

# INSPECTION REPORT

## LAKESIDE PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106740

Headteacher: Mr F Northedge

Reporting inspector: Mr A Portlock  
21411

Dates of inspection: 24 - 27 March 2003

Inspection number: 254412

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Sandy Lane  
Hyde Park  
Doncaster

Postcode: DN4 5ES

Telephone number: 01302 368879

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Appropriate authority: Governing body

Name of chair of governors: Mr H Campton

Date of previous inspection: 20 - 23 April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21411	A. PORTLOCK	Registered inspector	Design and technology	What sort of school is it?
			Physical education	The school's results and pupils' achievements.
			History	How well pupils are taught.
			Educational Inclusion.	How good are curricular and other opportunities offered to pupils?
				What should the school do to improve further?
9511	A LONGFIELD	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
21190	K EDWARDS	Team inspector	Art	How well is the school led and managed?
			Foundation stage curriculum	
	M PHILLIPS	Team inspector	Mathematics	
			Information and communication technology	
			Geography	
18331	J SUTCLIFFE	Team inspector	Science	
			Religious education	
			Special educational needs	
32207	J THOMAS	Team inspector	English	
			Music	
			English as an additional language.	

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Inspection Quality Division  
 The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lakeside Primary is bigger than most other primary schools. It caters for 314 boys and girls aged 5 to 11 and 64 part-time nursery children. It is situated in Doncaster. An above average number of pupils (25 per cent) are eligible for free school meals. About 35 percent of pupils are from ethnic minorities, most of whom are of Pakistani origin: ten pupils are at an early stage of learning English. Thirteen pupils are refugees, mostly from Turkey. There has been a decline in the pupils' attainment on entry since the last inspection and it is well below average. There are 25 per cent of pupils on the register of special educational needs, which is above the national average. Two per cent of pupils have Statements of Special Educational Need, which is broadly average: Twenty per cent of pupils have left or joined the school at times other than at the normal times. No pupils were excluded from school last year.

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

This is a good school. It is well led and managed by the headteacher. By the time that the pupils leave the school, they have made good progress in reading, mathematics and science and satisfactory progress in writing. Standards in English, mathematics and science have improved over the last three years. The school gives good value for money.

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

- The provision for the children in the Foundation Stage is good and they make good progress.
- The very good provision for the pupils' social, moral and cultural development has a very positive impact on the pupils' attitudes to work and behaviour.
- The headteacher provides effective leadership and has brought about an improvement in standards and the quality of education.
- The good teaching is contributing to raising standards and helps the pupils to achieve well.
- The high level of care provided for the pupils.
- The provision for pupils who are learning English as an additional language (EAL).

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

- Standards in writing.
- The use of assessment to inform planning, in order to meet the needs of all pupils more effectively.
- The use of computers to assist learning in other subjects.
- The role of staff with management responsibilities in raising standards.

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

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

The school has made satisfactory improvement since the last inspection in 1998. Standards in English, mathematics and science have risen in line with the national trend but could be improved further, particularly in writing and information and communication technology (ICT). The pupils' attendance has improved and is now broadly average. The school has improved satisfactorily in nearly all of the areas identified at the last inspection:

- The School Development Plan is now effectively planned and provides a good steer to improvement.
- Appropriate systems for assessment are in place but the use of assessment needs to inform teachers' planning more effectively.
- Homework and marking policies are now in place, and whilst these are more effectively supporting the pupils' learning there are inconsistently applied in a few classes.
- The role of subject co-ordinators has improved; it still needs to be strengthened further if it is to impact on the pupils' achievement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

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

The number of pupils attaining the average standard in English, mathematics and science has improved between 1998 and 2002 and the improvement is similar to most schools. Standards are improving, particularly in Key Stage 2, because of the quality of teaching and the very positive attitude to work that the pupils have. The targets set by the school for the pupils' performance in the national tests in 2002 were exceeded and more challenging targets have been set for 2003. Overall, the pupils made satisfactory progress against their prior attainment. Standards in the work seen in English, mathematics and science have improved and are similar to the 2001 results. Whilst most pupils make satisfactory progress in writing, standards could be higher, particularly in spelling, punctuation and grammar and the pupils need more opportunities to write at length in other subjects. More infant pupils attained the average standard (Level 2) in reading, writing, mathematics in 2002 than in 2001. The pupils achieve similar results in the number of pupils reaching the higher levels (Level 3) in reading, writing and mathematics to most schools nationally. There is no significant difference between the standards of boys and girls.

Standards in the work seen show that above average standards are achieved in design and technology, history and physical education by the time the pupils leave the school; other subjects are in line with expectations. Standards by the end of Year 2 are in line with expectations in art, design and technology, geography, history, ICT, music and religious education but above average in physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and demonstrate very positive attitudes to their work.
Behaviour, in and out of classrooms	Very good. The pupils are very well behaved in lessons, around the school and at play.
Personal development and relationships	Very good. The very good relationships contribute very well to pupils' learning. The pupils are supportive of each other. The pupils mix easily, both in lessons and in the playground.
Attendance	Attendance rates are improving and are now broadly average.

The pupils' very good attitudes, behaviour and relationships are a strength of the school; they have improved since the last inspection and are key to the progress being made in raising standards.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 the nursery and reception classes, the quality of teaching is good in all areas of learning ensuring that the pupils make good progress. In the infant and junior classes, a key feature of the teaching is that the teachers have very good class management skills that encourage the pupils to concentrate and try hard. Whilst homework is used effectively to support the pupils' learning effectively in some classes, this good practice is not consistent throughout the school. Opportunities to allow the pupils to work more independently are limited in some classes in subjects, such as science, design and technology and music. Numeracy skills are well taught and the teaching of literacy skills is satisfactory. Overall, however, reading is taught more effectively than writing. The quality of teaching for those pupils with special educational needs and those learning English as an additional language is good overall

The teaching in art, design and technology, geography, ICT and music is satisfactory overall. In history, physical education and religious education it is good. Teachers are more confident and skilled at teaching ICT than at the last inspection but they need to use computers more to support the pupils' learning in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and all statutory requirements are met. It is enriched through a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The provision for pupils is meeting the needs of the pupils well with special educational needs and allows them to make similar progress to most other pupils.
Provision for pupils with English as an additional language	Good. The provision for pupils learning English as an additional language is ensuring that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision the school makes for the pupils' personal and health education is very effective. It is satisfactory for their spiritual development. The pupils' social skills, moral awareness and cultural development are very well developed.
How well the school cares for its pupils	Very good. The standard of care provided by the teaching and non-teaching staff is very good. Clear procedures are in place for identifying and controlling risks to health and safety.

Nearly all parents believe that the school works hard to achieve the best for their children. Most support the school in a variety of ways and are kept well informed about what is happening in school and how well their children are achieving. The school provides a wide range of learning experiences for the pupils both in lessons and as additional activities. All pupils are fully involved in the life of the school and are very well cared for.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and management and a clear educational direction for the school. The staff with management responsibilities work very well as a team but their roles need to be more clearly defined.
How well the governors fulfil their responsibilities	Satisfactory. The governors are kept well informed by the headteacher and are very supportive of him. They have developed their role and fulfil their responsibilities effectively.
The school's evaluation of its performance	Satisfactory. Whilst the school has developed a good understanding of how well it is doing in literacy and numeracy, it is less secure in its knowledge of how well it is doing in other subjects.
The strategic use of resources	Good. The school uses its financial resources well and plans ahead. The headteacher and governors are very aware of the need to provide a high standard of education provision and finances are properly targeted to improving standards throughout the school.

The school is well staffed with a good number of teachers and learning support assistants, which means that good attention can be given to the pupils' needs. The school's accommodation is very good overall and very well cared for. There is a library but it is underused. The school grounds are spacious. Learning resources are good, except in science and religious education. The school effectively applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like school and make good progress.</li> <li>• The children are expected to work hard, achieve their best and behave well.</li> <li>• The teaching is good and the school helps the children to become more mature and responsible.</li> <li>• The school is welcoming and approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children do at home.</li> <li>• The information provided on how well the children are achieving.</li> <li>• The school's links with parents.</li> <li>• The range of activities provided outside lessons.</li> </ul>

The inspection evidence supports the parents' positive views. Some parents identified concerns about the amount of homework, the range of extra-curricular activities and felt that the school did not work closely with them, although found that in many classes it supported the pupils' learning effectively. The inspection finds that the parents receive good quality information about the school and its curriculum; there are good links with parents, who are welcome in school and there is a good range of extra-curricular activities. However, whilst homework supports the pupils' learning effectively in most classes, this is not the case in all classes.

## **PART B: COMMENTARY**

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

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

1. On entry to the nursery, the children's attainment, although it covers a wide range, is well below that which is expected, particularly in their communication skills and their personal and social development. An increasing number of children are learning English as an additional language. By the time they move into the reception classes, most children have made significant progress towards the early learning goals because of the good teaching. They continue to make good progress in reception and about half of the children will reach the early learning goals in most areas. However, in their communication and mathematical skills and in their knowledge and understanding of the world, the majority of children will still be working at below the national expectation when they enter Year 1.
2. The results of the 2002 national tests for the pupils at age 11 show that standards are well below average in English and science and below average in mathematics. When compared to similar schools, they are below average in English and science and average in mathematics. The pupils make satisfactory progress in English and good progress in mathematics and science by the time that they leave the school. Since the last inspection, the rate of improvement is similar to most schools in English, mathematics and science. However, the 2002 results were not as good as the previous year and can partly be explained by lower attainment on entry to the school, an increase in the number of pupils with special education needs and greater number of pupils joining and leaving the school during the school year. Inspection findings show that in the present Year 6, the pupils' attainment in writing is below average and average in reading. In mathematics, the pupils achieve well and their standards are average, as they are in science. Overall, the pupils make good progress when compared with their attainment on entry to the school.
3. Standards in the 2002 national tests for the pupils aged seven were below average in reading, writing and mathematics, but average when compared with similar schools. The inspection evidence shows an improved picture in reading, where standards are average, but a similar picture in writing and mathematics, which are below average. Overall, the pupils make satisfactory progress when compared with their attainment on entry to the school.
4. The pupils' speaking and listening skills are below national expectations and more opportunities are needed in all classes to match the best seen in some classes. The pupils' reading skills are developing satisfactorily and most pupils enjoy reading, however, some basic phonic (for example, knowledge of letter sounds) skills are under developed. The pupils need to extend their library skills further and have more opportunities for carrying out their own research. The pupils' writing skills, including handwriting, have been recognised by the school as an area for development and the inspection findings agree with this. Year 6 pupils make greater progress because of the very effective teaching. In both literacy and numeracy, small groups of Year 6 pupils are given additional support, which is effectively helping to raise their standards. In mathematics, the pupils are making good progress largely because of the effective teaching and, as they get older, they are improving their ability to calculate mentally. In science, the infant pupils develop their knowledge of electrical circuits and the life cycles of animals but many are not able to say what is likely to happen next when carrying out an experiment and they have difficulty recording their ideas in sufficient depth.
5. The pupils with special educational needs make good progress. Their needs are identified early and appropriate support is put in place to help them particularly in literacy. The

teaching assistants provide a suitable blend of challenge and support to individual pupils. The pupils who enter school with little or no experience of English (EAL) make good progress in their learning as they are well supported by the co-ordinator for EAL and by bilingual classroom assistants. A Year 4 pupil who arrived with little knowledge of English, is able, within six months, to speak reasonably fluently, for example, *“I have put a full stop at the end.”* She is able to copy words accurately and confidently and writes about the ugly sister in Cinderella, *“Dippy has wonderful clothes because she has pink clothes and she is bossy.”*

6. Above average standards are achieved in design and technology, history and physical education by the time the pupils leave the school; other subjects are in line with expectations. Standards by the end of Year 2 are in line with expectations in art, design and technology, geography, history, ICT, music and religious education but above average in physical education.
7. In design and technology, history and physical education standards have risen largely because of the quality of teaching but also because of the impact this had on the pupils' attitudes and behaviour. There is greater consistency in developing what is taught and the scheme of work that allows the pupils to build effectively upon previous work. Whilst this is also true to some extent in the other subjects, there is less rigour in challenging all pupils to achieve their best and in identifying what the pupils need to do to improve further. Standards in ICT are improving, but the efforts now being put in place with the use of the computer suite are yet to have full effect and the use of ICT in other subjects is limited. The school is aware of this and is working to improve it. In some subjects, such as religious education and geography, the pupils' are taught in termly blocks and then not taught for the next term. This means that because of the time gap, the pupils lack the continuity needed to develop the subject skills, knowledge and understanding.

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

8. The pupils' very good attitudes to learning, behaviour and relationships are strengths of the school. This is an improvement since the last inspection.
9. The pupils' very good attitudes and enthusiasm for school life contribute effectively to their learning. Almost every parent who returned a questionnaire and those at the parents' meeting agreed that their children like school and the inspection evidence supports this view. The pupils show an interest in lessons, and respect each other's views in class discussions. For example, during a Year 6 personal, social and health education lesson, the pupils listened attentively to each other's opinions about the concept of 'Freedom of Speech' and respected their views. The pupils enjoy their work and this leads to greater progress being made.
10. The pupils' behaviour is very good. They move around the school in an orderly manner, are polite and courteous with a happy smile for visitors. They show respect for adults and a good level of self discipline when in school and in the playground. The very good behaviour in classrooms means that generally no time is wasted and the quality of learning continues at a good pace.
11. There are very good relationships throughout the school. The pupils relate well to each other and with the adults in the school. The staff provide and are good role-models for the pupils. The staff and pupils work well together and this enhances the learning. The pupils with special educational needs and those who are learning English as an additional language are equally valued and fully included in school life.
12. The pupils' personal development is very good. Almost all parents agree that the school helps their children to become mature and responsible. The pupils gain in self-confidence

and are very willing to carry out duties in class and around the school. For example, Year 6 pupils look after the reception children at lunchtime and are responsible for the school newspaper. At the weekly Buddy Club meetings, the Year 4 pupils teach Year 2 pupils how to play 'Board Games', such as Snakes and Ladders, Chess and Scrabble. All of this contributes to the way in which the pupils, learn, not just academically, but about how they can care for and support others.

13. The pupils' attendance is satisfactory and is broadly in line with other primary schools nationally, which is an improvement since the last inspection. Most pupils are punctual. Registration is completed quickly and efficiently before morning and afternoon sessions.

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

14. The quality of teaching is good overall.
15. In the nursery and reception classes, the quality of teaching is good in all areas of learning ensuring that the children make good progress. The staff develop very good relationships and have high expectations. They have created a very effective learning environment that provides the children with a very good start to the learning. However, although varied and interesting, the experiences in the Foundation Stage are sometimes too directed and do not leave children the opportunity to learn for themselves. In the infant and junior classes, a key feature of the teaching is that the teachers have very good class management skills that encourage the pupils to concentrate and try hard. The very good quality of the pupils' attitudes to their work and their behaviour and a very effective learning environment are consequences of this. The teaching in the juniors is more effective than in the infants because the teachers' knowledge and methods are more effective and the teaching of basic skills is more secure. Whilst the homework set supports the pupils' learning effectively in most classes, this is not so in all of the classes. Opportunities to allow the pupils to work more independently are limited in some classes and subjects, such as science, design and technology and music.
16. The quality of teaching in mathematics and science lessons is good overall and satisfactory in English. The teaching of literacy skills is satisfactory overall but the teaching of phonic skills is not sufficiently well developed. Opportunities to practise literacy skills are better in some subjects, such as history, than others, such as religious education. Numeracy skills are well taught and are supported in other subjects, such as science and geography. In literacy, numeracy and science, the teachers generally plan their lessons well, have secure subject knowledge and share the objectives of the lessons with the pupils so that they understand what they are aiming to achieve. Reading is taught more effectively throughout the school than writing. The pupils enjoy reading and develop their skills satisfactorily throughout school. Whilst good, and some very good, examples of teaching writing were seen, the teachers' knowledge of teaching writing is variable and does not always ensure that the work meets the needs of all pupils and that they are being challenged appropriately. This is also true in science, particularly in infant classes, largely because there is some variation in the teachers' scientific knowledge and the quality of their questioning. In mathematics, good opportunities are provided for discussions to ensure that pupils have grasped the ideas being taught. Teachers make the work interesting and the very positive relationships mean that the pupils feel secure to tackle problems. However, in the less successful lessons the teachers do not always challenge the pupils and some groups of pupils, particularly, the more able, do not make sufficient progress. In science, the good teaching is characterised by teachers providing clear explanations, so that the pupils know what is expected of them and the work is made interesting so that the pupils quickly get involved in it.

17. The quality of teaching of those pupils with special educational needs and those learning English as an additional language is good overall. In most lessons the learning support assistants are deployed well to support those pupils with special educational needs. They provide good support, which ensures the needs of the pupils are met. Many of the older pupils are withdrawn from classes for targeted work. In these lessons the work is planned, challenging and enjoyable and most pupils make good progress. Occasionally when the pupils are taught in larger classes the teachers do not always take account of the pupils' needs and do not make effective use of the adult support or learning resources made available to them. The pupils who are in the early stages of learning English make good progress in their learning as they are given good support from learning support assistants, and are set tasks that are matched appropriately to their needs. Learning support assistants plan with teachers and prepare their own resources to support the learning. They provide pupils with an appropriate balance of support and challenge, and ensure that pupils are well included in lessons and have good access to the learning. Good use is made of the pupils' home language to help their understanding. In a Year 4 lesson in maths, for example, the bilingual assistant spoke in the child's home language to ensure her understanding of the task.
18. The teaching in art, design and technology, geography, ICT and music is satisfactory overall. In history, physical education and religious education it is good. Art is used well to support other subjects, such as history and science, and the pupils have a good range of experiences of both two- and three-dimensional forms. Teachers are now more confident and skilled at teaching ICT but they now need to use it to support the other subjects more effectively. Support from outside coaches and teachers supports the work well in music and physical education.

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

19. The curriculum is broad and balanced and all statutory requirements are met. In most aspects of school life the school works hard to ensure that there is very good equality of access and opportunity for all pupils. The school rightly gives high priority to the teaching of English, mathematics and science but also ensures that the foundation subjects play an important role. However, the school acknowledges that there needs to be greater opportunities for pupils to extend their writing skills within all aspects of work. Numeracy skills are well developed in other subjects but opportunities to extend the pupils' skills in ICT in other subjects are limited. The school is aware of this and has plans to improve it.
20. The teachers' planning for numeracy and literacy is satisfactory. The National Strategies are closely adhered to. The headteacher and senior staff monitor the teachers' planning but there is no structured system for all subject co-ordinators to be involved in evaluating the work planned or how effective it is. There are policies and schemes of work in place for all subjects: many are linked to the Qualifications and Curriculum Authority (QCA) schemes. The teachers' planning provides good opportunities for cross-curricular links. The religious education curriculum appropriately follows the locally Agreed Syllabus.
21. The provision for pupils with special education needs is good. The pupils are identified through early intervention systems and a structured programme is set up. The newly appointed co-ordinator is beginning to organise the provision effectively. Individual Education plans are in place and the school works closely with outside agencies. The overall targets are broken down into manageable steps and some pupils are given the opportunity to monitor their own progress. The school has adopted the new Code of Practice and updated the policy to good effect. However, the new policy is still in draft form and needs to be approved by the governors. Learning support assistants working with groups of special

educational needs pupils are usually well informed and plan with teachers to ensure the pupils' learning needs are met.

22. Diversity within the curriculum is celebrated. For example, those pupils with English as an additional language are encouraged to speak in their home language and talk about their different traditions and cultures. This was seen in Years 3 and 4 in a topic on Pakistan.
23. The curriculum is enriched further through a good range of extra-curricular activities for junior pupils. There are homework clubs for literacy and numeracy. Other clubs include nature, drama, dance, music, art, football, board games, newspaper and line dancing. Some pupils learn a range of musical instruments taught by visiting teachers. The curriculum is also well supported by visits and visitors. As part of their work on Romans, Year 4 pupils spend a day in role as, Roman soldiers at a reconstructed Roman Fort.
24. The school has good links with the local community. For example, instructors in a range of sports, many from local clubs, work in school. A basketball coach worked with Year 4 pupils during the inspection. The school has good links with its local secondary school. Teachers and pupils from the secondary school come and work with the junior pupils in school. Two pupils were working in school during the inspection.
25. The school's provision for spiritual, moral, social and cultural development is very good, overall. This is an improvement since the last inspection.
26. The provision for spiritual development is satisfactory, as it was at the last inspection. Daily acts of collective worship and assemblies do not sufficiently provide time for quiet reflection and there are few opportunities in lessons to promote spiritual values. However, some good opportunities were observed, for example, circle times that enable pupils to listen to and respect the beliefs of others.
27. The provision for moral development is very good, which is an improvement since the last inspection. All adults in school provide good role models and the school's very positive behaviour policy is consistently upheld. The pupils are given clear guidance on distinguishing right from wrong. They recognise the importance of considering those less fortunate than themselves, for example, they support a local children's hospice.
28. The provision for social development has remained a strength since the last inspection and is very good. The pupils are encouraged to relate very well to each other. The Breakfast Club provides a good social occasion and the opportunity for older pupils to look after younger ones. The recently started School Council is already playing an active part in the life of the school, and has gathered the pupils' views regarding the starting of a tuck shop and the wearing of watches in school. Girls and boys work and play harmoniously together and the pupils with special educational needs and children from different cultural backgrounds play an active and full part in the life of the school.
29. The provision for cultural development is very good and this has improved since the last inspection. The pupils are aware of their own heritage, for example through work in history and through visits to churches and museums. Year 1 pupils were fascinated as they watched a video about Victorian Wash Day. The pupils develop a wider perspective on life through their studies of other countries and different religions. When pupils take an extended holiday in Pakistan they are given a disposable camera, the film is developed on their return and with the help of the bi-lingual assistant tell their class about the visit. The school cook supports this work by preparing meals from other countries, for example, there have been Italian, French and World War Two days.

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

30. The school provides very good care for the pupils. There are very good procedures in place for child protection and for promoting the pupils' well-being, health and safety. This is an improvement since the last inspection.
31. The standard of care provided by the teaching and support staff is very good. The school has a suitable policy for child protection and all the staff are aware of their responsibilities. There are good health and safety procedures in place and regular risk assessment inspections undertaken. Fire drills are carried out regularly. Teachers are conscientious in the supervision of the pupils in class. There are sound arrangements for administering first aid and dealing with sickness or accidents. The parents value the school's ethos of care and order.
32. Procedures to monitor attendance are satisfactory. The headteacher and Educational Welfare Officer monitor the registers weekly with specific emphasis on pupils whose attendance causes concern and parents are contacted if their child's absence or punctuality is causing concern. The introduction of the Breakfast Club has had a positive impact on the improvement of attendance and punctuality.
33. The school expects and receives very good standards of behaviour. The procedures for monitoring and promoting good behaviour are very good. The pupils move around the building in an orderly manner, they are polite and courteous. The pupils, staff and parents know the rules and sanctions and parents are informed of all instances of bullying, racism or oppressive behaviour and these are dealt with promptly. This expectation ensures that pupils' energies are concentrated on improving their learning and that time is not wasted dealing with misdemeanours.
34. The pupils' personal development is very well developed through the staff's knowledge of their pupils. This encourages the very good relationships throughout a school where everyone is cared for and valued. This in turn encourages the pupils' good learning.
35. The school's arrangements for assessing and monitoring pupils' attainment and progress are satisfactory. There is a good policy in place, however this has only recently been devised and is currently still being trialled and developed. The school is developing a satisfactory range of assessment procedures to set improvement targets. These include the use of statutory test results together with results from nationally provided optional tests. These are used to track the pupils' progress and to set targets. The school has recognised the need to raise its expectations of what the pupils can do and is now setting more challenging school targets. The school is keen to use these targets to help all children and recognise their achievements, and not just to target those children who might achieve a Level 4 at the end of Year 6. These targets are focused on identifying and tracking pupils to help them to move on. The movement of pupils joining and leaving the school hampers the target setting process.
36. Each term, curricula targets are set for each year group in English, mathematics and science, and these are sent home to parents together with an outline of what is going to be taught. Again this is a recent innovation, and staff are still trialling and evaluating the impact of these. The parents have the opportunity to discuss these targets at termly parents' evenings.

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

37. The school has good links with parents. Overall, the parents have a positive view of the school is good and they believe that it works hard on behalf of their children. There was a good response to the questionnaires with approximately one third of the forms returned. These results showed that virtually all parents believed that that their children like school; they make good progress; the school expects their children to work hard and that the parents would feel comfortable to approach the school with a problem. The inspection evidence supports the parents' positive views.
38. Some parents identified concerns about the amount of homework, the range of extra-curricular activities and felt that the school did not work closely with them. The inspection findings agree with the parents that the setting of homework is inconsistent, although found that in many classes it supported the pupils' learning effectively. However, the inspection does not agree with the views of the minority of parents with regard to the other concerns.
39. The parents receive good quality information about the school and its curriculum. The prospectus presents key information and parents are kept up to date with school affairs through regular correspondence. The governors' annual report gives an account of school life in the preceding year.
40. The parents are welcome into school at any time. There are three consultation evenings annually, when parents get the opportunity to talk to teachers about their child's progress. The pupils' annual progress reports meet statutory requirements and clearly state what the children know, understand and can do. The parents also receive termly target reports. There was good support from the parents and relatives to watch the Nursery children sing and recite the songs that they have learnt since last September.
41. Most parents support their children's learning at home by supervising any homework set for them and listening to them read. The majority of parents have signed the home-school agreement. The small Friends Association arranges fund raising events; the school acknowledges that this is an area for development.

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

42. The quality of leadership and management is good. The headteacher has been successful in maintaining the tone of the school that was reported in the previous inspection. This is based on the ethos of inclusion and high expectations of the pupils' behaviour. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the improving levels of attendance and the positive response of the parents in the questionnaire and at the meeting prior to the inspection. The school successfully integrates pupils from a range of backgrounds. The headteacher's commitment to the school and to building good relationships commands the respect and loyalty of both staff and pupils. The improvement in the pupils' results in the Year 6 national tests has kept pace with the national trend. The school has made satisfactory progress since the last inspection and most of the key issues have been addressed. In addition, the school has greatly enhanced its resources for learning especially for ICT and has improved the accommodation. The priorities of the current school improvement plan identify key areas for development and are well linked to the performance management targets of senior staff.
43. Although there is a strong sense of teamwork there are weaknesses in the strategic management of the school. This is because there is an imbalance between the roles and responsibilities of key members of staff. For example, due to a reduction in the number of teachers, the deputy headteacher, although very capable, has too much to do beyond her



increased classroom commitment. Some subjects have co-ordinators for each key stage and other subjects, such as physical education, have only one. This lack of consistency hampers the future development of the school. The monitoring of teaching by co-ordinators to ensure that the process results in an evaluation of how well the pupils are learning in each subject lacks rigour. Although the senior management team has ensured a greater degree of consistency in curriculum planning, there remains too little monitoring of the pupils' work to check out their progress and relative areas of strength and weakness. There is a shared commitment to improve standards but the leadership has not fully addressed the focus required by the last inspection to develop procedures for the systematic monitoring and evaluation of the pupils' work.

44. The EAL co-ordinator is has developed good links with the multi-cultural centre and is very successful in gaining additional support. Classroom assistants and local authority staff are well deployed to meet the needs of pupils who have little or no experience of English, and regular meetings are held to monitor progress. Resources for teaching and learning are satisfactory overall. Teachers need further training in order to develop a wider range of strategies for use with pupils who have little or no understanding of English.
45. The governing body has developed its role since the last inspection and now fulfils its statutory duties. It is very supportive of the headteacher. The committee structure is successful in recruiting an adequate number of suitably committed governors. Responsibilities for key areas of school life, such as special educational needs and literacy, have been allocated to individual governors. However, although the governors have a good understanding of pastoral, staffing and premises issues, they are less well informed about the curriculum and standards. The governors still tend to rely on the headteacher for providing information on the work of the school. This is particularly true of the school development plan that is drawn up mainly by the senior management team.
46. Sound financial planning supports the school's educational priorities. The school has managed its finances well in spite of falling rolls and the subsequent loss of funding. The school makes sound use of resources allocated to support specific groups of pupils, such as those who are learning English as an additional language. Funds from the New Deal For Schools initiative are directed appropriately towards raising the attainment of different groups of pupils. The governors monitor the school's budget on a termly basis and satisfactory financial controls are in place. The principles of best value are applied soundly. However, because of the good progress the pupils make, their positive attitudes towards school, and the quality of teaching, the school provides good value for money.
47. The quality of caretaking and administration is very good and this allows the school to run smoothly. The administrative team maintains a careful overview of all the school's financial spending and ensure that the headteacher, staff and governors have full information to aid their decision-making. Day-to-day administration is friendly and efficient. Information and communication technology is used effectively for storing pupils' personal details, maintaining pupils' assessment records, placing orders and paying invoices. The school has not had a recent financial audit but all of the recommendations in the last internal audit report have been implemented.
48. The school has sufficient teachers for the number of pupils on roll and the classroom assistants provide good support. The quantity and quality of resources are good, except in science and religious education. The school building and grounds provide a safe and secure learning environment. The accommodation is very suitable for the effective teaching across the whole curriculum. However, there are too few books in the junior library and its organisation does not encourage pupils to browse or extend their research skills.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The school should:

- (1) Improve standards in writing by:
  - providing staff with appropriate training;
  - giving sufficient emphasis to teaching spelling, grammar and punctuation;
  - providing appropriate challenge for pupils of all abilities;
  - setting more precise targets for improving writing;
  - ensuring that sufficient opportunities are given to practise writing in other subjects.(paragraph 2, 4, 16, 19, 71-3, 96)
- (2) Improve the use of assessment to inform planning, in order to meet the needs of all pupils more effectively by:
  - providing staff with appropriate training;
  - ensuring that teachers' lesson planning clearly identifies what outcomes are expected for pupils of different abilities and how these will be assessed.(paragraph 73, 81, 87-8, 93, 100, 104, 114, 120)
- (3) Improve the use of ICT in other subjects by:
  - ensuring that there is sufficient, curriculum-specific software available to support the pupils' learning in all subjects;
  - making more effective use of the software already available and the Internet;
  - ensuring that all subject co-ordinators have support in choosing suitable software relevant to the age and needs of the pupils.(paragraph 7, 18, 19, 76, 80, 88, 92, 98, 104, 108, 114)
- (4) Improve the roles of staff with management responsibilities in raising standards by ensuring that:
  - the responsibilities are appropriate to the needs of the school in raising standards;
  - managers and co-ordinators are appropriately trained and have sufficient resources to carry out their role.(paragraph 43, 76, 88, 98, 104, 114, 118)

Minor issues:

- provide more opportunities for the pupils to take greater initiative in their own learning (paragraph 15, 48, 54, 56, 63, 86, 96, 112);
- improve the pupils' library skills (paragraph 4, 48, 70);
- ensure that appropriate homework is set in all classes (paragraph 15, 38, 73);

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	30	29	3	0	0
Percentage	1	18	38	36	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	314
Number of full-time pupils known to be eligible for free school meals	0	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	29

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	26

### Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	1.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	30	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	13
	Girls	26	24	26
	Total	36	35	39
Percentage of pupils at NC level 2 or above	School	78 (72)	76 (67)	85 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	25	25	25
	Total	35	37	36
Percentage of pupils at NC level 2 or above	School	76 (69)	80 (70)	78 (69)
	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	25	27	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	20
	Girls	16	18	19
	Total	30	35	39
Percentage of pupils at NC level 4 or above	School	58 (63)	67 (71)	75 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	21
	Girls	18	19	20
	Total	33	38	41
Percentage of pupils at NC level 4 or above	School	63 (65)	75 (80)	79 (96)
	National	73 (72)	74 (74)	82 (82)

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

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

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

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
203	0	0
3	0	0
5	0	0
1	0	0
2	0	0
1	0	0
9	0	0
2	0	0
52	0	0
1	0	0
1	0	0
0	0	0
1	0	0
1	0	0
2	0	0
5	0	0
1	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 0 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)	15.4
Number of pupils per qualified teacher	22
Average class size	26

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

Total number of education support staff	23
Total aggregate hours worked per week	417

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32
Total number of education support staff	2
Total aggregate hours worked per week	66
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2002/03
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	£
Total income	856,679
Total expenditure	875,128
Expenditure per pupil	2592
Balance brought forward from previous year	18,758
Balance carried forward to next year	309

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

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	1
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	340
Number of questionnaires returned	75

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	3	0	0
My child is making good progress in school.	67	32	1	0	0
Behaviour in the school is good.	48	45	4	0	3
My child gets the right amount of work to do at home.	41	43	15	1	0
The teaching is good.	65	29	3	1	1
I am kept well informed about how my child is getting on.	52	35	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	4	0	0
The school expects my child to work hard and achieve his or her best.	63	36	1	0	0
The school works closely with parents.	42	39	16	1	1
The school is well led and managed.	47	43	7	0	4
The school is helping my child become mature and responsible.	56	37	4	0	3
The school provides an interesting range of activities outside lessons.	25	43	15	4	12

## **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**

50. The procedures, practice and teaching in the Foundation Stage are good overall. All areas of the curriculum are included in the teachers' planning.
51. The school has a purpose built nursery which is set apart from the main school. Children attend the nursery either part time in the morning or in the afternoon when they are three, before they start in the reception class at the beginning of the academic year in which they are five. They then attend full time. The transition arrangements ensure that the children are fully secure with all the different routines experienced by the reception classes.
52. Although there is a wide spread of ability, overall, when children enter the nursery, their attainment is well below that which is expected for their age, particularly in the children's communication skills. Many of the children have poorly developed speech and their personal and social development are well below average. An increasing number of children are learning English as an additional language. By the time they move into reception, most children will have made significant progress towards the early learning goals because the quality of teaching is good. However, even though the majority of children will have made good progress, their attainment is below that which is expected at the end of the Foundation Stage. By the time the children leave the reception classes and move into Year 1, approximately half of the children will have reached the early learning goals in most areas. Most children are likely to achieve the early learning goals in their personal and social development and in their creative and physical development. A much smaller number will have reached these goals in their communication and mathematical skills and in their knowledge and understanding of the world. Here the majority of children will still be working at a level below the national average.
53. The atmosphere in the nursery is friendly and caring and is particularly appropriate for the children's first introduction to school. The accommodation has been thoughtfully planned to provide a variety of activities. The nursery teacher and nursery nurses have a very good understanding of the needs of the very young children. The activities provided motivate them, enabling them to make progress and encouraging them to take part in a variety of experiences.
54. The atmosphere in the reception classes is equally friendly and happy. A stimulating environment has been thoughtfully created. The children's ideas are stimulated and their work is attractively displayed. The Literacy and Numeracy Strategies are used to develop English and mathematics. Other activities build on early learning skills. However, although varied and interesting, the experiences in the Foundation Stage are sometimes too directed and do not leave children the opportunity to learn for themselves.

### **Personal and social development**

55. Very good relationships are developed between the nursery nurses, teacher, parents and children and this is due to the welcoming atmosphere provided for them. For example, during the course of the inspection week, the parents were invited to attend a nursery concert that reviewed the children's achievements over the last two terms. The children were pleased to perform in front of their parents because they had grown in confidence. This is the result of the good teaching that clearly establishes routines and is consistent in terms of its expectations of the children's behaviour. Because of this the children feel secure and grow in confidence.



56. The teacher has high expectations of the children and has created a high quality, learning environment. The children respond very well to this and quickly learn to treat toys and equipment carefully and to take turns. They are continually encouraged to have a positive attitude to others and to the adults who care for them. The children behave well. At snack time they are encouraged to say please and thank you. They listen in story time and are learning to listen to each other and to ask questions and make comments at the appropriate time. Although the children begin to make choices by selecting their own activities, many of the activities are over-directed by the staff and this limits their opportunities for decision making. However, as there are so many varied and interesting activities, the children acquire positive attitudes to school and are well prepared for reception.
57. In reception, the children continue to develop personally and socially. They are well behaved and acquire sensible attitudes to work and play. Because they know that the staff have high expectations of their behaviour, they co-operate well. The children make sensible choices, develop positive attitudes to learning and applaud each other's achievements. They respect each other's opinions and are eager to offer their own. The quality of relationships in the reception classes is very good. The staff provide very good role models. The overall quality of teaching is good and because of this, almost all of the children are likely to reach the early learning goals set out for them when they leave the Foundation Stage.

#### **Communication. Language and Literacy.**

58. Almost all children enter the nursery with communication, language and literacy skills that are well below those expected for their age. A few are able to hold a conversation but most respond in one word or short phrases. A few hardly speak at all. The safe and stimulating environment, the expectation of adults and their caring attitudes quickly enable most of the children to gain in confidence and they begin to communicate with adults and peers. The teacher and nursery nurses pay particular attention to those who have limited speech and by skilful encouragement help them to make connections and build relationships. Those children who are learning English as an additional language are provided with additional specialist support. 'Talk' is encouraged whenever possible. For example, small groups making biscuits were encouraged to talk about how it felt. However, sometimes the staff tend to put words in the children's mouths or allow them to answer with a single word rather than allowing them to develop an answer. Good opportunities are provided to widen the children's vocabulary through stories, rhymes and songs. The children learn to value books and learn that pictures carry meaning and are related to the text. Children learn words and actions to songs and in the "hospital" they practise answering the telephone and "writing" appointments.
59. In the reception classes, greater emphasis is paid to language and literacy. Children enjoy the Literacy Hour and are eager to ask questions and give opinions. Focused work is well planned to consolidate learning and is suitably matched to the children's ability. Reading and writing skills are suitably developed in daily lessons and the children are encouraged to write their name on each piece of work. Imaginative, additional support is used very effectively to help the children to appreciate the richness and joy of language. In one memorable lesson, a performance poet homed in on the children's own experiences and skilfully enabled them to articulate their ideas. He enabled them to find words, such as "glowing" and "sparkling", and use them in spoken verse. Although the quality of teaching is good overall, only half of the pupils are likely to achieve the early learning goals set out for them by the end of the Foundation Stage.

## **Mathematical development**

60. Children enter the nursery with a limited knowledge and understanding of mathematical concepts. For example, although most can count to nine and order the numbers correctly, many do not understand the concept of number. Consequently the teacher and nursery nurses build mathematical activities in to many areas of learning. For example, the teacher encourages the children to count the number of eggs in the incubator and the number of chicks that have already hatched. Through number games, rhymes, matching and sorting and counting the days of the week, they begin to learn the value of number. They begin to understand the quantities high and low, big and small in activities such as baking. Activities with shapes consolidate their knowledge of a square and a circle.
61. In the reception classes, the children enjoy Numeracy Hour and respond eagerly to the activities set out for them. Variations in knowledge and understanding are wide. Some children still do not recognise simple shapes whilst others are able to understand the value of numbers to 10 and count correctly up to 100. The teachers use folk tales such as “Jack and the Beanstalk” to good effect to help the children to learn about measurement. For example, the children learn the language of measurement when they check to see who has made the tallest beanstalk. Although the overall quality of teaching is good, and the children make good progress, only half of the pupils are likely to achieve the early learning goals set for them by the end of the Foundation stage.

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

62. The children enter the nursery with little knowledge of the world around them. Some are not familiar with the names of everyday objects or animals and so the teacher has planned activities to further their knowledge of their immediate world and neighbourhood. As part of their work on growth the children observe the development of tadpoles and the hatching of chicks. Their current role-play corner is a hospital and they learn about ambulances, doctors and nurses. The children are learning to control a mouse on the class-based computer. Higher attaining children explain about the weather in changing seasons and what we might expect to happen in the winter. For example, these children talk about building snowmen and the flight of some birds to warmer countries.
63. In the reception classes, the children have been looking at toys and have compiled their own books. They use their money at the class toyshop and others make African dolls. The higher attaining pupils describe the shape of houses in biblical times and recall details such as flat roofs and stairs on the outside. Although they find this interesting, the children are given too few opportunities to investigate, experiment or solve problems for themselves. However, the overall quality of teaching is good. The Foundation Stage offers a well-planned programme of learning to develop the children’s understanding of the world around them. Because of the low starting point of many of the children only half of the children are likely to reach the early learning goals set out for them.

## **Creative development.**

64. Children enter the nursery with below average creative skills and experiences. Consequently the activities provided for the children present many opportunities for them to express themselves through painting, tactile activities, music and role play. The children enjoy playing in the sand and water trays. When using construction materials they let their imagination wander and talk about the structures they have made. They paint pictures of frogspawn and flowers and draw portraits of themselves and their friends. Although the teaching is good, the staff can be a little too intrusive and dictate what things should look like. The children know the names of basic colours although they are not always given sufficient opportunities to mix their own paints. Role-play is a continuous activity and

although the children are set boundaries they are given the freedom to develop characters and situations.

65. In both the nursery and reception classes, the children enjoy singing, know a variety of songs and add actions to the words. In the reception classes artwork continues to be developed well. The children use a wide range of materials to make pictures whilst the adults pay particular attention to developing their skills in mixing colours, copying shapes, printing and making a range of patterns. The children are encouraged to develop observational skills as they draw detailed flowers and plants with increasing accuracy and take care to mix colours well. They use construction equipment well to create a wide range of imaginary structures and topic-focused designs. They use scissors and a variety of brushes competently as they complete their tasks. The quality of teaching is good. Because of the quality of tactile, painting and musical experiences almost all of the children are on line to reach the early learning goals set out for them in creative development.

### **Physical Development.**

66. The children enter the nursery with below average physical skills. Through a variety of activities their physical skills are well developed. A well-equipped outside area adjacent to the nursery is used effectively to develop the children's agility as well as their skills on wheeled vehicles. Climbing apparatus is used to stretch, twist, crawl and take necessary risks essential for the children's emotional and physical development.
67. In the reception classes, the physical education lessons are more formal. However, the children are afforded good opportunities to run, become aware of their own space and exercise their limbs freely. Within their lessons they move around the hall as directed and are aware of the need to follow instructions to stop or start. They are becoming aware of safety rules and know that these must be followed. They have good access to their own outside area and have opportunities to use wheeled vehicles. The quality of teaching is good. The planning ensures that the children in both classes receive their full range of experiences recommended in the Foundation Stage guidelines. Most of the children are on line to achieve the early learning goals.

### **ENGLISH**

68. The pupils' attainment for seven and eleven-year-olds in English is below average overall. Whilst attainment in reading is broadly in line with national expectations, attainment in writing and in speaking and listening is below average. This is an improvement over the results of the 2002 national tests, which indicated that standards were well below average. Since the time of the last inspection, the pupils' attainment has improved broadly in line with the national trend. As the pupils enter the infants with standards that are below average, the pupils, including those with special educational needs, make satisfactory progress overall. Those pupils who are learning English as an additional language make good progress because of the effective support that they receive.
69. The pupils' spoken language is below average, and for many well below expectations. In developing the pupils' speaking and listening most teachers model vocabulary and sentence structures well so that the pupils have good role models to follow in their speaking. However, there are limited opportunities in many classes for pupils to express their ideas and opinions, and this slows their progress. Effective examples of developing the pupils' spoken language, for example in Year 6 history, where all pupils were involved in discussions on the Ancient Egyptians' beliefs on death and in producing a leaflet for a mummification company. The pupils who enter school with little or no knowledge of

English (EAL pupils) receive good support from the co-ordinator and classroom assistants, and consequently make good progress.

70. Most pupils in the school enjoy reading and are happy to talk about books they have read. For example, Year 2 pupils confidently predict what might happen next in the story and talk about books they enjoy. They know where to find the index and contents pages in information books. By the end of Year 6, the pupils discuss texts and authors in more detail, give opinions about characters and select relevant information to support their views. They talk about how authors use devices, such as similes and metaphors, to create pictures in the mind of the reader. Throughout the school, the pupils' knowledge of letter sounds, blends and of basic spelling patterns (phonics) is under developed and the pupils rely heavily on whole words, picture and context clues to tackle unknown words. Fiction books are stored in classrooms and non-fiction books in the libraries. Consequently, Year 6 pupils do not know how fiction books are organised in a library. The libraries are currently underused and pupils have limited opportunities to carry out independent research.
71. By the end of Year 2, the pupils write in a variety of formats and develop their ideas in sentences, sometimes using capital letters and full stops. In Year 6, the pupils make faster progress in their writing as the quality of teaching is consistently better than in other year groups. A variety of quality texts are analysed to explore the techniques used by established writers. The pupils then try to include these in their own writing. For example, Year 6 pupils know that short sentences help to build tension. One pupil effectively demonstrated this technique in a story ending. "A hand clamped down on Judi's shoulder. She felt a breath down her neck. She didn't need to turn round to know who her captor was." Standards of handwriting vary considerably. The pupils write very neatly in handwriting lessons and in displays, but their work on loose paper and in books is often presented untidily.
72. The quality of teaching is satisfactory overall; at best it is very good and on a small number of occasions it was unsatisfactory, largely due to insufficient account being taken to challenge all pupils appropriately. All teachers plan lessons using the framework of the National Literacy Strategy. In a very good lesson in Year 6, the pupils consolidated their understanding of key features of arguments, by conducting a debate about homework. From previous work, they had identified "Top Tips for Debate," for example, "*speak slowly and clearly*" as well as useful words and phrases to use in an argument, such as, "*it is claimed that.*" or "*on the other hand..*" These prompts effectively supported the pupils' learning. The lesson had a very clear structure. Resources were well prepared and this helped maintain a fast pace. The teacher had excellent relationships with the pupils and high expectations of their work ethic and behaviour. Instructions were given clearly and the pupils responded well. For example, having recommended that the pupils should think of ideas that make the subject come alive and appeal to people's feelings, one pupil, arguing against homework, stated, "*your toys may be gathering dust as you do your homework.*" Teaching points were emphasised throughout the lesson. As a result, all the pupils put their points of view very effectively, using the language of argument such as "*nevertheless..*," "*it cannot be denied that...*" They expressed their ideas in a logical order and varied their voices to emphasise key points. However, in some lessons the teachers rely heavily on "question and answer" techniques to hold pupils' interest. On these occasions, it is often the same pupils who tend to respond whilst the majority sit passively.
73. The majority of lessons seen during the inspection focused on developing writing. There is a wide variation in the teachers' knowledge of how to teach writing effectively. Whilst there are strengths in the teaching of writing, not enough emphasis is given to teaching spelling, grammar and punctuation with the result that the pupils are not developing some of the skills they need to write independently. Whilst many teachers use the time in lessons effectively, in some lessons, the pupils are expected to sit on the carpet for too long in the introduction to the lesson, so that there is little time for the pupils to complete the main task. Frequently

the same tasks are set for all pupils without taking account of their differing abilities. This results in pupils not always being challenged appropriately. When marking work, some teachers write constructive and evaluative comments, but too often teachers do not tell pupils what they need to do next to improve. Whilst the school sets targets for pupils to improve their writing, the majority of these are not precise enough to support individual pupils to improve their work. Some teachers have high expectations of what they expect the pupils to achieve, but, in many lessons the work was too teacher directed and some teachers have low expectations of what the pupils can achieve independently. For example, adults spell words for pupils rather than asking them to use wordbanks or dictionaries. Although there is now a homework policy in place and in many classes the setting of homework supports the pupils' learning effectively; the amount of homework which is set to support learning, varies considerably between different year groups.

74. The pupils have good opportunities to develop literacy skills through other subjects. For example, in history, Year 6 pupils write for different purposes including autobiography, biography and reports and, in geography, Year 4 pupils write about life in Pakistan.
75. The pupils behave well in lessons. They listen politely, work hard and collaborate well with each other. Those pupils who are in the early stages of learning English (EAL) are well supported by classroom assistants, and as a result, make good progress.
76. The subject is led by two experienced and enthusiastic co-ordinators who guide the work of the school effectively. They provide good support for teachers and have rightly identified raising standards in writing, improving pupils' library skills and the use of ICT in literacy lessons, as areas for development. A start has been made to monitor standards in English but sufficient time has not yet been allocated to monitor the effectiveness of teaching or to scrutinise the pupils' work. Satisfactory progress has been made since the last inspection.

## **MATHEMATICS**

77. In the 2002 national tests, the pupils' attainment in Year 2 and in Year 6 was in line with the national expectations for similar schools. There is an upward trend in results over time at both Year 2 and Year 6. The percentage of pupils reaching the above average Level 3 in Year 2 is good, but for pupils in Year 6 the number of pupils achieving the above average Level 5 is below expectations for similar schools. There was no difference in the attainment of boys and girls in Year 2 but the performance of girls at the end of Year 6 was slightly below that of boys.
78. The quality of teaching in mathematics is good overall. No unsatisfactory teaching was observed during the inspection. In Years 1 to 3 the quality of teaching was satisfactory, but in Years 4 to 6 the quality of teaching was good with some lessons very good. The school provides booster lessons in mathematics to a small group of children in Year 6. This is effective and the small group teaching allows the teacher to assess each pupil thoroughly and be able to correct misconceptions. The pupils enjoy this small group setting and find the high level of support is helping their learning.
79. Where teaching is of high quality, the pupils make good progress in their learning. The pupils are well organised and are given good opportunities to discuss their work with the teachers and other pupils. There is a high level of enjoyment in lessons. In one lesson, the pupils were encouraged to develop new skills of mental mathematics by building on known facts and using techniques such as doubling and halving. This was a very open-ended activity with the pupils being encouraged to try their own examples. The pupils were not afraid to try a variety of difficult problems. At the end of the lesson, the pupils were surprised and delighted with their own achievements and the ease with which they had

solved seemingly difficult problems. This approach to teaching numeracy has helped to motivate the pupils and develop self-confidence and independence as well as improving their standards of mathematics. By Year 5, the pupils are developing good skills in mental mathematics and without having to work out the answer they could see immediately that  $1.2 \times 0.36$  could not be greater than 1.

80. ICT is beginning to be used in mathematics. In one Year 6 lesson, the teacher used the interactive whiteboard in the ICT suite to demonstrate the use of a protractor. This was very effective. In another lesson, the pupils were being taught to insert formulae into a spreadsheet so that they would be able to use the spreadsheet to investigate number patterns. There is also evidence around the school of the use of databases to collect, organise and present data using graphs and charts. However, during the period of the inspection, little use was made of the classroom computers for supporting numeracy. Resources for teaching numeracy are good.
81. All teachers plan their mathematics lessons based on the Framework for Teaching Mathematics. Some teachers are starting to adapt the unit plans provided by the Numeracy Strategy. Learning objectives are mostly clear and they are shared with pupils. A feature of many lessons was a lack of differentiation except by the amount pupils were expected to complete or by the extra support a group was to receive. For example, greater challenges were not offered to the more able or to those pupils who were confident with the subject matter in order to extend their thinking. In Year 2 there was a heavy reliance on the use of commercial worksheets which were not always appropriate for the pupils' needs. Here pupils did not have the regular opportunity to practise using informal recording methods for calculation, they just recorded answers.
82. The school has two mathematics co-ordinators, one for Years 1-2 and one for Years 3-6. The Year 3-6 co-ordinator has a very good level of subject knowledge. This is reflected not only in her teaching but also in the quality of curriculum support material for mathematics in the school. For example, the co-ordinator has produced a document on calculation methods to be adopted in the classroom. This clearly shows techniques to be used in calculation and shows the progression in informal and formal recording that pupils should make from Years 1 to 6. The school is now working in co-operation with a local Beacon school to develop this work. Both co-ordinators monitor quality of teaching through assessment information and tracking individual pupil progress, through scrutiny of books, discussion with pupils and through lesson observations.

## SCIENCE

83. The results of the 2002 national tests indicate that by the age of eleven the pupils' attainment is well below the national average. However, the inspection evidence points to standards that are improving and broadly satisfactory and which are closer to the 2001 test results. This is a similar picture for teacher assessment in science at the age of seven. Since the time of the last inspection standards in science have improved in line with most schools nationally.
84. When pupils enter the school their level of attainment in science is well below average. As they move through the school they generally make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Most pupils are given good opportunities to develop their knowledge and understanding of science. The pupils with special educational needs and with English as an additional language receive appropriate support and many make good progress.

85. By the time they are seven, many pupils can build an electrical circuit and explain why a bulb lights up. They know that electricity can be dangerous and understand the need for safety rules. They are taught about growth, movement, feeding and reproduction when they study the life cycle of the butterfly. Some pupils have experience of seeing how substances change when they are heated or cooled. They make ice balloons and observe the change from solid to liquid as they melt. The younger pupils learn about their senses and name parts of the body. Many pupils, however, find it difficult to predict what might happen in their experimental work and to record their work appropriately.
86. Year 4 pupils learn the principles of insulation. Many can identify the best materials needed to keep objects warm and know how to prevent ice cubes melting. They are taught the principles of a fair test and how to record their work on a chart. Year 5 pupils work with different soil samples and compare the amount of air found in a volume of sand, soil and compost. Year 6 pupils study light and shadows. Many pupils understand how the length of the shadow is dependent on the position of the light source and can record their results on a line graph. Some more able pupils can predict and make conclusions from their work. Most pupils throughout the key stage gain good scientific language. There are, however, limited opportunities for pupils to work independently and to plan and predict their own investigations.
87. From the evidence of scrutiny of work and lesson observations, the quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The teaching has a number of strengths and weaknesses. The teachers generally plan lessons well, have good subject knowledge, have clear objectives for the pupils to follow and use explanations and discussions effectively. All these features were present in a Year 6 lesson in which pupils were learning the relationship between size and shape of shadows and the position of the light source. They became quickly interested in the clear teacher explanations and instructions that enabled good learning to take place. In some lessons, however, the teacher's subject knowledge varies and this results in missed opportunities to prompt challenging questions or answer pupil questions with confidence. There are also instances where the more able pupils are not given challenging tasks to further their scientific understanding.
88. There is a policy and a scheme of work that gives good guidance to teachers. The pupils are assessed after each module of work. However, the results of these assessments are not yet being used consistently across the school to track individual progress and inform the planning of work to match individual pupil needs. The co-ordinator manages the budget, organises resources and implements an annual action plan. He has had opportunities to monitor the quality of teaching and learning throughout the school but these need to continue. Resources are inadequate and they need to be improved in terms of quantity and quality. Currently the use of ICT to support the curriculum is limited.

## **ART AND DESIGN**

89. Standards meet expectations at the end of Years 2 and 6. The school has maintained the standards reported at the time of the last inspection. Pupils of all ability levels, including those with special educational needs and those who are learning English as an additional language, are making satisfactory progress. This is evident in the work that the pupils produce in lessons and in the quality of displays around the classrooms.
90. Throughout the school, the pupils are taught systematically to build up their knowledge and understanding of a range of techniques. In Year 1, the pupils mix paint, learn to control their brush strokes and show an understanding of colour. The teachers encourage the pupils to look carefully and to record what they see. This works well in Year 2 where the pupils show a good eye for detail in their paintings of bowls of flowers. Throughout the school, the

pupils are particularly skilled in using their pencils to create a variety of textures. This is because the pupils are taught techniques such as hatching and pebbling from Year 1 and are given frequent opportunities to practise their skills.

91. In the junior classes, the pupils continue to make sound progress. They persevere in lessons and handle materials with care. The pupils have the experience of working with a range of materials in two- and three-dimensional forms. For example, older pupils continue to develop the basic techniques of modelling when using clay to create monsters. They learn how to use pastels to create a range of effects, such as candles flickering in vases. The pupils in Year 5 show good control when they use pen and ink to illustrate quills in pots.
92. The quality of teaching is satisfactory with good features. For example, the school is successful in using art to help the pupils to understand other subjects such as history and science. This works well, as the pupils learn about art in cultures such as that of Africa, or the Ancient Egyptians. For example the pupils in Year 6 use ink on papyrus to represent symbols and icons of the pharaohs. Another strength is the value that is placed on the pupils' work and the quality of the displays. The pupils are encouraged to show their work in assemblies and their achievement is celebrated. The teachers seek a variety of stimuli for teaching and learning. A very good example was observed in the work of Years 3 and 4 who entered a competition sponsored by a national motor insurance company. The pupils demonstrated both skill and flair as they produced intricate pen and wash designs of proposed new buildings. Their effective style captured the imagination of the sponsors and they won the event. However, too little use is made of ICT to support learning.
93. The enthusiastic co-ordinator has good ideas about how art should be developed and recognises the current deficiencies. For example, she has more influence in the infant classes than in the juniors. Furthermore, there is no portfolio of work to demonstrate skills and techniques and the appropriate skill level for each year group. This limits the opportunities for the assessment of the pupils' progress. However, she has ensured that the school now has sufficient resources and that the quality of display is good throughout the school.

## **DESIGN AND TECHNOLOGY**

94. Standards are above average, particularly in construction, by the time that the pupils leave the school and all pupils, including those with special needs and those learning English as an additional language, make good progress. This is an improvement since the last inspection. A more effective scheme of work is in place allowing teachers to build upon the pupils' previous knowledge and skills. However, from the work seen whilst there is a good range of materials used, there is less emphasis placed upon tasks that develop the pupils' technological knowledge.
95. Year 6 pupils researched, designed and constructed model clay houses linked to their history topic on Ancient Egyptians. The designs and plans show a good understanding of the problem and the completed model houses are of a very good standard and were completed in pairs in a very short time. The pupils evaluated how successful their house was. Year 5 pupils design and make torches. They use their scientific knowledge on electrical circuits and their research on commercially produced torches to influence their own designs. One pupil, who has been taught to use a drill, teaches two other pupils how to use it safely and supports them in their work. Year 4 pupils are developing their ideas for a sun hat that could be worn in a hot country, such as Pakistan. They have developed their knowledge of materials and construction techniques. They refine their initial designs, which satisfactorily use their knowledge but concentrate too much upon the decoration.



96. The quality of teaching has improved since the last inspection and whilst it is satisfactory overall, it varies from satisfactory to very good. The school has adopted the national guidelines and the co-ordinator has produced an effective scheme of work and policy. The teachers have secure subject knowledge, plan the work well and ensure that the pupils clearly understand what they have to do and what is expected of them. The tasks set are interesting and appropriate for the pupils; the pupils enjoy the tasks and persevere to complete them within the given time. This was seen in the Year 6 lesson where the pupils were challenged to complete their task within a limited period of time. Working in pairs they achieved this very well. The teachers set high standards, as is shown in the quality of the finished products and the care taken when the pupils plan their work, although in some classes, the standard of spelling is below average and detracts from the completed work. In most lessons, the tasks give pupils good opportunities to make choices, such as the materials to use, and to develop making skills, such as cutting and sewing. This was seen in the Year 5 lesson where pupils were developing a working torch. However, some designs and work indicate that teachers are structuring the work too much and need to ensure that the pupils have opportunities to explore and follow up their own ideas. The teachers encourage pupils to evaluate their completed work.
97. The pupils are interested and enthusiastic in their work. They discuss what they are doing with good understanding. They talk about the processes involved and take a pride in their work. They explain how they produced their products and what they needed to take into consideration when designing and making.
98. The subject co-ordinator is enthusiastic and well informed. He has had opportunities to monitor the quality of teaching and learning throughout the school but these need to continue. A scheme of work and appropriate planning exists and ensures a consistent approach to teaching and learning. However, the school needs to extend the range of topics to include tasks that more fully extend the pupils' technological understanding. The subject makes a satisfactory contribution to the development of the pupils' literacy and numeracy skills, except for the concerns with spelling mentioned above. The use of ICT to support learning is limited.

## **GEOGRAPHY AND HISTORY**

99. Standards are in line with those expected of the pupils aged seven in both geography and history and the pupils make satisfactory progress. Whilst the junior aged pupils make satisfactory progress in geography and by age 11 attain average standards, their progress in history is good and they attain above average standards. The pupils with special educational needs and those learning English as an additional language, make similar progress to the other pupils. The quality of teaching, seen in history particularly in Year 6, has brought about the improvement in standards by the time the pupils leave the school.
100. In geography, the pupils were studying a contrasting locality, Pakistan. They knew where Pakistan was and could describe what the country was like. They recognised that the climate was different from our climate. There were good wall displays to support this work. In two of the lessons observed, the pupils were given the opportunity to taste various foods from Pakistan and describe the taste of each. This was done with sensitivity and paid particular attention to the special needs of some pupils. However, insufficient attention was given to extend and consolidate pupils' vocabulary, and there were no activities to extend and challenge the more able pupils.
101. In history, the infant pupils follow an appropriate scheme of work and by the age of seven, they are developing sound understanding of how things have changed and that the lives of

people in the recent past were different in some ways to those today. Written work shows that the pupils can construct simple timelines and describe the passage of time using them. The pupils are beginning to extend the ways that the pupils communicate their findings. The junior pupils are encouraged to ask more questions about why historical events happened and some can draw conclusions from the evidence they collect, although a significant minority of pupils find it difficult to express their ideas clearly. They use a range of sources of evidence, such as photographs and books to find out about the past. They also have the opportunity to question adults who can give them recollections of the more recent past. By age 11, the pupils have acquired the skills of gathering and communicating historical information as shown the quality and range of their written work about what life was like in Tudor times and in Ancient Egypt. The teachers develop literacy skills well, for example, when they support the pupils in producing a leaflet linked with the work on Ancient Egypt. The pupils respond enthusiastically and demonstrate a good use of language, focussing their ideas on what would appeal to the intended readers.

102. Timetabling arrangements during the inspection in geography meant that only three lessons were observed, and these only covered the three Year 3 and 4 classes. The quality of teaching in these three lessons was satisfactory. In history, teaching is satisfactory in Key Stage 1, good overall in Key Stage 2 and very good in Year 6. Learning objectives are shared with the pupils. Lessons build well on previous learning. In a Year 1 history lesson, the teacher posed appropriate questions to get the pupils thinking about the possible uses of early twentieth century household objects. This helped them to recognise how things have changed. The quality of teaching in the two Year 6 history lessons was very good. The teachers had very high expectations and used very effective teaching methods to ensure that all pupils would participate in the discussions and in recording their ideas. Both lessons provided very effective opportunities for developing speaking and listening skills, as well as literacy skills. The pupils' understanding of Ancient Egyptian beliefs about death and the rituals that they used were well developed and allowed them to compare to beliefs today.
103. The school organises a number of geographical field trips for the pupils, both in the locality of the school and in contrasting localities, Whitby and Filey. Younger pupils have the opportunity to learn about the local features of the area and to develop a sense of place in relation to home and school. They have also learned to describe some of the ways in which the local features are used. They have looked at the surroundings of the school and are able to describe the features they like and suggest improvements. Older pupils have visited Filey and completed a survey of tourism. Their data was recorded and presented in the form of graphs using ICT. They were also able to identify the main tourist features in the town and assess the suitability for different ages. The pupils' historical interest and knowledge is well supported by visits to museums and places of historical interest and by visitors to school. Literacy skills are developed well in history across the school, but less so in geography.
104. Management of both subjects is satisfactory. In geography, there is a policy in place, though this is limited in its scope. The school broadly follows the national scheme of work and has adapted it to better meet the needs of the school. In history, a scheme of work and planning support the curriculum well and ensure that it is broad and balanced. In both subjects, some assessments have been carried out but results of assessments are not used sufficiently when planning what the pupils need to do next. The monitoring and evaluation aspect of the co-ordinator's role needs to be developed further to enable her to have greater insight into what has actually been taught and learned by the pupils. The subject makes a good contribution to the pupils' cultural development but use of ICT to support the learning is limited. More use could have been made of the Internet as a resource to support teaching and learning, and a greater use could have been made to use ICT to present information for different audiences. The school makes good use of the museum loan service in providing interesting artefacts.

## INFORMATION AND COMMUNICATION TECHNOLOGY

105. The pupils' attainment at the end of Year 2 and Year 6 is in line with national expectations, as at the last inspection. Since the last inspection, the school has improved the number of computers in classrooms, set up a computer suite and developed the expertise of staff.
106. In the lessons observed, older pupils were learning how to use spreadsheets to explore patterns and relationships. Younger pupils were using spreadsheets to collect, store and retrieve data in the form of charts and graphs. Year 1 and Year 2 pupils were learning how to incorporate text and data, and how to manipulate graphics. In all these lessons, the pupils showed good computer skills, and treated the equipment with care. Year 1 and 2 pupils could load their own programs, use menus, could insert and delete text and graphics, and had a good knowledge of the functions of the main keys on the keyboard. Their ability to use the mouse was very good. The Year 1 and Year 2 lessons were also made more effective by the careful organisation of the timetable to split individual classes into smaller groups so that the computer suite was not overcrowded.
107. The quality of teaching is satisfactory overall; at best it is very good and on one of occasion it was unsatisfactory, largely due to some pupils not making sufficient progress. The pupils are making satisfactory progress in their learning. The pace of all lessons was good with teachers having high expectations of the pupils. Where teaching is satisfactory, teachers use the interactive whiteboard to demonstrate a small aspect of the program, and then support pupils as they attempt to try this themselves. As the lesson develops, pupils begin to use these new skills to complete the task outlined at the start of the lesson. Teachers were effective in assessing the needs of the pupils and ensuring that learning continued throughout the lesson. For example, Year 2 pupils were learning how to use a graphics program to create their own maps and plans. They first learned to manipulate each of the graphic elements and place them on the screen in particular positions, and then edit or even delete them. When pupils were confident with the mechanics of the program they moved onto the task of designing their own road layout. Here the learning shifted effectively from developing the skills of using the program to using information and communication technology as a tool to create and edit a map.
108. The school has a good level of computers in classrooms, teaching areas and in a suite. The computers are networked and have access to the Internet. The computer suite is not ideally placed being in an open concourse area between four classrooms, and it is difficult to get a whole class in the suite at once. There is not enough room in the suite to seat a full class. The interactive whiteboard occupies a wall space which is difficult for the teacher to access and difficult for the majority of pupils, especially younger pupils, to see easily. These problems hinder effective teaching. There are two to three computers in each classroom, but during the period of the inspection these were little used. There was insufficient use of ICT across the curriculum to enhance teaching in other subjects. The school recognises that it needs more curriculum-specific software, but it makes insufficient use of the Internet and the presentation tools it already possesses. The school does not have suitable hardware to enable the use of sensing and monitoring in science or to enable older pupils to enter and refine a series of instructions to make things happen, monitor events and respond to them. Younger pupils do have access to a floor robot to allow them to have experience of programming instructions to control events. There was an imaginative use of the digital camera by Year 5 pupils.
109. The management of the subject is satisfactory, with the subject leader having been in post for a year. She has completed an audit of the subject with staff and written an action plan which links to the school development plan. Teachers have completed the New Opportunities Fund training in information and communication technology. The audit has identified further staff training needs and a programme of training has been established.

Technical support is provided on a part-time basis through a shared technician. The school has a policy and scheme of work for the subject which covers all aspects of the National Curriculum. Assessment is based on a local authority scheme.

## **MUSIC**

110. By age seven and eleven, the pupils attain standards which are in line with national expectations. This is similar to the findings at the last inspection. The pupils enjoy their music lessons and work enthusiastically. Their good attitudes to learning contribute to the satisfactory progress all pupils, including those with special educational needs, make in music.
111. By the end of Year 2, the pupils recognise changes in sound and know how to alter the sounds made by untuned percussion instruments. They sing tunefully and learn by heart a number of simple songs. By the end of Year 6, pupils build on these skills and can maintain their own musical part, showing some awareness of how the different parts fit together to create an overall effect. All pupils have a wide range of opportunities to perform, including singing and playing instruments in assemblies and concerts, and moving expressively to different types of music. These opportunities contribute effectively to their musical and social development and most pupils perform and listen well.
112. However, much of this work is directed by the teachers, and the pupils have few opportunities to make up their own compositions, to work independently and to show initiative, and this limits their creativity. The pupils experience a range of classical, folk and popular music taken from different times and cultures, and the subject makes a good contribution to their cultural development. The pupils' knowledge of musical symbols and notation is less well developed.
113. Teaching in music is satisfactory overall, and when taught by music specialists, it is at least good. For example, in a very good lesson in Year 2, the teacher effectively demonstrated key points in playing the recorder. These were well reinforced by the classroom assistant, and the lesson successfully built on the pupils' previous knowledge and skills. As a result, the pupils made very good progress in their learning. They shared the teacher's enthusiasm and very much enjoyed playing their recorders to the accompaniment of the teacher playing the keyboard. Specialist visiting staff teach a number of pupils, from Year 4 upwards, to play the violin, double bass, cello, viola, guitar and piano. Visiting musicians and extra-curricular activities also make a valuable contribution to the subject.
114. The enthusiasm and expertise of the two co-ordinators has helped raise the profile of music in the school. There is a useful scheme of work in place to assist teachers in their planning, but teachers need to take more account of pupils' different abilities in planning their lessons, and to develop the use of ICT to support the music curriculum. The co-ordinators have no formal opportunities to evaluate the quality of teaching and learning on a regular basis and this is also an area for development.

## **PHYSICAL EDUCATION**

115. Standards are above average for both seven and 11-year-olds. This is an improvement since the last inspection. Boys and girls achieve equally well and the pupils make good progress by the time that they leave the school, as do pupils with special educational needs and EAL pupils. The school provides a broad curriculum of physical activities that are well supported by a wide range of extra-curricular activities. There is a comprehensive swimming programme for Year 5 pupils and virtually all of the pupils achieve the expected standard.

116. Year 1 pupils work confidently and effectively build upon the experiences learnt in the reception classes. They find different ways of transferring their weight from one part of their body to another, for example, through rocking and rolling. They have good control and co-ordination of their movements. They explore a variety of ways of moving both on the floor and on the apparatus. Many pupils think carefully about the ways they are moving and are not prepared just to copy others. Year 2 pupils work towards creating and performing a dance sequence based on an African story and music using simple movements. Following the story, they move in different ways with interest and enjoyment. They get fully involved and many interpret their ideas well. They work well together in small groups. Year 4 and 6 pupils work hard developing their basketball skills. They build effectively upon previously learnt skills and improve their performance. Other Year 6 pupils develop their control in using hockey sticks when moving, passing and receiving a ball. They further develop their skills when playing a game.
117. The quality of teaching and learning is good overall, which is similar to that found at the last inspection. The teachers have very good management of the pupils in all lessons and the pupils are keen to do well. In all lessons seen, the pupils worked purposefully at the tasks and worked hard to improve their performance. Teachers have secure and often good subject knowledge, plan well and mostly have high expectations of the quality of the work. They make it clear to the pupils what they are doing and this allows the pupils to explore and develop their skills. The pupils enjoy their work and the wide range of activities. The teachers provide good teaching points to challenge the pupils to improve their performance. Effective support is provided for pupils with special needs. In some lessons, the teachers are supported by a specialist basketball coach and others by professionals, such as golfers. This support is raising both the teachers' and the pupils' skills. Less effective is the way that the teachers involve the pupils in evaluating their own and other pupils' achievements and providing them with opportunities for suggesting ways to improve their work.
118. The subject is well managed by the co-ordinator. She has a clear vision of how she wants to see the subject develop and has put in place many effective initiatives. At present, however, she does not have opportunities to monitor lessons. The good range of out-of-lesson activities for junior age pupils of all abilities and the additional support provided by outside organisations are strong features of the school's provision. The school takes part in a variety of sporting events and competitions, for example football.

## **RELIGIOUS EDUCATION**

119. Standards of attainment are broadly in line with the expectations of the locally Agreed Syllabus. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress as they move through the school. Similar judgements were made during the last inspection. The school's scheme of work enables the required areas of study to be covered throughout both key stages. There is an appropriate balance in the time allocated for each topic to allow for major religions of the world to be studied.
120. In Key Stage 1, the pupils listen to Bible stories from the Old and New Testament. They learn about the life of Jesus and are able to compare the story of the Good Samaritan with helping other adults and children in their lives. They study the major Christian festivals such as Harvest, Christmas and Easter. Key Stage 2 pupils study Christianity in greater depth and compare it with other religions, such as Sikhism and Judaism. Younger pupils in the key stage learn the importance of rules and responsibilities and relate them to the life of Jesus. They also have opportunities to write their own prayers. Year 5 and Year 6 pupils study the different ceremonies involved in other religions, such as Judaism, Sikhism and Hinduism.

Many pupils can record and explain the workings of a Sikh temple. There is, however, a limited amount of recorded work in religious education throughout the school. The pupils do not have many opportunities to pursue areas of study to a sufficient depth.

121. The quality of teaching is never less than satisfactory and in Key Stage 2 there are examples of very good teaching. Teachers have a good knowledge and understanding of the new scheme of work. Where the teaching is very good, the resources are bright and effective and sensible use is made of a range of questions to stimulate debate and to encourage the pupils to sensitively discuss a range of issues. In a very effective lesson, the pupils were inspired by interesting discussion and good quality resources to make Easter Palm Crosses. They were able to reflect on their work and fully understand the significance of Palm Sunday. In another lesson, the teacher used questions and resources very well to secure the pupils' knowledge about events in the week leading up to Easter. In some lessons the teaching and learning could be improved by more stimulating resources and by balancing the time spent by pupils listening to the teacher with individual or group activity work.