

# INSPECTION REPORT

**GAINSBOROUGH BENJAMIN ADLARD**

**COMMUNITY SCHOOL**

Gainsborough

LEA area: Lincolnshire

Unique reference number: 120510

Headteacher: Bernadette Glabus

Lead inspector: Tony Painter, Rgl

Dates of inspection: 1 - 4 December 2003

Inspection number: 256188

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	327
School address:	Sandsfield Lane Gainsborough Lincolnshire
Postcode:	DN21 1DB
Telephone number:	01427 612562
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Appropriate authority:	Governing body
Name of chair of governors:	Andrew McDonald
Date of previous inspection:	21 June 1999

## CHARACTERISTICS OF THE SCHOOL

This school is larger than average with 351 full and part-time pupils but has been getting smaller since the time of the last inspection. Almost all pupils are from white backgrounds, although two are from families with English as an additional language. Around 6 per cent of pupils are from traveller backgrounds. The area around the school has significant socio-economic disadvantages. The proportion of pupils eligible for free school meals, at 14 per cent, is in line with the national average for this type of school. However, there is clear evidence that many families do not claim this benefit for their children. Pupils joining the school have below average attainment, many with severely limited social and language skills. Seventy pupils (21 per cent, around the national average) have identified special educational needs, primarily moderate learning needs. Six have statements of special educational need, again around the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Information and communication technology (ICT), Art and design, Design and technology, Physical education, Music
8943	Margaret Manning	Lay inspector	
24895	Kath Hurt	Team inspector	Mathematics, History, Geography, Religious education
15015	Mike Wehrmeyer	Team inspector	The Foundation Stage, Science
32505	Michelle Coles	Team inspector	English, English as an additional language, Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school's overall effectiveness is satisfactory.** Pupils make good progress overall, though it is not consistent through the school. Nevertheless, standards are rising and are now average in the core subjects by Year 6. Having regard to its average costs, **the school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- The headteacher's clear vision of what needs to be done to improve, and effective planning to put these measures into place.
- The Foundation Stage gives children a good start to their learning.
- Good teaching in Year 6 allows pupils to achieve well and reach average standards.
- All aspects of pupils' care, welfare, health and safety are very well attended to.
- The quality of teaching through the school is inconsistent, particularly in Years 1 – 4.
- Teachers do not use assessment information enough to match work to pupils' abilities.
- Teachers do too little to actively improve pupils' weak speaking and listening skills.
- Overall attendance is poor and limits some pupils' progress.

**The school has made satisfactory improvement since the last inspection.** Sound action has been taken on all the issues raised and standards are beginning to rise.

### STANDARDS ACHIEVED

#### 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	E	D	D	B
mathematics	D	D	C	A
science	B	C	C	A

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

**Pupils achieve well through the school and reach average standards of attainment.** Children enter school with well below average attainment, particularly in their language and social skills. They achieve well in the nursery and reception classes but still do not reach the Early Learning Goals when starting Year 1. Recent improvements in the curriculum and teaching of the oldest pupils have improved the Year 6 National Curriculum test results for 2003. Pupils achieve well in these classes and reach average standards, above the standards found in similar schools. Analysis shows that pupils in Year 6 last year made well above average progress. This is also the case in the present Year 6. However, inconsistent teaching means that pupils in Years 1 - 4 make only satisfactory progress. Standards at the end of Year 2, for example, are still below average. Pupils through the school apply their improving literacy and numeracy skills effectively in other subjects and reach satisfactory standards by the end of Year 6.

**Pupils' attitudes and behaviour are good.** Although the school promotes social and moral development well, **pupils' spiritual, moral, social and cultural development is satisfactory** overall. Punctuality is good, but **attendance is poor.**

## QUALITY OF EDUCATION

**The school provides a satisfactory quality of education** but improvements in the curriculum and teaching are beginning to raise standards of attainment.

**Teaching and learning are satisfactory** overall. Children get a good start to their schooling in the Foundation Stage classes where well-targeted work is matched accurately to children's needs to help them achieve well. Similarly, teaching in Year 6 challenges pupils of all abilities to make good progress. Elsewhere in the school, teaching and learning are only satisfactory and lessons could have greater pace. Teachers do not make enough use of assessment information to ensure that pupils make all the progress they are capable of. However, pupils with special educational needs have good support to ensure they achieve well.

The satisfactory curriculum includes good arrangements to include pupils of all backgrounds. **The school looks after children and pupils in its care very well** and creates a positive ethos for learning. **It involves pupils well** through seeking, valuing and acting on their views.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are satisfactory.**

**Leadership is satisfactory overall.** The headteacher's good leadership has created a sense of purpose and a clear vision of how the school can improve. The leadership of subject co-ordinators is satisfactory, though their roles are developing as they begin to take a stronger role in monitoring their subjects.

**Management is satisfactory.** Better performance management and appraisal systems, linking performance to pupils' progress, are playing an important part in improving provision and standards. Although the school has established new assessment systems, they are not yet used enough to promote learning and raise standards.

**Governance is satisfactory.** Governors are supportive and increasingly involved with the school, ensuring the school meets all statutory requirements. They have a good grasp of some aspects of the school, such as planning and finance. They have a less clear view of standards and where improvements are needed.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are positive about the school and feel that their children are happy. A small but significant number are negative about recent changes such as the firmer approach to punctuality, attendance and security. The inspection team supports the changes. Pupils like their school and speak positively of the wide range of opportunities they are given. Many comment favourably on the new behaviour strategies and the school's fairness.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- improve the quality and consistency of teaching, particularly in Years 1 – 4;
- use assessment information more effectively to match work to pupils' needs and raise attainment further;
- introduce measures to improve pupils' speaking and listening skills through the school;
- raise attendance.

These issues are all identified in the school's action planning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Pupils reach average standards**, particularly in English, mathematics and science. **Their achievement through the school is satisfactory**, although pupils make good progress in the Foundation Stage and in Year 6.

#### Main strengths and weaknesses

- Standards in English, mathematics and science have improved and are average.
- Good teaching in the Foundation Stage and Year 6 ensures that pupils achieve well.
- Above average numbers of Year 6 pupils reach the higher levels of attainment in mathematics and science.
- Pupils with special educational needs have good support and make good progress.

#### Commentary

1. Children begin school with attainment that is well below that expected nationally, especially in their language and social development. Very effective measures to introduce them to the school quickly have a positive impact and children achieve well through the nursery and reception classes. Children make good progress in all areas of learning and their learning in mathematical development is particularly strong. By the time they begin the National Curriculum in Year 1, their overall attainment is still below that expected of their age.

#### Key Stage 1

##### Standards in national tests at the end of Year 2 – average point scores<sup>1</sup> in 2003

Standards in:	School results	National results
reading	15.4 (13.4)	15.7 (15.8)
writing	14.6 (13.3)	14.6 (14.4)
mathematics	15.2 (14.9)	16.3 (16.5)

There were 38 pupils in the year group. Figures in brackets are for the previous year

2. The school's National Curriculum test results at the end of Year 2 have varied over time but have mostly been well below average. Recent improvements in the curriculum and teaching led to better results in the reading and writing tests in 2003, compared nationally and with schools in similar socio-economic areas. The trend of improvement in these subjects is now above the national trend. Mathematics results, however, have lagged behind, with a very low proportion of pupils achieving the higher level (Level 3). The mathematics results are also well below those of schools with similar socio-economic backgrounds.

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<sup>1</sup> The average points score provides schools with a single statistic to compare the overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example in mathematics, is given a score. Level 1 = 9 points, Level 2 = 15 points, Level 3 = 21 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the level attained by pupils and then dividing by the number of pupils who took the test. This means that a school whose average points score for mathematics at the end of Year 2 national tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Year 6, is 27.



## Key Stage 2

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

Standards in:	School results	National results
English	28.7 (25.6)	26.8 (27.0)
Mathematics	28.3 (26.0)	26.8 (26.7)
Science	29.9 (27.7)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

3. The school's results in the National Curriculum tests at the end of Year 6 have also varied widely over time, often reflecting the relative abilities of different year groups. The overall trend of results has kept pace with the national trend. However, the 2003 results show improvements in mathematics and science that relate to improved teaching. In particular, the proportions of pupils reaching the higher level (Level 5) have improved in these subjects. The standards are average when compared to schools nationally and those with similar socio-economic backgrounds. Analysis of data shows that pupils made very good improvement from the standards reached when they were in Year 2. Although results in English did not show the same improvements, pupils made good progress from their reading and writing results in Year 2. Further attention to improving teaching in the school is now raising English standards.
4. The overall standards seen in the inspection are average in the three core subjects of English, mathematics and science by the time pupils leave the school. This represents a significant improvement since the time of the last inspection. Pupils of all ability levels achieve well overall from the well below average standards when they join the school. However, the level of achievement varies in different parts of the school. Pupils in the Year 6 classes often achieve very well through well-targeted work that challenges them and promotes effective learning. In other classes, notably in Years 1 – 4, this good quality of learning is not consistently present and overall achievement is only satisfactory. There are no significant differences in the achievements of boys and girls. The school has recently improved the assessment arrangements to track pupils' progress. Although the systems are at a very early stage of development, they are beginning to identify weaknesses in progress. They have the potential to help the school to maintain the improved standards.
5. Standards by the end of Year 6 are average in English, although pupils' speaking and listening skills are weaker throughout the school. Pupils' standards of presentation and handwriting are good. Pupils' achievement in most classes is satisfactory, though standards in Year 2 are below average. Pupils' achievement in the Year 6 classes is good and standards rise rapidly.
6. Standards in all aspects of mathematics are average by the time pupils leave the school. Better emphasis on developing pupils' mental calculation skills is improving their skills in number and calculations. Pupils' overall achievement is satisfactory, though they make varying progress through the school.
7. Standards in science in Year 6 are in line with the national average. This is a good achievement overall from the pupils' starting points. However, pupils make the best progress in the Year 5 and 6 classes. Standards at the end of Year 2 are below average. Pupils' achievement is satisfactory. Their progress is uneven but satisfactory overall.
8. Pupils with special educational needs make good progress towards the targets in their individual education plans. This is because staff give them skilled support in their work.
9. Pupils from the traveller community are supported effectively to make progress at the same rate as other pupils.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is **satisfactory**. Punctuality is good, but attendance is **poor**.

### Main strengths and weaknesses

- The school sets very high expectations for pupils' conduct and promotes good relationships, dealing effectively with all forms of harassment.
- Pupils are very interested in their work and their readiness to be enterprising and to take responsibility is particularly good in Year 6 and in the Foundation Stage.
- Good arrangements for pupils' moral and social development give pupils a very good understanding of right and wrong and a strong awareness of the roles expected for living in a community.
- Attendance is well below the national average, although the school follows good, clear procedures to monitor and promote pupils' attendance.
- Children in the Foundation Stage have particularly good attitudes to learning and behave consistently well.

### Commentary

10. The school's behaviour policy has been very effective in achieving the good behaviour seen during the inspection. Pupils know what is right or wrong because they are in part responsible for class rules. However, the approach to discipline is not consistently followed by all adults, and pupils in Years 3 and 4 do not always behave at the same high standard found in other years. Pupils mostly work and play in a pleasant manner without fear of bullying. Adults working in the school are good role models and work hard to boost pupils' confidence and self-esteem. Relationships are good throughout the school and this has a good impact on pupils' learning and personal development.

### Exclusions

#### Ethnic background of pupils

#### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	253	0	0
White – any other White background	22	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Any other ethnic group	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded

11. The school successfully stimulates pupils' desire to learn. This leads to a good level of enthusiasm in lessons and for the wide range of extra-curricular activities on offer. Pupils clearly enjoy working, are willing to take initiative and keen to accept responsibility. The school provides a wide range of opportunities for pupils to extend their personal development, and these contribute well to their growing maturity. The school council, for instance, is a good experience in social responsibility and pupils value their turn 'in office'. Pupils who have special

educational needs develop confidence and positive self-esteem as they follow the good role model of their classmates. Their contributions are recognised and valued in class and their behaviour is good. They relate well to the teachers and support assistants, developing an enthusiasm for their work and an increasing ability to concentrate. The pupils with the most severe difficulties appreciate what is done for them, and they try hard to play a full part in the positive ethos of the school.

- Pupils are proud of their school and their achievements. They display a clear sense of belonging to their school community. They talk willingly about their school and the activities they enjoy. Pupils' spiritual and cultural development is satisfactory, but there is no policy for whole school provision in these aspects. Consequently teachers do not make use of the full range of opportunities available, for instance hymn practices. A recent assembly successfully stressed the appreciation of the travellers' culture. This is a good model of how to introduce pupils to a wider range of cultures. The arrangements for pupils' moral and social development are good. In lessons, pupils discuss issues of a global nature and cover more personal and sensitive issues in a secure environment, such as circle times. Raising the self-esteem of all pupils is an important and successful part of the school ethos.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	7.4	School data :	1.7
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.

- The school has managed to reduce the amount of unauthorised attendance by sending regular reminders to parents. However, attendance overall has deteriorated since the last inspection. Records show that attendance in the last school year, 2002-2003, was worse than the year before. A small proportion of this is due to travelling families. Pupils lose a substantial amount of their education because many parents take them away on holiday during term time.
- During the inspection, attendance was at a reasonable level and pupils arrived in good time for school. This good punctuality is encouraged because school doors are locked promptly in the morning and pupils then have to come through the main entrance.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The school provides a satisfactory quality of education** but improvements in curriculum and teaching are beginning to raise standards of attainment. Children get a good start to their schooling in the Foundation Stage. Pupils are very well cared for.

### Teaching and learning

**The overall quality of teaching is satisfactory** and ensures that **pupils learn soundly**. Teaching in the Foundation Stage and in Year 6 is good and raises attainment well.

### Main strengths and weaknesses

- Foundation Stage teaching gives children a good start to their learning.
- Good teaching in Year 6 challenges pupils well and raises attainment.
- Teachers' good relationships and expectations of behaviour encourage pupils to try hard.
- Not enough attention is paid to improving pupils' limited speaking and listening.

- Teachers, particularly in Years 1 – 4, do not make enough use of assessment information to ensure good provision for pupils with different abilities.
- Slow pace restricts pupils' learning in some lessons.
- Effective resources help pupils to learn.
- Good support ensures that pupils with special educational needs make good progress.

## Commentary

15. Effective leadership from the headteacher has led to action to improve the curriculum and teaching strategies. This is raising the quality of teaching, although some weaknesses remain. During the inspection week, three regular teachers were absent due to ill health and temporary teachers taught most, but not all, of the unsatisfactory lessons seen. All these lessons were seen in Years 1 – 4, although they were in four different subjects.

### Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	6 (11%)	20 (37%)	21 (39%)	6 (11%)	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 were seen.

16. Teaching in the Foundation Stage is good in all areas of learning. Strong teamwork and new developments in assessment enable the staff to plan to meet the needs of individual children very precisely. Nursery and reception class staff create a happy environment where children thrive. As a result, children enjoy their learning, make good progress and achieve well, particularly in personal development and mathematics. A particularly strong feature is the increasing amount of independence given to the children. This helps them grow in maturity and confidence.
17. In the rest of the school, teachers plan lessons soundly and make good use of clear objectives to help pupils to understand what they will learn. Resources are mostly effective, being well chosen to interest pupils and capture their attention. These factors ensure that pupils are clear of what they need to do and they follow the well-established routines well. This contributes to good pace in many lessons although, in a number of lessons, teachers' explanations and instructions are too long. This results in pupils losing attention and requires the teacher to spend more time on discipline than should be needed, further slowing the pace of learning.
18. In most lessons, however, teachers' good relationships with pupils are effective in promoting good attitudes to learning. Recent school developments have given teachers a good range of effective behaviour management strategies. These are usually used effectively to ensure that pupils understand the standards of behaviour that are expected. These factors ensure that many lessons proceed with good pace and pupils are keen to tackle tasks. Pupils respond well to good levels of challenge and this is particularly seen in Year 6 lessons where learning is good. This is leading to good progress, which is reflected in the rising standards of attainment.
19. The school has improved assessment systems so that they now give a clearer view of how well pupils are doing. However, teachers, particularly in Years 1 – 4, do not make enough use of the information to group pupils and to plan activities. This weakness is also apparent in pupils' past work with their regular teachers. In many lessons, the same activity is given to all pupils, with support for the least able. Often there is only limited extension and challenge for the brightest pupils. As a result, pupils do not all make all the progress they are capable of making. Teachers' effective use of information about how well individual pupils are doing is a key factor in the better teaching, notably in Year 6 and the nursery and reception classes.

20. Teachers do not pay enough consistent attention to planning to develop pupils' speaking and listening skills. Pupils begin school with weak language skills and these continue to hold back their achievements throughout the school. In some lessons, questioning is well-targeted to draw out pupils' understanding and make them think hard. In addition, some activities such as discussions and debates help to develop pupils' skills, particularly in Years 5 and 6. However, teachers usually do not plan enough aspects of lessons to ensure that pupils develop and use greater vocabulary and forms of speech.
21. The teaching of pupils who have special educational needs is good. Teachers plan activities with pupils' individual education plans in mind. In most lessons, close teamwork between class teachers and learning support assistants enables them to exchange information about pupils' progress effectively. The learning assistants work well with these pupils and have good personal relationships with them. The assistants are well informed and make good use of extra training that enables them to offer effective support to the pupils.

## **The curriculum**

The curriculum is **satisfactory**, fully meeting the requirements of the National Curriculum and the locally agreed syllabus for religious education. The Foundation Stage curriculum is good and planning prepares the children well for the National Curriculum.

## **Main strengths and weaknesses**

- The Foundation Stage gives children a very good start to their school lives.
- A good range of visits, visitors and out-of-school activities enriches the curriculum and supports pupils' personal development.
- There is a lack of continuity from year group to year group, particularly in the middle part of the school.
- Pupils with special educational needs are identified and supported well.
- Good provision is made to support traveller pupils.

## **Commentary**

22. Provision for Foundation Stage children is good. The curriculum is well planned and taught in a dynamic way by committed staff. Developments in the Foundation Stage curriculum are improving standards, even though these have not yet had time to impact on pupils in Year 2.
23. Although work in Year 6 focuses sharply on improving pupils' attainment, work in Years 1 to 4 does not consistently build successfully on the work done in the previous year. This is because of weaknesses in planning and assessment. Improved target setting and tracking pupils' progress are having a positive effect but the information is not used enough to plan work to match pupils' different abilities. This often results in a lack of challenge in the work set for pupils and slows progress. For example, in the Foundation Stage the mathematics curriculum is good and children are beginning to reach good standards. However, teachers in Years 1 and 2 do not make good use of the assessment information to guide their planning. As a result, pupils repeat topics unnecessarily or work is too hard or too easy, limiting their progress and their preparedness for work in the junior classes.
24. Provision for the personal, social and health education of pupils is good. The curriculum offered provides a range of opportunities for pupils to fully explore these areas. The school offers a good range of extra-curricular activities that are open to pupils in the upper part of the school. These include sports, arts, charitable and music activities, and good numbers of pupils attend. The curriculum is also enriched well by frequent visits to places of interest and by visitors to the school. A residential visit for older pupils promotes their social development well.

25. The curriculum makes overall satisfactory provision for all pupils, although there are significant strengths. Traveller pupils are well catered for through specific lessons and some well-targeted support. They make good progress, which has in turn improved their levels of achievement. Provision for pupils who have special educational needs is good and these pupils achieve well. There is an effective system in place for the early identification of pupils with special educational needs, beginning in the nursery. Targets are set for these pupils but they are not always specific enough. Individual education plans are reviewed regularly and teachers make use of them in their planning. Good links with outside agencies and effective use of learning support assistants helps pupils' learning.

### Care, guidance and support

The school looks after children and pupils in its care **very well**. It provides **satisfactory** support, advice and guidance based on monitoring. It involves the pupils **well** through seeking, valuing and acting on their views.

### Main strengths and weaknesses

- All aspects of pupils' care, welfare, health and safety are well attended to.
- Children's induction into the Foundation Stage is very good.
- Pupils are well involved in the work of the school through the school council.

### Commentary

26. Staff give much attention to the care of their pupils and children. Many staff are trained first-aiders and there are always some on duty to look after any mishaps. Any pupils needing medication are sensitively supported, in the medical room if necessary. The school conscientiously rings up parents or sends a note whenever it is required to keep them informed of any action they have taken. Parents can be assured that very prompt action is taken if their children need help, and staff know what they should do. There are very clear procedures for taking pupils on trips out of school and the pupils are very well supervised around the site at play times and lunchtime. The male lunchtime supervisor is a particularly good role model for the older boys and gives them good support. There are plenty of thoughtful ideas in school, such as that all pupils have ready access to drinking water in the classroom. The school has made sure each one has their own water bottle to hand.
27. Children and their parents are very well supported at the start of the Foundation Stage. Staff make visits to their homes and they get plenty of opportunities to get used to the new classroom and teachers in the term before they start in September. This helps the children to settle in well and make a good start. Parents are particularly pleased that this is so.
28. The school has established a good working relationship with the Traveller Education Service and one teacher is employed solely to support traveller pupils. She is also responsible for fostering links with the traveller community. This is having a beneficial effect and, for example, the attendance of traveller pupils has improved.
29. Pupils in the school council show that they recognise the part they play in the work of the school. For example, they have been involved in developing playground rules. They understand well that their suggestions for change have to be reasonable. Their classmates elect them to the school council in Years 3 to 6 and they have a clear view that they are there to represent the views of others. Older pupils also act as 'playground buddies' and they are learning to be thoughtful for the welfare of others in school.

## Partnership with parents, other schools and the community

Links with parents are **satisfactory**, as are those with the community and with other schools and colleges.

### Main strengths and weaknesses

- Parents are given good information about how well their children are getting on and about the work of the school.
- The school is starting to take positive steps to involve parents.

### Commentary

30. The school gives parents good opportunities to talk to them about how well their children are doing. In addition, the pupils' annual reports give them a good level of information, including telling them how they could help their children to learn. This is an improvement since the last inspection. Parents would still like to know what levels their children are at in comparison with children nationally. The school sends out very regular newsletters telling them about dates and events, while the prospectus and governors' annual report give them all required information.
31. The parents of children who have special educational needs are fully involved in the procedures at each stage. They are kept well informed of their children's progress. Staff are encouraged to actively gain the support of the parents involved but many parents do not attend meetings or sign the individual education plans.
32. There are well-established links between the school and travellers' families. A travellers' support teacher makes weekly visits to their homes so as to help sort out any difficulties with information from the school or problems with their children.
33. Most parents spoken to during the inspection gave very positive views of the school and its work. However, a small but significant number gave negative reactions towards the school, primarily in the inspection questionnaire to parents. These views were not echoed in the meeting with parents before the inspection. The inspection team concludes that the firm line that the school has recently taken with parents over the issues of attendance and punctuality has caused some resentment. Nevertheless, the large majority of parents feel that their children are happy at school and do well.
34. The school is trying to build up stronger links with parents and with the community. In some ways this is showing early signs of success. Staff time is being given to provide family literacy sessions each week, and those who attend speak highly of them. Parents are keen to take colour-coded reading guides so that they can help their children. The parent and teacher association has recently been started up again and a group meets regularly to plan ways in which they can help the school. However, an initiative aimed at involving the community in further education in the school has not been successful, even though interesting leisure activities were suggested. There was a very low response to the related questionnaire that was sent out and so it was not thought to be worthwhile to follow it up.

## LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all **satisfactory**.

### Main strengths and weaknesses

- The good leadership of the headteacher has created a clear sense of purpose in the school and a good vision for the way standards can be improved.
- Good leadership and management of the Foundation Stage ensure good provision so that children achieve well.
- Governors are very supportive and becoming more active and effective in steering the school forward, particularly in financial management and planning. Their understanding of the strengths and weaknesses in standards is sometimes not as clear as it might be.
- Good professional development of classroom assistants means they support pupils well in lessons, particularly those with special educational needs, who make good progress.
- Subject leaders are becoming more involved in overseeing their subjects, but in subjects other than English and mathematics their understanding of standards and pupils' achievements is not yet clear enough.

### Commentary

35. The headteacher provides good leadership for the school. Since her appointment five terms ago, she has established higher expectations of what pupils can do. One significant area of development has been the introduction of a regular system for checking on pupils' attainments linked to National Curriculum criteria in English, mathematics and science. The information this gives is helping the school see how well individual pupils achieve in each year group. It is highlighting those who are not doing as well as they should. The headteacher promotes a strong emphasis on pupils' learning that is resulting in some better evaluation of the quality of teaching. She provides a good example in her own practice, as her own lesson evaluations are sharp, with useful pointers for improvement. This is not always the case with less experienced co-ordinators, who are sometimes over-generous in their evaluations.
36. Alongside this, there is a clearer expectation through the introduction of target setting that pupils will make faster progress than some previously did. This has been linked to teachers' performance targets in English and, more recently, in mathematics. Although still in its early stages, these developments are beginning to drive up standards, particularly in the Foundation Stage and Years 5 and 6. Throughout the school, pupils with special educational needs do well because the co-ordinator makes sure they are identified early, and that their targets and support are carefully aimed at raising their confidence and skills. A good training programme has successfully boosted the expertise of classroom support assistants. This shows in the effective help and encouragement that helps these pupils make good progress in lessons.
37. Governors and the headteacher work closely together in a good partnership. Governors are very supportive and, through their links with subject co-ordinators, they are fully involved in the school. Those responsible for finances show good insights into the need for long term planning, and expertise in managing difficult decisions, such as a recent redundancy. High staffing costs that started before the headteacher's appointment have led to a very tight budget with little in reserve. Governors are well aware of this, so they keep a close eye on budget spending and seek out the best value in their purchases. They receive good information on this and the work of the school, but sometimes they do not have a clear enough view of standards, particularly where the weaknesses are and why they arise. This hampers them in acting as a critical friend to the headteacher.



## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	775,640	Balance from previous year	42,490
Total expenditure	735,613	Balance carried forward to the next	18,450
Expenditure per pupil	1,993		

38. Another important development has been the expansion in the roles of subject leaders so that they are now more involved in monitoring and evaluating the provision and pupils' attainments in their subjects. Their skill in doing this effectively, though satisfactory, is still developing. They are not yet thorough enough in their monitoring and evaluation of what is going on. Some, like the co-ordinators for mathematics and English, are clear about where underachievement occurs and what needs to be done. They have set in place courses of action, like the individual targets for pupils' writing, which have good potential to raise standards. Good leadership and management in the Foundation Stage has improved planning, teaching and the systems for checking how well pupils are doing at a fast pace. Because these are now effective, the quality of provision and pupils' achievements are good. This wider ownership and partnership in management is evident in good school improvement planning that clearly steers the school forward. The plan identifies the right priorities, with developments sharply outlined and linked to improving standards.

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

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

39. Provision for children in the Foundation Stage is **good**. It has improved since the previous inspection. It starts from the philosophy of active learning based on structured play, becoming more formal as children progress and are ready for the challenge of Year 1 work. A particularly strong feature is the increasing amount of independence given to the children. This helps them grow in maturity and confidence. The well-planned curriculum operates very effectively and new developments in assessment give teachers a good hold on children's ability and progress. This enables the staff to plan to meet the needs of individual children very precisely.
40. Teaching is good in all areas of learning. The teamwork and cheerful enthusiasm of the staff shines out and creates a happy environment where the children thrive. In consequence, children love to learn and explore their environment, make good progress and achieve well, particularly in personal development and mathematics. Children enter the nursery in September, either to the morning or the afternoon session. Staff are rightly proud of their sensitive welcoming arrangements, that include home visits. Good transfer arrangements into the reception class and Year 1 ease children's passage through these stages of education. Staff have created very good relationships with parents, who are delighted with the provision, under the very effective leadership of the co-ordinator.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Children achieve well because of good teaching and secure routines.
- Teachers grasp every opportunity to build on children's development.
- Teachers encourage children to become independent.

#### **Commentary**

41. The staff use all opportunities to encourage pupils to understand class routines, for instance the use of quiet signals to get all children to listen to instructions. They encourage good sharing and cooperative working. The children enter the nursery with standards that are well below average, but they soon adjust to the teachers' high expectations. The children make very good progress in this area. By the time they move to reception, they are above average on the stepping stones of their targets, called the 'Early Learning Goals'. This is very good achievement.
42. In the first weeks in reception, the children are quietly prepared for the more formal work in the mornings in English and mathematics. The children relish this challenge and are learning to concentrate for good lengths of time. They learn to be busy, confident and friendly in the pleasant surroundings and through warm relationships with the adults. They show how far they have advanced by the enthusiasm with which they help in clearing up. When they join older pupils, for instance in the infant assemblies, their behaviour is impeccable. The new assessment system, based on close observation of children, enables teachers to track their growing maturity, particularly in independence. Consequently children start Year 1 having reached, and often exceeded, their early learning goals in the social skills expected for their age.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children achieve well and make good progress.
- Good teaching emphasises basic skills for reading and writing.
- Staff use opportunities in all areas of learning to develop the children's language skills, and assess these well.
- Sometimes children are not given time to answer in full sentences, and teachers do not model speaking enough.

### Commentary

43. The strength in the teaching is the way staff draw out language from virtually every activity. As ideas are discussed, the teachers model the arrangement of sounds, what the letters look like, and how they might be written. Nursery children are intrigued by this idea, and love making marks on paper or whiteboard that imitate the teacher's writing. During the year they become more accurate. By the time they reach the reception class, they are recording strings of letters. This is a good achievement, as children enter the nursery at a well below the average level. They continue the good progress during the reception year. Although standards are still below average on entering Year 1, this represents a good achievement overall.
44. The teachers are careful to encourage children to hold pencils correctly and form letters accurately. The teachers look for every opportunity to link reading and writing with classroom activities. Even in a single lesson, they expect children to move forward by measurable amounts. The new assessment system is geared to show what steps children need to move toward the next stepping stone. Children's listening skills are well developed through a range of lively stories delivered in an animated and engaging way. Similarly, the staff are open to listening to children's ideas as often as they want to give them. Occasionally, in their enthusiasm, the staff move on before children have had chance to respond fully. The co-ordinator has spotted this. She is initiating a whole programme devoted to promoting speaking and listening skills, linked to the action plan.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Children achieve very well and reach expected standards.
- Teachers use all available opportunities to reinforce mathematical ideas.
- Assessment data is used well for directing progress.

### Commentary

45. Teachers plan very effectively. They achieve a very good balance between focused teaching sessions and the wider continuous activities that are well set out around the classroom and outside. Children listen well and in the nursery enjoy the number rhymes enormously. These help to fix the names and size of the numbers in their memories. Whether playing inside or outside, children get to know the numbers that surround them. They start nursery at a below average level. They make very good progress, so that by the end of their time they are ahead of the expected level of stepping stones.

46. Further good progress through reception enables the children to reach the expected goals. That means they enter Year 1 at the level expected for their age. The slightly more formal approach in reception suits the children because they are ready for the increased challenge. They concentrate well on the 'big' numbers in the twenties and beyond. The teachers have very high expectations and use assessment well to group children to ensure they are doing work at the highest level. Children also enjoy the structured play areas, where they can explore number and shape in practical activities, carefully planned around the classroom.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children make good progress and achieve well.
- Teaching is good, and resources are used well.
- The curriculum is exciting and creative.

### **Commentary**

47. The teachers use the accommodation and resources creatively to produce a particularly stimulating environment for children. They give children very good practical opportunities to feel and handle material, for instance in the topic on 'Billy's birthday'. The new computer suite is of particular benefit for reception children's ICT skills, and they also learn how to control a simple robot. Nursery children love to use their own computers. Lesson explanations are very clear and draw well on the children's own experiences. The follow-up activities are interesting and build on what the children have heard in the opening discussions, engaging their curiosity and allowing them to investigate for themselves. Teaching of this kind is good. The planning is very thorough and gives a good balance to elements of history, geography, science and technology.
48. The children's standards at the start of the nursery are well below average. They make good progress during the nursery. By the end of reception, many children are close to the expected standard. Although this is still below average, it represents good achievement in relation to their starting points. The new assessment system is increasingly able to give teachers guidance on what steps individual children need to move them through the stepping stones.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Planning and teaching are of good quality.
- The reception classes need their own outside play area.

### **Commentary**

49. The nursery staff make good use of the outdoor play area. Children love playing outside and the resources enable them to extend most of the classroom learning on a larger scale. The co-ordinator is anxious to make the same provision available for the reception classes. In the meantime the teachers use the school hall effectively. It is a good feature of teachers' planning that all activities have the clear intention of moving children's physical development on in measurable steps. This applies equally to experience with large apparatus and use of smaller scale equipment as children improve control of their fingers to manipulate a wide range of tools and writing equipment. The assessment system is now capable of measuring the outcomes.

Children enter the nursery well below average in fine manipulation skills. By the time they enter Year 1, they are much nearer the expected levels, which is a good achievement.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children's imaginations are developed well, using a wide range of contexts.
- Teaching is good, particularly in the use of resources for practical sessions.
- Sometimes there is not enough adult support in role-play situations.

### **Commentary**

50. Teachers plan well to provide a rich experience on which children can draw to stimulate their imaginations. The role play situations draw out children's language well, as they imagine themselves taking part in the nativity story in the classroom 'stable' or explore the small world toys. They share ideas and create new ones. On occasions, there are not enough adults to supervise the activities and make the most of the language opportunities.
51. A strong area is painting. The children have a natural inclination to explore colour and subject composition imaginatively. They enjoy music and are often humming and singing contentedly to themselves. They observe the materials the teachers have provided for craft activities, and add their own stamp of inventiveness, for instance in the startling firework pictures that they create. They are well below the average on entry to nursery. By the end of reception, they are flowing with ideas that they take confidently into Year 1. They reach standards almost in line with expectations, and that is good achievement.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' attainment improves through the school and is average by the age of 11 years.
- Good teaching and learning in Year 5 and Year 6 ensure these pupils achieve well.
- Variations in the quality of teaching reduce pupils' potential progress.
- Assessment is not used effectively to inform planning.
- Pupils have weak speaking and listening skills and the school does not do enough to actively improve them.
- The use of target setting in reading and writing is increasingly consistent and aids pupils' progress.
- Guidance on how to read and discuss books at home is having a positive effect on pupils' comprehension skills.
- Throughout the school, pupils develop good handwriting and presentation skills.

### **Commentary**

52. Pupils' standards of attainment were below average at the time of the last inspection in all aspects of the subject. These standards have been reflected in the weak past results in the National Curriculum tests at the end of Years 2 and 6. Recent improvements in the curriculum and teaching have had a positive impact. The 2003 National Curriculum tests at the end of

Year 2 show improved writing. The results of the Year 6 tests show that pupils made good progress from their attainment in Year 2.

53. The inspection confirms the improvements that are becoming apparent. Although overall standards in Year 2 remain below average, strong teaching of the older pupils leads to good achievement and average standards by the time they leave the school. In all year groups there is a wide span of ability. Pupils with special educational needs have good support to help them to learn well. Good efforts are made by staff to raise their attainment by carefully planned work and encouragement.
54. Throughout the school, however, standards in speaking and listening are below average. Some lessons include effective activities to promote pupils' skills such as paired discussions in a Year 6 religious education lesson. However, there is no consistent approach to tracking and developing pupils' skills so as to increase their progress in English. Many pupils enter school with very weak speaking and listening skills and they do not improve them sufficiently. Pupils' reading and writing are restricted as a result.
55. Staff work hard to improve standards in reading. Standards are below average in Year 2 and average in Year 6. Although pupils develop sound skills at working out new words and many can read with fluency, their weak comprehension skills restrict their understanding. There is a structured reading programme and good opportunities during the school day for pupils to engage in group, paired and silent reading. These help pupils to improve their skills. Parents are encouraged to read at home with their children and the school gives useful guidelines for them to use. This has helped pupils to move forward well. Pupils in Year 6 read confidently and independently. They can discuss their reading preferences and clearly enjoy reading a wide range of books.
56. Standards in writing are below average in Year 2 and average in Year 6. Pupils' handwriting and presentation are good throughout the school because teachers pay good attention to teaching basic skills and have high expectations of presentation. Pupils write in a good range of forms. Clear marking offers constructive advice that helps pupils to understand what they have to do to improve. This has contributed to pupils' progress.
57. Although the teaching seen ranged from very good to unsatisfactory, it was satisfactory overall. It is evident from both lessons and pupils' past work that some of the teaching is of a high quality. This has an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities and enables pupils to achieve well. For example, pupils in Year 1 worked hard to find words beginning and ending with particular sounds. Pupils concentrate well in lessons and work hard. However, there is too much variation in the quality of teaching to sustain good progress, particularly in Years 1 – 4. In the unsatisfactory lessons, pupils did not have enough opportunity to take an active part. They were often sitting down and listening for too long. The mismatch of work to pupils' needs led to inattention and lack of progress.
58. Teachers do not always consider carefully enough the prior attainment of the pupils in their class when planning their lessons. As a result, they do not cover all aspects of English in sufficient depth or plan work with pupils' individual needs in mind. Assessment is not used effectively to match work to pupils' abilities and individual needs are not always well met. For example, in a Year 6 lesson, the task set for the lower achieving pupils was not challenging enough, while in a Year 2 lesson there was not enough support given to the lower achieving pupils. As a consequence, pupils' ability to learn and make progress is hindered.
59. The two subject leaders have a clear view of what needs to be improved and have worked closely with staff to put improvement strategies into practice. For example, target setting for pupils in reading and writing is used with greater consistency through the school and is helping to raise standards. Pupils know clearly what they are currently able to do and what they have to

do to improve. In Year 5 and Year 6, pupils are well motivated and work to their targets. Teachers use these targets effectively to track pupil progress.

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

60. Pupils use their language and literacy skills well in other subjects. Pupils have lots of opportunities to write in a range of different lessons and interesting writing tasks are set.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards in Year 6 have improved and are now average with more pupils reaching above average standards.
- Good teaching in Year 6 means that pupils achieve well.
- Good support ensures pupils with special educational needs make good progress.
- Assessment information is not used carefully enough to guide planning.
- The co-ordinators' improved monitoring is beginning to improve provision and raise standards.
- Some pupils' limited speaking and language skills restrict their explanations.

#### **Commentary**

61. Pupils in Year 6 do well in mathematics and reach standards that are average overall. Well-focused teaching helps more able pupils make rapid progress, so that a significant number reach higher than the average levels in all aspects of mathematics. Standards in Year 2 are still below expected levels, as they were in the last inspection. Recent checks on pupils' attainments are showing that some pupils do not do as well as they could in Years 1 to 4. Pupils' skills in number and calculations, relatively weak last time, are now satisfactory. This is because there is a better emphasis on developing pupils' mental calculation skills in lessons.
62. Pupils' ability to solve problems is sound overall, but develops inconsistently. There are good opportunities for pupils to use their mathematics skills in investigations, with the best emphasis on developing independence seen in Year 6. However, pupils do not become as independent as they might because some teachers direct activities too closely. Although teachers frequently encourage pupils to explain to others how they worked out a calculation or solved a problem, pupils are often slow in explaining. They find it hard because their speaking skills are generally limited.
63. Teaching is satisfactory overall, although two unsatisfactory lessons were seen in Years 2 and 3. However, teaching in Year 6 is good, and gives pupils a significant boost prior to the National Curriculum tests. These teachers plan successful lessons where pupils work very hard because they enjoy the practical and interesting activities carefully planned for them. Teachers make good use of the information from the school's improved system for checking on pupils' progress, and pitch the work so that it fully challenges and absorbs them.
64. Teaching in other classes is satisfactory. Teachers have improved their lesson planning so that they make clear to pupils what they are to learn. In the best lessons, teachers adapt activities so that pupils move forward at their own pace. Pupils find it hard to listen for long periods of time, but work hard and enthusiastically when activities are practical and challenging. Some of the teaching lacks this sparkle, as noted in the last inspection. Too often, teachers take too little account of what pupils have done before or can already do when planning their work. This leads to unnecessary practice of skills like counting that is pitched too low or the repetition of similar exercises as seen in pupils' past work. Some explanations and demonstrations are too lengthy, repetitive and uninteresting, so that pupils lose concentration

and become restless. Weak management of the unsettled behaviour that follows means that it goes on too long. All of these features mean that the quality of teaching is inconsistent and slows pupils' progress in Years 1 to 4.

65. Throughout the school, pupils respond well to challenge. Higher attaining Year 6 pupils, for example, applied themselves very effectively to solving a geometry problem in order to teach their classmates. The teacher's effective questioning and prompts ensured that they understood and conveyed this well to other pupils. Extra discussions and demonstration by a hardworking classroom assistant meant that a small group of children with special educational needs made equally rapid progress. They, too, proudly took their turn at the front. This kind of good support helps these pupils do well, particularly when the adults working with them are well informed about their role.
66. The leadership and management of mathematics are satisfactory. The role of the two co-ordinators has expanded recently, and their improved monitoring of the subject means that they are well aware of what needs to be done. The priorities in the school's planning for developing the subject are the right ones to raise standards further. The introduction of a system for checking on pupils' achievements in each year group has been significant in highlighting where good and weak achievement occurs in each year group. Through setting challenging, but achievable, targets for each year group, the headteacher has begun to raise expectations. However, all these developments are in their infancy and not yet delivering the full improvements in standards that are clearly possible.

### **Mathematics across the curriculum**

67. There are satisfactory opportunities for pupils to use their mathematics skills in such areas as measuring results in science. In history, pupils gain a secure understanding of the passage of time when they study the relative position of the periods they study on time lines stretching back thousands of years. However, the school does not have a carefully planned approach to developing pupils' mathematics skills in other subjects. Opportunities for activities such as collecting information and using it to produce and interpret their own graphs are rare in subjects such as geography.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils achieve well by the end of Year 6.
- Good teaching in Year 6 gives pupils considerable independence in solving problems.
- Standards at the end of Year 2 are not high enough.
- Assessment data is not being used to monitor progress and trends.
- Teaching is not of a consistently high standard throughout the school.

#### **Commentary**

68. Standards in Year 6 are in line with the national average. This is a good achievement overall from the pupils' starting points and a significant improvement since the previous inspection. However, pupils make the best progress in the upper juniors. Standards at the end of Year 2 are below average and achievement is satisfactory. Pupils' progress through the school is uneven but satisfactory overall.
69. Teaching is satisfactory overall, throughout the school, but very good in Year 6. The significant strength in Year 6 is the way that the teachers motivate pupils to use their thinking skills. The teachers prepare exciting experiments and investigations. They give pupils just enough



information and useful planning tools to enable them to work out their own approaches. This is very challenging. Pupils have to persevere and use logical thinking to solve problems, extending their learning very well. Pupils handle equipment carefully and enjoy making accurate measurements. This sharpens their numeracy skills. Pupils also learn how to record their results in styles of writing that link their predictions to scientific conclusions. Many of the tasks are open-ended, so that all ability groups can respond to the challenges at their own level. Pupils who have special educational needs work steadily, with good adult support, and achieve the same level of success as their peers.

70. The teaching in the rest of the school is not of this challenging standard. Teachers do not use assessment sufficiently to plan work to match pupils' abilities. This applies particularly to the higher attaining pupils. As a result, teachers do not ensure that enough pupils are on track to reach the higher level (Level 5) by the time they leave the school. In a Year 2 lesson on electric circuits, the pupils who had special needs received valuable additional experience in taking a torch to pieces to enlarge their understanding of circuits. However, it was a weakness that the higher ability pupils did the same work as the rest of the class. This weakness in planning carries through to the later year groups, which do not all prepare pupils sufficiently for Year 6. Year 2 pupils do, however, use writing well in topics where they can indulge in lively descriptions of their observations. The co-ordinator's action plan is to extend the range of topics to give pupils a richer experience of experimental science. This is to link pupils' writing in new contexts more closely to the ideas they develop in the summary discussions at the end of lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils reach average standards of attainment in all aspects of the curriculum.
- Teachers plan lessons in the computer suite well with increasing confidence in the equipment.
- Pupils do not use their ICT skills in other subjects often enough.
- The co-ordinator has insufficient opportunities to judge teaching and standards through the school.

### **Commentary**

71. The school has made good progress in addressing the weaknesses identified in the last report. Having identified areas of weakness in teachers' skills and knowledge, good training and support with an increasing range of equipment has been given. This is particularly seen in the growing confidence that teachers show in the new computer suite. This is small in size, but represents a significant step forward. Staff changes have weakened the continuity of leadership of the subject. Increasing attention to monitoring the standards of pupils' work is giving a better idea of how well they are doing. However, the recently appointed co-ordinator has not yet had enough opportunities to observe lessons to get a good picture of standards and progress through the school.
72. Teaching is satisfactory overall, although some good use of the computer suite helps pupils to learn well. In particular, these good lessons give pupils opportunities to apply their skills to tasks with greater independence. Pupils respond well to this type of challenge and apply themselves well. When tasks are less challenging, pupils lose attention more easily and teachers need to intervene, slowing the pace of learning. Teachers have developed secure personal skills and confidence with equipment and mostly use these effectively to give clear explanations. Good relationships and effective use of the school's behaviour strategies ensure that lessons run smoothly and encourage pupils to work hard. Pupils often show good attitudes when they work together, sharing ideas and equipment sensibly.

73. Pupils develop confidence when logging on and off the network and correctly use a good range of specialist terms to describe equipment and processes. For example, pupils know and describe different ways to search for information to use in their work. They use a good range of programs that cover most aspects of the curriculum.

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

74. Pupils develop a sound range of skills through their lessons in the computer suite. Many lessons relate directly to pupils' work in other subjects and this improves the relevance of their learning. However, teachers make too little use of classroom computers to give pupils additional opportunities to apply and consolidate their skills. As a result, pupils are less secure in recognising how to use and apply ICT skills to problems and work in their other lessons.

### **HUMANITIES**

75. History and geography were only sampled so there is not enough evidence to make a secure judgement on the quality of provision. Three lessons were seen in history and two in geography, covering a range of infant and junior classes. However, these lessons and examples of pupils' work indicate that standards meet national expectations at the end of Year 2 and Year 6, as they were at the last inspection. Pupils' achievements are satisfactory overall.
76. Pupils in Year 2 show a thorough understanding of their **history** topics, like the events surrounding the Gunpowder Plot and the people involved. The teacher successfully used drama in a good lesson where pupils produced their own improvisation of events. Pupils eagerly identified and took on the roles of the conspirators, the king and other key people, showing a keen awareness of the feelings of the characters in their expressive speaking and movements. In Year 6, pupils made good use of a range of reference texts in seeking out information about the lives of people in Sparta and Athens in Ancient Greece. Because of this, they gathered a good evidence base that helped them compare the lives of people in the two cities.
77. In **geography**, pupils in Years 1 and 2 become more aware of places further away in the world as they follow Barnaby Bear's travels to countries like France. Through their discussions, they understand the different types of transport people use to visit these places. Good use of the local area for observation at first hand helps pupils in Year 6 develop sound mapping skills and an understanding of local features like the River Trent. They construct maps of the streets and the course of the river, plotting features like the canals. However, pupils in the lessons observed in Years 1 to 4 lost interest and concentration when uninteresting introductions went on too long and worksheets were uninspiring.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in Year 6 where teaching is very good.
- Pupils have a sound awareness of Hinduism and Islam because planning is effective.
- Pupils are enthusiastic and concentrate well when themes are taught through drama.
- Unchallenging activities slow pupils' progress in some lessons.
- Well managed discussions make a good contribution to developing pupils' spiritual and social awareness.

### **Commentary**

78. Standards in Year 2 and Year 6 are as expected for their ages as they were at the last inspection. Pupils develop a secure understanding of Christianity and other world religions because lessons are soundly planned, based on the requirements of the locally agreed syllabus for teaching religious education. The quality of teaching and pupils' achievements is satisfactory.
79. Year 1 pupils have a good knowledge and understanding of the Hindu festival of Divali. They talked knowledgeably about the festival because the teacher stimulated a lively discussion, praising their contributions and use of the correct words. They took great care in making and decorating their own clay diva lamp as a lasting reminder of their work. There was good use of drama in a Year 4/5 class where pupils took on the roles of the Goddess Lakshmi and others in the Hindu story of 'The Churning of the Oceans'. Pupils enjoyed taking part and they, and others watching, were totally absorbed as the story unfolded. However, the activity that followed was unchallenging and pupils found it hard to share scissors and glue. The cutting out, reorganising and sticking parts of the story into their books added too little to their understanding. More able pupils marked time in copying the teacher's writing, an activity that did not challenge their own thinking or writing skills enough.
80. Pupils in Year 6 show maturity in their understanding of how they can learn from other faiths. In both classes, very good relationships, brisk questioning by the teachers in well managed discussions and interesting follow-up activities were features of the very good teaching seen. Because of these, pupils worked very hard. They freely explained their thoughts and ideas about the importance of the Muslim pilgrimage to Mecca. They thoughtfully selected the really important, basic things they would need to take from the wide range of worldly and natural goods they have. A 'hot seating' activity at the end gave good opportunities for further speaking. Such experiences help pupils think hard about what these practices mean to them, and so they develop good social and spiritual awareness. However, because their speaking skills are not so well developed, some pupils find it hard to explain the deep understanding they clearly have.
81. The leadership and management of the subject are satisfactory. The planning is sound and the subject leader, through her monitoring of lessons and pupils' work, has identified the right priorities that will improve provision further. When feeding back information about lesson observations, however, more could be done to help teachers identify ways in which pupils' learning could be even better.

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

82. Few lessons could be seen in art and design, design and technology, physical education or music so it is not possible to make judgements on provision. However, some lessons were sampled, planning and records of pupils' past work were examined and discussions were held with teachers and pupils. These suggest that there is sound coverage of the National Curriculum requirements in all the subjects. Pupils' experience of these subjects is often supplemented by good extra-curricular activities such as sports and art clubs and the school choir.
83. In all the subjects, the leadership and management are satisfactory overall. Co-ordinators are taking increasing responsibility that includes developing and improving the curriculum, often making good use of national guidance. This is contributing to better teamwork through the school. There have been increasing opportunities to observe and support teaching, particularly in physical education. This is helping co-ordinators to gain a clearer view of the school's strengths and weaknesses. In all subjects, however, limited assessment systems make it difficult for co-ordinators to accurately judge pupils' progress and standards.
84. The two lessons observed in **art and design** showed pupils involved in their work and trying hard. Throughout the school there has been good attention to improving pupils' drawing, using a good range of media. For example, Year 4 and 5 pupils made good use of shade when

working with good care and precision. Year 6 pupils create detailed and effective paintings that are linked to their work in other subjects. Many have good knowledge of the lives and styles of some famous artists such as Van Gogh.

85. In **design and technology**, two lessons were seen and these related well to pupils' work in other subjects. Throughout the school, pupils make designs, create artefacts and evaluate their work. For example, Year 2 pupils design wooden miniature playgrounds with some moving parts. Year 5 pupils used their imaginations and a good range of materials when creating textiles on the theme of the Creation. They showed good command of a wide variety of techniques. Many talk enthusiastically about their projects and how successful they were.
86. Although no formal lessons were seen in **music**, an improved curriculum and training for teachers have given staff better confidence to teach it. This is now ensuring that pupils take part in all aspects of the subject and standards are rising. Pupils have opportunities to play simple instruments that they use when composing simple pieces. Throughout the school, pupils sing with enjoyment.
87. Pupils take part in the full range of **physical education** activities. Although three lessons were seen, two were taken by temporary teachers and do not represent the school's normal provision. There are effective arrangements to teach swimming that help most pupils to reach the national standard by Year 6. The co-ordinators' observations are identifying strengths and weaknesses in standards and areas where development needs to take place.

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

88. No lessons were seen in this area of the school's work but examples were seen in other lessons, along with examples of pupils' work. Current work in Year 6 suggests that the programme of study meets requirements and pupils' attainment is in line with national expectations. The school sees pupils' personal development as an important part of its work. The programme for personal, social and health education is good and includes work on diet, health and hygiene in Years 1 and 2. In Years 3 – 6, work includes developing good relationships, dealing with strong emotions, sex, drugs and personal safety. The work the pupils do helps them to develop a safe and healthy lifestyle, gain confidence and communicate well with others. It is well supported by a good programme of visitors and the school is also part of the Healthy Schools initiative. The school council is active in promoting initiatives. For example, new playground rules were recently adopted after their discussions. This enables pupils to take a real role in the running of the school.

## 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	4
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>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
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	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<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).*