

# INSPECTION REPORT

**ST ANDREW'S FOUNDATION PRIMARY  
SCHOOL**

Blunsdon

LEA area: Swindon

Unique reference number: 126301

Headteacher: Mrs J Wheatley

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> January 2003

Inspection number: 252930

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Linley Road Blunsdon Swindon
Postcode:	SN26 7AP
Telephone number:	(01793) 721423
Fax number:	(01793) 700748
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Ridge
Date of previous inspection:	8 <sup>th</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Ms A Coyle	Registered inspector	English Information and communication technology Music Physical education English as an additional language Educational Inclusion	How high are the standards? How well are the pupils taught? How well the school is led and managed What should the school do to improve further?
9537	Mrs C Marsden	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27324	Mrs D Crow	Team inspector	Science Art and design Design and technology Foundation Stage Special educational needs	
27667	Mrs C Renault	Team inspector	Mathematics Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 9</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>9 - 10</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>10 - 12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>12 - 13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14 - 15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16 - 20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>21 - 32</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Andrew's Primary School is situated in a residential part of Blunsdon, near Swindon, serving the surrounding area, which consists of mainly privately-owned properties. The school is slightly smaller than most other primary schools nationally; there are 98 girls and 112 boys in the school aged between four and 11 years, of whom 31 are in the Reception class. Children are admitted at the beginning of the school year in which they are five and attainment on entry is about average overall. Five per cent of pupils are from ethnic-minority backgrounds, which is much lower than the national average and all speak English fluently. Only one per cent of pupils are known to be eligible for free school meals, which is much lower than the national average. Twelve per cent have been identified on the register of special educational needs and this is lower than the national figure. Some of these pupils have physical, specific or moderate learning needs, emotional and behavioural needs, or speech and communication difficulties and two pupils have statements for their needs.

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

This is a good school in which the staff provide a welcoming environment for the pupils. Standards have risen since the last inspection and are now good by Year 6 in English, mathematics and science. The teaching and learning are good overall and the very good leadership and management of the headteacher, senior management team and governors help to ensure good value for money.

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

- Standards are good in English, mathematics, science, art and design and history by Year 6 because pupils make good progress in their learning and show very good attitudes to work.
- The quality of teaching is good overall. It is frequently very good and occasionally excellent in the upper junior classes and the provision for pupils with special educational needs is good.
- Pupils' spiritual, social and cultural development is promoted well. The provision for increasing moral awareness is very good and this leads to good behaviour and very good relationships throughout the school.
- The good curriculum is supplemented with a very good range of extra-curricular activities.
- The very strong leadership of the headteacher, who provides excellent educational direction and good management provided by the senior managers and governors are helping the school to raise its standards, with the aid of a very good school improvement plan.
- The school's assessment procedures and its links with parents are very good.

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

- The shortcomings in the school's accommodation have a limiting effect on provision.

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

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

The school was last inspected in June 1998, when it was judged to have many weaknesses. Since then, all of the key issues have been addressed and improvement has been very good. The leadership of the school has improved significantly since the last inspection and is now very good because the new headteacher, who was appointed in 2001, has introduced many excellent changes over the last year that have helped to move the school forward. Monitoring procedures are now clear and the very good school improvement plan is linked well to financial considerations, as well as to raising the standards pupils attain. The roles of the subject co-ordinators have been developed to a good level overall and the provision for the most capable pupils is now good. The quality of teaching and learning has improved because the headteacher has monitored lessons carefully and standards have risen well in information and communication technology. The staff have worked hard to develop the curriculum and make better use of assessment; these aspects are now good. The school's capacity to improve even further is very good because the senior managers and staff are all highly committed to the education of the pupils.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on National Curriculum test results.

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

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

The above table shows an improvement in standards over the last two years in English and mathematics, rising from average in 2000 to above average in 2002 and the results matched those of similar schools. However, the results for science show that standards were below the national average and well below those of similar schools by the end of Year 6. The inspection evidence largely concurs with these results and finds that standards are still rising; they are currently above the national expectations by Year 6 in these core subjects.<sup>1</sup> Standards match the nationally expected levels in all other subjects, except in art and design, history and religious education where they are higher than in many other schools. At the end of Year 2, the standards attained in 2002 were well above the national average and the results of similar schools in reading, writing, mathematics and science. The inspection evidence largely concurs and shows that pupils currently achieve good standards and make good progress. The continuing trend of rising standards is because the quality of teaching is good overall and very good in the junior classes and the school has devised realistic targets for improving pupils' attainment still further, which it is on line to achieve. Most pupils do well in relation to their capabilities and the higher attainers and those with special educational needs make as much progress as other pupils because they are supported well by staff.

Children in the Reception classes increase their knowledge and skills appropriately. From an average starting point on entry, they make sound progress so that, by the time they reach the end of the Foundation Stage,<sup>2</sup> most children attain the stepping stones set out in the Early Learning Goals<sup>3</sup> in personal, social and emotional development, knowledge and understanding of the world, and physical and creative development. Standards are higher than expected in communication, language, literacy and mathematical development by the end of the Reception Year.

### <sup>1</sup> ON LEVELS

By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels.

By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

### <sup>2</sup> FOUNDATION STAGE

This stage of learning refers to children aged between three and six years. In this school, it refers to children in the Reception class.

### <sup>3</sup> ON EARLY LEARNING GOALS

From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the Reception Year in the areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.





## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to do well and show plenty of interest in their work. They have very sensible attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in lessons and at playtimes.
Personal development and relationships	Very good. Pupils are willing to take on responsibilities and relate very well to each other.
Attendance	Well above average.

Pupils show very good attitudes to their work. They form very good relationships with each other and are tolerant.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. In Years 3 to 6, teaching is very good; it is sometimes excellent in English and occasionally very good in mathematics and music. Teaching is generally good in Years 1 and 2. Children in the Reception class are provided with a sound start to their education. Teaching is never less than satisfactory. Of the 53 lessons observed, seven out of ten were good or better and two out of every ten were very good or excellent. This represents a good improvement since the previous inspection and the good teaching makes a strong contribution to pupils' very good attitudes to their work. Literacy and numeracy are taught well and pupils use their knowledge well in other subjects, which enables them to make good progress in the learning of basic skills. Lessons are managed well and teaching assistants provide good additional guidance for pupils with special educational needs and the most capable.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum includes all the subjects of the National Curriculum, as well as religious education.
Provision for pupils with special educational needs	Good. The school responds well to the Code of Practice for these pupils. <sup>4</sup> The provision is organised and managed well by the co-ordinator.
Provision for pupils with English as an additional language	Good. All pupils speak English fluently and all are integrated fully in lessons.
Provision for pupils' personal development, including their spiritual, moral, social and cultural, development	Good. The school makes good provision for pupils' spiritual, social and cultural development. The provision for moral development is very good and adults are good role models for their pupils.
How well the school cares for its pupils	Good. The school cares well for pupils' health, safety and welfare. Pupils' personal support and guidance are good.

<sup>4</sup> **Code of Practice** – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The school's partnership with its parents is good and a very good range of extra-curricular activities helps pupils to extend their skills.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good, with excellent features. The highly committed headteacher has introduced good monitoring procedures and a very good school improvement plan. The senior managers support her very well.
How well the governors fulfil their responsibilities	Good. Governors take their responsibilities seriously and fulfil statutory requirements.
The school's evaluation of its performance	Very good. The headteacher and governors evaluate the school's performance very well, taking effective action to address issues where necessary and the subject co-ordinators are developing their roles.
The strategic use of resources	Good. The school uses its resources appropriately and expenditure is linked carefully to raising standards.

The very good leadership has a positive effect on the school. Hard-working staff and sufficient resources help to make it a positive learning environment for its pupils. Good attention is given to obtaining the best value for money.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The school expects children to work hard and do their best.</li> <li>• The school is well led by the headteacher and staff are very approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like more information about their children's progress.</li> <li>• More consistent homework.</li> </ul>

The inspectors agree with all of the positive comments made by parents. They do not agree with the comments regarding information but find that the school provides plenty of details for parents about children's progress, but there are a few inconsistencies in the setting of homework.

## **PART B: COMMENTARY**

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

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

1. Most children in the Reception classes make sound progress and are on course to exceed the Early Learning Goals in communication, language and literacy and mathematical development. They are likely to achieve the expected goals in personal, social and emotional development, knowledge and understanding of the world, creative development and physical development.
2. Pupils' performance in the 2002 National Curriculum tests for Year 6 was above the national average in English, with 90 per cent at Level 4 and 27 per cent at the higher Level 5. When compared with those in schools with pupils from similar backgrounds, the results were average. By Year 2, standards were well above average in reading and writing with 93 per cent at Level 2; 52 per cent attained the higher Level 3 in reading and 14 per cent in writing. These results represent an improvement since the last inspection and the current findings show that pupils are benefiting well from the structured approach of the National Literacy Strategy. Most pupils have made good progress since joining the school and basic literacy skills are taught well across the curriculum. By Year 6, pupils' speaking, listening, reading and the quality of their written work are good.
3. In the 2002 national tests for mathematics, standards were above the national average and in line with those of similar schools at the end of Year 6, with 90 per cent at Level 4 and 30 per cent at the higher Level 5. At the end of Year 2, standards were well above the national average and those of similar schools; the results show that 90 per cent attained Level 2 and 55 per cent attained the higher Level 3. The inspection findings concur with these results and indicate that standards are currently above the national expectations. Basic numeracy skills are taught well and often used by pupils in other subjects. Computers are also used well to support mathematics.
4. In the national tests for science, the 2002 results show that pupils in Year 6 did not do as well as in the other subjects because too few of them attained the higher levels. Although an above average 93 per cent achieved Level 4, only 17 per cent achieved the higher Level 5, which was much lower than the national figure. The teacher assessments for pupils in Year 2 were average overall, with 93 per cent at Level 2 and a well above average 41 per cent at the higher Level 3. The evidence gathered during the inspection shows that standards currently match the expected levels by Year 6. Pupils make good progress overall and literacy and numeracy skills are used well to help them increase their knowledge and understanding of scientific concepts.
5. By the time pupils reach the top end of the school in Year 6, they achieve good standards in art and design, history and religious education. The standards achieved by pupils match the national expectations in all other subjects. Pupils' learning is promoted well generally and subjects are used well to link with topics. Progress in learning is good overall and pupils' increase their skills well as they move through the infant and junior classes. The targets set for last year were met in English and mathematics. In addition, the school has devised realistic and challenging targets for improving pupils' attainment still further, which it is set to achieve, especially in science.
6. No significant variations were identified during the inspection between the progress of girls and boys with special educational needs and those of other capabilities, or ethnic backgrounds, because the school works hard to raise the standards achieved by all pupils. The progress of pupils with special educational needs has improved well since the previous inspection because good support, based on detailed knowledge of individual pupils, raises their confidence and achievement. They make good progress towards the targets in their individual educational plans because teachers set work at an appropriate level and teaching assistants have good knowledge of pupils' individual needs, assisting them well during lessons. This ensures that they make good progress and achieve well.

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

7. This area continues to be a strength of the school with pupils having very good attitudes to learning and behaving well. Pupils' personal development and attendance are very good. Children's good attitudes to learning in the Reception class improve steadily, so that, as they get older, they are often excellent by Year 6. Pupils with special educational needs have good attitudes to work and this has a positive impact on their learning. All pupils are enthusiastic about their lessons and parents recognise that their children enjoy coming to school. The high levels of concentration which pupils have and their ability to work hard contribute well to the good progress they make in school. Their enthusiasm is reflected in very high attendance, with no unauthorised absences.
8. Pupils behave well and often very well in all aspects of school life. They respond readily to teachers' instructions in lessons and move sensibly around the school. During playtimes, the youngest children play happily together with the older pupils. They report that there is virtually no bullying and, if an incident should happen, they have confidence that staff would deal with it swiftly and effectively. There have been no exclusions in the last year.
9. Pupils' very good personal development is evident through the very good relationships within the school community. Pupils co-operate well together and show concern for each other's well being. One pupil was concerned that a younger pupil might fall over because the playground was slippery due to rain. Pupils have a high level of respect for each other's views, listening attentively to their contributions to class discussions. They are also very respectful of other faiths, showing a great deal of interest in how Muslims use the Qur'an.
10. Where pupils have the opportunity, they show independence and take their responsibilities very seriously. For example, Year 6 pupils serve the younger pupils with their lunch and this contributes to the strong sense of community in the school. Pupils also bring their ideas to the headteacher, particularly about charities for which they would like to raise funds.

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

11. The quality of teaching is good overall and never less than satisfactory. Of the 53 lessons observed, seven out of ten were good or better and two out of every ten were very good or excellent. This represents a good improvement since the previous inspection and the good teaching makes a strong contribution to pupils' very good attitudes to their work. In Years 3 to 6, teaching is very good; it is sometimes excellent in English and occasionally very good in mathematics and music. Teaching is generally good in Years 1 and 2. Literacy and numeracy are taught well and pupils use their knowledge well in other subjects, which enables them to make good progress in the learning of basic skills. Lessons are managed well and teaching assistants provide good additional guidance for pupils with special educational needs and the most capable.
12. Children in the Reception class are provided with a sound start to their education. Teaching and learning are satisfactory overall for the youngest children in the school. Adults working with children in the Reception classes have a clear understanding of the needs of this age group, as well as children's individual needs and they plan good activities for them to develop their skills. Good links are forged with other areas of the curriculum when teachers use numbers well to reinforce counting and stories such as *'Goldilocks and the Three Bears'* help the children to improve their knowledge of numbers. They enjoy learning, which contributes to their growing levels of confidence and the ends of lessons are used well to help children consider their successes.
13. The quality of teaching and learning in English is good in the infant classes; it is very good in the juniors and sometimes excellent, notably in Year 6, where teaching is superb. Generally, all teachers have good subject knowledge and the National Literacy Strategy has been implemented very well since the last inspection. The improvements to teaching have resulted in higher expectations and a better pace to lessons, with more challenge provided for the most capable pupils. Basic skills are taught well to ensure that pupils make good progress in learning and the good links with other subjects include the study of poetry in the upper junior classes and

discussions about stories in the infant classes. The teachers are skilful in identifying ways to interest and motivate pupils in learning, particularly by including pupils with special educational needs in question-and-answer sessions and by praising their responses. Pupils undertake work that makes increasing demands on their knowledge and understanding and, as a result, they learn well and standards are good.

14. The basic skills of numeracy are taught well in mathematics. Teachers have high expectations of pupils' behaviour and levels of attention. Pupils are treated with great respect and teachers use praise well to enhance self-esteem and confidence. A particular strength is the improved planning for numeracy lessons, which sets clear learning targets for oral and mental work and the main lesson activity. As a result, teaching is brisk and focused well on what pupils will know by the end of the lesson. Teachers evaluate their work daily to assess progress and plan for the next stage of learning. Lessons are made interesting because the staff use learning resources well to help pupils understand new ideas. The use of computers has been improved since the last inspection to support learning across the curriculum. For example, interactive whiteboards are used well to maintain interest and extend pupils' learning.
15. Teaching and learning are good in science, art and design, history, information and communication technology and music, especially when the teacher's skilful questioning and very good use of praise lead to a significant increase in pupils' learning. Teaching is sound in all other subjects and good links are made between subjects such as English, art and design and history through stories about famous people and practical work on computers. The work produced by pupils is displayed well throughout the school and helps to provide a stimulating environment for pupils, staff, visitors and parents. Generally, good learning is a result of the teachers' strong subject knowledge and a good emphasis on key concepts.
16. The teaching of the most capable pupils and those with special educational needs is good. This aspect has been improved well since the last inspection because teachers and teaching assistants provide pupils with appropriately challenging work and individual education plans have clearly focused targets. Pupils' progress is monitored carefully to make sure they make good progress towards their targets. The co-ordinators of the provision for the able learners and special educational needs ensure that parents are kept fully informed of their children's progress at all times.
17. Generally, the quality of teachers' daily planning has improved very well since 1998. It is now very good overall for most subjects and identifies learning intentions clearly. Teachers assess pupils' work more effectively than they did at the time of the last inspection and the information is used well to provide support for pupils to overcome difficulties. Good quality marking means that pupils are often guided well by teachers' written comments and this is consistent across the school. Most pupils have homework regularly and this helps them to increase their skills at home with parents, but the setting of homework is inconsistent across the year groups. Teaching assistants are well deployed, particularly in English and mathematics and they work in good partnership with class teachers. They know what they are expected to do and they enable pupils to make good progress.
18. The management of pupils is good in the infant classes and very good in the juniors. This helps to ensure that time is used well in lessons. Teachers promote a classroom atmosphere that encourages hard work, as well as a good sense of enjoyment. In the best lessons, the teachers motivate the pupils so well that learning is fun! For example, good praise celebrates pupils' success and inspires them to achieve well. Most pupils listen very attentively to the advice given, so that constructive criticism leads to better attitudes.

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

19. The school has improved its curricular provision well since the last inspection and it is now good. The school follows National Curriculum requirements and uses nationally recommended planning guidelines. An appropriate amount of time is given to the subjects of the National Curriculum and other aspects, including personal, social and health education, citizenship, sex education, anti-

drug education and circle time. The specific curriculum for children in the Reception class includes suitable coverage of creative and physical development, which is an improvement since 1998. In addition, the policy for special educational needs has been revised and now meets statutory requirements and the Code of Practice has been implemented well, with the co-ordinator now having allocated time each week for managing the provision.

20. Since the last inspection there has been good improvement in curricular planning, which is now good. The National Literacy Strategy has been implemented very well and had a strong impact on the good standards attained by pupils, especially the most capable, who do particularly well in English. The National Numeracy Strategy has been introduced effectively and is used well by all staff for the teaching of numeracy skills. Long- and medium-term plans provide good coverage in all other subjects. All lessons have very clear learning objectives, which are shared with the pupils, helping them to understand the purpose of lessons and to be aware of their own learning. The curriculum has good cross-subject links and the increased opportunities for pupils to take responsibility help them to show initiative.
21. The provision for pupils with special educational needs is good. They have full access to the curriculum and are fully included in all aspects of school life. This has a positive effect on the progress they make. The good quality individual education plans set clear and manageable targets for learning. Outside agencies, such as the speech and language service and the educational psychology service are involved, where appropriate, which effectively supports pupils with additional needs. Annual reviews for pupils with statements of special educational needs are carried out as required and the needs of pupils with a statement are fully addressed. All classes are now single year groups, which is a change since the last inspection and has improved the continuity and progression of the curriculum. The curriculum is socially inclusive, ensuring that there is equality of access and that there are equal opportunities for all pupils.
22. The school has improved its range of extra-curricular activities since the last inspection and now has an extensive range that provides very good enrichment. For example, pupils in Years 5 and 6 are able to have private study time every morning before school begins, supervised by their class teachers. The booster club for pupils in Year 6 enables them to work towards particular goals and the good opportunities for pupils to learn musical instruments or join the school choir are of added benefit to them. All teachers offer an extra-curricular activity and the diverse range includes clubs for juggling, board games, computers, football, netball, skipping, French, gymnastics and drama. The provision is a strength of the school.
23. The school has good links with the community, the range of which has improved since the previous inspection. For example, pupils from the secondary school have work-experience placements as classroom assistants and pupils on a sports-leaders' course sometimes take physical education lessons. In addition, the good transfer arrangements include literacy links and the five local primary schools currently share a computer network manager and are planning to employ a shared technician. Staff meet regularly to discuss issues of common concern and the literacy co-ordinators from the cluster have observed cross-phase lessons. Further links include co-operation between the school and the adult learning project, involvement in the card recycling scheme, the display of pupils' art work at Sanford House and participation in the Swindon Junior Music Festival 2002. The pupils who form the school council were the first children to visit Swindon council chambers and this was celebrated in the local press. The school welcomes visitors from the local community, such as the nurse to support health education and others who help with special events such as music and arts week. Invitations to school productions are extended to the local community; for example, residents of Park View were recently entertained by the juniors singing a range of Christmas carols. Links with St Leonard's church are sound, with the minister taking school assembly regularly.
24. The school has extended its links with the local business community, which have benefited the curriculum. For example, an insurance company helped with improving the footpath and fencing around the school pond, making it safe for environmental studies; a car manufacturer has offered spare computers to the school and another supplier has provided the school with sufficient text books for the anti-drugs education programme.

25. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and makes a strong contribution to the quality of their learning. This is an improvement since the previous inspection. Provision for spiritual development is good. Regular opportunities are provided for pupils to examine their feelings and emotions and their likely impact on others through discussion sessions called 'circle time'. Many pupils become confident when sharing their thoughts with the whole class and virtually all listen well and show concern and respect for each other's contributions. Through religious education, pupils develop awareness and understanding of their own and others' beliefs. For example, in a very good lesson observed during the inspection, Year 5 pupils spoke with great respect about features of the Muslim faith. During other lessons, some teachers are very good at seizing opportunities to inspire and motivate pupils to a high level, which adds a spiritual dimension to the whole lesson and has a significant impact on learning. This was very evident in a dance lesson with a class of Year 6 pupils.
26. The provision for pupils' moral development is very good. Teachers generally have very high expectations of behaviour and pupils respond accordingly. The school has a clear set of values that teach the principles of right and wrong. These are implicit throughout the daily life of the school and spelt out clearly to all pupils. Consequently, their attitudes to each other are very good. They show respect for others' needs, feelings and points of view. Very good opportunities are provided for pupils to consider and discuss the wider aspects of morality as part of the school's personal, social and health education programme. Pupils' in Year 4 considered the moral dilemma of what they would do if they saw a friend shoplifting, which enabled them to deepen their understanding of moral questions. Pupils in Year 6 responded very maturely to a lively debate about driving a car without a licence and the consequences of an accident related to a story line in the television soap 'Eastenders'.
27. The good provision for pupils' social awareness has a strong effect on their development. Teachers and all staff throughout the school provide pupils with good role models, which encourage the development of positive attitudes and generally good social behaviour. During the time of the inspection, there were many examples of pupils working and playing well together. In lessons, they share equipment sensibly, co-operate in pairs and collaborate well in group-tasks. Relationships within the school between staff and pupils are very good and give pupils the confidence to discuss and voice their opinions on a variety of matters and concerns. The very good extra-curricular activities help pupils to work and play together in a relaxed way. Other good initiatives such as 'Buddy Bench' help pupils to develop a sense of social responsibility towards each other. They are encouraged to consider wider social issues and help to raise money for a wide variety of charities, both in this country and further afield, such as the Swan Sanctuary, Cancer Research and the Awasu Reserve in the Amazon Rainforest.
28. Provision for the cultural development of pupils is good. From the time they enter school pupils are given good opportunities to become familiar with the work of well-known artists and musicians. For example, children in the Reception class are encouraged to discuss their thoughts and feelings about pictures such as '*A Walk down Olive Lane*' by Van Gogh and music such as '*Mars*' from the Planet Suite by Holst. Religious education and literacy lessons also make a suitable contribution towards pupils' cultural development. Good opportunities are provided for pupils to understand the tradition and festivals of their own and other cultures, such as the tradition of maypole dancing and the celebration of Chinese new year. The school encourages pupils to participate in local festivals such as the Swindon Music Festival and they get opportunities to visit the theatre and other places of cultural interest. A whole week was devoted to studying art from other countries and cultures and another to experiencing a diverse range of music from blues bands to classical.

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

29. The school cares well for its pupils. It has very good procedures for monitoring pupils' academic progress that teachers use well to plan lessons that meet their needs. This is a considerable improvement since the last inspection. Staff support pupils' personal development well. They know their pupils very well and are good at promoting confidence and self-esteem. This results in pupils' attitudes and behaviour improving significantly as they progress through the school.

30. Procedures for ensuring pupils' welfare and for child protection are good. The monitoring of attendance has improved and is now good, with the headteacher analysing half-termly printouts of pupils' attendance. All absences are followed up and the headteacher dissuades parents from taking holidays in term time. All members of staff promote good behaviour consistently and there are good procedures to deal with any incidents of bullying. The health and safety of pupils are taken very seriously and the school carries out appropriate risk assessments and health and safety audits.
31. Procedures for identifying pupils with special educational needs are good. The class teacher and co-ordinator set appropriate targets for these pupils and assess them carefully. Individual educational plans are updated regularly and targets for learning modified accordingly. Pupils with statements of special educational needs are supported well by teaching assistants and they make good progress towards targets set.
32. In the last year the school has introduced very good procedures for assessing pupils' attainment and progress that are being extended across the different subjects. At present, they are used very well in English, mathematics, science and information and communication technology. In these subjects teachers assess pupils termly against National Curriculum levels. Pupils also take the optional national tests in Years 3 to 5. This information gives teachers a clear picture of the progress pupils make and of whether they are achieving well enough. Teachers analyse assessment data closely to identify areas on which to focus their teaching and this promotes pupils' academic progress effectively. Teachers assess the other subjects on a yearly basis and data is gradually building up.

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

33. The school has improved the information to parents since the last inspection and now has a very good partnership with them that is effective in promoting pupils' achievements. Parents are supportive of the school. All those who replied to the questionnaire said their children liked school. They felt that the school is led and managed well and that their children make good progress because there is good teaching. In addition, parents feel that behaviour is good. There were only two areas where a significant minority of parents felt the school could improve, namely homework and information about their children's progress. The inspection team agrees with all the parents' positive views and found that information about pupils' progress is very good and homework is satisfactory.
34. The school has changed the annual reports on pupils' progress since the last inspection and has introduced three formal parent consultation meetings. These changes have greatly improved the information to parents and it is now very good. The reports give parents a very clear picture of what their children know, understand and can do in all subjects. Teachers report in detail on the different aspects of English, mathematics and science. They identify areas pupils should work on, either to improve their attainment or to promote their personal development. Other information for parents is good. Newsletters inform parents of events in school and of the topics pupils in different year groups will be studying. In addition, class teachers send letters home outlining how parents might support their children's learning in the topics. For example, as part of the class history work, parents of Year 1 pupils were invited to discuss the type of toys they had played with as children.
35. Parents of pupils with special educational needs are fully informed and involved at all stages. The teachers inform parents at an early stage if there are concerns about a child's learning. Where possible, parents are encouraged to help their children to work towards the targets set. They are kept well informed about their children's progress. Parents of pupils with statements of special needs are appropriately invited to attend the annual reviews.
36. The school values the contribution parents make to the school and the support they give to their children. It works hard to involve parents who help regularly with activities ranging from school administration to escorting pupils to swimming. The Friends of St Andrews are very supportive and raise about £8,000 per year. The school is planning to use this money to improve the



accommodation. The governors' annual report to parents gives a useful summary of the main priorities of the school development plan and the school consults parents over specific issues. The school is currently considering ceasing the provision of hot school dinners and a questionnaire has been sent to all parents to gain their views. Those parents who replied were overwhelmingly supportive of the school converting the kitchen to a library and food technology room.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The leadership of the school is very good, with some outstanding features. This is a vast improvement since the last inspection in 1998 when there were many weaknesses for the school to tackle. Since then, it has appointed a new permanent headteacher who is highly committed and provides excellent vision and direction for the future. Since joining the school a little over a year ago, she has formed a very clear picture of the school's performance in all areas and built up strong working partnerships between staff and governors. Under her leadership, staff work conscientiously as an excellent team, committed to the education of the pupils. She is particularly well supported by the dedicated and conscientious senior teacher, who is a very good role model for colleagues. All members of staff promote equality of opportunity consistently and they provide good support for pupils with special educational needs. These strong features give the school a very clear sense of purpose and, as a result, the provision has improved a great deal since the last inspection. The school's aims are now reflected in its work and pupils are constantly encouraged to strive for success.
38. Management is good overall. The roles of the senior management team and the co-ordinators have improved considerably since the last inspection. All subjects have designated co-ordinators who manage them effectively. They take responsibility for curricular development and overseeing the standards pupils attain. The co-ordinators for English, mathematics and science manage their subjects particularly well. In addition, co-ordinators have been appointed for areas such as the Foundation Stage and the provision for the most capable. The management of the provision for special educational needs has improved well over the last four years and is now good. The co-ordinator ensures that statutory requirements are met fully and that all pupils with learning difficulties receive the support they need. She reviews the teaching and learning regularly and this has a positive effect on the progress pupils make.
39. The governing body makes a good contribution to the management of the school. It meets regularly and the committee structure is well established and works effectively. Governors fulfil all statutory duties appropriately. The school governor with responsibility for special educational needs is well informed and fully involved in monitoring and supporting the work of the school. A very good school improvement plan identifies detailed priorities and action plans for aspects of the school over a one-year period and sets out longer-term developments over five years. This is a vast improvement since the previous inspection. All staff and governors have been consulted in the production of the plan, which is used to determine the focus of in-service training and the use of school resources. The good systems for school self-evaluation help to ensure continuous improvement.
40. Monitoring procedures have been developed well since the arrival of the new headteacher who now reviews the teaching and learning regularly. She also monitors the rate of pupils' progress and particularly the standards attained in English, mathematics and science, adapting the provision effectively to ensure continued improvement in these areas. Formal observations are completed on all members of staff, including support staff. Records are kept of these observations and individual targets for improvement are identified clearly. This has led to notable improvements in the quality of teaching, so that the pupils now have good learning experiences throughout the school.
41. The school has a sufficient number of qualified teachers, which is a good improvement since the last inspection when there were too few teachers. It places a high priority on the additional support given to pupils and the number of teaching assistants is good. They are deployed well to help raise the standards in the school. The procedures for performance management and professional development are good and the provision for in-service training is targeted carefully to link with the school improvement plan. All staff work closely together and act as excellent role models for the pupils. The clerical, cleaning and catering staff go about their work diligently; each makes a significant contribution to the life of the school and all help the pupils to become accustomed to routines.
42. The school's accommodation is satisfactory but there are still several shortcomings that have not

been rectified. A number of good improvements have included the provision of a separate outside play area for reception pupils and a computer suite. The new well-stocked library is situated off the main entrance area to enable easy access for pupils. Separate areas for the school office, staff room and headteacher's office link the classes and corridors are decorated well with pupils' completed work. The school is bright and welcoming with attractive displays that contribute to a stimulating learning environment. Outside there is a large grassy area with a trim-trail and a diverse environmental area with woodland and a pond. However, there are still problems with the accommodation that are having a detrimental effect on pupils' learning. Although staff work hard to minimise the adverse effects of the limiting accommodation, the classrooms for Years 1 and 2 are too small, making it difficult for some practical activities. A shared area between these rooms allows noise from one classroom to distract pupils in the other class. In addition, the small hall and hard play area limit the activities that pupils can do safely in physical education lessons. The headteacher is well aware of the inadequacies of the accommodation and has plans to make suitable changes, as well as improve other aspects of the buildings and grounds.

43. The quality, range and accessibility of resources to support learning are satisfactory overall. They are good for English, mathematics and information and communication technology, which is a considerable improvement since the last inspection when there were many shortcomings. In particular, the ratio of computers is now good and pupils have easy access to them. The good resources for pupils with special educational needs are used well to support them.
44. Financial planning and day-to-day administration procedures are good. The governing body's finance committee is actively involved in examining major spending decisions and relating them to the school's priorities. The school has a surplus of funds for which the reasons are well documented. The large but diminishing carry-forward is being managed appropriately to maintain staffing levels and to provide support for pupils through the employment of an increased number of teaching assistants. The headteacher applies for any available grants that may support areas of development within the school and these are targeted well and used appropriately. Funding for pupils with special educational needs is used appropriately to employ support staff and to purchase equipment and materials. The school applies best value principles appropriately when comparing its results with those of other schools and when consulting with parents, governors and staff in reviewing the school improvement plan. It challenges spending decisions effectively to ensure fair competition when seeking cost-effective purchases and provides good value for money overall.

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

45. The headteacher, staff and governors should:
  - (1) improve the accommodation as identified in the school improvement plan.  
*(Paragraph 42)*

*There is a minor area for the school to consider in paragraph 17 that relates to improving the consistency of homework.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	9	28	14	0	0	0
Percentage	4	17	53	26	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 two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.0

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

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

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	14	13
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (97)	90 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	14	13	13
	Total	28	27	27
Percentage of pupils at NC level 2 or above	School	97 (93)	93 (90)	93 (97)
	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	19	11	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	16	18
	Girls	11	11	10
	Total	27	27	28
Percentage of pupils at NC Level 4 or above	School	90 (79)	90 (74)	93 (91)
	National	75 (75)	71 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	16	16
	Girls	10	10	11
	Total	24	26	27
Percentage of pupils at NC Level 4 or above	School	80 (63)	87 (60)	90 (82)
	National	73 (72)	74 (74)	82 (82)

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

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

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

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
199	0	0
0	0	0
1	0	0
0	0	0
0	0	0
3	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
1	0	0
4	0	0
0	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	30
Average class size	30

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

Total number of education support staff	9
Total aggregate hours worked per week	119

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001 / 02
	£
Total income	462,843
Total expenditure	443,546
Expenditure per pupil	2,053
Balance brought forward from previous year	49,828
Balance carried forward to next year	69,125



### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	210
Number of questionnaires returned	68

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	35	57	4	1	1
Behaviour in the school is good.	46	49	0	0	6
My child gets the right amount of work to do at home.	19	57	18	3	1
The teaching is good.	40	47	6	0	6
I am kept well informed about how my child is getting on.	25	47	19	6	3
I would feel comfortable about approaching the school with questions or a problem.	57	31	7	1	0
The school expects my child to work hard and achieve his or her best.	51	37	3	1	6
The school works closely with parents.	25	47	13	4	10
The school is well led and managed.	44	44	3	0	7
The school is helping my child become mature and responsible.	44	49	0	0	7
The school provides an interesting range of activities outside lessons.	37	35	9	4	15

*(NB: Not all parents responded to all questions, therefore totals may not add up to 100)*

### Other issues raised by parents

- Information to parents about pupils' progress.
- Amount of homework.

## **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**

46. Children enter the Reception class at the start of the academic year in which they are five. At the time of the inspection there were 30 children in the Reception class. Although many children have good communication skills on entry to school, their attainment is broadly average overall. Teaching is satisfactory overall, which leads to children, including those with special educational needs, making at least sound progress in all areas. By the time they enter Year 1, most children achieve the expected goals in personal and social skills, knowledge and understanding of the world and creative and physical development. Teaching in the areas of communication, language, literacy and mathematics is good; children make better progress in these areas and many exceed the expected level by the time they enter Year 1. Teaching assistants provide good support, which makes a positive contribution to the children's learning. The issues raised in the last inspection have been addressed. For example, there has been an improvement in the accommodation, with now more space available and a safe outside play area to which children have consistent access. Alongside this, there are more opportunities for children to develop their creative and physical skills. Work is planned carefully, taking account of national guidance and regular assessments of children's learning are undertaken so that staff have a clear idea of what children achieve and work is matched accordingly. The appropriate balance of adult-led and independently chosen activities for children to participate in means that children have equal opportunities in all the areas of learning and all the staff work well together as a team.

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

47. Most children are likely to reach the expected goals by the end of the Reception Year. However, standards are not as good as those reported in the last inspection where they were reported as being above expectations. The Nursery and Reception classes are suitably organised so that children can access equipment easily and readily, which enables them to make independent choices about what they need. Staff encourage children to take responsibility for tasks such as tidying up after activities and the children respond appropriately to this. Most children's confidence and self-respect are developing well and staff help them to develop a sense of what is right and what is wrong. Generally children's behaviour is satisfactory and they play and work well together. They learn how to take turns when sharing resources and they handle books and equipment with care and respect. They show good interest and most concentrate well when working in a group with an adult or at a task independently. However, on occasions, a few children show inappropriate behaviour, which is not sufficiently controlled and can disrupt the flow of lessons and slow the pace of learning. Nevertheless, they are provided with sound opportunities to develop and express a range of feelings. For example, they listened to and talked about, the music entitled '*Morning*' by Grieg and then made thoughtful attempts at interpreting their feelings in a painting. During the time of the inspection, the children wondered and marvelled at the interactive whiteboard in the computer suite. Relationships between the staff and the children are good and the children enjoy coming to school and enthusiastically participate in the wide range of activities provided.

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

48. Nearly all children are likely to achieve the expected goals in this area by the time they enter Year 1 and many achieve beyond it. Standards have been maintained since the previous inspection. Staff provide a good range of opportunities for children to develop their speaking and listening skills and they are encouraged to use the correct language and to extend their vocabulary through all activities. Most children participate well in role-play and have good communication skills. They speak clearly and confidently in sentences. Virtually all the children enjoy stories. They listen well and respond enthusiastically to questions used effectively by the teacher to get them to think about what has happened in the story and what is likely to happen next. Staff provide children with daily opportunities to 'read' and enjoy books together. Children know that words and pictures carry meaning and how to handle books correctly. Many children are developing good strategies

for reading unfamiliar words, such as picture clues and letter sounds and with help make good attempts at reading simple repetitive books. Through the shared reading of big books such as *'Goldilocks and the Three Bears'*, children learn to understand terms such as 'author', 'title' and 'front cover'. Good opportunities are provided for them to begin to develop their writing skills. They know how to hold their pencil correctly and are developing increasing control over it. Many children know how to form letters correctly and most know a good number of letter sounds. Writing tables are appropriately provided where children go to 'write' letters. They enjoy writing letters to their friends and staff and their attempts are suitably praised and proudly displayed, which encourages them further. Many children can write their name with appropriate use of upper- and lower-case letters and some can spell and write a good number of simple words independently by using the sounds of the letters. Children with special educational needs and the less capable children receive good support and this helps them to make progress in line with their classmates. Children are taught a range of songs and rhymes and this assists them in associating sounds with patterns in rhymes and letters in words. The teaching of language and literacy skills is good and results in good learning taking place.

## **Mathematics**

49. The quality of teaching for children's mathematical development is good. Most children are likely to attain the expected goals in this area by the end of their Reception Year and many will exceed them. Standards have been maintained since the previous inspection. Children of all abilities make good progress. An appropriate emphasis is placed on the teaching of number skills through a range of practical activities, songs and games. Through these activities children begin to develop an early understanding of terms like 'more' and 'less' and to tackle simple problem-solving activities. Routine activities are used well to support skills such as counting the number of children at registration time. Overall, children concentrate well and made good progress. Most can count accurately to ten and some can count beyond this. Many have a good understanding of how to add numbers together by combining two groups and that 'and', 'make' and 'altogether' involve addition. Through sand and water play activities, children are developing an early understanding of capacity and are starting to use and understand terms such as 'full' and 'empty'. Regular opportunities are provided for children to sort, match and order objects and to recreate simple patterns. Many recognise and know the names of simple two-dimensional shapes such as circles, triangles and squares. They understand 'heavier' and 'lighter' and how to measure how long things are, using unconventional units such as 'teddy bears' and can record their findings. Through the purposeful play activities provided, children make good progress in all aspects of mathematics.

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

50. The quality of teaching is satisfactory and children develop their knowledge and understanding of the world appropriately throughout the Reception Year. The majority of children achieve the expected standard by the time they enter Year 1. Standards are the same as those reported in the previous inspection. Topics and themes are well planned and linked to the expected goals for learning. Children's experiences are broadened by visits around the local area and sometimes further afield. The schools own wildlife area is used effectively for environmental studies. Children are able to observe the changes that take place in the natural environment during the year. There is a suitable range of construction kits, tools and materials and children learn appropriate techniques to enable them to develop their designing and making skills. Children have ongoing opportunities to develop their understanding of information and communication technology. Their computer skills, such as controlling the mouse, are developing well. Children enjoy talking about past and present events in their lives and through this are beginning to develop an understanding of the passage of time. Suitable opportunities are provided for children to undertake simple investigations; for example, investigating the properties of a range of materials and describing them in simple terms. Children begin to develop a satisfactory understanding of their own culture and beliefs and those of others. Currently, a colourful display of objects related to the celebration of Chinese New Year is being used appropriately to increase children's multicultural awareness. Staff provide children with an environment with a satisfactory range of activities both inside and outside that attract their curiosity and interest. They make appropriate use of questioning to

encourage children to think about how and why things happen and provide them with many first hand experiences.

## Physical development

51. Most children will attain the expected levels for physical development by the time they start Year 1. Issues raised in the previous inspection have been addressed. There is a safe and suitably equipped outside area and children have daily opportunities to play. They move confidently and manoeuvre a variety of wheeled toys with good control and without bumping into each other. They have regular opportunities to use a range of small equipment to develop skills such as throwing and catching. Physical education lessons in the hall are planned and taught appropriately with the result that children make satisfactory progress. Adults ensure that children are aware of the need for 'warming up' and 'cooling down'. They give plenty of encouragement to the children who are keen to participate. Most respond enthusiastically to the teacher's instructions. However, some can become overexcited and when this is not dealt with effectively it disrupts the learning of the well-behaved majority. Most children are able to 'find a space' and to move confidently and imaginatively in a variety of ways. A suitable selection of large apparatus enables children to develop their balancing and climbing skills. Staff provide good opportunities for children to develop their manipulative skills and children use scissors, pencils, crayons, paintbrushes and small construction equipment with increasing precision and control.

## Creative development

52. Children are given suitable opportunities to use a variety of equipment and materials to develop their creative skills and attain the expected goals before they enter Year 1. Issues raised in the previous inspection have been addressed. The teaching of this area of learning is satisfactory and the children make satisfactory progress. They enjoy drawing and painting and like exploring the effects of colour on paper. They make satisfactory attempts at drawing pictures of things they see and use a variety of malleable materials to create three-dimensional objects and figures. During the inspection, children were exploring the sounds of a range of simple musical instruments on display. They enjoy singing and know a number of singing rhymes by heart. Teaching ensures that children have appropriate opportunities to take part in creative and structured play that develops their imagination appropriately. For example, related to their study in language and literacy, children act out the story of *'Goldilocks and the Three Bears'*. Children are encouraged to listen to, look at and discuss their feelings about work by famous composers such as Holst and Grieg and artists such as Picasso and Van Gogh, which effectively supports their cultural development.

## ENGLISH

53. A range of successful initiatives has been introduced since the last inspection, which are having a positive effect on teaching and learning. For example, the school has implemented the National Literacy Strategy very well in all classes and the information gathered from the very good procedures for assessing attainment and progress are used well when planning the next stage of learning. As a result, most pupils achieve well in relation to their attainment on entry to school. Pupils enter Year 1 with skills that are average in writing and they have good reading and communication skills. The inspection findings indicate that pupils of all abilities make good progress and attainment is above the national expectations by Year 6. There is no significant difference between the achievement of boys and girls.
54. Throughout the school, pupils listen well to their teachers and their peers, and enjoy participating in class discussions. Many pupils have good vocabulary and speaking skills are above the national expectations by Year 6. Most teachers give pupils regular opportunities to participate in class discussions and this strategy is particularly successful when all pupils, even the more reluctant speakers, are encouraged to participate and when their interest is captivated. This was illustrated in an excellent literacy lesson observed in Year 6 where pupils were discussing the use of metaphors in poetry. At the end of the session, because of the sensitive encouragement of their teacher, pupils of all abilities were confident in putting forward their ideas and sharing thoughts. In other subjects, teachers stress the importance of using the appropriate language and, as a result, pupils become familiar with new words and use a widening range of vocabulary. This helps them

to express their ideas and has a positive effect on their learning in these subjects.

55. Pupils in Year 6 have good reading skills and attainment is above average. Throughout the school, the whole-class shared reading of 'Big Books' and focused guided reading sessions with small groups of pupils are helping to develop pupils' confidence. By Year 2, they become familiar with the conventions of reading and use strategies such as picture, phonic and contextual clues to work out the meaning of unfamiliar words. As they develop their skills they start to put expression in their reading, following the good examples set by their teachers, so that by the time they reach the junior classes they respond well to the teachers' questions about the content and meaning of the text. The higher attaining pupils in Year 6 employ the reading strategies they have learned to help them understand a variety of books, both fiction and non-fiction and read very well for their age. Teaching assistants provide good support for the less capable pupils who are sometimes uncertain when tackling new texts and this is helping to ensure a rise in reading standards. Pupils are given the practice and encouragement they need and most have a genuine interest and enthusiasm for literacy.
56. Pupils' attainment in writing is above national expectations by Year 6. Most pupils are working above the expected level and the most capable are working well above the national expectations. Pupils make good attempts at writing in a story format, which has a clear beginning, middle and end, and are able to spell commonly used words. They make plausible attempts at spelling more difficult words and have good levels of confidence when attempting new words because of the encouragement of their teachers. By Year 2, many pupils have a knowledge and awareness of the use of capital letters and full stops and apply them consistently in their own writing. Handwriting is mainly formed well and it is often consistent in size. Presentation of work is good overall. Teachers work hard at motivating pupils and giving them the confidence they need to succeed.
57. Teaching and learning are good in the infant classes and very good in the juniors. The excellent teaching by the subject co-ordinator is an exemplar for colleagues. Basic skills are taught well and teachers encourage pupils to listen carefully and speak clearly. In the best lessons, teachers make good use of open-ended questions, targeted effectively at the differing ability levels of the pupils. They have high expectations of the pupils and the lessons are well paced. As a result, pupils respond well and are highly motivated in their learning and keen to give of their best. All teachers use the end of the session well to assess and evaluate the learning that has taken place and this practice helps to give pupils a clear idea of the progress they have made. They are given suitable opportunities to write in a variety of styles, such as poems, instructions, descriptions and stories, which contributes well to their learning. Other subject areas are used effectively as a means of developing work in literacy. In religious education, pupils retell stories from the Old Testament and in history they use information books appropriately to research information on the Victorians. Teachers know and manage their classes well, which helps pupils to behave well and enjoy learning. Teaching assistants are effectively deployed to support the learning of pupils with special educational needs and less capable pupils, as well as the most capable. Teachers plan lessons well and use homework appropriately to support and extend the pupils' learning. The quality of marking is good overall. The best marking relates specifically to the pupils' progress towards their targets for learning and gives them a clear understanding of what they need to do next. Computers are used well to support pupils' learning. Visitors to school and visits out of school help to boost pupils' interest, such as the recent talk given by a well-known poet.
58. The subject is led and managed very well, which is an improvement since the last inspection. The co-ordinator has identified clearly what needs to be done by effectively monitoring the teaching and learning. She has taken the lead in implementing good action plans and a number of good initiatives to help to raise standards. Very good assessments of pupils' progress are undertaken regularly and used well to support their learning. Appropriate targets are set which enable pupils to know what they need to do next and they show great satisfaction and pride when they achieve them. Overall, the school has shown considerable improvement in the subject since the last inspection. It has a good range of resources that are used well to enhance teaching and learning and good classroom displays support pupils' learning.

## **MATHEMATICS**

59. Standards are above average across the school and pupils of all abilities make good progress. This is an improvement since the last inspection when standards were described as satisfactory overall. By Year 6 most pupils are able to recall multiplication and division facts, multiplying and dividing decimals mentally by 10, 100 and 1000 and record their calculations appropriately. The highest attainers are able to carry out complex mental calculations with speed and accuracy, using numbers containing two decimal places. They record using simple formulae using brackets appropriately, which is above national expectations.
60. In Year 2, pupils know what each digit in a two-digit number represents, including 0 as base. They can divide numbers, rounding them up to carry out mental addition and subtraction and recognise sequences. Pupils can carry out mental addition and subtraction of two- and three-digit numbers and record their results using correct formal notation vertically and horizontally. Most are beginning to understand the place value of each digit in a number and use this to order numbers up to 100. The lower attaining pupils make good progress because they are given well-designed activities and good support from the staff.
61. Throughout the school all teachers have consistently high expectations of pupils' behaviour and attitude to work and this creates a good environment for learning. Good teaching in the infant classes is characterised by good pace during lessons, with lots of interesting activities planned to motivate pupils. For example, all pupils in Year 2 were involved and interested when eight of them physically ordered themselves according to the number cards they were holding. The pupils could speak with confidence and with good use of mathematical vocabulary to order a sequence and make it longer. Later, in the same lesson the most capable pupils were well challenged by a task in which they had to order three-digit numbers whilst the special needs teacher gave good support, helping a small group of less capable pupils to reinforce their understanding of sequences. Teachers are good at recognising when pupils have difficulties in understanding and readily offer support. For example, in Year 1 the teacher recognised the pupils' difficulties in understanding of the terms 'more' and 'less' and her good direct teaching enabled them to clarify their knowledge. The teaching assistants throughout the school give good support to groups and individuals. Good teaching in the juniors is characterised by good pitching of questions during oral work to pupils of different abilities. For example, in Year 4 the teacher paused slightly during the oral warm-up activities to allow pupils with special educational needs a little more time to think. The good teaching of new mathematical knowledge and skills is particularly notable in Year 5 where effective demonstrations of how to use previously-learnt skills of partitioning and rounding up and down to multiply 21 by 14 really help pupils to understand. All are encouraged to articulate their mental strategies for calculation and the most capable pupils use mathematical language and symbols with ease and confidence. For example, in Year 3, the pupils described partitioning and adding two- and three-digit numbers in a wide variety of ways and in Year 4 the pupils showed familiarity with symbols for 'more than' and 'less than'. Good teaching ensures that work is interesting and often fun; in Year 3 a puppet toy was used to good effect during oral mental work and in Year 6 the pupils enjoyed the challenge of answering mental questions with speed, timing themselves against previous performance. This positive attitude throughout the school is reflected in the neatness of work in pupils' books and the good concentration and pace with which they work on individual tasks. The teachers question them about their work at the end of lessons to assess understanding and the pupils themselves have a good grasp of their learning. Very good leadership and management of the subject and regular formal assessments ensure that teachers are able to plan appropriately for class teaching and for individual pupils.

## **SCIENCE**

62. Standards are above national expectations by Year 2 and Year 6, which is an improvement since the previous inspection when they were average. Recent staff changes and improvements in the planning and teaching have begun to accelerate the rate of progress. Overall progress in the infants and juniors is good. Throughout the school, pupils with special educational needs make similar progress to that of their peers.



63. The older pupils make good progress overall in all aspects of the subject. Throughout the juniors, they carry out investigations and develop their understanding of the scientific processes further. Above average pupils in Year 6 know that theories need to be tested out and experiments might need to be repeated to confirm the results. However, investigative work is occasionally too closely directed by the teacher and pupils do not always demonstrate the ability to initiate their own work. In the past, Year 6 pupils have had only limited experience of devising their own experiments when undertaking investigations. A significant number of pupils in the current Year 6 already have good knowledge and understanding in some aspects of science. For example, they can describe the processes of condensation and evaporation clearly and how to separate substances using filtration. In their study of electricity, they are able to set up an investigation to find out whether changing the length of wire in a circuit can change the brightness of bulbs in a circuit and explain their observations in terms of their previous knowledge of electricity. They know that the results of their findings can be recorded and presented in a variety of ways such as tables, bar charts and line graphs.
64. By the end of Year 2, pupils' investigative and enquiry skills are developing well. They explain clearly how to carry out simple tests and say whether happenings were as expected. Above average pupils recognise the need to make tests 'fair' and are able to suggest different ways of recording their findings. Most pupils have an understanding that different living things are found in various habitats and identify ways in which an animal is adapted to its environment; for example, birds have wings. They can describe the life cycle of some creatures, such as a butterfly and a frog, with a good degree of accuracy. In work on materials, pupils are able to sort them into groups, using a variety of criteria. They know that some materials occur naturally and some do not and that some naturally occurring materials are treated before they are used. Most pupils know how to construct a simple electrical circuit in order to make a bulb light up and that it will not light up if the circuit is open.
65. The quality of teaching and learning is good. Teaching is at its best when the teacher presents information in a lively and imaginative way, which maintains pupils' interest and concentration. They have high expectations of all the pupils, who respond appropriately and are enthusiastic learners. Teachers throughout the school manage pupils well and as a result pupils behave well and show respect. They co-operate willingly with each other and this makes a good contribution towards their social development. For example, in a Year 5 class, a group of pupils collaborated together to design a healthy and balanced menu for a weekend. Sometimes teachers use work in science effectively to support pupils' cultural development. In Year 1, pupils study of light was extended to incorporate festivals of light such as Diwali and Chanukah. Classes are well organised. The learning objectives for lessons are clearly stated and shared with all pupils. Suitable targets for learning are set for all ability groups, which ensures that pupils are learning at an appropriate rate. Pupils with special educational needs are fully included in all lessons. However, the most capable pupils are not always provided with enough challenging work, particularly when undertaking practical investigations. Procedures for assessing pupils' understanding and progress are good and are effective in identifying the next stage of learning for individual pupils. The marking of pupils' recorded work is good overall. Where it is best the teacher shows clearly what pupils need to do in order to improve their work. The subject makes a satisfactory contribution to pupils' numeracy development. Sometimes there are good links made with other subjects. In a Year 4 literacy session, the teacher used a science reference book as a focus for study. In Year 1, pupils' work in music was linked to their work in science on 'sound'. The use of information and communication technology is good.
66. There has been good improvement in the subject since the last inspection. The policy has been updated to take account of national guidance and the school has adopted nationally recommended guidelines for delivering the subject, which is led well by the co-ordinator. She has good subject knowledge and has monitored teachers' planning and observed lessons. This has allowed her to be fully aware of what is happening throughout the school. She knows what needs to be done and has attended an appropriate course, 'Science and the More Able Child', in order to address the issue of extending the learning of the more able pupils. There is an appropriate action plan in place.

## ART AND DESIGN

67. Pupils' work in the infants and juniors is generally good and of a standard, higher than expected for their age by the end of Year 2 and Year 6. Throughout the school, pupils improve their skills well in their art lessons, which results in good progress over time. Pupils with special educational needs make similar progress to others in their classes. The range of work is broad and promotes and develops the skills associated with the subject. Great importance is attached to celebrating pupils' achievements by displaying their efforts sensitively and creatively and there are some examples of high quality work on display. These show that pupils experience a wide variety of techniques and materials and achieve consistently good standards in both the infants and the juniors. The end-of-class sessions are used well by teachers to discuss pupils' work and pupils of all ages confidently appraise and evaluate their work and that of others. Standards have improved since the last inspection.
68. Most pupils in Year 2 have a good understanding of mixing and matching colours and are able to observe details and record them with good accuracy for their age. They have produced careful pencil drawings of sunflowers and mixed and matched colours effectively to paint a toad. In a good lesson observed in Year 2, pupils identified the differences in shapes, patterns and decoration in pictures of buildings. They then used viewfinders effectively to enlarge patterns or details in their own pictures using a variety of media. Pupils are given good opportunities to study the work of other well-known artists such as Van Gogh and Matisse and make good attempts at producing the techniques and styles they observe. Pupils in the juniors experience an increased range of media in both two and three dimensions. They explore with good skill ideas and work from direct observations. Pupils in Year 6 examine different styles and techniques that artists use when drawing people in action and from first-hand observation; they experiment with their own drawings. Many pupils produce work of a good standard. They explore a range of ideas related to the intended purpose to assist them in developing their work. For example, in a lesson observed in Year 4, pupils used characters in books they had read or special occasions they knew about as a focus for designing a chair. By Year 6, most pupils are confident in evaluating approaches to their own and others' work in relation to its intention. Pupils of all ages take pride in their work, which is attractively displayed and labelled by the teachers.
69. The quality of teaching and learning is good overall. In the best lessons the pace is brisk and expectations are high, which results in pupils achieving well. Pupils of all abilities are taught the necessary skills to enable them to develop as artists. They are taught a variety of techniques using a range of media. Classes are well organised and managed which allows pupils to enjoy the practical aspects of the subject and to concentrate well on what they are being taught. They take care of their own and others' work. Occasionally, the introductory part of the lesson is too long, which does not allow pupils sufficient time to undertake the more practical part of the lesson. Teachers develop pupils' ability to evaluate and appraise their work effectively and pupils make good progress and discuss their work sensibly. Their attention is drawn to the work of famous artists and teachers emphasise the need for pupils to produce their own work in the style of an artist, rather than an exact copy. Art and design contribute well to pupils' spiritual, moral, social and cultural development. During 'Art Week' the time was devoted to studying art from around the world. Each class studied the art of a different culture. Teachers make good links with other subjects. For example, linked to their study of the poem 'Silent Night in a Frozen Forest', pupils in Year 5 produced pastel pictures of a frosty forest, capturing the mood effectively. Computers are used well to support work in art and design.
70. The co-ordinator has good subject knowledge and is managing the subject well. However, she has not yet had the opportunity to monitor teaching and learning throughout the school and to become fully effective in her role. Assessment of pupils' work is satisfactory. A very good portfolio of pupils' work informs teachers about standards. The satisfactory scheme of work has been updated to take account of recent developments and national guidance. However, pupils do not have the opportunity to use sketchbooks to record and develop their initial ideas and to practise and refine newly-acquired skills, thus limiting the opportunities for teachers keep an ongoing record of pupils' progress.

## DESIGN AND TECHNOLOGY

71. No lessons were taught in the infants during the inspection and there was only one in the juniors. However, an analysis of pupils' work, along with an examination of planning and records and discussion with the subject co-ordinator and pupils, show that pupils of all abilities, including those with special educational needs make good progress in the infants. They make satisfactory progress in the juniors. Standards are above national expectations by the end of Year 2 and in line with national expectations at the end of Year 6. Standards have risen in the infants and remain broadly similar to those reported at the time of the last inspection in the juniors. This is because improvements in the teaching and planning of design and technology have not been in place for sufficient time to have an overall effect in raising the standards of the oldest pupils. An appropriate action plan has been implemented and issues raised in the last inspection have been addressed. There is now a satisfactory scheme of work, which takes account of national guidance. This ensures that there is progression and continuity across year groups. Teachers have a better knowledge and understanding of the subject's requirements and satisfactory procedures have been introduced to assess pupils' attainment. Pupils in the juniors now have suitable opportunities to study food technology and resources for the subject are satisfactory.
72. By the end of Year 2, pupils have a good understanding of the designing and making process. They know that they need to draw and make a plan of what they are going to make, showing the intended outcomes and to think about the materials and resources they are going to need. They know that they might need to change their plans if they are not successful. Teachers provide pupils with appropriate opportunities to use a variety of materials and to learn techniques for joining materials together and developing mechanisms. For example, pupils were able to explain clearly why they needed to know about 'winding mechanisms' and to practise building one before design and making a winding toy based on 'Jack and the Beanstalk' or 'Incy Wincy Spider'.
73. Pupils make satisfactory progress in developing their designing and making skills as they move through the juniors. Year 6 pupils understand that designs have to meet different needs and that plans have to be realistic and may be limited by the available materials. They describe with reasonable accuracy how to design and make a shelter. They understand that the structure might need to be strengthened in order for it to be stable. However, some pupils lack confidence and need prompting before putting forward their ideas.
74. Overall, the quality of teaching and learning over time is satisfactory in the juniors and good in the infants. Teachers make appropriate plans for teaching the subject with clear learning objectives, which are shared with their pupils. In this way pupils are clear about what they need to achieve in lessons. There are satisfactory links with mathematics. For example, pupils in Year 3, linked to their work on designing and making a sandwich, constructed a bar chart to find out which filling was the most popular. Design and technology is used appropriately to support work in literacy and numeracy. For example, pupils in Year 4 designed and made a storybook with moving parts for younger children. Pupils in Year 3 used block graphs to record their findings when designing and making sandwiches. Satisfactory use is made of information and communication technology.
75. The subject co-ordinator has been effective in developing the subject and raising its profile throughout the school. She has set up an appropriate action plan related to improving standards. She has evaluated pupils' work throughout the school and created a good portfolio of examples of work undertaken.

## GEOGRAPHY

76. Standards are broadly in line with national expectations and similar to the last inspection. An appropriate range of work and satisfactory coverage of the curriculum is shown in pupils' books. By the time the pupils reach Year 6 they are able to use primary and secondary sources of information in their studies. They show good understanding of how humans can change the environment; for example, through tourism in the Lake District. The more capable pupils express

their views well about building in the Lake District, using reasoned arguments and good maps and diagrams. In Year 2 pupils present their work neatly, showing that they can write about the place where they live and draw a 'bird's eye view' map of the local area. The more capable pupils draw maps with good attention to the consistent size of symbols. The less capable pupils have immature mapping skills and show poor understanding of scale and two-dimensional representation, although they can write about some features of the place where they live. By Year 3 pupils begin to demonstrate knowledge and understanding of the local area in terms of physical and human features, which is in line with national expectations. Overall, the standard of work is broadly average. All the work in the pupils' books and folders is well presented and shows that they have positive attitudes to the subject.

77. It was only possible to observe one lesson during the inspection due to timetabling constraints. Therefore judgements about the quality of teaching and learning are based on teachers' planning and assessment records, as well as from information gathered from discussions with pupils. The policy provides suitable guidance for staff and they plan their lessons appropriately, using an appropriate scheme of work. The subject is managed effectively and the school has improved its supply of resources for the subject since the last inspection; these are now readily accessible and well maintained.

## HISTORY

78. Standards have improved since the last inspection and are now good. All pupils in Year 6 show good understanding of similarities and differences between life in the past and today and the most capable have a significant amount of knowledge about the Depression. For example, pupils in Year 6 use photographic evidence from the 1930's to raise good questions as part of an historical inquiry. Pupils in the infants use everyday words and phrases to describe objects from the past, such as toys, noting similarities and differences between those of the past and today. Their knowledge of facts, for example, about the Fire of London and the contemporary diarist Samuel Pepys, is above national expectations. Pupils' personal and independent skills have improved since the last inspection; for example, in the Year 6 lesson pupils organised themselves quickly and efficiently into groups of six, identifying the tasks and sharing the work for the inquiry. Since the last inspection there have also been improvements in teachers' planning and there is no longer an issue about continuity in pupils' learning. Assessment of pupils' work has also improved since the last inspection in that there is a planned assessment at the end of each unit of work, although not all teachers are using information about individual pupils' understanding and development of historical skills when planning future work.
79. In the infants teachers use good techniques to interest and inspire the pupils. In Year 1 the teacher had made an interesting collection of toys from the past and invited a visitor to talk about the toys he had played with as a boy. The pupils listened attentively and were enthusiastic in their response during the ensuing discussion, thus developing an interest in history. The teacher skilfully interrupted the visitor to locate items on the class time-line. Good questioning ensured that the pupils learnt that materials had changed over time, so that, for example, an item such as a child's lunch box was made of cardboard in the 1950's and is now made of plastic. Good direct teaching also helps to develop pupils' knowledge about historical facts, including dates. For example, in Year 2 the teacher paused in reading the account of the Fire of London to question the pupils about the sequence of events and they were able to work out the time-scale and say on which day of the week the fire began and went out. The most capable pupils were able to describe the effect of the firebreak created by pulling down houses. The teacher's dramatic use of voice in reading the story ensured that all the pupils listened attentively and they demonstrated empathy with people who had lost their homes.
80. Good lesson planning, classroom management and provision of interesting resources ensure that pupils in the juniors develop increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. Pupils in Year 4 could speak about the work they had done previously on the West Indies slave trade and showed empathy and understanding of moral issues. Good questioning by the teacher in Year 6 ensured that pupils of different abilities were

appropriately challenged, including those with special educational needs and those with above average ability. Pupils were encouraged to raise questions themselves and research the answers using the rich resources provided. Good strategies were used to enable pupils to learn from each other, such as inviting one person from each group to report back to the class after ten minutes research. Homework is used well to develop pupils' independence in learning and their skills of research. The subject is managed effectively and good links are made across the curriculum. For example, non-fiction reading in Year 5 about the ancient Greeks enabled the pupils to research facts for their current history topic and some pupils were able to use the Internet to carry out similar research.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

81. The school has improved its provision since the previous inspection by investing in more equipment to set up a computer suite and further training for staff. As a result, standards have risen and pupils now attain the standards expected by Year 6. Pupils of all abilities make good progress in their learning and apply new skills well. The school has invested in a wide range of hardware and software, to which pupils have regular access, allowing them to develop skills in a sequenced manner. During their time in school, pupils have suitable opportunities to use a programmable robot, a digital camera and cassette players, as well as classroom-based computers and the new computer suite. Effective training for staff has improved the quality of teaching and learning in the subject. The recent introduction of interactive whiteboards has generated much interest and enthusiasm among pupils. Regular extra-curricular opportunities are provided for pupils in Year 6 to practise new skills in the computer club activities, which increases their motivation and confidence to try things out for themselves. This works best when the co-ordinator, who runs the activity, keeps a check on pupils' understanding and involvement.
82. Pupils in Year 2 are developing satisfactory keyboard skills and are confident in using a range of function keys and tools. They know how to save their work and to locate it again and they can edit mistakes in a text. They are able to gather data and present it as a pictogram. They have a satisfactory awareness of how computers can be used for other purposes and how they affect their lives. Pupils in Year 1 are developing good control of the computer mouse. They are able to negotiate their way around a word bank, positioning the cursor accurately and clicking on the right word.
83. Teaching and learning are good. Lessons are prepared well, with learning objectives explained carefully to pupils and new skills demonstrated in a clear and structured way. Teachers' confident use of the equipment enables them to move lessons along at a good pace and to involve a good number of pupils in answering questions, making suggestions and demonstrating operations. This has a positive effect on their learning because virtually all pupils show interest and enthusiasm for the subject and are keen to participate. Teaching assistants are deployed particularly well to support pupils and often take sole responsibility for groups of pupils in the computer suite, which they do competently. Pupils with special educational needs are fully integrated into lessons and learn at the same rate as their classmates. Good links are made with other subject areas. For example, teachers make good use of pictures completed by famous artists as a stimulus for pupils to learn how to draw straight lines, use the 'flood-and-fill' icon and save their work on the computer. This supports their cultural development.
84. Leadership and management of the subject are good. The co-ordinator is knowledgeable and enthusiastic. She has evaluated the strengths and weaknesses in the subject and set up an appropriate action plan. She has provided good guidance and training for staff and they are now becoming much more confident in the subject and are more aware of how it can be used in other subjects.

## **MUSIC**

85. There was only a very limited opportunity to observe lessons during the time of the inspection. An analysis of planning and discussions with pupils and the subject co-ordinator indicate that overall

standards of attainment are in line with national expectations at the end of Year 6. Standards are similar to those reported in the previous inspection. Overall, improvements since the last inspection have been satisfactory. All pupils make sound progress and those with special educational needs achieve well in relation to their capabilities.

86. Throughout the school, pupils enjoy singing. In whole-school assemblies they sing tunefully for their age and with good volume and follow the accompaniment well. They know a good range of songs and recall the lyrics correctly from memory. From an early age pupils are encouraged appropriately to listen attentively to recorded music so that, by the end of Year 2, most are beginning to develop a satisfactory understanding of some of the musical elements. Older pupils are provided with good opportunities to create their own music and they enjoy this. All have good experiences of playing a range of percussion instruments, both tuned and untuned and they are aware of the need to handle and play the instruments correctly in order to make a pleasing sound. For example, in a very good lesson observed in Year 6, pupils played percussion instruments rhythmically and with great enthusiasm. With practice and assistance from the teacher, virtually all pupils made very good progress. As an after-school activity or through private tuition, pupils have the chance to learn to play a wide variety of instruments, which supports their musical development.
87. Teaching and learning are good overall. The pupils are managed well and relationships are good. Pupils respond eagerly and their attitudes and behaviour in lessons are usually very good. Teachers have good subject knowledge and encourage lively discussions. They ensure that pupils understand the importance of listening carefully in order to appreciate the sounds they hear and this helps them to perform in unison. Most join in enthusiastically during singing or when performing and they achieve satisfactory levels of attainment. Pupils are provided with suitable opportunities to perform music to a wider audience such as at Christmas and summer concerts and visiting musicians give pupils the opportunity to listen to live performances. The leadership of the subject is satisfactory. The current temporary subject co-ordinator has sound subject knowledge and manages the provision satisfactorily in the absence of the previous manager. She has not yet had the opportunity to monitor teaching and learning in order for her to have a clear understanding of what is happening in the school. The appropriate policy and commercial scheme of work give staff useful guidance. Assessments undertaken provide sufficient information about pupils' progress to enable them to develop their musical skills and abilities to the greatest extent. The good range of musical instruments and suitable amount of computer software to reflect non-European cultures have been improved since the last inspection.

## **PHYSICAL EDUCATION**

88. During the inspection dance, gymnastics and swimming lessons were observed but it was not possible to observe outdoor games activities. However, evidence from planning and discussions with the effective subject co-ordinator and pupils indicate that all aspects of the national guidance on physical education are being undertaken and that, overall, standards of attainment are in line with national expectations. Pupils with special educational needs, make satisfactory progress. Standards and progress are similar to those identified in the last report and most of the issues raised have been addressed, although the small hall and limited hard play surfaces still have an adverse effect on standards.
89. By the end of the Year 6, pupils understand how their bodies react to exercise and the importance of warming up and cooling down before and after exercise. They know that this helps to prevent injury. They also understand the importance of handling equipment safely and sensibly. Pupils develop satisfactory control and co-ordination in their movements and are able to discuss the differences between their performance and that of others and to think about ways in which it could be improved. The after-school activities, such as gymnastics club, contribute positively to the development of their pupils' physical and social skills. However, there is a lack of games-based activities during the winter months to help pupils develop a sense of fair play due to the limited outdoor accommodation for sporting activities. The school has already identified this as an area for improvement.

90. The quality of teaching and learning is satisfactory overall and sometimes very good in the junior classes. Lessons are planned well. Teachers ensure that an appropriate amount of time is allocated to warming-up and cooling-down activities and suitable attention is paid to safety in using equipment. Instructions are clear and pupils respond to them appropriately. They participate with enjoyment and enthusiasm. Teachers give positive encouragement to pupils and this improves their self-esteem and confidence. For example, in a good gymnastics lesson, the teacher provided plenty of opportunities for pupils to develop their skills through good use of praise and plenty of demonstrations of good techniques. By the end of the lesson, pupils of all abilities had made good progress in being able to travel in a variety of ways, using equipment. Overall, pupils co-operate well together and are willing to help each other where necessary. Good links are forged with other subjects when teachers make use of literacy texts and modern music to inspire pupils in dance lessons. The subject policy and scheme of work take account of the national guidance and assessment procedures are clear, providing suitable information about pupils' progress to enable them to develop their physical skills and abilities.

## RELIGIOUS EDUCATION

91. Standards are good by the end of Year 6. Pupils acquire new knowledge and understanding of the distinctive features of religious traditions, including those of Judaism and Islam. They compare features of the major world religions, such as the rules that govern society. In Year 5, they use religious language with ease and show good respect for the holy books and other articles associated with religious practice. They have good knowledge of terminology to explain matters of religious beliefs and practice. Pupils in Year 4 are able to make connections between their own needs and wants and the needs of others. The standards shown in pupils' books in Year 1 and Year 2 are broadly average. Pupils generally demonstrate satisfactory understanding about religious symbolism and the place of religion in the lives of believers. Pupils can speak confidently about their experience of visiting the local church at Christmas.
92. The quality of teaching and learning is good overall. It was not possible to observe lessons in the infant classes during the inspection due to timetabling arrangements but in the juniors the quality of teaching ranges from satisfactory to very good. In the best lessons, teaching helps the pupils learn from religion as well as about religion. For example, the use of a real Qu'ran in a lesson helped the pupils appreciate the reality of the religious beliefs and practices of Muslims. The teacher showed pupils how to respect the Qu'ran as she washed her hands before touching it and moving it carefully into position where all the pupils could see it. This led to the pupils showing high levels of respect in the way they spoke about this holy book and asking questions about the Muslim faith. The very good teaching strategy of getting the pupils to raise their own questions that they wished to research about the Qu'ran ensured that they were interested in and motivated by their research. Very good written resources supported their research and some pupils were able to use the Internet to support this. However, when teaching is less good there is a lack of awareness of the importance of linking the teaching and learning to an overarching religious objective. For example, in the work about Comic Relief in Africa the concept of helping people to help themselves was well taught, but did not link explicitly with the concept of Christian responsibility. Nevertheless, the pupils with special educational needs are well supported by the teaching assistants during lessons. In very good lessons the pupils enjoy their learning and make very good progress in their skills and knowledge because of the brisk pace. For example, by the end of the lesson on the Qu'ran the pupils were able to share the wide range of interesting answers they had found to their questions about the Qu'ran and the practices of the Muslim faith. Most could compare these facts with Christian practice. Teachers make good links with other subjects; for example, during an English lesson on the ancient Greeks the teacher made reference to the biblical legend of Adam and Eve, helping pupils understand the universal nature of legend.
93. The improvement since the last inspection can largely be attributed to the sound subject management and the implementation of the locally agreed syllabus, which provides structure and consistency across the school, enabling teachers to plan and assess pupils' work. The quality and quantity of artefacts have also improved since the last inspection and books and pictures are

now more readily accessible in the library recently created.