

# INSPECTION REPORT

**Bursar Primary School**  
Cleethorpes

LEA area: North East Lincolnshire

Unique Reference Number: 117968

Inspection No: 67076

Headteacher: L. Holbrook

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Reporting inspector: Ms. B. Pollard  
OIN: 1838

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> November 1999

Under OFSTED contract number: 707457

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bursar Street Cleethorpes North East Lincolnshire DN35 8DS
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs E. Craig M.B.E
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Ms. B. Pollard, RgI	Areas of learning for children under five Design and technology History	Characteristics of the school Attainment and progress Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Teaching Pupils' spiritual, moral, social and cultural development The efficiency of the school
Mrs. B. Moore, Lay Inspector	None	
Mr. J. Barley	Science Information technology	
Mr. J. Taylor	Music Mathematics Geography Physical education Equal opportunities	
Mrs. A. McAskie	English Art Religious education Special educational needs	Curriculum and assessment

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## **MAIN FINDINGS**

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

- The aims and ethos, which are designed to raise standards, are having a very positive impact.
- The excellent leadership and very good management provide a clear sense of direction and support the improvement in attainment through the rigorous evaluation of education provided and action taken as a result.
- Teaching is consistently good throughout the school.
- The stimulating curriculum, detailed planning and thorough assessment help teachers to ensure that children learn what they need to.
- Children have very good attitudes to their work because they are given interesting tasks, are provided with a very good range of activities outside the classroom and they make good progress, whatever their ability.
- The school uses all its resources very efficiently to reach its goal of raising standards.
- The very good provision for the spiritual, moral, social and cultural development of children helps to ensure that they leave the school as mature, thoughtful individuals with respect for the views of others.

### **Where the school has weaknesses**

I. While children's competence in speaking and writing is satisfactory, it lags behind their attainment in reading and listening because of a limited vocabulary and ability to express themselves and this hinders their ability to evaluate and improve their work.

II. There are insufficient opportunities for those children who are capable of working independently to investigate their own lines of enquiry, particularly in mathematics.

III. The too rigid adoption for those children who are not yet five, of the literacy and numeracy hours, which require long periods of intense concentration, is unsuitable for their stage of development so early in their first year in school; the mixed class of four year olds and those Year 1 children who have begun the National Curriculum is not meeting the needs of the youngest children.

IV. The school tries hard to involve parents in their children's learning but needs to find further ways of encouraging their participation and making them aware of the importance of this help in raising attainment further.

### **How the school has improved since the last inspection**

The school has made good improvement since the last inspection and has overcome the weaknesses identified. It has the potential to make similar good improvement in the future.

There is much more monitoring and evaluation of what children can do and what they need to do next and standards have risen as a result. This includes physical education and information technology where there were particular weaknesses which have been put right.

A lot of work has been done to improve curricular planning and assessment. These are now of a high quality and consistent throughout the school. There is now a very good range of assessment procedures, which are used very effectively to target groups of children to raise attainment, and this has resulted in an improvement in the quality of teaching and better resources.

The spiritual aspect of school life is now very good.

The governing body is more involved in strategic planning and financial decisions and it has dealt with the health and safety issues identified in the last inspection.

The quality of teaching has improved; it is now good overall, with a significant percentage which is very good.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	<b>·</b>	<b>Key</b>
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	B	A	<i>average</i>	<i>C</i>
Mathematics	A	A*	<i>below average</i>	<i>D</i>
Science	C	A	<i>well below average</i>	<i>E</i>

The school is compared with other schools with similar numbers of pupils entitled to free meals.

By the time they are five years old, the majority of children are likely to reach at least the national targets set for the age-group in personal and social development, language and literacy, mathematics and creative development. In their knowledge and understanding of the world and in the gymnastics element of their physical development, they are likely to exceed the national targets. By the end of Key Stage 1, at least three quarters of children reach the goals set by the National Curriculum tests and tasks in English, mathematics and science and this puts their attainment in line with the national average. The 1999 National Curriculum test results at the end of Key Stage 2 are a big improvement on the previous year and show that the percentage of children attaining the expected Level 4 or above exceeds the national average in English, is well above it in mathematics and is in line with it in science. When compared with similar schools, attainment is well above average in English and science and very high in mathematics. These improved results are because of rigorous analysis of test results and teachers' assessment to identify where children have weaknesses which has resulted in better focused teaching and support, and more appropriate resources. In information technology and religious education, most children, in both key stages, achieve the nationally expected levels. In the other National Curriculum subjects, pupils' progress is always at least satisfactory and often good. Particular strengths are art, design and technology and history in both key stages, and music and swimming in Key Stage 2.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	good	good
Mathematics	good	very good	very good
Science		very good	very good
Information technology		good	good
Religious education		satisfactory	satisfactory
Other subjects	good	good	good

Teaching is, generally, consistently good in the reception classes, Key Stage 1 and Key Stage 2 and is a significant factor in the improving attainment of children. In 81 per cent of lessons, teaching was at least good and in half of these it was very good; no unsatisfactory lessons were seen. Lessons are very well prepared and teachers expect children to work hard and achieve the best they can. Teaching has improved since the last inspection.

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

## Other aspects of the school

Aspect	Comment
Behaviour	This is very good. Most children obey the rules, co-operate and show respect for others.
Attendance	Satisfactory. It is in line with the national average.
Ethos*	Excellent. The school is meeting its aims and raising standards. Expectations of attainment, work ethics and behaviour are high.
Leadership and management	Very good overall. The head, deputy and governing management body have a clear idea of the direction of developments in school and they are supported by very capable subject leaders who understand what to do to improve attainment. Teamwork is highly effective.
Curriculum	Very good. It is broad, balanced and interesting and assessments of what children can do are used well to help them do better.
Pupils with special educational needs	Provision is very good and this helps children to make good progress.
Spiritual, moral, social & cultural development	Very good. The school successfully promotes its aims and cultural values.
Staffing, resources and accommodation	Good. Support staff make a significant contribution to the standards achieved; accommodation is used well; the very good resources are used effectively to help children learn.
Value for money	Very good. Resources are used efficiently, the budget is managed well and the evidence of improved attainment from when children start school to when they leave, and the better National Curriculum test results at the end of Key Stage 2, show that the school is reaching its targets.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## **The parents' views of the school**

### **What most parents like about the school**

- V. Children like school
- VI. Parents are encouraged to become involved in school life.
- VII. They find it easy to approach staff.
- VIII. Standards are good.
- IX. The values and attitudes promoted have a positive effect.
- X. They are kept well informed and they know what is taught.
- XI. Behaviour standards are high.
- XII. They are satisfied with levels of homework.

### **What some parents are not happy about**

- XIII. No significant criticisms

In answer to any one question on the questionnaire, only two parents disagreed with the statements and this is not statistically significant given the number of responses. Comments made on the back of the questionnaire, or at the parents' meeting, show that the vast majority of parents are happy with the educational provision made by the school and the inspection team endorse this view.

## **KEY ISSUES FOR ACTION**

The school and governing body should:

- ◆. Improve the standards of independent speaking and writing skills to bring them up to the high level of the listening and reading skills by:
  - . extending the pupils' range of vocabulary;
  - . teaching them how to evaluate their imaginative writing so that they can make critical comments that help them to write better.

*(paragraphs: 16, 18, 98, 100)*
- ◆. Provide more opportunities and freedom for those pupils who are capable of more independent learning, particularly in mathematics, by allowing them to pursue their own lines of enquiry.

*(paragraphs: 19, 29, 109, 113)*
- ◆. Make better provision for the under-fives children by:
  - . modifying the literacy and numeracy hours so that there is a better match to the children's work rhythms;
  - . regroup the children in the mixed age reception and Year 1 class so that they are closer in ability and the work will be more appropriate.

*(paragraphs: 24, 43, 46, 86, 94)*
- ◆. Make even more efforts to involve parents in their children's learning by:
  - . making parents more aware of the significance of their support;
  - . encouraging them to take more interest in the educational aspect of the school's life.

*(paragraphs: 1, 7, 51, 61, 62)*

## · INTRODUCTION

### · Characteristics of the school

1. Bursar Primary School is an average sized school which was formed in 1995 by combining an infant and a junior school. It is situated close to the centre of the East Coast seaside town of Cleethorpes in an urban area of terraced and council owned houses. There is higher than average unemployment and some social deprivation. Pupils, generally, come from homes with low percentages of adults with higher education and there are fewer of them in higher social class households than the national average. There are an increasing number of lone parent families. Parents at their meeting expressed their appreciation of the school and nearly all are happy with the educational provision. Parents are good attenders of social events but the school is disappointed in its efforts to attract more involvement in children's learning either at home or in school.
2. Refurbishment of the buildings was carried out at the time of the amalgamation and the interior is bright and attractive. The reception classes are housed in part of the former infant school across the school's playground and they share this annex with a playgroup.
3. There are 226 pupils on roll; children start school in the September of the year in which they become five years old and transfer to local comprehensive schools at age eleven; there are currently 30 four year olds in the reception classes. There are 26 per cent of pupils eligible for free meals which is above the national average and this has increased in the past year. There are 69 pupils on the school's register of special educational needs which represents 30 per cent of the school's population and is well above the national average. There are only three pupils with statements of special educational needs and this is below average. Eleven pupils have English as an additional language which is five per cent of the school's population and above average; they receive additional help. A significant and recent factor in the characteristics of the school is a small influx of refugee children which has increased school's ethnic minority population although this is low when compared with national figures.
4. The school takes great care over its admission arrangements for the under-fives. Children are offered places in the playgroup before starting school and a reception teacher regularly visits this in the summer term so that children know him. An induction meeting is held for parents and they are provided with an information pack. The intake is gradually introduced to school in small groups over a period of time and a parents' meeting is held early in the term to ensure there are no problems. This very careful and sensitive introduction to school helps children to settle quickly.
5. Evidence from baseline assessments carried out soon after entry to school show that around a quarter of children are below expectations in ability. There are many who give up when faced with what they perceive as difficult work because of a lack of confidence and who have a limited ability to express themselves coherently. There are a few who are ready to begin formal learning and who relish the challenges that schoolwork provides.
6. The school's aims are:
  - \*. to provide a safe and welcoming environment;
  - \*. to put particular emphasis on raising attainment in literacy and numeracy;
  - \*. to develop an enthusiasm for learning and foster self-esteem;
  - \*. to promote tolerance and caring for others.

1. The school's targets are to:

- \*. raise attainment in English and mathematics;
- \*. meet agreed targets in English and mathematics;
- \*. make better use of the assessment of pupils' progress;
- \*. set realistic yet challenging targets for improvement;
- \*. improve the quality of teaching;
- \*. involve parents more in children's learning;
- \*. provide sufficient high quality resources.

1. The school's results for 1999 show that these objectives are being met as attainment at the end of Key Stage 2 has greatly improved. More resources have been purchased and they are now very good. Much work has been carried out on assessment and this is having a positive impact on standards. The quality of teaching is higher than in the previous inspection.

## 8. Key indicators

### 2. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	13	20	33

9. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	9	7
	Girls	14	11	12
	Total	24	20	19
Percentage at NC Level 2 or above	School	72(74)	66(82)	56(91)
	National	82(80)	83(81)	87(84)

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	7	6
	Girls	13	12	11
	Total	23	19	17
Percentage at NC Level 2 or above	School	64(79)	61(94)	52(97)
	National	82(81)	86(85)	87(86)

### 3. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	13	19	32

10. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	11
	Girls	15	16	14
	Total	24	26	25
Percentage at NC Level 4 or above	School	77(50)	83(42)	80(55)
	National	70(65)	69(59)	78(69)

10. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	5	9
	Girls	12	13	15
	Total	15	18	24
Percentage at NC Level 4 or above	School	47(53)	56(55)	75(58)
	National	68(65)	69(65)	75(72)

11. **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	4.9
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

11.

12. **Exclusions**

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	0
	Permanent	0

13. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	42
	Satisfactory or better	100
	Less than satisfactory	0

13.  
**ASPECTS OF THE SCHOOL**

**PART A:**

13.  
**EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

13. **Attainment and progress**

4. The previous inspection in 1997 found standards to be *in line with national expectations* at age five, and *in line with national expectations in most subjects of the National Curriculum* at the end of Key Stages 1 and 2. Attainment in mathematics and art were good in Key Stage 1, and at Key Stage 2, art and music were good while physical education and information technology standards were *below national expectations*.
5. The school's National Curriculum test results for 1999 at the end of Key Stage 1 show that the majority of pupils reached at least the Level 2 expected for their age in English and mathematics; reading and writing results were higher than spelling in English. These results were lower than in 1998 because of the high percentage (40 per cent) of pupils with special educational needs. At the end of Key Stage 2, results in the 1999 National Curriculum tests show that over three-quarters of pupils attained at least the Level 4 expected in English and the percentages for mathematics and science are even higher. This is a significant improvement on 1998 where results were well below the national average in English, mathematics and science. This year, when compared with all schools, results are above average in English, well above average in mathematics and in line with the national average in science. When compared with schools with similar characteristics, based on the numbers of free meals, results are well above average in English and science and very high in mathematics by the time children leave the school. When compared with schools with similar characteristics, results in 1998 were average at the end of Key Stage 1 but well below average at the end of Key Stage 2 so the level of improvement in 1999 is high. Trends over time show a steady improvement, with some fluctuations caused by the numbers of pupils with special educational needs in the various year groups. The findings from this inspection are in line with the 1999 National Curriculum test results and show an encouraging improvement in standards in Key Stage 1, where the current Year 2 are performing better than last year's classes, and at the end of Key Stage 2, where the dramatic improvement is being maintained.
6. Many children enter the school at four years of age with a limited vocabulary and a lack of knowledge about numbers, although there are a few who have high ability. Assessments undertaken soon after children start school show that around a quarter are below average in ability and they need their confidence building. By the time they are five, the majority are likely to reach the national targets for the age group in personal and social development, language and literacy, mathematics and creative development. In the areas of learning known as knowledge and understanding of the world and in the gymnastics element of physical development, their attainment is likely to exceed the national targets. There is a significant number, however, who are unlikely to reach the targets because they have learning difficulties and need more time and additional help to reach the expected standards.

7. Children in the reception classes generally make good progress, especially in personal and social development, gymnastics and knowledge and understanding of the world, because of good educational provision. They learn to be more curious about the world in which they live, express themselves more coherently and they begin early reading and number activities.
8. At the end of Key Stage 1, the attainment of three-quarters of pupils is at least at the expected Level 2 in English. Attainment in reading and listening is above that in speaking and writing, as pupils are still extending their range of vocabulary. Pupils, generally, make good progress because of the well-planned, structured programme of work that ensures the development of literacy skills. Due attention is given to increasing vocabulary. Attainment at the end of Key Stage 2 has risen and results now compare very favourably with the national average. Around three-quarters of pupils attain the expected Level 4, with 15 per cent reaching Level 5. Pupils can use punctuation and grammar skills effectively but their imaginative writing suffers from a lack of a rich vocabulary and the ability to evaluate what they have produced in order to improve it. Progress in most aspects of English is good. Pupils develop more confidence in writing for a range of audiences and purposes. Pupils with special educational needs, including those for whom English is an additional language, make very good progress as literacy is a focus for their work.
9. In mathematics, around 70 per cent of pupils attain the expected Level 2 with approximately 15 per cent reaching Level 3 at the end of Key Stage 1. Pupils can count reliably, order numbers to 100 and understand place value. Pupils make good progress, particularly in partitioning tens and units to add and subtract two-digit numbers. By the end of Key Stage 2, over 80 per cent of pupils are reaching the expected Level 4 and half reach Level 5. They have a good understanding of large numbers and decimal fractions. They measure accurately and can use data they have collected to explain their findings. Progress is good overall and is sometimes very good in Years 5 and 6. Pupils learn tables, number bonds, equivalent fractions and decimals. Those with special educational needs make good progress, especially in their understanding of the properties of shapes. Some of the higher attaining pupils could achieve more if they were provided with further opportunities to work independently on their own investigations.
10. In science, by the end of Key Stage 1, most pupils reach at least the expected Level 2 or above. They can use simple equipment to experiment and are beginning to appreciate the need for fair testing. Progress is satisfactory overall. Pupils develop a greater awareness of the scientific processes and how to conduct investigations. At the end of Key Stage 2, most pupils attain the expected Level 4 with a significant number reaching Level 5. They can make predictions, compare findings from experiments and record in various ways using graphs and tables. Progress is good, overall. Pupils develop an understanding of the human body and how it works and the properties of materials.
11. In information technology, the attainment of most pupils in both key stages is in line with national expectations. This is an improvement on the previous inspection, when attainment at the end of Key Stage 2 was judged to be below expectations. Pupils in both key stages make satisfactory progress in their ability to use information technology to help them generate and communicate ideas in different forms. By the time they leave the school, they have made satisfactory progress and learned to use computers for a range of purposes.

12. In religious education, attainment at the end of both key stages is in line with expectations in the Locally Agreed Syllabus. Pupils know about the Christian faith and other world religions and begin to appreciate what worship represents. Progress is never less than satisfactory and is often good in both key stages as pupils constantly build on the knowledge and understanding they acquire, not just in religious education lessons but in other subjects such as history. The spirituality aspect of religious education, identified as a weakness in the previous inspection, has improved and is now very good.
13. In the other National Curriculum subjects of art, design and technology, geography, history, music and physical education, progress is never less than satisfactory. In art, design and technology and history, progress is good in both key stages. In music and swimming it is good in Key Stage 2 (no judgement could be made about music at Key Stage 1 because not enough lessons were seen). Significant factors in the good progress made is the quality of the expertise that teachers have and the influence the subject leaders have on the curriculum. Pupils with special educational needs make good progress because of the very effective provision made for them.
14. The daily literacy and numeracy hours, which are part of the National Literacy and Numeracy Strategies, have been very successfully implemented in Key Stages 1 and 2 and are helping to raise standards. The adoption of these in the under-fives classes is less successful because the programme has been too rigidly applied and the children who have just started school are not yet ready for such a formal structure to the morning sessions.

#### 24. **Attitudes, behaviour and personal development**

15. Pupils have maintained and improved the positive attitudes to learning noted in the previous inspection report. Overall, this aspect is now a strength of the school.
16. Personal and social development is given a high priority in the classes containing four year olds and the majority are likely to attain the national targets by the time they are age five. Children settle quickly into the routines because of the sensitive way they are introduced to the school. Their self-esteem is boosted by effective use of praise and they grow in confidence. They play together co-operatively and understand the need to take turns and share fairly. They behave very well and develop positive attitudes to learning.
17. Behaviour in and around school is very good. Pupils have a clear understanding of the school's emphasis on positive behaviour. Each class has a chart celebrating individual pupils' successes and good behaviour. They respond very well to praise, and the positive and consistent approach by adults. Pupils and parents understand the reward and sanction system and feel it is fair. At break and lunchtimes, pupils play well with the equipment provided, often with older pupils organising games and caring for the younger children. Pupils are polite and respond well to one another when waiting to take turns especially in games in the playground. Pupils show respect for the materials and equipment they use. There were no exclusions in the last reporting year. Pupils with special educational needs concentrate well, follow instructions and respond positively to rewards and praise. There is

no evidence of their behaviour impeding their progress.

18. Relationships, both between adults and pupils and among pupils themselves, are very good. Staff are very good role models. Pupils demonstrate a high level of respect for all the staff within the school. They also show care and consideration for others. Pupils are supportive of one another, generally listening carefully to each other's contributions in class. They work and play well together. Pupils collaborate effectively when given the opportunity.
19. Pupils' personal development is good. They learn to take responsibility for themselves and to follow school routines. They are responsible when given tasks and are eager to assist, but need more opportunities to develop skills for personal study. Pupils are given opportunities to take on responsibility for tasks around school, and they undertake these tasks willingly. Pupils participate in a variety of school clubs and are confident in and around the school.
20. At both key stages, the attitudes of pupils to their work are very good. They are interested in the tasks set and work enthusiastically. Pupils like coming to school and are keen to learn. The majority of pupils are very interested in their tasks and display increasing powers of concentration. A minority of pupils have concentration lapses but this is handled well by teachers and support staff. Pupils are confident and eager to volunteer answers to questions, as seen during a lesson showing a mock christening.

### 30. **Attendance**

21. Attendance at the school is satisfactory and since the previous inspection report has remained in line with the national average. The school is working hard to improve its attendance figures and frequently appeals for parental co-operation. The school is aware that good levels of attendance are needed to achieve good progress for all pupils. Pupils are, generally, punctual.

## 31. **QUALITY OF EDUCATION PROVIDED**

### 31. **Teaching**

22. The quality of teaching is consistently good across the school and this is a significant factor in the improving attainment of the pupils.
23. In the under-fives classes, the teaching is good overall, with 11 per cent of teaching good and 33 per cent very good. All other teaching is satisfactory. Particular strengths are the lesson planning and careful assessment of what children can do which helps teachers to decide what children need to do to make progress. There is effective teamwork among the teaching and non-teaching staff. Classrooms are stimulating and relationships between staff and children are warm and supportive. The arrangements for literacy and numeracy are not successfully

meeting the needs of children who have just begun school as the sessions are too long and too intense and the children find it hard to concentrate. This is especially noticeable in the mixed reception and Year 1 class, where the youngest children cannot yet cope with the demands made of them.

24. In Key Stage 1, over 50 per cent of teaching is good with 40 per cent being very good or excellent. There was one excellent lesson and no unsatisfactory lessons. In Key Stage 2, 85 per cent of lessons are good or better with 42 per cent very good. Again there is no unsatisfactory teaching. These figures represent a significant improvement from the previous inspection, which judged teaching to be generally sound or better in both key stages and six per cent of lessons were judged to be unsatisfactory.
25. Teachers have good knowledge and understanding of the National Curriculum Subject Orders, the Agreed Syllabus for religious education and of the National Literacy and Numeracy Strategies. Their knowledge enables them to prepare interesting and challenging lessons, which immediately engage the pupils' interest. Teachers display very effective questioning techniques, which further develop pupils' learning and enable the teachers to assess the effectiveness of their teaching. Teachers make very good use of resources to enhance their teaching and make many themselves in order to give a particular emphasis to a task. In the majority of lessons, teachers make good provision for the higher attaining pupils and only occasionally is their starting point too low.
26. Teachers' expectations of pupils are generally high. There is a good work ethic in most lessons and many teachers take care to point out their expectation of behaviour, of standards of presentation and of attainment. This is often achieved by teachers making constant reference to the passing of time and to their expectation of what pupils should be achieving. They are helped in this by their very good knowledge of pupils and of what they are capable and of what they have achieved in the past.
27. The planning is a significant factor in the good quality of teaching seen. Lessons are very well planned and prepared. Objectives for learning are clearly identified and, in the better lessons, shared with pupils so that they have a clear understanding of what is expected. The planning clearly sets out what pupils will do and the resources they will need to do it. Appropriate activities are planned for pupils at different stages of learning and the extra adult help is deployed very effectively to support pupils' learning, particularly the learning of those pupils who are identified as having special educational needs. The lesson plans are informed by the assessments of previous learning and teachers skilfully build new learning securely on previous knowledge and understanding. During the lessons, new learning is introduced appropriately as pupils become secure in their new thinking and teachers take great pains to structure the learning in stages so that every child is able to make steady progress.
28. Teachers use a range of appropriate methods and organisational strategies, which include whole-class teaching, group work, paired work and individual work. Teachers introduce work well and make it interesting and stimulating. They encourage discussion and practical activities, which deepen pupils' understanding and knowledge and develop their skills. More opportunities need to be provided for pupils to work independently and to follow their own

lines of enquiry. There is a good balance of exposition by teacher and pupil activity and lessons are carefully structured to achieve the identified objectives. Appropriate support is given to pupils with special educational needs and to those for whom English is not their first language. Teachers take care to involve these pupils fully in the activities.

29. Teachers are particularly good at class management. The lessons are very well organised and full and efficient use is made of time. They keep pupils on tasks and are constantly encouraging greater effort. Pupils are made fully aware of what is required of them and teachers make sure that instructions are clear so that no time is lost with unnecessary repetition. The pace of lessons is generally very good and teachers set clear time parameters for pupils. Behaviour is generally very good and where incidences of unacceptable behaviour occur they are dealt with effectively and consistently without any detriment to the progress of others.
30. Assessment is also a strong and significant feature of the teaching in the school. Teachers use the clear learning objectives as a means of assessing pupils' progress during lessons. This often occurs during the plenary session that features in all the better lessons. During this session teachers either set assessment tasks or question pupils to assess their learning during the lesson. Many use marking of pupils' work as an effective means of enabling pupils to improve in future. Information from pupils' work is noted in assessment notepads, which in due course is entered into the pupils' record sheets. During lessons teachers are constantly giving pupils feedback on their work, which enables them to make further progress. An appropriate amount of praise is used during lessons and the school reward system acts as a further incentive for pupils. Pupils are given a suitable amount of homework, which is often used for finishing incomplete work or for such tasks as learning tables and practising reading.

#### 40. **The curriculum and assessment**

31. The school has successfully addressed all issues raised in the previous inspection report. Curricular provision and systems for assessing pupils' attainment are now very good.
32. All pupils have equal access to the school's curriculum, which is broad and balanced and reflects the aims of the school. It is effective in promoting pupils' intellectual, physical and personal development and prepares them well for the next stage of education.
33. The curriculum for those children who are not yet five years old is based on the nationally recommended areas of learning for the age-group and there is an appropriate balance between all six of them, with due emphasis on literacy, numeracy and personal and social development. Planning is clear and detailed and assessments are used very effectively to help children make good progress. Children take part in a good range of play activities which are carefully structured to help them learn what they need to in order to reach the national targets. The organisation of the literacy and numeracy, hours needs adjusting to allow for shorter bursts of activity which are more suited to the under-fives stage of development at this point in the school year. Secure foundations are laid for later work in

the National Curriculum.

34. At Key Stages 1 and 2, the curriculum includes all appropriate National Curriculum subjects and religious education. There is specific time for literacy and numeracy and very effective strategies for promoting literacy in each of the classes and across the curriculum. Religious education is taught in accordance with the Locally Agreed Syllabus and meets statutory requirements. The school uses most of its discretionary time to focus on personal and social education; extended assemblies that celebrate pupils' successes or involve visitors, some of whom promote charitable causes.
35. The school has useful policies in place for non-curricular aspects of education such as equal opportunities, special educational needs, behaviour and industrial and economic understanding. There is no policy, at present, for health education and the drugs awareness policy only gives guidance on dealing with incidents which may arise. However, these subjects are adequately covered, either through other subjects such as science or in the discretionary time allowed. Young pupils benefit from circle time where they sit round and take part in discussions. There is a structured programme of sex education and drugs awareness for the oldest pupils and, throughout the school, questions and issues on these subjects are dealt with sensitively as they arise. Key Stage 2 pupils benefit from a wide range of extra-curricular activities including art, music, mathematics, science and computers, which are supervised by a talented and committed staff. Competitive team games include football, and netball and pupils compete in local leagues. Local professional football players provide coaching. More than one hundred pupils attend clubs and so some activities are restricted to certain age groups. The range of visits to places of interest, and visitors, who come to the school and share their expertise with pupils, enhance the curriculum still further. Pupils in Years 5 and 6 make visits to residential centres. All these activities enrich the curriculum and have a very positive effect upon the quality of education provided for the pupils. Pupils are given homework on a regular basis. A mathematics and English homework club has been provided, although at present too few pupils are benefiting from this, as parents are not yet fully aware of its potential.
36. Curricular planning is very thorough. The school's priorities are set out in the school development plan and the annual management plan clearly identifies curricular objectives, and ensures a systematic review of all subjects. The quality of the action plan produced after the previous inspection, together with the review procedures used in its implementation, contributed to the school's success in addressing the issues. Useful policies and schemes of work support each subject; most of them will be reviewed when the new National Curriculum Orders are in place. Long-term, medium-term and short-term plans are consistent throughout the school and the quality of the planning ensures good continuity and progression. In English and mathematics, the school is following the National Literacy and Numeracy Strategies and pupils are grouped according to ability. Pupils work at the appropriate levels. In classes of lower attaining pupils, the work is adapted to meet their needs. Work in other subjects is organised in a two-yearly cycle of themes. Medium- and short-term plans are detailed and there is evidence of teachers adapting weekly plans as a result of evaluations made of lessons.
37. The school has effective procedures for monitoring and evaluating subject areas. For English, mathematics and science, a teacher oversees work done at each key stage. Co-ordinators monitor work in the classrooms and offer effective advice and support.

38. Provision for pupils with special educational needs is very good. No pupil is disapplied from any part of the curriculum. Pupils have individual education plans, which contain appropriate targets for their learning. In English and mathematics, pupils in Years 3, 4, 5 and 6 are taught in smaller classes, where work is carefully matched to their needs. Eleven pupils are from homes where English is not the first language and they receive good support. Two Kosovan pupils who recently joined the school are every day given effective individual tuition. Throughout the school pupils benefit from a structured programme of activities and very good adult support.
39. Governors fulfil their statutory duty to oversee the curriculum. A curriculum meeting is held each term at which various members of staff share their expertise with the members.
40. The school has made very good progress in developing assessment procedures and arrangements for assessing, recording and reporting standards and progress. These arrangements constitute a strength of the school. The school has a strong commitment to raising standards and its central aim is to set expectations which are realistic yet challenging. Arrangements for assessment, recordkeeping and reporting to parents are clearly set out in the very detailed policy, which explains how assessment is linked to the planning process. A baseline assessment is carried out in the reception classes, and the school makes use of standardised tests in reading, and uses the optional National Curriculum tests in Years 3,4 and 5. The school is involved in national evaluation work and has done detailed analyses of National Curriculum Assessment results. These results have then been used as a diagnostic tool for assessing pupils' attainment and for setting targets for the future. Individual targets in English and mathematics are written in the front cover of pupils' exercise books. A portfolio of pupils' work has been started in order to more closely monitor the consistency of assessments. Assessment in other subjects is less detailed but the co-ordinator has clear objectives for future development in these areas.
41. Teachers closely monitor progress during lessons and make written assessments to aid future planning. They keep notebooks of progress to aid writing of annual reports to parents, although these need to be more specific. The regular marking of work and use of comments on how pupils could improve their work provides them with useful feedback. Arrangements for reporting to parents are sound.

**51. Pupils' spiritual, moral, social and cultural development**

42. Provision for the spiritual, social, moral and cultural development of the pupils is now very good in all elements and this is an improvement since the previous inspection, which identified spiritual development as limited.
43. Spirituality is developed through the daily acts of worship when pupils are often asked to reflect on their own experiences such as in the story of the family with plenty and the family with nothing. Pupils were encouraged to see that you do not have to be rich to be able to share. This is consistent with the aims and values that the school promotes. Acts of

worship always include a prayer or moment of reflection to allow pupils to reflect on their own sense of values. This theme is repeated in religious education lessons, where pupils are taught tolerance of the beliefs of others and an understanding of different celebrations in the different religions. Sometimes in assemblies younger pupils experience mock christenings or weddings taken by the local vicar. Art and music are both used well to develop spirituality as pupils are asked to express opinions and feelings about a picture or a piece of music. On visits to places of interest, pupils are encouraged to appreciate the wonders of the natural world and to respect that world. In literacy they are helped, through stories, to appreciate how other people live and are taught about their beliefs and customs. In sex education, pupils respond to the life cycle of humans and to the birth of a baby with awe and wonder.

44. Moral development is very good. This is achieved principally through a consistent application of the school's aims and values, which emphasise a sharing and caring community. Implicit in everything that the school does is the sense of being a large family or community. Pupils are taught to respect the rules of that family, such as honesty, fairness and respect for each other. The older pupils are expected to take care of the younger ones and do so willingly. They are consulted on important issues such as bullying and rules and all pupils have agreed the school rules. They also respect the rules and accept the consequences of unacceptable behaviour without complaint. In literacy, pupils learn about moral issues through the stories that they read and opportunities to discuss them are provided.
45. Social development is also very good. Pupils show a willingness to work together in lessons. They show respect for the school buildings and for the displays that are such a prominent feature of the school. The older pupils take on responsibility as prefects and patrol the corridors in order to help any younger child who might be in need. Younger pupils act as monitors within the class and take registers to the school office. The school is fully involved in the community and has links with the local football team, with a conservation organisation and with local old folks' homes. The choir sings at Christmas and at harvest for Age Concern. Each year representatives of local industries visit the school and are shown around by Year 6 pupils. Relationships throughout the school are very good and staff set very good examples for pupils to follow.
46. Cultural development is very good. Pupils learn about the diverse cultures of the world through their work in religious education, history and geography, and more recently, by using the Internet and the World Wide Web. They learn about different celebrations in different religions and are helped in this by a Muslim pupil who talks to other pupils about his own religion. In history and geography they learn about different civilisations and countries such as India and also about contrasting locations locally when they visit a local village school. Visitors from different churches and religious organisations visit the school and the Campaign for Racial Justice sends a representative each year. Pupils' cultural awareness is further developed through art, music and literature. Art is a strong feature of the school and pupils are taught to appreciate the great artists of the past and to appreciate one another's works of art. Similarly, pupils listen to and sing music from different times and cultures but are also very appreciative of fellow pupils' performances. The school has involved a poet in residence and has had story-telling sessions.
47. The spiritual, social, moral and cultural development of the pupils is important to the school

and subsequently much emphasis is given to it. It is now a strength of the school.

**57. Support, guidance and pupils' welfare**

48. Since the previous inspection report, which gave a positive picture of the school's support for its pupils, the standard of support and guidance has been maintained and improved. It is now a strength of the school. Concern for the welfare of the pupils is central to the aims of the school, which are emphasised by the school's statement of *Caring, Sharing and Learning*. This is reinforced by the effective school procedures in policies which promote the wellbeing of all pupils. The school's routines to encourage good behaviour are also very good. The staff give a high priority to the provision of effective pastoral care and they are very knowledgeable about the pupils. The advice and support offered to children are the result of very careful monitoring by the teachers of pupils' academic progress, personal development and attendance. The school is very alert to the medical and emotional needs of pupils with special educational needs.
49. The school's measures to promote discipline and encourage good behaviour are very effective and monitoring of behaviour is very thorough. The clear and effective policy on behaviour provides guidance for staff who, through their consistent practice, show that it is understood well. This consistent practice contributes positively to learning for all pupils. The procedures for child protection are very good. Staff are experienced and vigilant. Children feel secure; they have the confidence to approach a teacher if they feel something is wrong.
50. Effective procedures are in place to ensure that all the related matters of health, safety, security and first aid are dealt with to a very high standard. Every effort is made to ensure that pupils have a stimulating place to learn. The school's support and guidance enable all pupils to take full advantage of the educational opportunities offered. Staff consistently work hard to make children feel valued in the school community, where their wellbeing is paramount.

**60. Partnership with parents and the community**

51. Since the previous inspection the school has continued to welcome parental involvement in the life of the school. The school values its partnership with parents and does much to encourage them to play a part in their children's education. The questionnaires returned showed that 94 per cent of respondents agree that the school encourages parents to play an active part in its life. Several parents take advantage of the opportunity to be involved in the life of the school, and their contributions towards their children's education are appreciated and valued. Parents say they feel welcome in the school. However, not all parents take advantage of the opportunities offered to take an active role in the educational partnership to help children learn, although they provide good support for social events.
52. The quality of information provided for parents is very good. Letters sent to parents give

clear information. The annual report of the governing body and the school prospectus are well presented and include all the required information. The school organises meetings regarding curriculum matters and although these are not always well attended the school continues to encourage parents.

53. Pupils' education is enriched by the very good links the school has with the community. This involvement includes visits to local places of interest such as Saint Peter's Church, Bradley Woods, behind the scenes at Tesco and a residential visit to the Kingswood centre in Norfolk. Visitors to school include the local Member of Parliament, who talked about her life in the House of Commons, community police, charities, local church leaders, art and drama groups. All these activities make an important contribution to the personal development of pupils. Parents and the community are welcomed into school for such events as concerts, plays, the summer fair and other social events. Pupils support charities and understand the needs of others. The school has good links with the pre-school playgroup and with the local secondary schools. The after-school clubs provide a wide range of activities, which help to extend the progress and personal development of pupils. The governing body and staff work hard to maintain a positive role within the community so that pupils' education extends beyond the statutory curriculum to broaden their understanding of the wider world.

63.

## THE

### MANAGEMENT AND EFFICIENCY OF THE SCHOOL

#### 63. Leadership and management

54. The previous inspection praised the *strong leadership and good working relationships* but found weaknesses in the involvement of the governing body in curriculum, strategic planning and finance monitoring. Since then, the school has gone from strength to strength and the role of the governing body is developing appropriately.
55. The leadership of the school is strong, determined and highly effective. The dynamic headteacher and deputy work extremely well together and this teamwork is moving the development of the school forward in a very positive yet steady manner. The school is improving in many areas and all the recommendations in the last inspection report have been acted on. The hardworking staff team is committed to raising standards and all those with management responsibilities play a full part in reaching this goal. Subject leaders understand their roles and know what needs to be done to improve the educational provision for pupils. There is a shared vision and sense of purpose which reflect the school's ethos and aims.
56. The governing body is now more actively involved in monitoring and evaluating the impact of curricular developments and the financial implications. There are designated governors who take a keen interest in literacy, numeracy, religious education and special educational needs and there is an intention to extend such interest to other subjects. Expertise has been sought in the area of financial planning and budget setting and a new governor is proving

helpful in this area. Parent governors provide effective help in classes and the chair of the governing body is a well-informed regular visitor in school. The governing body is very supportive and is kept up to date with developments through the very effective communication systems.

57. Effective monitoring and evaluation strategies are in place and these are helping to raise standards. Good analysis of National Curriculum test results, standardised testing and the school's own procedures for measuring attainment and progress enable staff to target individuals and groups of pupils in order to ensure that they perform according to their capabilities. The school is achieving the goals set for attainment, particularly in Key Stage 2, because of careful monitoring which has resulted in more specific staff development, better teaching, more resources and higher expectations. The useful school development plan is regularly reviewed to make sure that developments are on target and it sets out realistic but challenging goals for improvement.
58. The management of the under-fives' provision is good. It is the responsibility of the headteacher and there is clear evidence of monitoring of classroom practice and the sound advice provided as a result. All the evaluations carried out focus on improving the education of the youngest members of school.
59. Those responsible for special educational needs have good qualifications in this area and the provision is organised and managed very well. The arrangements for co-ordinating the work of teachers and support staff are very effective and contribute positively to the good progress made by pupils. Records are carefully maintained, up to date and readily accessible. Liaison between the school and support services is good. The new special educational needs governor is well placed to make a valuable contribution to the work being done. The requirements of the Code of Practice are met.
60. The school takes equal opportunities issues seriously and it features prominently on staff meeting agendas. Any variation in attainment between boys and girls is investigated and appropriate action is taken on, for example, the purchase of books with greater appeal for boys. Efforts have been made to provide more male role models in school staffing and the local authority is providing additional support for a recent influx of refugee children in order to give them more access to the curriculum.
61. The governing body fulfils its statutory requirements, and all other requirements.

71. **Staffing, accommodation and learning resources**

62. There is a good level of teaching staff who are suitably qualified and experienced to teach the curriculum for children under five, the National Curriculum and religious education. There is a good level of well-qualified support staff who are very effectively deployed to assist the teachers. Teacher appraisal is in place and is used very well in staff development, which is very good. The induction of new staff is thorough, and they are supported well by the senior management team and other colleagues. The administrative staff are very efficient and supportive.

63. The school building is well maintained and cleaned to a high standard. The school caretaker undertakes many tasks to help the smooth running of the school. The environment is greatly enhanced by the very good use of displays, which effectively celebrate pupils' achievements and provide a stimulating place to work. All available space is used effectively, including the careful timetabling of specialist areas such as the library and the information technology suite. The school has worked hard to improve the outside play area with the creation of some raised areas for plants and seats. The parking restrictions outside the school, which were referred to in the previous report, are still a problem.
64. There is a wide range of very good learning resources to teach the curriculum and these are readily accessible. Many of these high quality resources have been made by the teachers. When appropriate, teachers make good use of resources within the community such as libraries, nature conservancy and sporting activities. The very effective use of these resources is contributing to the progress of pupils. Visitors to the school such as those involved in the Common Purpose Education Day, work with animals, artist workshops, and a poetry workshop all successfully extend learning opportunities.

**74. The efficiency of the school**

65. The efficiency of the school is very good. It uses all its resources very effectively in clear pursuit of its identified aims. Educational development is supported by good financial planning which is successful in improving the quality of education the school provides. For example, the decision to employ enough teachers to keep class sizes at a low level has had a significant impact on the level of progress that pupils of all abilities are now making.
66. The headteacher provides very good leadership in financial matters. She is supported by the school governors, who are now being provided with more detailed knowledge of the school budget than was evident at the last inspection. While there is still a need to increase their involvement in financial matters, they are taking a more active part in budget decisions. They are involved in the setting of targets in the management plan and in some elements of monitoring progress towards achieving them. They are active in ensuring that the school makes efficient use of its finances by cost effectiveness - for example, through tendering procedures for building work and the use of water savers in cisterns.
67. The school's budget is closely linked to the management plan. Recent priorities in the plan have been the introduction of the literacy and numeracy hours, staff development through training and monitoring of teaching, the employment of additional classroom assistants and improved educational resources. The plan includes the financial implications and success criteria for these initiatives. The inspection shows that these decisions have been successful in improving the quality of teaching, providing good classroom support, particularly for the younger pupils and those with special educational needs, and enriching the curriculum - for example, by improving the library and equipment for information and communication technology.

68. Financial control and administration are very efficient. The school keeps accurate, up-to-date figures of its budget. It has extremely effective monitoring systems which provide early warning if expenditure is likely to be off target. Financial efficiency is also evident in the way the school uses projected budget figures for future years to highlight possible shortfalls in funding. For instance, its stated aim is to maintain class sizes at as low a level as possible and, since that may be compromised by lower funding in the future it has built up a contingency for coming years. The significant surplus in the current year's budget, much of which accumulated from the amalgamation of the former junior and infants school, has been earmarked for this purpose. There is a detailed budget of income and expenditure for the support of pupils with special educational needs which shows that this money is spent wisely and that these pupils benefit from effective adult support and a wide range of good quality resources and equipment.
69. Teaching and support staff are used very efficiently. The school is now using teachers' specialist skills in literacy, numeracy and music to enhance the teaching in these subjects.
70. Teaching resources have also been effectively used to improve progress and attainment by releasing some subject co-ordinators to monitor and improve the quality of teaching in their subject. Non-teaching staff provide very good support for pupils with special educational needs, children under five, practical work in subjects such as science and art, and in literacy and numeracy lessons. The administrator in the school is very efficient. In addition to dealing with day-to-day organisation, she provides the headteacher and governors with up-to-date budget information and ensures that the school achieves cost effectiveness for supplies and maintenance. The wide range of tasks she undertakes enables teachers to spend their time on work with the pupils.
71. Very good use is made of the accommodation and resources. The recent establishment of an information technology suite is an example of how the school strives to use its space in the best possible way. Resources are regularly audited, well deployed and used very effectively in teaching.
72. This is a very efficient school which uses its resources very carefully to achieve the best possible outcomes for its pupils. Given the starting point of children entering the school and their attainment by the time they leave, the school continues to provide very good value for money.

82.  
**CURRICULUM AREAS AND SUBJECTS**

**PART B:**

82.  
**LEARNING FOR CHILDREN UNDER FIVE**

**AREAS OF**

73. Many children enter the school at four years of age with a limited vocabulary and a lack of knowledge about numbers, although there are a few who are well developed and have high ability. Most have experience of a playgroup on site and are able to do as they are told and play co-operatively with one another. Staff have to make strenuous efforts to build children's confidence and help them become more active learners as many are content to sit back and opt out when faced with an activity they perceive as difficult.
74. The previous inspection judged provision for those children who are not yet five to be good and the findings from this inspection bear this out.
75. By the time they are five years old, the attainment of the majority of children is likely to reach the national targets set for the age-group in personal and social development, language and literacy, mathematics and creative development. In the areas of learning known as knowledge and understanding of the world, and in physical development, attainment is likely to exceed the national targets. There is a significant percentage of pupils, however, who will not reach the national targets by age five (around 25 per cent) because they have learning difficulties and need more time and additional help to reach the expected standards.
76. Personal and social development has a high priority in the reception classes. Children settle quickly into the routines, develop a feeling of security, their self-esteem grows and they become more confident. They learn to play together sensibly, taking on various roles such as cooks and waiters in the class cafe, and they appreciate the need for rules for taking turns and sharing equipment. They are given opportunities to act as monitors and help with clearing up materials they have used. They behave very well and they develop positive attitudes to learning. They become more independent in the skills of dressing and toileting. They begin to show sympathy for classmates and learn to consider the needs of others through their games and by discussing stories they have heard. The format of the literacy and numeracy sessions is sometimes too rigid to meet the needs of the under-fives and their ability to concentrate for the long periods of time required leads to displays of withdrawal from learning, and boredom. Children are much more actively engaged when the learning takes place in short bursts of activity and it matches the work rhythms of the children more appropriately, as in the afternoon sessions.
77. In language and literacy, children can take on various roles in their play and know how to treat 'customers' in the class shop. They can recognise their names and some are beginning to print their first name by tracing over, or copying under, the teacher's script. The higher attainers are beginning to learn the letter sounds of the alphabet and some know the key words in the reading scheme. Most children are at the early stages of reading, using pictures to talk about the book or a familiar story they have heard. The majority are learning to express their needs and wants more coherently with the help of adults. They know how to

handle books correctly, starting at the front and working through to the end, and they show an interest in reading, voluntarily choosing to look at books when given the choice.

78. In mathematics, children use mathematical language relating to shape, position, size and quantity and are beginning to recognise simple patterns and relationships. They compare, sort and match objects such as creatures which are 'pets or not pets'. They are learning to count at least to five and in some instances to ten, although they cannot yet always recognise the numbers independently. They can join in number rhymes and are learning vocabulary associated with time through work in history.
79. Children are doing particularly well in the area of learning known as knowledge and understanding of the world, as the activities provided are helping them to appreciate the world beyond their immediate locality. Through studies of toys they are comparing children's lives in the past with their own; by shopping for fruit and making a fruit salad they are learning about healthy eating; they make models using recycled materials and help to look after the class hamster and goldfish. They find out how things are made and how they work through visits to the Eureka museum. They are learning appropriate computer skills and can already use a mouse to move a cursor on screen, draw a simple picture and instruct a programmable toy to move forwards.
80. In physical development, children take part in a variety of movement lessons which include dance and gymnastics as well as the use of wheeled toys. They can share space safely with others and change direction to avoid clashes. Their performance on small apparatus is good; they are agile and can control their jumps and balancing; they are already attaining many of the targets for this area of learning although they are not yet five. They use tools and implements safely and properly and are developing sufficient control to prepare them for writing.
81. In creative development, children can represent what they see and experience in a variety of ways. They use pastels to draw flowers from life, they print pictures and patterns on fabric and paint, using appropriate techniques, to make animal masks. They have begun a sketch book for art which encourages them to look carefully when observing and choose colours with care to represent an object such as a teddy bear. They sing together and can take turns to play a percussion instrument at a command from teacher.
82. Progress is never less than satisfactory and is usually good, especially in personal and social development, knowledge and understanding of the world and in the gymnastics element of physical development. Children learn to be more curious about the world in which they live and they gain in confidence. They learn to express themselves better and begin to understand that print conveys meaning. They learn about numbers and how these relate to real life for example, that money is exchanged for goods when shopping. They are introduced to computers and their co-ordination skills improve as they become familiar with a range of tools and implements.
83. The quality of teaching is good overall in the reception classes. It is never less than satisfactory and is sometimes very good. Particular strengths are the planning of lessons and the detailed and thorough assessment of what children can do and what they need to do next.

Teamwork is effective, with the classteachers, nursery nurse and support staff all working together well to meet the needs of children. Teachers are, generally, knowledgeable about the curriculum for the under-fives and organise activities appropriately to help young children learn. Teachers' classrooms provide an interesting and stimulating environment for learning and the efforts of children are valued through attractive displays. Children are managed very well and relationships between adults and pupils are warm, sensitive and supportive. Techniques and skills are taught in specific and direct ways and children are made to understand what is expected. Tasks are carefully structured to take every available opportunity to help children make good progress. Secure foundations are laid for the National Curriculum.

84. There are weaknesses, however, in the way in which literacy and numeracy is taught, and in the composition of the reception class containing mixed Year 1 pupils and those who have just started school. Literacy and numeracy are given due emphasis but the adoption of the literacy and numeracy hours as part of the National Literacy and Numeracy Strategies for the under-fives is proving too intense a formal learning programme at this stage in children's development. Sessions require the ability to sit and listen and concentrate for long periods of time and this is beyond the capabilities of many of the children who have just begun formal education. There is a need to modify the programme so that it matches more closely the work rhythms of the children and learning can be developed through more play type activities that are fun to do and keep children motivated as seen in the organisation of the afternoon sessions. The composition of the mixed age class is not meeting the needs of the new intake who are only just four years old and who are not ready for National Curriculum work.

94.

**ENGLISH,**

**MATHEMATICS AND SCIENCE**

94. **English**

85. By the end of Key Stage 1, the attainment of the majority of pupils in speaking and listening and in reading and writing is in line with national averages. These findings broadly reflect the schools results in National Curriculum tests. Care must be taken in interpreting results, as, attainment in 1998 reflected a particularly able group, whereas in 1999 attainment was lower, reflecting the number of pupils with special educational needs in the group. A substantial number of pupils reach Level 2 but overall, the number of pupils reaching Level 3 is below average. Attainment in reading and listening is above that in speaking and writing.
86. Seven year olds are confident readers. Most have developed sufficient fluency, accuracy and understanding to enable them to read aloud with expression. They successfully apply skills learned in the literacy hour to help them read unfamiliar words. When writing, they spell correctly from memory a good range of basic words and are beginning to use simple dictionaries to help them spell more complicated words. Most pupils use capital letters and full stops correctly. They write simple stories and poems in legible handwriting or by using a computer, although few write at length. They are learning how to use a CD-ROM to find information. They talk confidently in small groups, to the whole class and to adults, about their experiences, and are beginning to express their own ideas and personal preferences.

They listen carefully to stories, instruction and questions. They answer simple questions appropriately, although the vocabulary of many is limited.

87. Attainment at Key Stage 2 was well below average in 1998. with 50 per cent of pupils achieving Level 4 and no pupils achieving Level 5. However, the 1999 results show a dramatic rise to 77 per cent achieving Level 4 and 15 per cent of pupils gaining Level 5 which puts the school's results above the national average. The 1999 results reflect the success of strategies used in the literacy hour, booster classes and the effective monitoring and evaluation of standards and progress. Pupils' performance in 1999 was well above average when compared with that of pupils from similar backgrounds in the local area.
88. Eleven year olds read a wide range of both fiction and information books. Most are enthusiastic readers who can retrieve information from a variety of sources. They talk knowledgeably about the content of their books and of their preferences, giving reasons for their choices. They use expression effectively to keep the attention of the listener. Pupils write for a wide variety of purposes and audience - for example, personal responses to stories where they are encouraged to express their feelings, newspaper reports and various types of poetry. They are beginning to understand how language has changed over time, by studying passages from Shakespeare. However, many pupils still lack the rich vocabulary and evaluation skills needed for their imaginative writing to progress further. The effective strategies used in the literacy hour ensure that work is usually well presented, with good standards of spelling, punctuation grammar and handwriting. Pupils listen very well. They show good recall of information given in previous lessons and are confident to express their opinions. Few are able to comment critically in discussions.
89. Pupils' attitudes are good at both key stages and they behave well in lessons. They join in readily with whole class reading of text and discussion and generally sustain concentration well during the literacy hour. Most work steadily in their group tasks and take pride in their work. They co-operate effectively in small groups and respect one another's views. Pupils with special educational needs are given very effective support which helps them to maintain concentration on their tasks. However, some have difficulty concentrating for long periods and appear very tired at the end of the literacy hour.

90. Good routines are established throughout the school, which enable pupils to make good progress. The well-planned, structured programme ensures that pupils progress well in the development of literacy skills. The more rapid progress in some year groups is related to the ability of the pupils. Much emphasis is given to developing vocabulary in English lessons and also in other subjects. Pupils' knowledge of grammar, punctuation and spelling increases steadily with time and is used to produce well-written work. In Key Stage 2, pupils develop the confidence to write for a wide range of purposes such as play and poetry writing, newspaper reporting and imaginative writing and there is clear evidence of the progress made over the years. Pupils use computers for word-processing and for finding information. In one lesson pupils were comparing the quality of information gained from two different computer programs. Much of the writing done in the literacy hour is in the form of exercises, which reinforce learning. Independent writing is timetabled outside the literacy hour. The use of the library for teaching purposes restricts opportunities for pupils to develop individual research skills. Teachers use other subjects as a vehicle for writing in order to increase opportunities. Pupils with special educational needs make very good progress, including the eleven pupils for whom English is an additional language.
91. The good quality of teaching at both key stages has a positive effect on pupils' attainment in English. At Key Stage 1, teaching is good in 66 per cent of lessons and in 33 per cent, it is excellent. At Key Stage 2, teaching is again good overall, with very good teaching in 11 per cent of lessons. There is no unsatisfactory teaching. Teachers have a good command of their subject and the high quality of planning, methods and organisation ensures that literacy skills are taught in a systematic way from year to year. Objectives are clear and are communicated to pupils before the lesson starts. Whole-class presentations are usually of a high standard. Effective questioning checks knowledge and understanding from previous lessons and is helping to raise the quality of pupils' thinking. Teachers provide a range of stimulating, interesting activities which pupils enjoy. They have very good relationships with their pupils and manage them well. Efficient use is made of support staff during the literacy hour to monitor and help individual pupils and to supervise groups. The high quality support provided for pupils with special educational needs makes a significant contribution to their very good progress. Occasionally, oral sessions lack sufficient pace and there is insufficient attempt to include less responsive pupils in discussions. The best lessons move at a brisk pace and teachers have very high expectations about the amount and quality of work.
92. Marking is up to date and good use is made of encouraging comments and diagnostic written feedback to help pupils to improve their performance. Very good use is made of day-to-day assessment of pupils' performance to plan future work. The detailed analysis of test results has enabled teachers to set realistic goals for improvement. Literacy has high priority in the school and is carefully monitored by the co-ordinator, who offers valuable support and guidance to colleagues. Staff have identified pupils' vocabulary as a weakness and a future target is to increase opportunities for work in drama and role play. The subject meets statutory requirements.

102. **Mathematics**

93. In the 1998 National Curriculum tests at the end of Key Stage 1, 91 per cent of pupils reached the expected Level 2 or higher. This was above the national average and the 29 per cent reaching Level 3 was well above the national average. Performance in these tests in comparison to similar schools was also well above average. The results in the 1999 tests were much lower, mainly due to the high number of pupils with special educational needs in the age group. Inspection evidence shows that now, by the age of seven, approximately 70 per cent of pupils are attaining the average Level 2 and approximately 15 per cent Level 3.
94. Results in the 1998 National Curriculum tests at the end of Key Stage 2 were well below the national average. Forty-two per cent of pupils attained the expected Level 4 compared with 59 per cent nationally, with 3 per cent attaining a higher level. In comparison with similar schools, performance was also well below average. The 1999 results were considerably better, with 83 per cent attaining Level 4 and 40 per cent of these pupils reaching Level 5. This puts attainment well above the national average and very high when compared with similar schools. This inspection's evidence confirms the 1999 National Test results. More than 80 per cent of eleven year olds are attaining Level 4 and almost a half of these pupils are reaching Level 5.
95. By the end of Year 2, most pupils count sets reliably, can order numbers to 100 and understand place value to this level. They know how to follow patterns such as odd and even and know coin values. Most know the names of common two- and three-dimensional shapes and can describe features such as faces, edges and right angles. Many understand how to estimate and use standard and non-standard units to measure.
96. They understand simple fractions and use them correctly when telling the time. All know how to record information such as favourite pets and colour on graphs and use it to find answers. The small group of faster learners understand place value to 1000, have some knowledge of metric units of measure and decimal notation in the context of money. There is a weakness in the mental recall of two- and five-times table and the understanding that subtraction is the inverse of addition.
97. By the end of Year 6, most pupils have a good understanding of large numbers and decimal fractions. They have knowledge of vulgar fractions and can find equivalents of common ones such as a half, a quarter and a third. Most measure accurately choosing appropriate units and instruments. They collect data, represent it on graphs and charts and use mathematical vocabulary such as *frequency*, *median*, *mode* and *range* to describe their findings. Almost all know the names and properties of common two- and three-dimensional shapes. They understand angle as a measure of turn and can plot both negative and positive points on a four-quadrant grid. They know the components of metric tables of measure but are less secure in expressing smaller units in terms of larger ones using decimals or fractions.
98. The successful introduction of the numeracy hour has resulted in improvement in mental and oral skills throughout the age range. Most seven year olds can work out addition and subtraction of two-digit numbers mentally using simple partition of place value, doubling and halving. Their mental recall of number bonds to 20, multiplication tables of 2, 5 and 10 times is less secure. By eleven, pupils use a range of methods such as place value, rounding

numbers up and down and simple equations to find answers to more difficult related problems, such as finding  $120 \times 70$

from  $12 \times 7$ . There was some weakness in the knowledge of mathematical vocabulary but this has improved considerably and most pupils are much more confident when explaining the method they have used to find an answer.

99. The last inspection found little evidence of pupils applying mathematics to solve problems or carrying out investigations. There has been some improvement in both of these areas. For example, seven year olds apply mathematics in shopping activities and when using measure in science. They have also investigated patterns and the outcomes of adding together odd and even numbers. Older pupils have applied mathematics by the use of coordinates and temperature graphs in geography, finding the strength of materials in science and work on time lines in history. They have investigated the contents of sweet packets and the ratio of body measurements such as wrist, neck and ankle circumference. However, this area still needs further development. Some good examples of applying mathematics were observed when pupils were using their existing knowledge of two, three, five and ten times tables to complete a twelve by twelve number square and younger ones were subtracting two-digit amounts from fifty pence in shopping activities. A very good investigation on lines of symmetry in regular two-dimensional shapes was also observed. Through practical work, most pupils found that regular shapes had the same number of lines of symmetry as sides. Because it was a task with independent learning opportunities, one pupil shared his discovery that lines of symmetry in shapes with an odd number of sides go from corner to the mid point of the opposite side and those in shapes with an even number of sides always go from corner to corner. However, there is generally a lack of opportunity for those capable of working independently to investigate in this way.
100. Most pupils at Key Stage 1 make good progress in mathematics. Good progress is made in partitioning tens and units to add and subtract two-digit numbers. Progress is good at Key Stage 2, and approximately 40 per cent of Year 5 and Year 6 pupils make very good progress. Good progress is made in the recall of tables, number bonds and equivalent percentages, fraction and decimals and very good progress in the understanding of coordinates involving positive and negative numbers in four quadrants. Pupils with special educational needs make good progress in the understanding of the properties of regular two-dimensional shapes such as angles, sides and symmetry.
101. The majority of pupils show a great interest in mathematics. They are keen to participate in oral work, try hard to explain the methods they use to find answers and work hard at their tasks. Behaviour is very good and the only lapse in concentration is when whole class sessions are too lengthy. They show a good degree of responsibility for organising their work and use resources sensibly.
102. The overall quality of teaching has improved since the last report and is now very good. This is due in some part to the recent numeracy training and the effective monitoring of classroom practice but mainly to the hard work and willingness of teachers to improve their expertise. Teachers have a secure knowledge of both the National Curriculum and the numeracy initiative. Lesson planning is very good, as is the management of pupils, the use of time and resources, including computer programs, and the quality and use of day-to-day assessment. Teachers have high expectations of pupils in terms of behaviour, relationships, the amount of work to be done and generally the level of work, although, on a few occasions

the faster learners are not given high enough starting points in their tasks. There is a high degree of direct teaching, most of which is brisk and motivating but occasionally pupils are expected to spend too much time sitting together on the carpet when lessons contain too many learning objectives. Oral and mental sessions have good objectives and in some of the very good lessons reach pupils of all abilities. There is some difficulty in classes with a wide range of ability and there needs to be a more flexible approach to the numeracy framework in these lessons.

103. Very good teaching was observed in improving mathematical vocabulary to enable pupils to explain what they are doing and apply these methods to other problems. The daily reference to important words and the use of mathematical dictionaries are used particularly well in this respect. Some teachers do not provide enough regular opportunities for more capable pupils to carry out independent investigations. For example, in a lesson where the class learned that multiplying by four was the same as doubling a number and doubling again, some were capable of finding a similar formula for multiplying by five for themselves.
104. The subject meets the requirements of the National Curriculum and the numeracy framework.

#### 114. **Science**

105. By the end of Key Stage 1, the attainment of most pupils is in line with national averages. This is lower than the results of last year's teacher assessments when the percentage of pupils reaching Level 2 or above was 97 per cent, well above average, but when the percentage achieving Level 3 or higher was below the national average. Results from this year's teacher assessment indicate that standards have fallen owing to some unsatisfactory teaching from a temporary teacher who has now left the school, and there being more pupils with special educational needs. Attainment observed in lessons and scrutiny of work indicates that standards in the current Year 2 are better than this year's assessment results.
106. Attainment in Key Stage 2 is in line with national averages, with a significant number of pupils achieving higher. This is better than the 1998 National Curriculum test results, which indicated that the percentage of pupils reaching Level 4 or above was well below average. Results for 1999 show a significant improvement on previous years with 83 per cent achieving Level 4 or higher and 27 per cent achieving the higher levels. Last year's results compared with the results of similar schools were well below average. However this year's results show that the school's results compare very favourably with other schools of similar contexts as they are well above average. The significant improvement in the results is due in the main to an improvement in the teaching as a result of the careful analysis of the previous year's results.
107. By the time they are seven, most pupils are able to use simple equipment to investigate and experiment and are beginning to understand the need for a fair test. They predict what might happen and compare what does happen with their predictions. They record their observations in different ways, using simple graphs and tables. They sort living things into

groups using simple features and are able to describe the differences between living and non-living things. They know that living things require light, water and food in order to grow. Pupils know that different materials have special properties, which makes them suited to different purposes. For instance, they conducted experiments to find which materials are the strongest. Pupils understand the need for a complete electric circuit in order to light up a bulb. They understand that objects require a force in order to move them or stop them.

108. By the time they leave the school, pupils recognise the need for fair tests in order for their results to have any meaning and many are able to identify the consequences of changing a variable. They are able to predict what will happen using their scientific knowledge and understanding and compare their findings with these predictions. Work is carefully recorded and findings plotted using graphs and tables. Pupils have a good understanding of aspects of life processes and living things. They are able to describe the main functions of the major organs of the body, such as the heart, and are able to investigate the impact of exercise upon it. They know the organs of plants and can describe their function. They know the main stages of the life cycles of humans and how humans reproduce. They understand that materials have different properties which makes them suited to different purposes and that materials can be changed by applying heat or cold and that some changes are irreversible and others not. They understand the principles of evaporation and that some rocks are permeable and others impermeable. Pupils understand the effects caused by the movement of the Earth, such as length of day or year. They have begun to make generalisations about physical phenomena such as magnetism and sounds and know that a device in an electrical circuit may be switched on or off.
109. Progress in Key Stage 1 is satisfactory. Pupils develop a greater awareness of scientific processes and of how to conduct simple experiments and investigations. Best progress is made in Attainment Target 2 (Life Processes and Living Things), where pupils learn to understand about the conditions required for living things to grow. Progress in Key Stage 2 is good. Pupils quickly develop an awareness of fair testing and apply their knowledge to their investigations. They are more aware of the need to ask such questions as “what will happen if”, in order to further their scientific understanding. Particularly good progress is made in their understanding of the working of the human body and the function of the major organs. Good progress is also made in elements of Attainment Target 3 (Materials and their Properties) when pupils learn about soluble and insoluble substances and about saturated solutions.
110. Attitudes to the subject are positive. Pupils are keen to participate and to answer questions. They work well together to conduct experiments and share resources and knowledge willingly with one another. They listen well to teacher’s instructions and to one another’s opinions. Behaviour is generally good and pupils are sensible when handling equipment. They show themselves to be capable of making sensible contributions to discussions and are able to ask pertinent questions in order to gain more information.
111. It was possible to see only one lesson of science in Key Stage 1 and two in Key Stage 2. One lesson was good and two were very good. Lessons are well planned and prepared. The objectives for the lesson are clear and the activities well suited to the needs of pupils. Teachers are very effective in using questions to elicit previous knowledge and to assess newly acquired knowledge. There is a good pace to the teaching, which sustains pupils’

interest. Teachers have good subject knowledge.

112. Statutory requirements for the subject are met.

122.

**OTHER**

**SUBJECTS OR COURSES**

122.

**Information**

**technology**

113. The attainment of most pupils in information technology in both key stages is in line with national expectations. This represents an improvement since the previous report, when attainment at Key Stage 1 was judged to be in line with expectations and at Key Stage 2 below.
114. By the time they are seven, the majority of pupils are using information technology to help them generate and communicate ideas in different forms. For instance, they are able to use a draw program for observational drawing of a feather or to make a pattern in the style of the famous artist Mondrian. They are able to retrieve and store work and many are able to alter the font style and size. They are able to control a programmable toy to make it follow a predetermined path and are learning to access information using a CD-ROM.
115. By the time they leave the school, pupils are able to use information technology for a range of purposes. They add to, amend and interrogate information that has been stored and are able to produce pieces of work which combine text with graphs and tables. They use most of the elements of a word-processing program and are able to highlight, cut, copy and paste text. They are able to use the Internet to research information for their topics in other subjects and to communicate using E-mail. They use a graphics program to draw pictures in the style of Hockney. They are able to use information technology to control a set of lights on a Christmas tree and have used a sensor linked to a computer to record light and heat sensitivity.
116. Progress is satisfactory in both key stages. As they move through the school, pupils develop a growing awareness of the wide use of information technology and its applications. They develop greater control over the keyboard and mouse and learn to be accurate in framing questions when collecting, accessing and interrogating information. They become more aware of the importance of information technology as an aid to their learning and as an important tool for communication. Pupils learn to use a range of equipment such as CD-ROMs, the Internet and E-mail, scanners and digital cameras.
117. Attitudes to the subject are good. Pupils are very responsive, listen carefully to instructions and behave well at all times. Pupils are enthusiastic when talking about information technology and willing to express opinions on related matters. They work well together, showing a willingness to take turns and to discuss common problems. They handle equipment very sensibly.
118. It was possible to see only a little direct teaching of the subject in both key stages but in

those lessons seen, teaching was good. A non-teaching assistant, who has been well trained in the subject, takes most lessons on skill development. She takes small groups of pupils in the recently formed information technology suite and works carefully through the plans that have been prepared by the teachers. The planning is detailed, with clear learning objectives, and follows a carefully designed set of steps that ensures that the non-teaching assistant is able to follow and pupils are able to learn. Good class management ensures that pupils remain concentrated on their tasks. Effective questioning ensures that each step of learning is assessed before new learning is attempted. The non-teaching assistant keeps detailed records of the pupils' progress, which is then reported back to the teachers for entry into their records.

119. Information technology is an improving subject and statutory requirements are met.

120. Standards of attainment in religious education are what they should be for pupils of seven and eleven and are in line with the expectations set out in the Locally Agreed Syllabus. In assemblies and in lessons, pupils show their knowledge of the Christian faith and of other world religions. They begin to appreciate the purpose of hymns and prayers.
121. In reception and at Key Stage 1, much work focuses on celebrations and ceremonies such as weddings and christenings. They learn the value of belonging to a family and a caring community. During the inspection, the vicar performed a mock christening and showed pupils that this is a way of welcoming people into the family of God. They begin to appreciate that people of other faiths such as Hinduism celebrate in a different way. Through Bible stories such as the story of Joseph, they learn about cruelty and kindness. By the end of the key stage, through work on worship and special occasions, they are developing an understanding of the major Christian festivals and those of Islam and Hinduism. Emphasis is given to accepting and respecting other people's feelings and ideas.
122. At Key Stage 2, pupils study the festivals and ceremonies in more detail and through books, pictures, films and from studying artefacts, they begin to understand the reasons for celebrations and how they began. They focus on signs and symbols used in various religions and, again, tolerance of beliefs is strongly emphasised. They are made aware of the needs of people less fortunate than themselves. By the time they are eleven, pupils have a good knowledge of similarities and differences in religions of various people, including Greeks, Chinese, Hindus, Muslims and Sikhs. They can describe the distinctive features of religious traditions - for example, the way Muslims and Jews pray - and compare the similarities and differences to the Christian religion. They are able to appreciate how beliefs affect the way we behave. Pupils express their feelings, both orally, and in writing, through stories, poems and prayers.
123. Pupils make at least satisfactory and often good progress, constantly building on the knowledge and understanding they acquire. They listen attentively to stories and join enthusiastically in discussion, talking about what they have learned and asking interesting questions. In the best lessons they have time and opportunity for reflection. Understanding is extended in other subjects. In history lessons, they learn that different things are important in various religions and that within religions people do not always agree; they learn, for example, about the differences between Catholic and Protestant beliefs during Tudor times.
124. Pupils have good attitudes to religious education. The responses they make to questions show they listen carefully and remember what they have been taught. They co-operate sensibly in groups and settle to tasks quickly. Behaviour is very good. There are instances of children showing sympathy for those less fortunate than themselves when, for example, shown a bowl of rice as the daily food ration for some children. They behave reverently in acts of worship and are happy to congratulate others on their success.
125. The teaching seen was at least satisfactory and often good. Lessons are well planned and

teachers are clear about what they want pupils to learn, constantly asking appropriate questions to check understanding. They use a range of interesting artefacts, which capture the pupils' imagination and they answer their questions with great sensitivity. Teachers emphasise the Christian principles of tolerance, caring and co-operation which are part of the school's aims and ethos. Assemblies complement the work within the classes by good use of shared themes, events and celebrations.

126. Overall, pupils make good progress in art. The progress of some pupils with special educational needs is particularly good. By the end of Key Stage 1, pupils are developing useful skills in two- and three-dimensional work using a wide range of media. They look closely at natural and man-made objects, sometimes using magnifying glasses, and produce detailed observational drawings, paintings and models. They use appropriate pencils for sketching and shading, using lines to create movement and texture. They can successfully mix a range of colours and tones and create effects by using different brush strokes. Pupils used mirrors to help them to paint detailed self-portraits after examining the work of Van Gogh; they then produced portraits using their information technology skills.
127. At Key Stage 2, the successful development of skills is seen in a wide range of work. Pupils use sketchbooks to practise and improve their techniques. A study of the work of famous artists resulted in a variety of imaginative paintings and drawings. Year 4 pupils painted seascapes after studying how Van Gogh, Monet and Hokusai use water in their work. Year 5 pupils study cubism and also produce work in the style of William Morris, using their information skills. By the end of the key stage, pupils use the skills they have developed to produce very detailed, well-crafted paintings and drawings such as flowers inspired by the work of William Morris. Pupils use their skills to support work in other subjects - for example, clay masks produced in a study of the Vikings.
128. Pupils enjoy the interesting range of activities provided and appreciate the beauty in pictures and paintings. They listen well to instruction. They learn the importance of attention to detail and usually work with concentration and involvement and show pride in their work. They use materials with care. Pupils with special educational needs particularly enjoy achieving success in the work. The oldest pupils enjoy attending the popular art club, run by the co-ordinator, where they are able to experiment with techniques such as those used by artists in popular art and are able to work collaboratively on projects.
129. No teaching was seen at Key Stage 1, but the planning and the quality of work on display show that pupils receive good instruction. At Key Stage 2, the quality of direct teaching seen was good or very good. Teachers carefully plan a wide variety of interesting activities, using a range of good quality resources. All through the school teachers emphasise the importance of learning skills and they allow pupils sufficient time to practice. Good use is made of praise and encouragement. In the best lessons, instruction is very of a high standard with clearly focused targets. Pupils are required to critically appraise their work but also to reflect on beauty and to express their own thoughts and feelings.
130. Art work on display throughout the school, which includes both pupils' own work and that of famous artists, enhances the appearance of the environment and makes a very positive contribution to the ethos

140.  
**technology**

**Design and**

131. No lessons were seen in Key Stage 1 but two were observed in Key Stage 2. There was sufficient evidence from displays of pupils' work and from discussions with them to judge that progress is good in both key stages. This is in line with findings from the previous inspection, so standards are being maintained.
132. Pupils learn to design and then make models which become increasingly realistic as children develop greater understanding of the processes involved. Children in Key Stage 1 make puppets and percussion instruments. The older pupils in Key Stage 2 can evaluate the results of their efforts, such as flag design and sampler making, and discuss how they could be improved. Pupils learn about healthy eating and hygiene through their creation of fruit salads and a visit to a local supermarket to watch breadmaking. They learn to join pieces of wood and make cards to send to friends and families for various occasions. Pupils become very competent in the skills of sewing.
133. Pupils' attitudes are very good. They are very willing to share ideas with one another and they make helpful comments on the work produced. They concentrate very well, as shown by the care taken over the Victorian samplers that the older pupils were designing and making. They are not daunted by the high standards expected by teachers and the pleasing results are evidence of the thoughtful application that goes into each product. Children appreciate that good design leads to a better product and that the process takes time and patience.
134. Teaching was very good in both the lessons seen in Key Stage 2 (no teaching was seen in Key Stage 1 so no judgement can be made). Lessons are very carefully planned, with clear objectives for learning that are shared with pupils so that they know what standard is expected. Support staff are used effectively to help those who need it. Worksheets produced by teachers guide children through the necessary processes in designing, making and evaluating. When teachers intervene to explain what to do and how to do it, pupils' work improves and they solve any problems encountered. A particular feature of the teaching is the high expectations of standards that children are expected to reach.

144.

**Geography**

135. No lessons were observed during this inspection, so no judgement can be made on the quality of teaching, but there is evidence to show that geography is an integral part of the broad and balanced curriculum and is allocated a sufficient amount of teaching time to meet current requirements. Scrutiny of work, displays around the school and discussions with pupils show that there is a sound grasp of geographical skills and understanding. In light of the reduction in teaching time the co-ordinator has recently produced a good revised programme for teaching geography. This and other planning based upon clear learning objectives ensure continuity and progress in learning across the age group.

136. Satisfactory progress is made by all pupils in geography. This is particularly sound in Key Stage 1 in work about the weather when they learn about how it affects the clothes people wear, the food they eat and the activities they pursue. In Key Stage 2, pupils make progress towards an understanding of climate and other elements of physical geography such as rivers and mountains and how they influence where people live and what they do. Through studying the weather, younger pupils learn to understand the seasons and the changes these bring to the environment. They learn to draw maps of their journey to school, to illustrate stories such as 'Little Red Riding Hood' and explain why maps are important for finding the way. Older pupils learn about direction, scale, symbols and keys, when interpreting maps. Through studies of the environment, pupils begin to appreciate how the activities of people sometimes result in difficult consequences for others - for example, water pollution and the use of pesticides.
137. The school has maintained the satisfactory levels in geography highlighted in the previous inspection although, through the study of environmental issues, pupils are now more aware of how geography affects the lives of people.

147.

## **History**

138. Only one lesson was seen in each key stage but there is sufficient evidence from teachers' plans and samples of pupils' work and records to show that the subject is taught regularly and that pupils are making good progress in both key stages. Standards have improved since the previous inspection in Key Stage 2 where progress was deemed to be satisfactory.
139. Pupils gain in their understanding that history is about real people and events and the older ones begin to appreciate the influence these events have had on the present. In Key Stage 1, pupils develop a sense of time through comparisons of *then and now*, *old and new*, through nursery rhymes and looking at teddy bears and dolls. They learn to sequence events in stories and gain more knowledge about famous people such as Guy Fawkes and Louis Braille. In Key Stage 2, pupils extend their information gathering skills through the use of information technology, artefacts, books and documents and develop an understanding of using a variety of sources, such as the school's log book, to search for evidence. By the time they leave the school, pupils are knowledgeable about the lifestyles of the Ancient Egyptians, Vikings, Tudors and Victorians.
140. Pupils have very good attitudes to history. They are interested and willing to discuss what they know. They are eager to answer questions and express their opinions. They co-operate well in tasks and listen attentively to teachers. Their work is neat and presented well.
141. The teaching in both the lessons seen was good. Lessons are planned with care and teachers are clear about what children are expected to learn. A good range of attractive resources is used effectively to maintain children's interest. Lessons build on what pupils already know and are appropriately structured to help them move on to the next level of learning. Teachers have good questioning skills and use them to extend pupils' knowledge, to check

out what they understand and to help children to improve their historical enquiry skills. Good links are made across other subjects to reinforce the work in history and visits to places of interest such as a transport museum bring the subject to life.

151.

## **Music**

142. Progress is, generally, good in music. Pupils learn to sing with confidence, showing a consciousness of the mood and tone of the song. They are able to hold their own line in a two-part song and their own rhythm in compositions that are often complicated. Pupils develop a good understanding of musical terminology and most learn to read a graphical score. The infant and junior choirs have made particularly good progress and have recently enjoyed success in a local music festival.
143. Attitudes to music are very good. Pupils are enthusiastic and keen. They participate willingly in all aspects of the subject and display very good concentration as they strive to improve their performances. They work very well together, listening to one another's performances and offering each other support and advice. They are able to proffer opinions on each other's work and to talk fluently about their own. Pupils are very sensible when handling instruments and show great respect for them. The pupils show obvious enjoyment of the tasks they are set and rise well to the high challenge of the activities; consequently, behaviour is always very good.
144. All of the teaching in Key Stage 2 is done by the music co-ordinator, whose musical knowledge, talent and enthusiasm for the subject are major factors in the continued high standards. Lessons are very well prepared and activities are chosen that make increasing demands on pupils' knowledge and understanding. Clear objectives for learning are identified and the activities support the achievement of these objectives. Resources are well prepared so that every minute of the lessons is used effectively and thus a good pace is maintained throughout. Lessons contain a variety of appropriate activities, which are carefully structured to ensure that they build on previous knowledge and understanding. The teachers know the pupils well and this enables them to maintain good class control and to form very good relationships with the pupils. Overall, the quality of teaching is very good and music is a strength of the school.

154.

## **education**

## **Physical**

145. The previous inspection reported average attainment by seven year olds and below average attainment by eleven year olds. Progress was judged as being good for younger pupils and satisfactory for older pupils. The inability of many pupils to sequence basic gymnastics was highlighted as a particular weakness.
146. Although only three lessons were observed during this inspection, evidence shows that there has been an improvement in physical education. The subject is an integral part of the broad curriculum, is well planned, is given a satisfactory amount of teaching time and includes all

147. Pupils in both key stages make satisfactory progress. They develop sound gymnastics skills which involve varying body shape, speed and balance. The majority make good progress in swimming. Almost all are able to swim unaided, competently and safely by the time they leave school. In gymnastics, pupils learn basic actions of travelling using hands and feet, jumping on and off apparatus, rolling and balancing. They develop the ability to sequence a range of movements, although the refinement of these through beginning and ending with good posture is often lacking. Both boys and girls learn games skills associated with netball, unihoc and football and playing together as a team. Games teaching has been enhanced by the participation in the Top Sports initiative. Pupils participate in dance, enriched by visiting dance groups and workshops at the nearby comprehensive school. They follow outdoor pursuits during their annual residential visit to Kingswood and are taught to swim during Year 4.
148. Pupils' attitude to physical education is good. They listen carefully and try hard to improve their performance. They work safely whether alone or in groups and take their turn in a sensible manner. They behave well and are always keen to demonstrate their performance for the benefit of others. They take advantage of the good range of extra-curricular sporting clubs.
149. The quality of teaching is satisfactory. Lessons plans are sound, there is due regard for pupils to have a period of vigorous activity and teachers ensure that the limited space indoors is used safely and effectively. Pupils are well managed and activities well matched to ages and abilities. Some lessons are too directed by the teacher and there are limited opportunities for pupils to develop their own ideas and how to improve their performance. There is also a need to ensure better posture when pupils are mounting and dismounting apparatus. However, good use is made of pupil demonstrations and lessons are generally successful in promoting continuity and progress.

159.

### **Swimming**

150. The inspection of this school included a focused view of swimming, which is reported below.
151. The school has sixteen swimming sessions each year of thirty-five minutes duration. Swimming is taught at the indoor heated swimming pool of a comprehensive school approximately one mile away. Pupils are transported by coach accompanied by a teacher and lessons are taught by two Amateur Swimming Association coaches both of whom have Royal Life Saving qualifications. Lessons are held in a pool 25 metres long, with a gradation in depth from one to three metres. A learning zone in the shallow end is cordoned off for the beginners.
152. Pupils in Year 4 participate in the swimming programme during the spring and summer terms. By the end of the sixteen lessons, approximately 50 per cent of nine year olds are able to swim unaided, competently and safely for at least 25 metres. Almost all the others can swim lesser distances and all have developed confidence in the water. The majority have

developed effective swimming strokes on the front and back and have learned the skills of water safety and survival. It is estimated that by the time they leave school, with the good quality of public facilities, approximately 65 per cent will have reached the desirable outcomes of the National Curriculum. Most pupils transfer to a comprehensive school with its own indoor heated pool and where swimming is an all year round part of the physical education curriculum.

162.  
**INSPECTION DATA**

**PART C:**

162.  
**OF INSPECTION EVIDENCE**

**SUMMARY**

153. An inspection team of five inspectors, including a lay inspector, spent a combined total of 15 days in the school. Before the inspection, a range of school documentation was analysed. The registered inspector met the head teacher, staff and governors on a pre-inspection visit.
154. During the inspection, further documentation, schemes of work, teachers' planning, attendance registers, minutes of meetings and curriculum plans were examined. Pupils' records and reports were scrutinised together with samples of their work. The work of pupils with special educational needs was examined alongside their individual education programmes. A swimming survey was carried out.
155. Inspectors sampled the reading ability of pupils in all year groups. They were assessed for their ability to work with numbers. Discussions were held with pupils.
156. Meetings were held with the head teacher, deputy, classteachers, governors and subject co-ordinators. Informal discussions took place with support staff, the school's secretary, caretaker, parents and volunteers.
157. A meeting for parents was held before the inspection and responses to the parental questionnaire were analysed. Parents' views informed the judgements made by inspectors.

167.  
**INDICATORS**

**DATA AND**

168. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	226	3	69	58

169. **Teachers and classes**

169. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	10.6
Number of pupils per qualified teacher:	21.5

169. **Education support staff (YR - Y6)**

Total number of education support staff:	9
Total aggregate hours worked each week:	138.5

Average class size:	23
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170. **Financial data**

Financial year:	1999
	£
Total Income	395040
Total Expenditure	387029
Expenditure per pupil	1647
Balance brought forward from previous year	55837
Balance carried forward to next year	63848

## 171. PARENTAL SURVEY

Number of questionnaires sent out: 226

Number of questionnaires returned: 35

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37	57	0	6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	40	3	3	0
The school handles complaints from parents well	20	59	15	6	0
The school gives me a clear understanding of what is taught	35	53	9	3	0
The school keeps me well informed about my child(ren)'s progress	37	51	11	0	0
The school enables my child(ren) to achieve a good standard of work	49	46	3	3	0
The school encourages children to get involved in more than just their daily lessons	34	43	20	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	46	14	3	0
The school's values and attitudes have a positive effect on my child(ren)	43	48	6	3	0
The school achieves high standards of good behaviour	47	41	12	0	0
My child(ren) like(s) school	59	38	3	0	0