

# INSPECTION REPORT

## **BARTON SEAGRAVE PRIMARY SCHOOL**

Kettering

LEA area: Northamptonshire

Unique reference number: 121951

Headteacher: Mrs S Stokes

Lead inspector: Mr D Shepherd

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> February 2004

Inspection number: 255441

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll:	372
School address:	Belvoir Drive Barton Seagrave Kettering Northamptonshire
Postcode:	NN15 6QY
Telephone number:	01536 722793
Fax number:	01536 726671
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Keyworth
Date of previous inspection:	8 <sup>th</sup> – 11 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Barton Seagrave is larger than other primary schools with 372 pupils on roll. Nearly all pupils are of white United Kingdom heritage, ten pupils are from other white backgrounds and two from each of Indian, Caribbean and Chinese backgrounds. Three pupils speak English as an additional language. Just over one per cent of pupils is entitled to free school meals which is low. Sixty-four pupils are on the school's register for special educational needs, four of whom have a statement. This is similar to most schools. The main needs are emotional and behavioural difficulties, speech and communication difficulties and specific learning difficulties. Pupils' attainment on entry is below average. Staff mobility has been high during the past two years. There have been eleven different teachers in reception and Years 1 and 2, and fourteen in Years 3 to 6. This has made it difficult for the school to provide a curriculum that progresses smoothly.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2905	David Shepherd	Lead inspector	Mathematics, art and design, physical education
19798	Jane O'Keefe	Lay inspector	
30244	Roger Tapley	Team inspector	English, design and technology, music, English as an additional language
32383	Rosemarie Sadler	Team inspector	Science, information and communication technology (ICT), geography, special educational needs
27960	Jane Reed	Team inspector	History, religious education, Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Barton Seagrave is an improving school which provides a satisfactory education with some good features.** Standards on entry are below average overall, but pupils achieve well during their early years at school and reach average standards by the time they enter Year 1 and standards that are above average by the end of Year 2. The achievement of pupils in Years 3 to 6 is satisfactory overall given their capabilities and they reach average standards by the end of Year 6. Considerable improvements have been put into place since the revitalising of the school under the leadership of the headteacher. The school gives satisfactory value for money.

The school's main strengths and weaknesses are

- Pupils in the reception classes and in Years 1 and 2 achieve well in reading, writing and mathematics; pupils with special educational needs and those with English as an additional language achieve well throughout the school
- The curriculum is good and the provision of extra-curricular activities is outstanding
- In a few classes throughout the school, pupils' behaviour is not managed well enough so pupils do not always behave as well as they should
- For pupils in Years 3 to 6, provision for information and communication technology (ICT) and its use to help learning across the curriculum are unsatisfactory and standards are below expected levels
- The school carries out much good work in checking how well it is doing. However, the outcomes of this work, including assessments of pupils' achievements, are not used effectively enough to raise standards

**Significant improvements** have been brought about since the appointment of the headteacher three years ago. By the end of Year 2, pupils are achieving better than they did and standards are higher than they were. Teaching and learning, especially in the Foundation Stage and Years 1 and 2, have improved. Leadership and management have improved considerably since the last inspection. Each of the key issues for improvement identified at the previous inspection has been completed successfully.

### STANDARDS ACHIEVED

**Achievement is satisfactory overall.**

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	C	C
mathematics	B	B	C	C
science	B	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children start school with below average skills overall and achieve well in the reception classes. By the time they enter Year 1, standards are at expected levels in most areas of learning. However, this was not the case last year where a large proportion of these pupils had special educational needs and, although achieving well, had not reached the expected levels in literacy and numeracy by the end of the reception year. In Years 1 and 2, most pupils achieve well and, by the end of Year 2, standards in reading, mathematics and science are above average, and those in writing average when compared with other schools. The trend of improvement in reading, writing and mathematics is above the national trend. The trend of improvement in Year 6 in English, mathematics and science

is broadly in line with other schools and standards are average. However, pupils do not use their mathematical knowledge to solve problems often enough although their standards in this aspect are at expected levels.

In geography and religious education, standards are at expected levels by the end of Years 2 and 6 and pupils' achievement is satisfactory. Standards in ICT are at expected levels by the end of Year 2 and achievement is satisfactory. However, by the end of Year 6, they are below expected levels and achievement is unsatisfactory. The achievement of pupils with special educational needs and those with English as an additional language is good. The achievement of higher-attaining pupils is satisfactory.

**Pupils' personal development is satisfactory. Their spiritual, moral, social and cultural development are satisfactory.** Their attitudes and behaviour are satisfactory overall, although a minority of pupils do not always behave well in lessons. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory with good features.**

**Teaching and learning are satisfactory** with good features in the reception classes and in Years 1 and 2. Behaviour is not always managed effectively so the unsatisfactory behaviour of a few pupils interrupts the learning of other pupils in the class. The school assesses pupils' attainment well, but does not use this information effectively enough to raise standards and improve teaching. The curriculum is good and provision for extra-curricular activities outstanding. Pupils receive good levels of care. The school has good links with parents and the community and very good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management provided by the school are satisfactory.** The headteacher provides good leadership as indicated by the improvements that have taken place at the school since she has been appointed. Subject leadership is satisfactory overall. Governors are supportive of the school and governance is satisfactory.

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

Parental responses to the pre-inspection questionnaire indicate that parents are very satisfied with the school. Responses to the pupils' questionnaire and talking to pupils indicate that they hold very positive views about the school. However, they felt that some pupils do not behave well. Inspectors agree with pupils' responses, including the criticism.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Use information from the assessments of pupils' work to set learning targets for improvement
- For pupils in Years 3 to 6, improve provision for ICT and raise standards in the subject to support learning in other subjects
- Improve the management of behaviour so that lessons in all classes proceed without interruption
- Use the outcomes of checking the school's performance in subjects to improve standards

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

By the end of Year 6, pupils reach standards that are average in English, mathematics and science. This represents **satisfactory** achievement overall since this group of pupils entered school.

#### **Main strengths and weaknesses**

- Pupils achieve well in the reception classes and in Years 1 and 2
- Pupils achieve well in writing in Years 5 and 6
- Pupils with special educational needs and those with English as an additional language achieve well
- Pupils do not achieve well enough in problem solving in mathematics and in investigative work in science

#### **Commentary**

##### **Foundation Stage**

1. Overall, children start school with standards that are below those expected for this age. Through skilful teaching, most achieve well and enter Year 1 with standards that children are expected to reach by that age. However, the attainment of different groups of pupils varies year-by-year. For example, last year, the children entering Year 1 had not reached the expected standards in literacy and numeracy during their time in the reception classes. This was because a high proportion of these children have special educational needs and started school with standards overall that were well below expected levels, especially in literacy and numeracy. They achieved well in the reception classes and had caught up considerably, but had not managed to reach the goals expected for pupils of this age by the time they entered Year 1. Overall, children achieve well in all areas of learning in the reception classes because the teaching is good.

##### **Key Stage 1**

2. In the 2003 National Curriculum tests for pupils in Year 2, standards in reading and mathematics were above average when compared with other schools. They were average in writing. When compared with similar schools, standards were average in mathematics and below average in reading and writing. Overall, pupils achieve well in Years 1 and 2 because of good teaching. During the past five years, by the end of Year 2, standards in reading, writing and mathematics have risen faster than those nationally.

##### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	16.5 (16.9)	15.7 (15.8)
writing	15.1 (15.3)	14.6 (14.4)
mathematics	17.3 (17.9)	16.3 (16.5)

*There were 37 pupils in the year group. Figures in brackets are for the previous year.*

3. Standards seen during the inspection support these results. By the end of Year 2, pupils achieve well and reach standards in reading, writing, mathematics and science that are above the levels expected for pupils of this age. This is because of the good, and, sometimes, very good and outstanding teaching they receive in Years 1 and 2. Standards are highest in reading and in number. They are lowest in problem solving in mathematics and investigative work in science where pupils are not given enough opportunities to use their initiative and work problems out for themselves. This slows down the achievement of higher-attaining pupils, in particular. However, standards in this area

is at expected levels for the pupils' ages. Pupils achieve satisfactorily in geography, ICT and religious education and reach the levels expected by the end of Year 2.

### Key Stage 2

4. In the 2003 National Curriculum tests for pupils in Year 6, standards in English, mathematics and science were average when compared with all schools and similar schools. This represents satisfactory achievement since these pupils were in Year 2. The school did not meet the targets it set for itself in English and mathematics in 2003 because they were too ambitious and not based rigorously enough on the information of this specific group of pupils. The frequent changes of teachers in Years 3 to 6, fourteen teachers during the past two years, have made it difficult for the school to maintain a continuous curriculum in these classes during this time and pupils' progress has been slower as a result. Staffing is now more stable. In spite of this, over the past five years, the trend of improvement in the test results has been broadly similar to those achieved in other schools and standards are similar to those reported at the last inspection.

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	26.9 (27.5)	26.8 (27.0)
mathematics	27.2 (27.6)	26.8 (26.7)
science	28.7 (28.6)	28.6 (28.3)

*There were 63 pupils in the year group. Figures in brackets are for the previous year.*

5. Inspection findings confirm the results of the national tests. Standards in English and science are at expected levels and the achievement of most pupils is satisfactory. Pupils in Years 5 and 6 are achieving well in writing and standards are higher than indicated by the test results. The school has made this aspect a priority for improvement and has been successful in its efforts at doing so. Achievement in mathematics in Years 3 to 5 is unsatisfactory but it is good in Year 6 where pupils make up the ground they have lost and, by the time they leave the school, standards are at expected levels. Standards in problem solving in mathematics and in investigative work in science are at expected levels even though pupils are not given enough opportunities to use their initiative and carry out these activities on their own. Standards in geography and religious education are at expected levels and the achievement of pupils is satisfactory in these subjects. However, standards in ICT are below expected levels and pupils' achievement is unsatisfactory.

6. Pupils with special educational needs achieve well throughout the school. Their achievement in literacy is often better than their peers. This is because the tasks set for them are appropriate for their needs and they receive good help from their teachers and teaching assistants. Through good teaching of English vocabulary, pupils with English as an additional language achieve well and make good progress. Higher-attaining pupils, including the gifted and talented, achieve satisfactorily. However, overall, they are not given enough opportunities to use their initiative and develop their ideas in English, mathematics and science.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **satisfactory**. Attendance and punctuality are satisfactory. The overall provision for pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and taking part in the many activities provided for them
- Most pupils behave well around the school and at lunchtime
- A minority of pupils do not behave well enough in lessons
- Pupils' cultural development is promoted well and pupils gain a good understanding of the beliefs and practices of some other cultures



## Commentary

7. Pupils look forward to school and enjoy taking part in the many activities provided in school and after school. They settle down to their work well and their attitudes to the activities provided are satisfactory. In lessons most concentrate well, try hard and behave well. However, in some classes, a few pupils soon lose their concentration, start to chat and disturb others. In these classes, teachers do not ensure that pupils are listening fully and noise levels disrupt learning. Pupils behave well around school and at playtimes. Lunchtimes are well organised and orderly. Pupils are courteous and friendly to visitors and those given responsibilities around the school carry out their duties with confidence. This creates a calm, secure and orderly atmosphere in the school which helps pupils learn. Most arrive punctually and attendance is in line with other schools nationally.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.5
National data:	5.4	National data:	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

8. The school promotes pupils' self esteem effectively. However opportunities to promote pupils' spiritual development are not specifically planned in lessons. Pupils clearly understand the difference between right and wrong and discuss moral issues thoughtfully in lessons. However, a few pupils do not always apply this knowledge to the way they behave. Provision for pupils' social development is satisfactory overall. Some good opportunities for pupils to develop socially are provided. These include working in groups in lessons, behaving well in assemblies, taking part in team games during extra-curricular activities and in residential visits. However, pupils' moral and social development are not promoted effectively in some lessons because behaviour is not managed well enough and a few pupils disturb their classmates from their work. Pupils' cultural development is promoted well through the curriculum. Lessons in geography and religious education, in particular, help pupils to understand the ways of life, beliefs and practices of others. The good range of visitors to the school and educational visits to places of interest also help pupils to understand the wider world in which they live.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory** with good features. Teaching and learning are satisfactory with good features. The school provides a good curriculum for its pupils and looks after them well. Links with parents and the community are good and with other schools very good.

### Teaching and learning

Teaching and learning are **satisfactory** with good features. The assessment of pupils' learning is satisfactory except in the reception classes where it is good.

### Main strengths and weaknesses

- Teaching and learning in the Foundation Stage and in Years 1 and 2 are good and pupils achieve well
- In individual classes throughout the school, teachers do not manage pupils' behaviour well enough
- Teachers assess pupils' achievements well in all subjects. However, these assessments are not used well enough to raise standards
- In the best examples, marking lets pupils know how they can improve. However, this is not the case in all subjects and classes

## Commentary

9. During the inspection, over half the lessons were judged at least good. A few were judged very good and one was excellent. Nearly all of the very good and excellent teaching seen was in the Foundation Stage and in Years 1 and 2. Teaching assistants are used more effectively in Years 1 and 2 and are more closely involved in helping pupils than they are in Years 3 to 6. This is a factor why the teaching is good in Years 1 and 2. In Years 3 to 6, teaching and learning are satisfactory. Two lessons were judged unsatisfactory.

### Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	6 (12 %)	20 (39%)	23 (43 %)	2 (4 %)	0 (0 %)	0 (0 %)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

10. Since her appointment, the headteacher has made improvements in teaching and learning the main priority for the school. She has been successful in this because the quality of teaching and learning has improved since the last inspection. Lessons now have a good structure with an introduction and summing up at the end. The purposes of lessons are discussed clearly with pupils so that they know what they are about to learn. Lessons are planned satisfactorily overall. In the best practice, the work matches the needs of higher- and lower-attaining pupils, including those with special educational needs. However, in spite of this, on a few occasions in English and science tasks set are sometimes too easy for higher-attaining pupils. More generally, teachers do not plan enough work to encourage pupils to use their initiative, solve problems and carry out investigative task. This is especially the case in mathematics and science.

11. Pupils with special educational needs have individual programmes of work which include clear, realistic targets. These are explained clearly to them so that they understand what they need to achieve. As a result, they take an active part in lessons and contribute well to class discussions. Their attitudes are good and they work hard. Additional lessons in literacy also help many of these pupils to improve.

12. In Years 5 and 6, the marking of pupils' work is good in English, mathematics and science. It identifies what pupils have done well and what they need to do to improve. This helps pupils learn because they know what to do next. However, this is not the case in other year groups or in other subjects.

13. A general weakness in the teaching in individual classes throughout the school is that some teachers do not have consistent expectations of pupils' behaviour. Therefore, in some classes, a few pupils chat during lessons and disrupt the learning of their classmates. On these occasions, pupils' behaviour is not managed well enough and, as a result, the pace of learning is too slow.

14. Teachers assess pupils' achievements well in many subjects at the end of units of work. At the end of the year, they assess their achievements well in all subjects and compare them with levels in the National Curriculum. They then record pupils' achievements clearly and systematically. In this way, a useful record of pupils' progress in all subjects is kept throughout the school. However, teachers do not use these assessments to set learning targets to encourage pupils to achieve higher standards.

## The curriculum

The curriculum is **good**. The school provides an **excellent** range of additional activities for pupils. Staffing is **satisfactory**. The accommodation and resources are satisfactory overall.

## Main strengths and weaknesses

- Extra-curricular provision is excellent
- Provision for pupils with special educational needs and those with English as an additional language is good
- Computers are not used enough in other subjects
- Pupils are not provided with enough opportunities to solve problems in mathematics and science
- The accommodation and resources for the reception classes are very good, but the accommodation for computers and the libraries is unsatisfactory

## Commentary

15. The school provides a curriculum and religious education as required by statute, including a systematic programme for pupils in personal, social and health education. The time allocated to subjects complies with national guidance and is satisfactory.

16. What makes the curriculum good overall is that the school provides pupils with excellent opportunities to take part in additional activities and clubs after school. These include gymnastics, French and Spanish that are open to all pupils. There are also country dancing, recorder and football clubs for pupils in Year 2. In addition, pupils in Years 3 to 6 attend a wider variety of sports clubs, which make a very good contribution to the development of their physical skills. The chess, stamp, food technology and orchestra clubs promote creative development. Pupils enjoy these clubs and they are much appreciated by parents. Visits to places of interest also add variety to the curriculum. These include residential visits for pupils in Years 5 and 6 and a wide range of daily visits which enhance learning of all pupils very well. Overall, the curriculum has improved since the last inspection.

17. Careful attention to the needs of pupils with English as an additional language, coupled with effective support by teachers and teaching assistants, ensures that the curriculum meets their needs. Well worked-out individual programmes of work to improve their vocabulary and develop their use of the English language are planned for these pupils. As a result, pupils with English as an additional language achieve well and make good progress.

18. Provision for pupils with special educational needs is good. Their needs are identified early and well worked-out programmes of work are planned to help them improve. The school makes good use of outside agencies such as physiotherapists, occupational therapists, educational psychologists and speech and language therapists to help it provide well for these pupils. Pupils with special educational needs are included in all aspects of the life of the school.

19. Provision for higher-attaining pupils is satisfactory. Suitable activities are planned for them at their ability levels in many lessons in English, mathematics and science. However, overall, these pupils are not provided with enough opportunities to use their initiative. They do not solve enough problems in mathematics and science. Overall, their achievement is satisfactory, but it could be higher than this.

20. The school's accommodation is satisfactory overall. The playing fields are extensive and outside hard play spaces good. Pupils benefit from having two good-sized halls, one in each building. This provides good accommodation and increases the opportunities to have lessons in physical education. However, the computer suite is too small to accommodate a full class of pupils and this makes the provision of ICT unsatisfactory. This is particularly the case for pupils in Years 3 to 6 where whole classes are taught in the suite. In Years 1 and 2, provision is satisfactory because only half the class is taught in the suite at a time, the rest of the pupils are taught by the teaching assistant during this time. In addition, there are no areas in the two libraries that are suitable for

pupils to read quietly and carry out independent research thus inhibiting achievement in these aspects.

### **Care, guidance and support**

The care and welfare of pupils are **good**. The school provides **good** support, advice and guidance for pupils. The ways in which the school seeks and acts on pupils' views are **satisfactory**.

### **Main strengths**

- The school takes good care of its pupils and looks after them well and this helps them learn
- Pupils are given good support and guidance and this helps them to develop with maturity
- Procedures for child protection are good
- Pupils are introduced well into the school
- The school acts on pupils' views well

### **Commentary**

21. The care and welfare of pupils is better than it was at the last inspection. Pupils quickly settle into school when they first join. They are made to feel welcome by their classmates and staff. This is especially the case when children start school in the Foundation Stage where they settle very quickly into the many stimulating and interesting activities that are provided for them. Staff know pupils well and provide them with good levels of care. Pupils look out for each other and know to whom to turn if they feel unwell. This helps pupils know that their needs will be met and they will learn in a safe and secure environment. The headteacher has ensured that thorough procedures are in place for dealing with child protection issues and that staff are trained and aware of the procedures to follow. Provision for health and safety is satisfactory overall. However, the cramped conditions and poor ventilation in the ICT suite would make it very difficult for a whole class of pupils to get out of the room should an emergency arise.

22. The school is involved in a project, Primary Effective Early Learning Project, that encourages pupils to express their views about the school. Pupils speak positively about this project and point out actions that the school has taken in response to their views. The recently formed school council is enabling pupils to express their opinions and begin to have their say on the work of the school.

23. Pupils are given good guidance in their work and good levels of personal support. In the best examples, pupils' work is marked thoroughly and guidance is given about how to improve. Learning targets are set for pupils in literacy and numeracy and lessons are planned to enable pupils to achieve them. Pupils with special educational needs and those with English as an additional language are provided with achievable learning targets that are reviewed regularly and further targets set. In most classes, pupils who are having difficulties in managing their own behaviour are helped well by staff and targets for improving behaviour are set for these pupils. Pupils know their targets and, through discussion, can assess the progress they have made towards achieving them. Teachers recognise and acknowledge pupils' achievements when summing up at the end of lessons and in celebration assemblies. Support and guidance for pupils have improved since the last inspection.

### **Partnership with parents, other schools and the community**

Links with parents and the local community are **good**. The school's links with other schools are **very good**.

### **Main strengths**

- The communication between home and school is good
- The school has good transfer procedures

### **Commentary**

24. Parents are happy with the education and care their children receive at the school. The headteacher and staff have worked successfully to improve links with parents that are now good. Regular newsletters and leaflets provided by teachers give parents useful information on general matters and about the curriculum their children are being taught. This provides parents with the information they need in order to help their children at home and this contributes well to the progress they make. Through regular meetings and the annual reports on pupils' progress, parents are kept well informed about their children's progress. Parents often help in school on a voluntary basis in the classroom and on educational visits. This is a good help to teachers as it enables them to give pupils more individual attention knowing that they have `another pair of hands` to help with other aspects of classroom routines and supervision. A number of parents give good help at the many extra-curricular clubs that are organised and run by the school. The active Parent Teacher Association organises regular fundraising and social events that help to provide extra materials and equipment for the school. The school has effective links with the local community. Pupils now visit a luncheon club for the elderly and a number of residents, in turn, visit the school. Good use is made of the local area as a resource for learning.

25. The very good links established with the local secondary school ensure that pupils are prepared effectively for transfer into Year 7. Pupils visit the neighbouring secondary school while still in Year 6 and demonstration lessons in dance, drama and music are taught by teachers from the secondary school. These ensure that pupils have a very good understanding of what is expected of them and what to look forward when transferring at the end of Year 6. The use of the secondary school's theatre for play productions and resources to develop the teaching of design and technology are innovative ways of making use of secondary school resources to develop further the primary curriculum. Links with parents, the community and other schools have improved significantly since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are **satisfactory**. The leadership of the headteacher is good. The leadership and management by subject co-ordinators are satisfactory. Governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has established a clear vision and direction for the school
- The senior management team provides good support for the headteacher
- The leadership and management of pupils with special educational needs and of the Foundation Stage are good
- Subject co-ordinators carry out much monitoring in their subjects, but have not drawn up ways to improve weaknesses in order to raise achievement
- The induction of staff new to the school is good

### **Commentary**

26. The headteacher has made a significant contribution to the school since her appointment three years ago. Since that time, many improvements have taken place. The headteacher's vision and drive are helping to raise standards. The headteacher receives good support from the senior management team. In addition, there are a number of examples of very good and excellent teaching at the school and these are also helping to raise standards. A clear agenda for improvements has been established. Teaching has improved significantly in the Foundation Stage and in Years 1 and 2. The headteacher, along with senior staff, has devised a systematic programme for assessing teaching. After being observed, teachers receive feedback on their teaching and targets for improvement are set for them. The headteacher then checks at a later stage that these have been carried out. In this way, weaknesses in teaching have been identified and many of them corrected. The purposes of lessons are now established, lessons have a clear structure with a beginning, middle and end and activities are prepared for both higher- and lower-attaining pupils. The

headteacher has organised a great deal of training and support for all staff and this has had a beneficial impact on the work of the school.

27. The senior team of teachers, including the deputy headteacher and Key Stage co-ordinators, provides good support for the headteacher. They are leading successfully a national project in the school, the Primary Effective Early Learning Project. This provides a good framework to assess the views of pupils, parents and staff. Some of the criticisms of the school made by pupils and parents through this project have already been acted on and alterations made in the light of what has been said.

28. The leadership and management of special educational needs are good. The co-ordinator of special educational needs monitors the work of individual pupils to assess the progress pupils with special educational needs are making. The co-ordinator makes sure that the reviews of pupils' progress take place regularly. The co-ordinator has organised training in literacy and numeracy for teaching assistants and some have received training in behaviour management. All this helps pupils with special educational needs achieve well. The leadership and management of the Foundation Stage are good. Steps are taken to ensure that children settle into school well. Work is monitored regularly and recorded in detail to ensure children achieve well.

29. Subject leadership is satisfactory overall. Most subject co-ordinators monitor teachers' plans and some have carried out lesson observations across the school. In some subjects, such as science, the subject co-ordinator has monitored pupils' work and provided feedback to teachers. As a result of monitoring, the co-ordinators of mathematics and science have identified that pupils are not given enough opportunities to investigate and solve problems. This aspect is now a priority for action in each of these subjects. This practice, however, is not consistent for all subjects. Not enough monitoring of pupils' work is carried out in some subjects to enable teachers to agree between them on the standards within the National Curriculum. This is important if subject co-ordinators are to make a good contribution to raising standards in their subjects. In spite of all the monitoring, subject co-ordinators have not identified the overall strengths and weaknesses in their subjects. Therefore there are few subject plans outlining the actions needed to improve standards and provision. The school and governors are therefore unaware of the strengths and weaknesses within subjects.

30. The governing body supports the headteacher well and is not afraid to make decisions or tackle difficult problems. The governing body shares the headteacher's vision for the school and is firmly committed to maintaining the school's strengths and improving it further. However, governors have yet to become fully involved in all aspects of the monitoring of teaching and learning and of knowing its overall strengths and weaknesses.

31. The high turnover of teachers during the past two years has meant that that it has taken time to introduce some improvements in the school. On the positive side, the school has recruited some good teachers during this time, but movement of staff on this scale has been a barrier to establishing improvements in subject leadership and raising achievement in a number of subjects. Staff movement has made it difficult for the headteacher to focus on all the issues she has planned as only eight out of the twenty-five teachers have consistently been on the staff since her appointment. The school has very good procedures to help staff settle quickly into school and soon learn its routines. Teachers new to the school are given good opportunities to receive further training to help them make their best possible contribution. Newly qualified teachers are given good additional support from experienced teachers and they receive further training to help them gain more experience as quickly as possible. Leadership and management have improved since the last inspection and the school is well placed to make further progress.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	788,481	Balance from previous year	77,360
Total expenditure	797,515	Balance carried forward to the next	43,861
Expenditure per pupil	2,405		

32. The school's budget is below the national average. The budget is spent wisely with a focus on improving standards and provision at the school. Staffing and other resources are used efficiently for the benefit of pupils. However, the school needs to consider ways in which the accommodation for computers and the libraries can be improved. The school applies the principles of best value well when purchasing goods. Given that pupils achieve well up to the end of Year 2 and satisfactorily after that, the school provides satisfactory value for money.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

33. Provision for children in the reception classes is **good** and children, including those with special educational needs, achieve well. Overall, standards on entry to school are below average except in physical development and creative development where they are at expected levels. Most children usually attain the goals they are expected to reach by the time they start in Year 1 in most areas of learning. Many exceed these in physical development and creative development. This was not the case last year. These children achieved well, but many did not reach the expected goals in communication, language and literacy and mathematical development because a greater number than usual had special educational needs. Overall, provision is better than it was at the last inspection.

34. Teaching and learning in the Foundation Stage are good. Teachers plan effectively, provide a wide range of learning activities for children and have high expectations of children's achievements. They ensure that children are safe and feel secure. They are successful in encouraging children to behave well and act independently. Links with parents are good. Parents are kept fully informed about what is happening in class through a weekly newsletter which is displayed outside the classroom. Staff monitor children's achievements well and keep their records of progress up-to-date. This enables them to prepare activities for them matched to their stages of development. The leadership and management of the Foundation Stage are good because the co-ordinator ensures that children achieve well.

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

Provision in personal, social and emotional development is **good**.

#### **Main strengths**

- Relationships are good
- Children are encouraged to take responsibility for their own behaviour and behaviour is good

#### **Commentary**

35. Children are happy and get on well with adults and each other. They are given good opportunities to choose their snacks and explain why they have chosen what they have. Teachers help children to become independent by encouraging them to change themselves for physical education lessons and tidying up materials and equipment after they have used them. Children are encouraged to be responsible for their own learning; they choose what materials and equipment they wish to use and organise themselves successfully during their activities. Teachers discuss with children how they should behave and children respond effectively by behaving well. Children know class rules and abide by them. They feel secure and excited about the activities planned for them. By the end of the reception year, children attain the goals they are expected to reach in this area of learning.

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

Provision in communication, language and literacy is **good**.

#### **Main strengths**

- Children achieve well in this area and develop very positive attitudes to reading
- Teaching and learning of phonics are good

## **Commentary**

36. Children's attainment on entry to school is below average. Children achieve well and are likely to reach expected standards in all aspects of language and literacy by the time they leave the reception classes. Some higher-attaining pupils achieve higher standards than this. Lower-attaining pupils do not reach these standards although they achieve well given their capabilities. They contribute to class-based discussions and listen to each other well. Because of the way learning is organised and high expectations are set, all children are acquiring very positive attitudes to books. They enjoy the reading activities provided and opportunities to use the computer and to listen to taped stories. Children are taught to follow texts well and they recognise some words by sight. They know that print carries meaning and that reading goes from left to right and from the top to the bottom of the page. They are encouraged well to turn pages appropriately and discuss a simple story. They identify the title and know that the person who wrote it is an author. Children are being taught in interesting ways so they remember to recognise letters by name and the sounds letters make. They are taught effectively to hear and say initial letter sounds and spell out sounds in words. In some practical activities, opportunities are taken to add to children's vocabularies. For example, the letter 'p' is the focus for the week and when painting pictures, they chose an animal beginning with 'p', such as a puppy or parrot.

## **Mathematical development**

Provision in mathematical development is **good**.

## **Main strength**

- Children are provided with a good range of practical activities to help them learn

## **Commentary**

37. Children's attainment is below average when they start school. They are taught effectively and make good progress. Most reach the standards expected nationally by the time they enter Year 1. Children are taught to count numbers to ten and can place them in the correct order. Higher-attaining children count reliably up to ten and some well beyond. Children show an awareness of shapes such as rectangles, circles, triangles and diamonds. They place objects in a group depending on their shape, size or colour. Adults join in with role-play. This helps children use numbers, for example, in the pet shop where they sort puppies and cats into categories and then decide how much they will cost. This helps their literacy skills because they write price labels and discuss the cost with their classmates as 'customers'.

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

Provision in aspects of knowledge and understanding of the world is **good**.

## **Main strengths**

- ICT is used well to help children learn
- Teaching and learning of computer skills are very good

## **Commentary**

38. Children enter school with standards that are below expected levels in computer skills. Through very good teaching, they make very good progress and, by the time they start in Year 1, their computer skills are above expected levels. They change the size of text and add pictures to improve the appearance of their work. They name key parts of the computer, for example, the mouse, keyboard and printer. They are developing a good understanding of computer vocabulary, such as icons, space bar and forward and backward keys.

39. Lack of time during the inspection meant that no evidence was collected on other aspects included in this area, such as science, geography, history, religious education and design and technology, and, consequently, no judgements are made about standards or teaching in them.

## **Physical development**

Provision in physical development is **good**.

### **Main strength**

- The very good provision for outdoor play enables children to develop their co-ordination skills well

### **Commentary**

40. Children enter school with standards that are just about average in this area. They are taught well and given many good opportunities to develop their small and large physical skills. Teachers provide good opportunities for children to develop their small physical skills through a range of activities, such as sticking, cutting and printing. Staff encourage children to write using pencils and children use a range of materials for drawing and painting. Children are taught successfully to hold their pencils in the correct way and they are beginning to develop reasonable control in this activity. When playing outside, children play safely and do not bump into each other even when they are engrossed in their own imaginary games. Most pupils will achieve, and many will exceed, the levels expected in this area by the time they enter Year 1.

## **Creative development**

Provision in creative development is **good**.

### **Main strength**

- Teaching is good; a range of good quality activities are provided to help children learn

### **Commentary**

41. Children start off with standards that are at expected levels and many leave with standards that are above those levels. They are taught well to work with colour, pattern and texture through printing and painting. They manipulate playdough and make models with clay. Many name simple colours correctly. Children are also taught to draw using the computer so that children experiment with patterns and different colours. Children' artwork work is displayed well and children describe what they have done. This illustrates that they have developed a good understanding of their learning. Children sing tunefully for their age. They use their imaginations well when they are engaged in role-play activities.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils in Years 1 and 2 achieve well
- The teaching of reading is good
- Good marking in Years 5 and 6 is helping to raise standards in writing
- Pupils are not given enough opportunities to develop their independent writing skills in some lessons
- Behaviour is not managed well in some classes and pupils do not learn enough in these lessons
- The libraries are too cramped

#### **Commentary**

42. Overall, standards are at nationally expected levels and the achievement of pupils is satisfactory. This is similar to the last inspection. However, by the end of Year 2, standards are above nationally expected levels and pupils' achievement overall is good. This is an improvement in Year 2 since the last inspection and reflects an improving picture since the current headteacher raised the profile of the subject. Inspection findings indicate that standards this year are better than in the tests carried out in 2003. They have risen during the past year because of the good teaching and lesson planning. These have focussed successfully upon raising pupils' achievement. In addition, there has been a greater continuity of teachers than in Years 3 to 6. By the end of Year 6, results in the 2003 national tests were in line with the national average. Inspection findings match the test results and so the school has maintained standards in Years 3 to 6 since the last inspection. The school has been less successful in raising achievement in Years 3 to 6 because of the significant number of different teachers taking these classes during the past two years. This has made it difficult for the school to ensure continuity in pupils' learning during this time. Despite this, achievement has been satisfactory.

43. Throughout the school, teachers ensure that pupils have many opportunities to improve their skills of speaking and listening. In all lessons seen, pupils were asked to recall and discuss facts learnt from previous lessons with their partners before moving on to a new area of learning. For example, in a Year 2 science lesson, pupils confidently described the functions of some of the major organs of the body because they had been given opportunities to talk about this within their group. In Year 5, teachers challenge pupils with more complicated tasks, such as when pupils were asked to describe the workings of a 'cam' and how this produced forward movement in a model car. Examples such as these indicate that pupils, including those with English as an additional language and those with special educational needs, are provided with good opportunities to talk in thoughtful ways and their achievement is good in these aspects of English as a result.

44. The teaching of reading is well organised and managed. In Years 1 and 2, teachers give priority to teaching letter sounds and this helps pupils tackle unfamiliar words with more confidence. Teachers teach pupils well how to sub-divide words into sections so that they can then build up parts of words into whole words. In Year 2, pupils are taught successfully to locate information in non-fiction books by using the contents and index pages. These skills are developed further by Year 6 when pupils use the sub-headings in the index to help them search for information. However, pupils' independent research skills are not developed as much as they should be because the accommodation in the library is not suitable for them to carry out this type of work. The library is used as the main thoroughfare for classes in Years 5 and 6 and this detracts from it being used for quieter study.

45. The school has focussed successfully upon the development of writing. As a result, pupils are developing good skills and this is leading to improvement in standards. Spelling rules are taught well. Pupils have recently been given learning targets in writing that are effective in helping them improve. All work is marked, but in Years 5 and 6, marking is good and often indicates to pupils how

they might improve further. For example, some pupils are encouraged to use more advanced sentence structures or think of adjectives of high quality so as to create a more detailed description of a character. This is why the writing inspected during the inspection in the older classes was of a higher standard than indicated by the test results.

46. The quality of teaching and learning is satisfactory overall. It is good in Years 1 and 2 and satisfactory in Years 3 to 6. The strengths of teaching are good subject knowledge, effective planning and the involvement of pupils in their learning. For example, in a Year 1 lesson the teacher used dolls effectively to encourage pupils to write about different characters in a story. The pupils became engrossed by the dolls and were inspired to write well afterwards. In a Year 5 lesson, the teacher introduced the style of a poem well and this encouraged the pupils to write in a similar style and produce poems of good quality. Lessons are made lively and interesting and consequently pupils are well motivated and enjoy their work. Pupils with special educational needs are given good help by their teachers and teaching assistants and achieve well. In many lessons, across the school pupils were not given enough opportunities to work independently and were too heavily reliant on the teacher. Opportunities were lost to develop pupils' own writing styles further. In a few lessons in Years 3 to 6, unacceptable behaviour was not managed well. This slowed down the amount of progress made by pupils in these lessons.

47. Leadership and management are satisfactory overall. The subject co-ordinator has introduced some good improvements to help raise standards. These include regular assessments of pupils' written work and the setting of individual targets for pupils. These are beginning to have an impact on raising standards, particularly in Years 5 and 6. The results of the national tests are analysed well and strengths and weaknesses in the teaching identified from this. However, the school improvement plan does not focus enough on the development of pupils' literacy skills to ensure the raising of standards in all year groups. This is a factor explaining why standards are not improving consistently across the school. The provision of books in the two libraries is satisfactory, but the cramped space in the library for pupils in Years 1 and 2, and the number of computers that have been installed next to the library for pupils in Years 3 to 6 mean that there are no areas for pupils to go and quietly read. This reduces pupils' opportunities for independent research using books.

### **Language and literacy across the curriculum**

48. Language and literacy are used satisfactorily across the curriculum. For example, in a Year 6 lesson, pupils were writing both sides for a balanced argument in history. They used notes taken during a lesson that compared Victorian schools with schools in the twenty-first century. Pupils are encouraged to listen carefully in lessons and carry out instructions. For example, in physical education lessons, pupils listen to their teachers well and then attempt to carry out the movements required. In science, pupils write out what they have learnt and, as a result, write in a scientific style using the correct vocabulary. However, not enough use is made of ICT during lessons to help pupils improve their writing and research skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- Standards in Year 2 are above average
- The achievement of pupils in Years 1 and 2 is good because teaching is good
- Pupils are not given enough opportunities to use their initiative and solve problems in lessons
- Computers are not used enough to support and organise learning
- Monitoring and evaluation do not focus enough on raising standards

## **Commentary**

49. Standards overall are at nationally expected levels. Children enter the school with levels in mathematics that are below those expected for children of that age. Through good teaching in the reception classes, they achieve well and make up lost ground. By the time they leave the reception classes, standards in mathematics are at expected levels. Through good teaching overall in Years 1 and 2, pupils continue to achieve well and they reach standards that are above expected levels by the end of Year 2. Achievement in Years 3 to 5 is not as good as in Years 1 and 2. Part of the reason for this is that these pupils have been taught by a number of different teachers and it has been very difficult for the school to maintain continuity in its teaching for pupils of these ages. In addition, teachers in these year groups are not as skilled in teaching mathematics as they are elsewhere in the school. Achievement in these year groups over time has been unsatisfactory. However, in Year 6, pupils' achievement is good because of the good teaching and standards in mathematics are at nationally expected levels. Pupils' achievement since they were in Year 2 is satisfactory overall. Standards are at expected levels overall in problem solving but pupils are not provided with enough opportunities to use their initiative and mathematical knowledge to solve problems. The achievement of higher-attaining pupils, in particular, is not as good as it should be as a result.

50. Teaching and learning are satisfactory overall with good features. Teachers adapt national plans well in order to teach pupils of different abilities in their classes. They question pupils skilfully to identify what they already know and extend further their learning and understanding. Teachers of older pupils, in particular, mark pupils' work well; they let them know what they have done well and what they need to do to improve. In this way, marking helps pupils improve their work for themselves. Lessons are often taught at a brisk pace and this helps to keep pupils interested in what is going on. Lessons follow a logical structure with an introduction, middle and summing up that helps to reinforce successfully pupils' learning. Pupils with special educational needs are taught well by their teachers and given work at a suitable level for their capabilities. They receive good help from teaching assistants.

51. However, teaching and learning are not always as positive as this. In some classes, teachers do not insist on high enough standards of behaviour. They allow pupils too often to chat with each other and distract others from their work. When this happens, pupils do not learn as fast as they should and the progress they make is too slow and this is unsatisfactory. Teachers assess the performance of pupils regularly at the end of sections of work. This information is drawn together at the end of the year and pupils' achievement in relation to the levels in the National Curriculum is assessed. However, with the exception of Year 6, this information is not used well enough to set learning targets for pupils and promote higher standards of achievement.

52. Leadership and management of mathematics are satisfactory overall. The subject co-ordinator monitors teachers' plans well and ensures that the National Curriculum is being taught satisfactorily to pupils of different capabilities. All teachers have been observed teaching mathematics and areas of weakness have been identified from this. The results of end of year tests are analysed well so that teachers know what pupils have or have not learnt. At the end of all the monitoring, the co-ordinator does not indicate to the school or governors what are the strengths and weaknesses in teaching and learning and what the school is planning to do to improve provision in mathematics. This does not provide a clear enough picture of what needs to be done to improve provision. Provision in mathematics is similar to that at the last inspection.

## **Mathematics across the curriculum**

53. Mathematics is being used satisfactorily in other subjects. For example, in science the pull of gravity is measured using a force meter. Graphs are used to illustrate pupils' likes and dislikes of food. Places are plotted on a grid map to locate them more accurately in geography. In history, dates are displayed on a time line in order to give pupils an understanding of time in the past. Symmetrical patterns are produced in art, sometimes using a computer. However, computers are not used enough in mathematics lessons.

## **SCIENCE**

Provision in science is **satisfactory** overall.

### **Main strengths and weaknesses**

- Standards in Years 1 and 2 are above expected levels and pupils achieve well
- In some classes, pupils do not have enough opportunities to carry out investigations and their learning is slower than it should be
- The presentation of some work in Years 4 to 6 is unsatisfactory

### **Commentary**

54. Overall, standards are at expected levels and the achievement of pupils is satisfactory. Standards in Year 2 are above average and pupils' achievement is good. This is better than they were at the time of the last inspection. Standards in Year 6 are similar to those expected and their achievement is satisfactory overall given the lack of continuity to the teaching during Years 3 to 6. Standards are similar to those reported at the last inspection.

55. Teaching and learning are satisfactory. In the best lessons, teachers ask pupils questions that make them think and this helps pupils of all abilities learn well, but particularly higher-attaining pupils who relish the challenges posed by questions. This was evident in Year 3 where pupils were investigating plants. In this lesson, the teacher extended pupils' learning by responding to their contributions, for example, when one pupil with special educational needs told the teacher that he had a book at home that explained how trees give us oxygen. Pupils' learning was extended further through astute questioning to find out from where trees got their oxygen. This was reinforced in a practical way when the teacher took the pupils to the school's wildlife area and placed a plastic cover over a small area and encouraged the pupils to predict what they thought would happen to the plants underneath. The teacher valued all their suggestions and left them with a sense of anticipation for the next lesson. In lessons which are less successful, teachers rely too much on worksheets that do not encourage pupils to carry out their own investigations. Sometimes, pupils become bored and restless in these lessons and they do not make enough progress. The presentation of some work in Years 4 to 6 is untidy and pupils do not take enough pride in their work.

56. Leadership and management of science are satisfactory with good features. The subject co-ordinator is beginning to monitor science effectively. She has monitored teachers' planning and analysed pupils' work. She has observed teachers teaching science. She has analysed the results of the national tests and drawn teachers' attention to what pupils do and do not know. The subject co-ordinator keeps records of pupils' progress throughout the school by using a good recording system. These procedures have been a factor that have raised standards in Years 1 and 2, but have not yet led to an improvement in standards in Years 3 to 6. This is why leadership and management are satisfactory and not good. Computers are not used enough in science. Overall, provision in science is better than it was at the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **unsatisfactory** overall.

### **Main strengths and weaknesses**

- Teachers plan ICT lessons well but are not able to teach effectively because the computer suite is not big enough to accommodate whole classes
- Teachers do not know well enough pupils' levels of attainment
- ICT is not used enough to supplement learning in other subjects

## **Commentary**

57. Standards in Year 6 are below expected levels and pupils' achievement is unsatisfactory. This is because provision is unsatisfactory. Standards in Year 2 are at expected levels and achievement is satisfactory. This is because provision for pupils of this age is satisfactory. Overall, provision is better than it was at the last inspection because the threshold for judging provision is much higher now than it was at the last inspection.

58. Overall, teaching and learning are satisfactory. Teachers plan lessons well and this helps pupils learn successfully. Pupils have regular opportunities to work in the ICT suite, although the suite is too small for whole classes and the atmosphere quickly becomes hot and stuffy. The size of the suite restricts half the class to using it at the same time which makes the management of lessons difficult. Where teaching assistants are available, such as in Years 1 and 2, provision is satisfactory. Teachers are able to divide up their classes with half working in the suite and the other half working with teaching assistants in the classroom. This is not always the case in Years 3 to 6 where teaching assistants are not as readily available as in Years 1 and 2. Sometimes, teachers in Years 3 to 6 manage to divide their classes with half working on computers in the library area supervised by a teaching assistant and half in the suite. However, this is not satisfactory because it is unrealistic to expect teaching assistants to have sufficient subject expertise in order to help pupils achieve well. In addition, it is difficult for the teacher to check on all the learning of both groups of pupils during the lesson. In the best lessons, the difficulties of managing the pupils in the small narrow suite were overcome by short brisk teaching sessions. In some lessons, pupils become noisy and restless and their time is not well used because the suite is too small.

59. There has been little monitoring of the quality of teaching and learning in ICT so the school does not have an accurate picture of whether pupils are achieving as much as they should. The subject co-ordinator has drawn up good plans to assess pupils' performance in ICT to enable teachers to know at which levels in the National Curriculum pupils are working. Assessment in ICT was identified as a weakness in the last inspection and it remains a weakness of which the school is aware.

60. Leadership and management of ICT are satisfactory overall. The provision of accommodation for computers is unsatisfactory overall. The school recognises that its current arrangements for computers are temporary and has plans to improve provision as soon as possible. The school has sound plans to improve the accommodation for computers and to raise standards in the subject.

### **Information and communication technology across the curriculum**

61. ICT is not used enough in other subjects and this is unsatisfactory. While pupils in Year 4 used computers effectively to produce symmetrical designs to support work in mathematics and art, the use of computers is not a regular feature in many lessons. Teachers miss opportunities for using ICT to help pupils learn in a range of subjects. Computers in classrooms were rarely seen in use during the inspection.

## **HUMANITIES**

### **History**

62. Lack of evidence means that it was not possible to judge provision in history. Pupils' work was inspected, a discussion was held with the subject co-ordinator, teachers' plans were analysed and two lessons were observed. It is evident that the school teaches the National Curriculum as required by statute. Lessons are planned well and pupils enjoy history lessons. Pupils' work in books and in the lessons seen indicate that their achievement is satisfactory overall and that standards are at the levels expected for their ages.

## Geography

Provision in geography is **satisfactory**.

### Main strengths and weaknesses

- There is good coverage of geography across the school
- Pupils skills and knowledge are built up progressively as they move through the school
- There is not yet an effective system for assessment in geography

### Commentary

63. At the end of Years 2 and 6, standards are at the levels expected and the achievement of pupils is satisfactory. Standards are similar to those reported at the last inspection.

64. Teaching and learning are satisfactory overall. Lessons are planned well and teachers identify what pupils already know about topics well by asking them questions at the beginning of lessons. This enables teachers to pitch the teaching at the correct level taking into account what pupils already know. Pupils develop skills appropriately in reading maps and comparing different places around the world with life in England. For example, in Year 2, pupils learn about Mexico and compare life there to life in Barton Seagrave. Local studies are developed further in Year 3 when teachers successfully link pupils' work in geography to that in history as pupils learn about the development of housing in Barton Seagrave between 1957 and 1999. Geography is linked well to work in art when pupils in Year 4 produced some very good water-colour paintings about India. This promotes pupils' cultural development well. By Year 6, pupils use the eight points of the compass and maps effectively. Computers are not used enough in geography lessons.

65. Leadership and management are satisfactory overall. The subject co-ordinator monitors teachers' plans to ensure the National Curriculum is taught well and has observed the teaching of geography. From this the strengths and weaknesses of the subject have been identified and plans developed to improve provision. The school is right to establish as a high priority procedures for assessing pupils' performance in the subject so that teaching can be better matched to pupils' levels of attainment.

## Religious education

Provision in religious education is **satisfactory**.

### Main strength

- Good use is made of the expertise of visitors to the school

### Commentary

66. Standards in religious education are at expected levels and pupils' achievement is satisfactory. Teaching and learning are satisfactory. Lessons are planned well and topics are taught in enough depth to enable pupils to understand the beliefs and practices of different aspects of religion. The local education authorities agreed syllabus is used well as a guide to planning lessons throughout the school. Good use is made of visitors to the school to improve pupils' understanding of some aspects of religious practices. For example, a visitor in Year 5 showed pupils some of the garments worn by the clergy in churches. Another visitor gave a talk on the work of Save the Children and emphasised the fact that the founder of the charity was a Christian who wished to promote the values of sharing and giving. This lesson promoted pupils' social and moral education well because it enabled them to consider some of the issues related to homelessness.

67. Leadership and management are satisfactory overall. The subject co-ordinator has a good knowledge of the subject and helps teachers effectively in their planning. Pupils consolidate their literacy skills well as they record their work in their books. However, opportunities for using computers in religious education are not taken often enough. Opportunities for monitoring teaching and pupils' work are developing well and are beginning to help improve pupils' learning because teaching is pitched more accurately at pupils' levels of attainment.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

68. There is too little evidence to make a judgement about overall provision in art and design. Pupils' work in displays around the school was inspected, one lesson was observed, teachers' planning was inspected, a discussion was held with the subject co-ordinator and a discussion with a few pupils was held.

69. Displays of pupils' work around the school are colourful and attractively presented. They indicate that a wide range of materials, including paint, paper, card, tissue paper, fabric, wool and clay, are used to good effect to create pictures and designs. Pupils are taught techniques used in art by studying the work of famous artists, such as Lowry, Gotch and Leonardo da Vinci. They also learn about the styles of art used in other cultures. This contributes well to pupils' cultural development. For instance, in one class, there was an impressive display of aboriginal art. Pictures of snakes and kangaroos adorned this display. Pupils are encouraged to look at artwork produced in other classes. For example, sculpture pictures produced by pupils in Year 4 were displayed outside the Year 1 classrooms. Work produced by pupils in Year 1 was displayed outside the Year 5 and 6 classes. This encourages pupils to view and value the work produced by other pupils and learn about the techniques they used.

70. It is evident from the high quality of work on display that the teaching of art and design helps pupils develop their skills well. Teachers record how well pupils achieve in art and design and compare this with levels in the National Curriculum at the end of each year. This records pupils' progress well, but the school does not use the information from these assessment to set targets for improvement for pupils. The subject co-ordinator has monitored aspects of the subject well. -She has checked teachers' plans to ensure that the National Curriculum for art and design is being taught. The variety of work on display indicates that this is the case. She has observed some lessons being taught and guided teachers how to improve their teaching of art and design. However, an overall plan of action to improve standards and teaching in the subject has not been produced and this slows down the rate of improvement in the subject. An art club is held after school on a regular basis and this makes a very good contribution to pupils' skills in art and design. Pupils attending this club have produced a very attractive mural outside one of the classrooms.

### **Design and technology**

71. This subject was not a focus during the inspection. It is not possible to make an overall judgement about provision. Three lessons were observed. Judgements have been made about standards after talking to pupils and inspecting their work. By the end of Years 2 and 6 standards are at expected levels. This is an improvement since the last inspection when standards by Year 6 were lower than this. Pupils' achievement overall is satisfactory. Standards have improved because extra lesson time has been allocated for teaching the subject. Pupils in Year 2 make a sound start to their model making; they are beginning to understand how models move and the importance of accuracy in their construction. For example, they explained how they could pull the model of Humpty Dumpty out of the well by turning the wheel in a clockwise direction. Overall, the quality of the teaching observed was good. In a Year 6 lesson, the teacher's good subject knowledge and clear explanations ensured all pupils made strong joints to support their models of shelters. Pupils' making skills have improved since the last inspection but there was little evidence seen of pupils' evaluating their designs.

### **Music**

72. Because this subject was not a focus during the inspection, few lessons were observed. Teachers' plans were inspected and a discussion was held with the subject co-ordinator. However, no overall judgement about provision has been made. In the lessons observed, the teaching was satisfactory. Lessons had a clear focus, which built on pupils' previous learning, and was shared with pupils so that they understood what they had to learn. Pupils sing tunefully. Higher-attaining pupils in a Year 4 class maintained an independent singing part, while the rest of the pupils sang in tune. There are good opportunities for pupils to take part in musical productions. For example, Year 2

pupils take part in an annual 'Celebration of Music'. A school choir for pupils in Years 4 to 6 meets each week and takes part in annual productions. Members of the school orchestra accompany the choir on these occasions. Recorders are taught to pupils in Years 3 to 6 in clubs run after school. Opportunities for specialist teaching of musical instruments are given to pupils. A significant number of pupils take part in these lessons. For example, forty-three pupils took part in these lessons last year. Each of these activities provides very good enrichment to the curriculum.

### **Physical education**

73. There was not enough evidence gathered to judge overall provision in physical education. Two lessons were observed, teachers' planning was inspected, a discussion was held with the subject co-ordinator and discussions held with a few pupils.

74. Standards in the lessons observed were above nationally expected levels for the pupils' ages. In these lessons, pupils achieved well because the teaching was clearly focused on developing pupils' skills. However, overall, from discussions with the subject co-ordinator, teachers do not consistently assess the performance of pupils in each aspect of physical education. A good range of resources was used to give pupils the practice they needed to learn the skills being taught. School provision is supplemented by an extensive programme of after school clubs and activities. These include athletics, rounders, cricket, gymnastics, football and cross-country running. Many pupils attend these clubs and activities on a regular basis and this helps them reach higher standards in lessons.

75. The subject co-ordinator has monitored teachers' plans well and observed all teachers teaching. To illustrate to teachers how to improve, the subject co-ordinator demonstrates what he means to teachers by letting them watch him teaching. Teachers say how helpful they find this approach to training and that they have improved their teaching of skills as a result. However, in spite of monitoring aspects of the subject well, the school has not produced an overall plan of action to improve standards and teaching in the subject. This slows down the rate of improvement in the subject because the school has not focused enough on raising standards in the subject.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

76. One lesson was seen in this subject and there was no past work completed by the pupils that could be used to evaluate standards achieved. It was therefore not possible to make judgements about pupils' achievements or the quality of teaching and learning. The school provides a **satisfactory** curriculum in personal, social and health education. A new policy and programme of work are being used and lessons in each class are being taught each week. Pupils' personal development is monitored well and parents are informed about this aspect in reports written at the end of the year. Sex and relationships education and attention to the potential misuse of alcohol and drugs are taught in personal, social and health education and science lessons.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

