Five Currant Buns in the Baker's Shop' help children to understand 'one less than' and 'how many are left' when one disappears. Numbers are used well in all learning areas so that children realise the importance of

these in everything they do. For example, only three can work in the water and sand tray at any one time. The number three is reinforced well through the story of the Three Bears and the making of their clay bowls. Children understand small, medium and large items through this story and their role play. They begin to understand capacity as they count how many small bottles are needed to fill a larger bottle when working in the water tray.



54 The older children begin to develop a wider mathematical vocabulary. They show an understanding of ‘more than’ and ‘fewer’ when sorting animals into sets. They recognise colours and simple two-dimensional shapes. They count successfully from 0 to 10 and back again. They enjoy finding the missing number when the teacher removes one from the number line and use the 100 number square well to help them. During the teaching of number work, a wide variety of methods are used by the teacher to make sure that children really understand the work they are doing. Assessment of their understanding is clearly a part of the very careful planning prior to the lesson. The results of this assessment are used well to plan the next stage of their development in mathematics. Evidence from the work sample shows that by the time children enter Year 1, they order numbers well beyond 20 and count to 100 and back in 10s. They have a good understanding of two and three-dimensional shapes including spheres, cones and cubes. Their work shows sound knowledge of 50p, £1 and £2 coins. In their practical work, they learn about symmetry and create good symmetrical patterns using wood blocks and construction materials.

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

55 Children make good progress in their knowledge and understanding of the world and, by the time they reach Year 1, the majority achieve the Early Learning Goals in this area of their development.

56 Children develop early scientific skills well as they use their senses to identify objects and the materials, such as metal, wood and plastic, used to make these. They begin to understand the properties of plastic and know that some plastic is hard and some is ‘bendy’. They know that when they use clay to make a bowl it is soft but that when it dries it becomes hard. Making ‘porridge’ also helps children to understand how things change from a dry material to wet when milk is added. They have to think carefully about what sugar will do when added to the porridge. The youngest children are still confused about the properties of water and sand and tell visitors that “I’m making the biggest sand castle with water.” When the bucket was emptied, the response was “Oh, dear, I’ll try again!” Older children in the nursery are encouraged to suggest changes to the Three Bears Kitchen. They make very good suggestions and think that it would be better if it had a sofa, a microwave and a tablecloth when they eat food. Children in reception further develop their knowledge of materials and describe a pipe cleaner as “being bendy with fabric on it.” They develop their language further by using the words ‘rigid’ and ‘flexible’ accurately when sorting a range of materials. These children know the properties of wet sand “because it sticks to the spade when there’s water in it.”

57 Nursery children are developing early computer skills well and demonstrate good fine motor skills as they manipulate the mouse. They use headphones well to follow the programme and understand how to move from one picture to another. They show good mouse skills and complete successfully the tasks set by the teacher. They know how to end the programme by clicking on the bird in the corner of the screen.

58 Very good links are made to stories and early geography skills when children follow a simple map for their ‘Bear Hunt’ in the outdoor play area. Lots of opportunities are provided to use small and large construction materials to make models and to create their own box models using collectable materials.

### **Physical development**

59 Children make good progress in their physical development and achieve the Early Learning Goals in this area of their development by the time they reach Year 1. The younger children develop an understanding of moving through tall grass, through mud and through a storm as they act out a bear

hunt. They are just beginning to use the hall for their physical development sessions and are learning about space. Very good use is made of “little friends”, small toys placed by chosen children in a space on the hall floor to encourage the children to find their space. They go and sit with a “little friend” and, after each skipping, jumping and hopping activity round the hall, successfully find their way back to their own little toy. Teachers use the lines painted on the hall floor very well to give the children simple rules about moving in the hall. They understand that a tambourine sound means they have to stop and respond very well to this. The Three Bears story is linked very well to the movements they make and they creep through the wood, moving carefully around the toy friends on the floor. Support staff very sensitively help the few children who are hesitant in a large space and all take part.

60 The secure, outdoor play areas provide children with a range of opportunities to develop their physical skills. A good range of small and large play apparatus is available and children use this well. Children use space well when riding their wheeled vehicles. A new climbing frame in the ‘outdoor classroom’ has quickly helped older children to develop their confidence to climb and move up, down and across ladders. Some are able to hang and move along a ladder using their hands to move from rung to rung. The very good interactions by the teacher and support staff encourage children to try different movements on the climbing frame. They link their previous work on Rapunzel well when they climb to the top of the frame and their friend on the ground calls ‘Rapunzel, let down your hair.’ All opportunities are taken by all staff to develop language and mathematical concepts during outdoor physical activities. For example, children compare their height on the climbing frame to that of the teacher and develop a good understanding of “taller than” and “smaller than” as they move up and down the frame.

61 Children’s fine motor skills are developed well through a range of activities. They use rolling pins and cutters accurately when working with play dough and show good brush control when painting. Children enjoy using clay and roll this into worm shapes to make clay bowls for the bears. They use scissors well when cutting out kitchen equipment pictures for the bears’ kitchen. A wide range of small and large construction materials are always available to help children further develop their fine motor skills.

### **Creative development**

62 Children make good progress in this area of their development and achieve the Early Learning Goals by the time they enter Year 1. Very good provision is made for them to use crayons, pencils, glue and paint on a regular basis, and the learning environment and the very good teaching stimulates them to want to express their own ideas in their creative work. During the inspection, younger children painted their own pictures of Goldilocks, based on the different versions of the story they had heard. They chose their own skin colour using a wide range of skin colour crayons available. Their pictures showed large figures and very detailed faces with eyelashes, smiling mouths and different coloured hair, including blue! The children suggested that “perhaps she was going to a disco!”

63 Children have plenty of opportunities to create their own ideas using play dough and make the Three Bear’s bowls using clay. Manufactured construction materials are available daily for their independent activities and these are used very imaginatively. Children develop their observational skills well by looking at natural objects including flowers, stones, shells and sticks and represent these successfully, using pencils, crayons, pastels and paint.

64 As well as planned class activities, children have good opportunities to experiment by creating sound when playing tuned and un-tuned musical instruments. They create the sound of moving through long grass, and being in a dark cave and forest as they go on their bear hunt. Older children play xylophones, glockenspiels, drums and shakers in the ‘outdoor classroom’ and make music in pairs,

exploring sound for an extended period of time. As they do this they begin to develop an understanding of the letter names of the notes of the xylophone and glockenspiel. They know the names of the instruments and how to play them correctly. As a large group, both classes enjoy singing together and play a wider range of instruments in order that the younger children learn their names and the sounds they make. The very good teaching and enthusiasm of the staff is infectious and the children join in very happily, adding appropriate actions to the words of their songs.

65 The success of the foundation stage is due to the very good teaching, planning and excellent assessment which ensures that all children achieve. The relationships of all teaching staff, together with their very good relationships with parents greatly contributes to this success. Parents' views of the foundation stage are very positive and appreciative. The very good team spirit and teachers' strong commitment to developing the whole child ensures a stimulating learning environment where all children are able to achieve. The teachers are involved in a training project that develops parents' understanding of how children learn. This is very successful and leads to many parents taking further qualifications. This project will impact on children's attainment on entry and can only improve the very good provision that is already in place.

## **ENGLISH**

66 Overall, provision in English is good with most pupils achieving well by the time they are 11.

67 In 2001 pupils' performance in the national tests at the end of Year 2 show standards below the national average, but at the end of Year 6 they were above the national average. Invalidated results for 2002 show that standards are above national averages at the end of Year 2, while they were broadly in line with national averages at the end of Year 6. This changing pattern reflects the prior attainments of pupils on entry to the school in Year 1. Overall, standards have consistently been above national averages.

68 Pupils' attainment is confirmed in evidence from the inspection through the observation of lessons and looking at pupils' work, which show standards above the national averages. This is similar to the findings at the time of the last inspection. Pupils make good progress overall, with the most effective learning taking place in Years 5 and 6. Pupils with special educational needs make good progress because of the effective support given to them. To develop English further, attention now needs to be given to raising the performance of the higher attaining pupils.

69 By the time pupils leave the school, standards in speaking and listening are above those expected nationally. Most pupils listen attentively to the teacher during literacy and other lessons, and during assemblies. The older pupils also listen to each other carefully. Most pupils are also keen to answer questions, and teachers make sure that they are heard, with the result that their answers are extended. Teachers plan regular opportunities for pupils to develop their speaking skills through reading aloud and role-play. A minority of younger pupils have short concentration spans and sometimes grow restless. However, effective management of their behaviour in most lessons ensures that they work throughout the relatively long lessons.

70 Standards in reading are above average. Pupils of all attainments express interest in books and enjoy reading. They take books home regularly and the vast majority read to a parent or other adult – something the school works hard at encouraging. Teachers and classroom support assistants keep comprehensive records and make appropriate comments. The thorough way in which teachers chart pupils' progress in reading is having a positive effect on standards. Pupils quickly develop strategies to read unfamiliar words and sight vocabulary of frequently used words. The older pupils read confidently, are aware of punctuation and put expression into their reading. Most pupils quote a

favourite author and are provided with a range of written texts at home. All pupils understand the difference between fiction and non-fiction books and most understand the function and purpose of the contents and index pages. They use the school library on a regular basis and pupils of all ages and attainments are responsible and quite independent when it comes to changing their reading books.

71 Standards in writing are above national expectations and this has a positive effect on standards in other subjects. Pupils quickly develop an understanding of the purposes of full stops and capital letters and recognise speech marks, question marks and exclamation marks. Pupils of all attainments write in a variety of styles and for a range of audiences and purposes. Progress in writing is helped by good reading skills. Good opportunities are provided for pupils to improve their writing through other subjects, and opportunities for extended pieces of work are well developed, particularly for pupils in Years 5 and 6. Handwriting is good, as is the use of dictionaries and thesaurus.

72 The standard of teaching in English is always at least satisfactory, and often good. No unsatisfactory teaching was observed during the inspection and this represents maintenance of standards since the previous inspection. Teachers are particularly effective at taking into account the attainment of pupils in previous lessons and their detailed weekly plans reflect pupils' needs well. The objectives for lessons are shared with the pupils, so that they know what they are going to learn. Teachers use questioning effectively to draw out what the pupils know and to encourage further thought. Teachers provide well informed written comments on pupils' work about what they are doing well and how to improve, and this is done consistently across the school. Literacy is well developed across the curriculum and pupils are given opportunities to use computers to present their work. Some lessons observed were not as successful as they might have been because the teachers' expectations of how long pupils can sit and listen to instructions are unrealistic.

73 The subject co-ordinator is enthusiastic and committed. The school's senior managers monitor thoroughly by examining teachers' planning, lessons and pupils' work. Appropriate targets are set for pupils, and these are shared with them. Overall, resources for English are good. Good use is being made of ICT through the interactive whiteboards, recently installed in a classroom in both key stages. Teachers are getting to grips with this new technology, and the signs are that they will be a success. However, the library is 'dull' – to use the pupils' own words. It needs to be made into a more attractive and welcoming centre for learning.

## **MATHEMATICS**

74 Standards in mathematics are in line with those expected for pupils' ages at the end of Year 2 and Year 6. This is in line with the previous inspection for pupils at the age of 11, but slightly lower for pupils at the age of seven and the lower results can be linked with the pupils' level of attainment on entry. As a result of the good use of the National Numeracy Strategy, the good teaching, teachers' use of the excellent assessment and very good planning for lessons the pupils make good progress in relation to their previous attainment. The pupils all have targets linked to their previous achievement in the front of their mathematics books and these are easily referred to by the pupils.

75 By the age of seven, more able pupils can tell the time on the 24-hour clock and are able to solve problems which include the use of money. They have developed a variety of strategies to multiply and divide single and double numbers. The youngest pupils know that figure 12 is equal to 'one ten and two units' and that there is a difference between shapes of three and two-dimensional shapes. They describe-dimensional shapes as 'chunky'. They can identify a cube immediately and some of its properties, as well as a cylinder and a cone. They use good descriptive words to talk about the shape, for example a cylinder is like a 'rolling pin'. The older pupils are able to 'count on' for example,  $6 + 4 =$ , by starting at 6 then counting 4 more. The less able pupils in Year 2 need support in doing this but make good progress in the lesson. The majority of the pupils know there are different words which mean the same thing, such as, 'minus', 'subtract' and 'take away'. Some of the more able pupils at the age of seven know that a three-figure number is made up of hundreds, tens and units and can use them in their calculation.

76 In Year 6 pupils have an understanding of creating a probability table and are able to solve problems involving percentages, fractions and decimal numbers. They are able to do complex calculations, including the use of bracketed numbers, such as  $7 \times (6 + 2) = 56$ . Previously the very able pupils in Year 6 have been supported by additional sessions to work on more complex algebraic problems and formulas, to extend their knowledge and understanding, by a visiting expert and this is planned for in the future. By the age of 11 the majority of pupils are confident in the use of multiplication tables and squares, they understand equivalent fractions as well as mixed and improper fractions and can calculate conversions including decimal equivalents of fractions, such as  $1/8 = 0.125$ .

In the use of data they are able to enter and analyse figures and understand the use of the terms and range, 'median' and 'mean'. They work on rotational symmetry and consolidate their understanding of the measurement of angles. Booster classes are held from January each year, twice a week, to help those who need additional help and support or to build their confidence prior to the statutory tests, and this has a positive impact on their achievement.

77 The quality of teaching and pupils' learning is good and makes a good contribution to their progress. There is no clear judgement on teaching in the previous inspection against which to make a comparison. The good teaching and learning is very well supported by the excellent use made of assessment of pupils' work which informs the teachers' planning for each lesson. There are examples of very good teaching, particularly in Years 1, 5 and 6. The very good pace of the lessons, especially during the warm-up activities, helps the pupils to concentrate, although they are carefully given time to work out their answers. The pupils are encouraged to explain what ways they used numbers to reach their results. The very good relationships between staff and pupils are seen in the encouragement the teachers give to the pupils to try to answer and in the pupils' enthusiasm to work hard. The mental arithmetic sessions throughout the school help the pupils to gain confidence in their abilities to work quickly and accurately. The pupils' written work is well presented and they take a pride in their work. There are suitable extension activities for the more able pupils available during lessons to extend their learning, and pupils with special needs or those who are less able are supported well by classroom assistants and are given appropriate work to do. Where teaching and learning are less successful the length of the lessons for younger pupils is too long for them to sustain concentration and for the teacher to keep the pace appropriate. The teachers plan the use of ICT, particularly for the younger pupils, to create graphs and for the older pupils to use data bases and spread sheets to investigate numbers. The good use of an interactive white board during a lesson helped to keep the pupils' interest and the pupils use it with confidence to write their answers on or to work out a sum.

78 The leadership and management are very good. The use of assessment, particularly the analysis of both the statutory and non-statutory tests, is excellent. The results are analysed and the strengths and the weaknesses of each mathematical area are identified for the teachers and this has a very positive impact on their planning to enable them to focus on problem areas. This, in turn, has a positive impact on the pupils' progress ensuring that any areas of weakness in their learning are addressed. The regular monitoring of pupils' work and teachers' planning by the co-ordinator is very good and there is a plan to extend the scrutiny of mathematics books from the senior management team to all staff. This is good, as it will give all the teachers an understanding of how the pupils progress through the school.

## **SCIENCE**

79 By the age of 11 pupils are exceeding the standards achieved nationally in science. This represents very good achievement and progress and is the result of the high quality of teaching. It is an improvement on the national test results. By the age of seven standards are above national standards although the number of pupils attaining at the higher levels in 2002 was below average. None-the-less pupils make very good progress to achieve these levels. Again, the quality of teaching is a key factor in the standards achieved and the present Year 2 are achieving high standards.

80 Throughout the school pupils have many opportunities for practical investigative work in science and this aids the development of their understanding. Year 6 pupils, for example, are able to design experiments to test the strength of different types of paper. They can explain why some results might be inaccurate because of a failure to ensure a fair test. They can explain how they can change the experiment to obtain accurate results. The teaching is very good. Challenging questions make pupils think and analyse their results. The organisation of lessons encourages pupils to work collaboratively, sharing their ideas and challenging results. As a result they develop very positive attitudes to science. They enjoy their work and derive great pleasure from explaining why something does or does not provide accurate results, for example, when two groups compare their different results after putting weights on the same type of paper, through observation they are able to discover that the results are not comparable because the width of paper being tested is not the same.

81 These attitudes to science are developed from an early age. Year 1 and 2 pupils learn to work together when involved in testing materials for floating and sinking properties. Very good reinforcement of scientific vocabulary aids their learning, for example when discussing plastic they can distinguish between 'rigid' and 'flexible'. Opportunities to make predictions are enthusiastically received and there is real enjoyment in discovering whether they are right. The principles of investigative learning are evident across the science curriculum. As a result Year 6 pupils have learned effectively in all areas. They have a good understanding of the characteristics of atoms and molecules and of forces. They can describe the structure and function of the human ear and eye and are able to record data very well to illustrate their findings. Very effective marking also promotes learning well with clear explanations of why work is good or not and what could be done to improve.

82 Similarly, by the end of Year 2 pupils have developed a thorough understanding of growth and the factors associated with it. They can make circuits and explain how they work and have developed an understanding of different materials. They can distinguish between man-made and natural materials – they enjoy knowing 'facts'.

83 The school has a well-planned curriculum for science and has moved to the nationally recommended scheme. This ensures that pupils build on their learning in a structured way as they move through the school. Assessment is used very effectively and pupils are fully involved in setting their own targets. They assess their own progress well and are clear what their next targets are. The co-ordinator for science has led the subject well and has ensured the development of resources as the curriculum has evolved. Resources in the junior part of the school are good whilst for infants they are satisfactory. The school rightly intends to develop the available equipment in a planned way next year.

## **ART AND DESIGN**

84 Standards are in line with national expectations by the ages of seven and 11. This judgement is made on evidence from observing teaching, planning, scrutiny of work and discussion with pupils. As no teaching was seen in Years 1 and 2 during the inspection, it is not possible to make a judgement on teaching for this key stage. In Key Stage 2 classes, three lessons were observed. The teaching seen is satisfactory and pupils make satisfactory progress.

85 The work sample seen shows that younger pupils have sound opportunities to use a range of medium including watercolours, pastels, pencil and paint. They understand primary colours and use these well to create tessellation patterns when they work on the computer. Pupils develop their close observation skills when they use a viewfinder to observe a half of an apple. These drawings show good attention to detail when drawing the pips and adding shading. When pupils study the work of Paul Klee, they use paint well to create a bright, colourful pattern in the style of the artist. Pupils use watercolours successfully to create textured skies for their country scenes and when painting individual flower pictures. Opportunities are planned for pupils to use a wide range of materials to create a fish collage after their visit to "The Deep".

86 Pupils in Year 3 and 3/4 classes look at relationships in art. The interactive white board is used well to share pictures of people in different situations. Pupils are encouraged to share how they think someone feels when they are totally alone in a lonely place and offer good suggestions. They develop sound observational skills when they look for signs of friendliness or fear in pictures. Sound use is made of pupils' modelling relationships, using their hands and arms to express feelings. The teachers' good subject knowledge impacts well on learning. The skills needed by pupils in order to show relationships in their pictures are carefully identified. For example, pupils look carefully and draw the shape of a hand in order that they can incorporate this in their finished drawing.



87 In Years 4 and 5, pupils improve their portrait drawing. They look carefully at the proportions of the face and use this knowledge to create a detailed portrait of their partner. Half the class achieve work of a satisfactory standard but others do not listen when the teacher gives instructions and, therefore, their work is less successful. The scrutiny of work shows that the older children in school study the work of a range of artists including Monet, Cezanne, Gustav Klimt and Clarice Cliff. Their studies help them to create very intricate pastel crayon patterns in the style of Gustav Klimt, carefully using appropriate colours and ensuring that blue was present in all the patterns. Pupils' sketchbooks show that they have a good understanding of what a still life is and are able to evaluate their own work. For example, 'I couldn't quite get the right size for the candles' in a still life composition. In one lesson seen, pupils did not have an opportunity to develop their art skills as the focus of the lesson was on sequencing events in stories in order to develop the skill of telling stories through art. As the time for art is limited, this time has to be planned carefully in order to develop pupils' creative skills and not used as another literacy lesson. In all the art lessons seen, pupils need to know clearly how much time they have to achieve the work set. This will ensure that time is not wasted, more effective learning takes place and standards in art are improved.

88 The co-ordinator for art is new to this responsibility. She has good subject knowledge but this needs to be adjusted to the needs of the school. A new nationally agreed scheme is in place for the first time this term. Sketchbooks have been introduced for the older pupils this year and this needs to be extended to all pupils in order that progression of skills is seen. Good links are made to other subjects. For example, in history, when learning about the Egyptians, pupils create Egyptian wall paintings. They study the Bayeux Tapestry before they create their own painting to tell a story. Pupils in Years 3 and 4 work with a local artist in residence. They study bridges in geography, look carefully at the different patterns on bricks, create their own distinctive pattern block and print a class brick wall. There are insufficient displays of pupils' artwork around the school. It is important that pupils see their work is valued by mounting it well and displaying it attractively for all to share, celebrate and appreciate.

## **DESIGN AND TECHNOLOGY**

89 Standards are in line with national expectations by the ages of seven and 11. This judgement is made on evidence from planning, scrutiny of work and discussion with pupils. As only one lesson was seen during the inspection, it is not possible to make a judgement on teaching.

90 The work sample of the younger pupils shows sound coverage of the nationally agreed scheme for this subject. Pupils have opportunities to develop their sewing skills by creating patterns on open weaved material using coloured threads. They extend their work with textiles by weaving threads and strips of materials to create pattern. Discussion with pupils show that they have made houses using cereal boxes with a brass paper fastener for the door handle. In Year 2, pupils show a sound understanding of the design process. They sketch designs for their vehicles and these show how dowel is used for axles and how the axles are attached to the vehicle. Pupils use simple saws for cutting wood and glass paper to make the wood smooth. Their evaluation sheets show that they are beginning to be critical about their work and offer ideas for improvement. Pupils enjoyed making hand puppets and their designs show many facial features and the colours and materials they plan to use. In the work of the two Year 2 classes, there was a difference in the quality of the design sheets. One class produced designs of a very high quality in both content and presentation. These pupils showed much pride in their work using good joined handwriting to illustrate their drawing. They considered carefully their finished work. For example one pupil states that "I like the floppy ears, spots, tail and nose of my puppet but I don't like the running stitch 'cos it has holes in it and had to be re-done." Although mechanisms were a part of the planning, no evidence of this work was seen in displays or in the sample of work presented by the other class.

91 In Year 3, their work is based on food technology. The project of Healthy Eating develops their understanding of balanced meals, food hygiene and using tools such as graters and knives safely. Pupils show a sound understanding of how things are produced when they graph their findings of pupils' favourite sandwiches, taste a wide range of different breads and design their own sandwiches. They use their literacy skills well to write a sequence of instructions to make a sandwich. Pupils' good evaluation sheets show that they have looked carefully at the taste, texture and appearance of their finished sandwiches. Good reasons are given for the suggested changes to these.

92 As pupils progress through school they use ICT well to find different recipes for making biscuits. They design and make torches for a particular purpose. For example, for a child of six who wakes in the night or a fireman. In Year 5/6 pupils use their understanding of electric circuits to light their lighthouses but there was limited evidence to support this work seen in the work sample. Food technology skills are developed further when they design their own bread. The sketchbooks of pupils in Year 6 show that they investigate materials well to help them select suitable materials to make musical instruments. In the one lesson seen, the teaching was excellent. Very good subject knowledge and very careful planning helped pupils to extend their understanding of pattern making to create a pair of slippers. Pupils clearly understand the need for testing and modifying their ideas as they work. They understand the need to make allowance for joining materials together in order to make sure that their slippers fit well. Pupils have created very good designs and prototypes using paper.

93 The co-ordinator for this subject is new to this responsibility. She has very good subject knowledge and a sound overview of the teaching of her subject in school. However, she does not have opportunities to observe other teachers. Pupils have good opportunities to work with collectable materials when a local store works with them in school. The analysis of work does not show that pupils experience and design simple mechanisms to gain an understanding of how things work.

## **GEOGRAPHY AND HISTORY**

94 Standards of attainment match the national expectation at the end of Key Stage 1 and 2. This represents maintenance of standards since the last inspection. Satisfactory progress is made in learning across both key stages.

95 Seven year-olds have a satisfactory knowledge of their immediate area. Their geographical understanding is developed through a focus on the features of their school. They use word processing when writing about the Isle of Struay, developing their writing skills. Pupils know that history is concerned with a study of the past. They learn about the lives of important men and women such as Guy Fawkes and Queen Victoria, and significant events such as the Battle of Hastings.

96 Eleven year olds have a secure understanding of the difference between reliable and unreliable evidence. They use the Internet to research the Tudors and the Romans. They learn about local people including Andrew Marvell and Amy Johnson, and gain a positive insight into their cultural heritage by learning about the local whaling and fishing industries. Pupils have a good understanding of the water cycle and study British rivers. They are aware of the issues surrounding pollution. They continue to develop their use of maps and keys.

97 The quality of teaching is satisfactory. Subject coverage is secure. Day-to-day marking is good. Written comments on pupils' work consistently indicates what pupils need to do to make further progress. Teachers plan work to match with other activities. For example, the older pupils learn about what it was like to be poor in Victorian England, linking with their 'Oliver Twist' play.

98 Pupils' response in lessons is satisfactory and most listen well considering the low concentration spans of a minority of the younger pupils. Pupils' good standards of English assist their progress. For example, older pupils write narrative using historical detail and also write in autobiographical style. While much of the subjects are covered orally, especially with the younger pupils, they are given good chances to consolidate what they have learned through writing about it.

99 Standards of attainment are monitored by the subject co-ordinators. Because of the way the curriculum and timetable are organised, pupils get regular opportunities to consolidate their geographical and historical skills. Increasing use is being made of computers both to present work and for research.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

100 By the ages of seven and 11, standards in ICT are broadly in line with the levels expected. This is in line with the last inspection but all pupils make good progress, which is an improvement since the last inspection. The school now has very good resources for the subject, particularly the computer suite, which is now linked to the Internet and all the computers are of the same type. The good range of programs available have a positive impact on the learning by ensuring that the breadth of the curriculum can be taught using reliable and accessible resources.

101 Pupils at the age of seven are able to 'log-on' to the computers, and are developing good keyboard skills. They are able to use the backspace, delete and arrow buttons to move the cursor through a piece of writing and correct any errors. They handle a mouse confidently and are able to rename and save their work. The majority do this without help although some of the less able pupils do need assistance but are gaining confidence. They are able to create repeating patterns and a simple on screen robot with confidence. They use the computers to support work in science, for example, in ordering pictures showing the life cycle of a butterfly. The pupils are able to create simple graphs, such as, for their favourite food, and can answer questions on the results. This reinforces their work in mathematics.

102 By the age of 11 the pupils are able to combine text with graphics, for example to make individual labels for their work drawers. The more able pupils confidently retrieve digital photographs from a disc, manipulate the picture and include it in a document which also has text boxes. Less able pupils need additional help to do this and gain confidence. Not all of the pupils are able to centre the digital images, or to put text around the graphics. After they reach Year 3 pupils are able to use the Internet, and this is well supervised. Older pupils are able to use 'search engines' to find out about different subjects. For example, a Year 5 class searched for information on Viking invaders to support work in history. They can 'log-on' to the Internet, find a 'search engine', request information and are able to 'skim and scan' the data to find what they want. Pupils are able to interrogate a CD-ROM, such as an atlas, to find out information and use text and graphics to support their work in English, for example writing and illustrating a poem. Older pupils have access to sensors and a microscope in the computer suite to support data collection in mathematics and science.

103 ICT skills are taught in the computer suite, and computers are available in the classrooms to support work in lessons. However, during the inspection, the classroom computers were underused. The use of the interactive white board in Year 2 to support the teaching of number is good and supports pupils' learning and confidence in new technology. The standard of teaching is good, planning is very good and assessment of the pupils' work to support future learning is excellent. In the lessons observed, the teachers are confident in their use of the computers, and this helps the pupils to make good progress. In the best lessons, the processes for the specific use of different keys is well explained, the work is well prepared and organised to meet individual needs. Support assistants support the less able pupils well in enabling them to succeed in correcting spellings in a piece of writing. The teachers have high expectations that the pupils will do well and create a happy learning environment. Very clear explanations make certain that the pupils know what to do and what is expected of them and they immediately focus on their tasks. Where the teacher has very good subject knowledge and skills the lessons are interesting and challenging which has a positive impact on pupils' learning and behaviour. Good use is made of time at the end of the lesson when the pupils review what they have learned and discuss what they will do next week. This helps the pupils to consolidate the work done and understand what skills they will build on in the future. Where teaching is less successful, the pupils do not record or save the websites they have visited for research so that on the next occasion they will have to start the search again which wastes time. On occasions, because the suite is used by all pupils in the school, the height of the chairs is not checked, causing some of the younger and smaller pupils not to be able to reach the mouse properly and this can affect their learning.

104 The ICT curriculum is well managed and the introduction of a well-graduated scheme of work which has a very good system to record individual pupils' learning is good. Pupils are given a wide range of experiences and all the elements of the subject are very well planned for and taught. The subject co-ordinators provide very good leadership; they are knowledgeable and provide additional training for the staff to enhance the government-funded training completed in the school. The co-

ordinators keep a well organised file which gives very good examples of pupils' work for each aspect of the scheme of work to support pupils' learning and teachers' planning at each level.

## **MUSIC**

105 By the ages of seven and 11, standards in music are broadly in line with the levels expected and they make good progress, particularly in singing and performing. The pupils learn well through the wide range of musical experiences which are well planned for over time. The school orchestra gives pupils opportunities to perform together and includes a variety of instrument including violins, clarinets, flutes and recorders as well as a percussion section. They play enthusiastically and expressively and are rightly proud of their performances. The pupils sing particularly well during assemblies which are an important part of the school day and this has a positive impact on their confidence in performing.

106 Pupils by the age of seven can sing in time and in unison and can create 'sound stories' by clapping in different rhythms. They are able to sing with unaccompanied expression. They sing with gusto, in time and in tune, knowing the words of the song well. The younger pupils experiment by using their voice at low and medium volume and high and very high sounds. They are able to vary the speed of the sounds as well as the pitch with confidence. By Year 6 the pupils are able to follow a conductor when singing, understand adding rhythm to words, can explain in detail a printed rhythm and how it relates to the words. They know and understand a range of musical terms, such as, 'ostinato' and the majority are able to read simple standard musical notation. They can order rhythms to their own arrangement and read the rhythms written above the words very well. Pupils beginning to learn to play the recorder learn about the length and pitch of notes as well as playing techniques. They are able to listen to a range of music and describe what they hear. They have confidence to sing as soloists, listen for sound cues well when performing as a group and are able to sing with good volume without shouting. Pupils in Years 3 to 6 are able to sing in a complex round, singing different words in Latin, and sustaining the different parts beautifully throughout the hymn.

107 The teaching of music is good as is the pupils' learning. The teachers' very good planning for all aspects of music and the excellent assessment of progress has a positive impact on the pupils' learning. Additional expert tuition for the pupils to learn instruments, such as the violin, are valued by the school and pupils are always released for these sessions on time. When the teaching is good and better, the enthusiasm of the teachers is infectious, encouraging pupils to concentrate and do their best work. The very good support given by a visiting advanced skills teacher who is a music specialist has a very positive effect on pupils' learning by extending their skills in understanding in the use of rhythms, phrasing and developing listening skills. In less successful lessons extra noise is not dealt with sufficiently for pupils to listen to a piece of music and this has a negative impact on them learning to appraise it.

108 The curriculum for music is good and is supported by a suitable commercially produced scheme of work which ensures that all areas of learning are included. The subject co-ordinator provides very good leadership and carefully checks teachers' planning and comments very well on additional areas of learning to be included in the lessons.. Music makes a very good contribution to the pupils' social and cultural development, when they learn to take turns to play musical instruments and listen to others. Through performances, such as a musical, they learn to work as a team. Their cultural development is supported well by the different music they hear and sing, such as, an Aboriginal greeting or an African song: they listen to music of different types and from different cultures, classical as well as contemporary music. Spiritual development is supported very well by music, especially in assemblies when it plays an important role in their worship.

## **PHYSICAL EDUCATION**

109 The standards reached by pupils by the age of seven and 11 are similar to those expected nationally for pupils of this age. Pupils represent a broad range of attainment in all areas of the

physical education curriculum. Standards are being improved through a very effective link with the local school with Sports College Status. This has developed teachers' confidence, although the school already has a good level of expertise, improved the level and quality of resources and provided pupils with very good opportunities for personal development.

110 Year 6 pupils have developed good games skills which they can apply across a range of team games, for example, during small team hockey games they have learned to use space effectively, moving off the base and creating space to move and receive a pass. They have learned a range of tactics and strategies which are transferable across a wide range of games and they can explain how they affect the game.

111 Most pupils are also very able in particular hockey skills, such as stick control, dribbling, passing and hitting. Very good teaching of skills and how to improve, leads to high standards. Teachers use questioning well to ensure that pupils know how to improve. The organisation of skills practice also promotes high standards and the school benefits from the support of students from the sports college who work effectively with groups.

112 Year 2 pupils develop their throwing and passing well. Clear progression is planned into lessons, initially working in pairs with beanbags and moving to the use of balls and applying the skills learned in small team games. These skills are built on and applied to different games such as rounders in Years 4 and 5 as pupils move through the school. The curriculum provides a broad range of activities and is thoroughly planned. It is enhanced by a wide range of out of school activities and is very well supported by the Sports College, for example Year 6 pupils have been taught to organise and manage a programme of lunchtime activities through a "Playzone Project". This not only enhances the personal development of Year 6 pupils but has led to far more active involvement of pupils in physical activities, good opportunities for moral and social development and improved behaviour.

113 There has been a good in-service training programme for teachers which has enhanced their confidence. Resources have been improved in line with the curriculum development and staff training and are now good. The school benefits from very good field facilities although the hall restricts some opportunities for indoor work because of its size and multiple use. The subject is managed well by the co-ordinator.